

Pupil premium strategy statement – Poole High School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year, and the outcomes for disadvantaged pupils in the last academic year.

School overview

Detail	Data
Number of pupils in school	1561 (Years 07 – 11)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sian Phillips
Pupil premium lead	Victoria Stillman
Governor / Trustee lead	Jon Godber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,643.18
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£342,643.18

Part A: Pupil premium strategy plan

Statement of intent

“Narrowing the attainment gap within the context of an overall raising of standards remains one of the most pressing challenges in education” (Rowland, 2015). At Poole High School, we recognise that our Pupil Premium students may face complex, compounding barriers that affect their academic progress, aspirations, and wellbeing. Our strategy is rooted in the belief that every child deserves access to a knowledge-rich curriculum, exceptional teaching, and opportunities that extend beyond the classroom. We focus our Pupil Premium spending on four key areas: **High Quality Teaching, Preparedness for School, Attendance, and Literacy**. These priorities reflect our commitment to ensuring that disadvantaged students receive holistic support, both academically and pastorally. Our approach is strategic, targeted, and high-leverage for the benefit of the entire school community. We adopt a tiered model of support, as recommended by the Education Endowment Foundation (EEF): *“Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.”* Our decisions are informed by robust data and professional insight, ensuring that interventions are not only evidence-based but also responsive to the evolving needs of our learners. As the EEF highlights: *“Engaging with evidence offers schools a valuable tool for understanding which practices and programmes are most likely to deliver the greatest impact.”*

1. High Quality Teaching

Central to our intent is the development of self-regulated learners through metacognitive strategies, which the EEF identifies as having a disproportionately positive impact on disadvantaged students: *“Metacognitive and self-regulatory strategies have a particularly strong impact on disadvantaged learners, adding up to 7 months of progress.”*

We ensure that high-quality subject specialists guide and support students throughout their school journey. Our investment in staff CPD is significant and ongoing, with a culture of continuous improvement embedded across departments. Staff are supported to refine their practice, deepen their subject knowledge, and adapt their pedagogy to meet the needs of all students. We are aspirational for our students, our curriculum and teaching aim to prepare them not just for exams, but for life beyond school. Whether students are pursuing degree-level apprenticeships, university pathways, or other ambitious futures, we believe every moment of their journey at Poole High School should be met with the highest standards of support and opportunity. There is only one chance for every child to have an exceptional schooling experience, and we are committed to making it exceptional from start to finish.

2. Preparedness for School

We maintain exceptionally high standards and consistent routines across the school, and we recognise that all students, particularly those facing disadvantaged circumstances, need support and guidance to meet and sustain these expectations. Our approach is consistent and clear: we *sweat the small stuff* so that the barriers students encounter are minor and manageable, rather than overwhelming. Pupil Premium funding is used to ensure that students are prepared for school, both practically and emotionally. This includes providing access to loaned equipment, a dedicated student services hub, pastoral office support through individual year offices, and holistic interventions that address wellbeing, organisation, and readiness to

learn. We believe that preparedness for school is not just about today's lesson; it's about building the skills, habits, and mindset that will carry students into successful futures. Our strategy ensures that students are supported to be confident, resilient, and aspirational individuals.

3. Attendance

We invest in school attendance as a priority, recognising its foundational role in academic success and long-term wellbeing. Our approach is supportive and collaborative, working in partnership with families to understand and address barriers to regular attendance.

Pupil Premium students attend less frequently than their peers, which impacts not only their GCSE and A-Level outcomes, but more importantly, their ability to develop the habits, routines, and structures that underpin success in life. Our curriculum reflects this understanding, embedding routines and expectations that promote consistency and resilience. We fund a dedicated team of support staff who lead on attendance interventions, including Progress Leaders who oversee implementation and ensure that strategies are personalised and effective. Our rewards programmes are designed to reinforce positive attendance habits and celebrate progress.

4. Literacy

Literacy is a cornerstone of academic success and personal empowerment. We deliver targeted interventions, including specialist phonics teaching and more advanced reading boosters, to address specific areas of need identified through robust, nationally recognised assessments. We understand that literacy development is not confined to English lessons. At Poole High School, *every teacher is a teacher of literacy*, and this principle is embedded in our staff CPD programme and realised in our classrooms. Teachers are equipped to support vocabulary development, reading fluency, and disciplinary literacy across all subjects. Our strategy ensures that literacy skills are not only diagnosed and rapidly improved where need is identified, but also strategically developed to enable students to access the full curriculum and articulate their learning, thoughts, and aspirations with confidence.

Through our strategic and research-informed approach, we aim to ensure that our Pupil Premium students not only achieve academic success but also develop the confidence, resilience, and independence needed to thrive in further education, employment, and life.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance rates for Pupil Premium students are significantly lower than those of their peers. For those who attend well (above 95%), Pupil Premium students make more progress than those not in receipt of the Pupil Premium. Attendance is a key barrier to students reaching their full potential. Where Pupil Premium students are also on the SEND register, this statistically means they are more likely to perform significantly lower than their peers.

2	Pupil Premium students are less likely to be prepared for school, which includes access to equipment, uniform, and homework completion, as well as other significant areas. As a school, we ensure that this is prioritised at the start of every day to ensure Pupil Premium students have everything they need to succeed.
3	Students in receipt of the Pupil Premium are more likely to have a reduced reading age and lower literacy levels, which impede their ability to access examination materials, but more importantly, impede their future opportunities. Pupil Premium students have an average reading SAS (Standard Age Score) of 107, compared to Non-Pupil Premium students at 112.
4	Pupil premium students are disproportionately positively impacted by high-quality teaching. Consistent routines and clear structures provide a sense of stability that supports their engagement and learning. Teachers have high expectations in the classroom, which develop academic resilience and foster success.
5	Students in receipt of Pupil Premium are more likely to miss school as a direct consequence of their behaviour, including suspensions, both internal and fixed-term.
6	Pupil Premium students are less likely to have a richness to their cultural capital, which may impact their understanding of culturally significant events and norms, which may further impact their appreciation of the importance of their extracurricular well-being, and in some cases, their understanding of niche examination questions.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcomes:	Success criteria:
Increased attendance rates for pupils who are eligible for PP	<ul style="list-style-type: none"> To reduce the number of PP students who are persistent absentees For PP attendance to be in line with their peers and above the national average
PP students to achieve in line or above the national progress. To close the gap between PP & Non-PP outcomes at KS4, irrespective of prior attainment bandings and gender.	<ul style="list-style-type: none"> For Progress 8 (P8) and attainment figures in line with the national benchmark for PP, with the aspiration to exceed this To improve the rates of progress and attainment for PP boys To improve rates of progress for PP PAH students at GCSE
Increased uptake of PP students taking EBACC subjects	<ul style="list-style-type: none"> To achieve a narrower disparity between the percentage of PP students taking EBAAC subjects compared to the school average and the national average
Increase retention of PP students into sixth form (where courses are appropriate)	<ul style="list-style-type: none"> To achieve an increase from the 27% of PP students being retained in the sixth form at PHS to 40% or more To increase the percentage of PP students continuing on to level 3 courses in order to progress on to post-level 3 education.

Increased engagement of students and parents to improve behaviour, aspirations and career ambitions	<ul style="list-style-type: none"> To increase the PP students accessing opportunities in school, as well as external trips and visits To increase the percentage of PP student parents' attendance at parents' evening
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £232,643.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through whole-school CPD, ensure that all teaching and pastoral staff understand the challenges faced by disadvantaged students and how to address them in their roles.	EEF Implementation Guidance Report OECD Equity and Quality in Education Report	1, 2, 3, 4, 5
Ensure all teaching staff have up-to-date awareness of disadvantaged students in their classes, evidenced by their data folder, their individual needs, any learning gaps and how to adapt questioning and teach responsively to address these needs in the classroom.	OECD Equity and Quality in Education Report	1, 2, 3, 4, 5
Ensure that all teachers are effectively trained to utilise formative and summative assessment, independent practice, and deliberate questioning techniques in the classroom, so that they are able to respond to all learners' needs.	EEF Guidance Report - Effective PD	2, 3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of the academic progress of PP students by progress leaders in KS3, 4 and 5	DFE, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and good practice, 2015 Learning without labels, 2017	2, 3
Strategic academic intervention for Year 9, 10 and 11 PP students through option blocks to raise attainment and progress	EEF Guidance Report on Small Group Tuition	2, 3
Year leaders and progress leaders working with PP students, parents and carers at entry to KS3, KS4 and KS5, ensuring smooth transition and an appropriate and ambitious academic path.	Sutton Trust Research Brief 'Missing Talent', June 2015	4
Supervised revision sessions after school for year 11 students to provide support, structure, and a safe space for revision and reflection of learning.	EEF Toolkit – Extending school time and Summer schools	2, 3
School literacy co-ordinator to develop a whole school approach to improving literacy, raise the profile of reading and narrow the disparity between PP and non-PP students' literacy abilities.	EEF Guidance Report on small-group tuition	

Wider strategies (for example, related to attendance, behaviour, and wellbeing)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year leaders, attendance team and progress leaders working with PP students, parents and carers to overcome barriers to attendance through the use of:</p> <ul style="list-style-type: none"> • Arbor • support with equipment, uniform, food technology ingredients • 100 score • rewards events 	Education Endowment Fund, 2015	1, 5
Designated mental health triage system and on-call first aiders operating in the student support hub, as well as delivering mental health support throughout the school via tutor time, PSHE and assemblies.	<p>Education Endowment Fund, 2015</p> <p>Early Intervention Foundation report - Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	1, 5
Designated support bases to support student behaviour, school attendance, and SEND with a focus on restorative practice, student engagement in education and attendance to school	Education Endowment Fund, 2015	1, 5
Key Adults provided for students with a high percentage supporting those who are Pupil Premium, whereby behaviour and or mental health are a concern.	Early Intervention Foundation report - Adolescent mental health: A systematic review on the effectiveness of school-based interventions	2, 5

Total budgeted cost: £342,643.18

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For Year 11 students in the last academic year, the PP attainment gap stands at 0.99. This compares to last year's gap of 0.42 and a national gap of 0.61. This is a statistically wide gap for the school.

Students who were persistently absent from school performed significantly below their peers. 80% of Pupil Premium students attended for less than 90% of the academic year. In Year 11, there were 122 persistently absent students, of whom 42 were Pupil Premium students, marking a significant increase from the prior academic year.

By the end of the academic year, 139 of the 357 Pupil Premium students were classified as persistently absent, representing 39% of all Pupil Premium children. This compares with 21% of the cohort as a whole. In Year 11, 31% were classified as *Persistently Absent*.

Of the 21 students classified as Severely Absent, 21 were PP students, representing 6% of the school's PP cohort. This is compared with the wider cohort, where just 2% are severely absent.

3% of students who are not classified as Pupil Premium have been recorded as late to school, whereas 5% of Pupil Premium students have been late.

Students who were not classified as Pupil Premium had an average attendance rate of 93%, whereas Pupil Premium students had an average attendance rate of 85% at the end of the academic year.

7.4% of Pupil Premium pupils' absences were recorded as unauthorised, compared to just 2.5% of the rest of the cohort.

The average ATL difference between Pupil Premium students and their peers is 0.32. The difference is most stark in Year 10, whereas in Year 11 it was much narrower.

Of the children with a SEND need, 24% are classified as Pupil Premium, which aligns with the school's average. Amongst Pupil Premium students, SEMH is more prevalent than the wider cohort of SEN children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Self-esteem	Shine and Thrive
Aspirations programme	Bournemouth Football Club
Tutoring in English, Maths and Science	Academy 21
Student mentoring	Starfish Mentoring

Psychoeducational Parenting Course	Wimborne Psychology
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Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
<p>1% of the student population are service children. A designated member of staff is responsible for monitoring the academic progress of all service children.</p> <p>A Key Adult is assigned to each service child with regular mentoring and welfare support.</p> <p>Progress Leaders and School Attendance Officers work proactively to ensure that students who are service children are supported in terms of behaviour, school attendance, and academic progress.</p>
The impact of that spending on service pupil premium eligible pupils
School attendance for service children at Poole High School is above the National Average but slightly below the school average, and significantly higher than for Pupil Premium students.