



Poole High School

Pupil Premium Strategy Statement 2024-2027

December 2025

Poole High School- Pupil Premium Strategy 2024-27

This statement details our school's use of pupil 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 last academic year.

School overview

Detail	Data
Number of pupils in school	1895
Proportion (%) of pupil premium eligible pupils	24.6% (11-16)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 to 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sian Phillips (Headteacher)
Pupil premium lead	Victoria Stillman (Deputy Headteacher)
Governor / Trustee lead	Jon Godber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,643.18
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

We recognise that some pupils face circumstances that can make success in school more difficult. For many pupils, it reflects a combination of social, economic, and emotional factors that can affect confidence, motivation, attendance and engagement with school. These challenges can accumulate over time and, if not addressed, limit pupils' achievement and future choices. Educational disadvantage encompasses all children who are vulnerable, whether or not they receive the Pupil Premium, and whether they are high or low prior to attaining.

Our key principle is that we do not view educational disadvantage as a measure of ability or potential. It reflects the circumstances some pupils experience, not what they are capable of achieving. We reject a deficit view of pupils and instead recognise, value, and build on the strengths, talents, and aspirations they bring to our school.

We recognise that supporting disadvantaged pupils is not the work of a single team or intervention, but of every adult in the school. Therefore, delivering our strategy requires collective responsibility. We expect every member of staff to understand the challenges our pupils face, so that support is purposeful, appropriate, and makes a difference. Beyond the identified interventions and strategies, we expect staff to demonstrate high expectations, build strong relationships, and use everyday interactions to foster pupils' confidence, sense of belonging, and belief that success is possible.

We direct our limited resources to where they will have the greatest impact. Based on our experience and research, we know the biggest impact can be made in the classroom. Informed by guidance from the Education Endowment Foundation, we take a tiered approach that places high-quality teaching first, supported by targeted academic intervention and wider pastoral strategies. All decisions are grounded in school-level evidence, professional judgements, and regular reviews to inform new actions.

We believe that the classroom is where we have the greatest influence; we invest heavily in subject expertise, staff development, and teaching approaches that help pupils become increasingly independent and confident learners. Alongside this, we work hard to remove practical and pastoral barriers so that pupils arrive at school ready to learn, understand expectations, and feel supported to succeed.

Attendance is central to this work and is a critical foundation for success. Pupils must be in school to benefit from high-quality teaching, build secure routines, and make sustained progress over time. We prioritise early identification of concerns, clear expectations, and a close partnership with families to improve attendance and ensure pupils are fully engaged in school.

We know that high levels of literacy underpin success in school and beyond. We will therefore continue to prioritise literacy across the curriculum and to develop teachers' expertise in supporting pupils' reading and oracy skills in every subject.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	The GCSE attainment of disadvantaged pupils is lower than that of non-disadvantaged pupils , particularly in subjects that rely on high levels of literacy and/or background knowledge, such as English, History, and Religious Studies. Similarly, disadvantaged pupils' attainment in GCSE subjects that require problem-solving or involve multi-step tasks, such as science, is lower than that of other disadvantaged pupils. There are also fewer disadvantaged pupils than non-disadvantaged pupils who do not achieve an expected grade of 4+ in English or Maths.
2 Reading	At KS3, disadvantaged pupils have lower reading comprehension levels than their non-disadvantaged peers. Most of our pupils, including those from more disadvantaged backgrounds, arrive with the ability to decode and are generally secure in their phonics ability. Gaps arise as pupils progress through the key stage, where the role of wider reading, background knowledge, and vocabulary becomes increasingly important for success across the curriculum.
3 Engagement	Our data on behaviour, including negative incidents, internal and external suspension rates, and homework engagement, show a disproportionate representation of disadvantaged pupils. Disadvantaged pupils face contextual and financial barriers to developing cultural capital that are more pronounced than those experienced nationally. Barriers include limited access to high-quality university and employer networks due to geographical distance, and fewer aspirational peer role models within the school, stemming from four selective grammar and two selective faith schools within the local authority, which attract a greater concentration of high-attaining disadvantaged pupils.
4 Attendance	Our attendance data over the last 3 years indicate that attendance among disadvantaged pupils is, on average, approximately 5% lower than that for all pupils across years 7–11. Our analysis shows that differences are most pronounced at KS4, where increasing academic demands coincide with a greater need for support. Persistent absence remains higher among disadvantaged pupils, and this is exacerbated by poor reintegration support from our local authority. Observations and data indicate that SEMH needs are a significant factor in the absence of disadvantaged pupils.
5 Personal Development and Self-Belief	Our destination data show that disadvantaged pupils are less likely than non-disadvantaged pupils to progress to higher and further education providers , and by year 9, are less likely to express clear educational or career aspirations. Disadvantaged pupils often lack clarity in expressing their potential and available pathways, undermining their intrinsic motivation to succeed. Our observations show that disadvantaged pupils benefit most from targeted support that helps them develop aspirational thinking, recognise their capabilities, and build the self-belief needed to sustain effort over time.

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 outcome	Success criteria
Improved outcomes	2026/27 KS4 outcomes demonstrate: <ul style="list-style-type: none"> Progress significantly above the national average for the attainment of all pupils (i.e., +0.50) Positive progress-8 score for the attainment of disadvantaged pupils in GCSE maths and English Percentage of disadvantaged pupils attaining a Grade 5+ in English and Maths is 10% above the national average
Improved reading comprehension	2026/27 evidence on improved reading levels to include: <ul style="list-style-type: none"> Clear trend of reduction in the disparity between the attainment of disadvantaged pupils and non-disadvantaged pupils on KS3 standardised reading assessments By the end of Year 7, the proportion of disadvantaged pupils achieving age-expected reading levels is equivalent to that of non-disadvantaged pupils
Reduced behaviour incidents and fewer suspensions	2026/27 evidence on self-regulatory skill levels to include: <ul style="list-style-type: none"> Reduction of at least 10% in average behaviour points for disadvantaged pupils across all year groups Reduction in the proportion of disadvantaged pupils accessing internal high-needs provision. 10% increase in the average reward points awarded to disadvantaged pupils within a single academic year
High attendance levels to school and to lessons.	2026/27 attendance data to include: <ul style="list-style-type: none"> Attendance gap between disadvantaged and non-disadvantaged pupils, particularly in Years 9, 10 and 11, is in line with, or not greater than, the national attendance for FSM eligible secondary pupils Attendance gap between disadvantaged pupils and non-disadvantaged pupils is well above South-West England benchmarks Persistent absence gap between disadvantaged pupils and non-disadvantaged pupils is closing
All disadvantaged pupils will have the materials and equipment needed to fully participate	2026/27 evidence on active participation to include: <ul style="list-style-type: none"> Minimum of 10% increase in homework completion rates for disadvantaged pupils Disadvantaged pupils are equipped with the equipment they need for school and homework
Increased access to enrichment, cultural, and aspirational opportunities	2026/27 evidence on access to include: <ul style="list-style-type: none"> Pupil voice surveys show 90% of pupils show they have a clearer understanding of future education and career pathways Increase in the representation of disadvantaged pupils in extracurricular clubs from last year by at least 10%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£147,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop teachers' ability to ensure all pupils actively participate in their learning through adaptive teaching strategies.	Evidence of high-quality teaching improving outcomes, particularly for the most vulnerable pupils, is well established. Evidence that adaptive teaching has a strong impact on improving outcomes comes from a range of different sources, including the EEF Effective Guidance Report .	1, 3
Provide training for teachers to support reading and vocabulary development in their subject, ensuring all subject areas identify and address subject-specific barriers and demands in reading.	Vocabulary development is most effective when embedded within subject contexts rather than taught in isolation. Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy . Further research on disciplinary literacy shows that pupils read differently in subjects such as history, science, and mathematics. CPD supports teachers in recognising and addressing these distinct reading conventions, improving comprehension and reducing cognitive overload.	1, 2, 3
Provide training for teachers on assessment strategies to identify learning gaps, including foundational skills, and on supporting high-attaining disadvantaged pupils in their classes.	Evidence that professional development improves outcomes is provided by the EEF Effective Guidance Report, including the instructional coaching component. This aligns with the EEF Teacher Feedback to Improve Pupil Learning , which emphasises that high-impact feedback is grounded in diagnostic assessment, addresses specific gaps and misconceptions, and informs adaptive teaching strategies. The Sutton Trust, Social Mobility: The Next Generation , identifies strategies to support high-attaining disadvantaged pupils and reports that these pupils have the best chance of becoming socially mobile.	1
Provide targeted CPD to support teachers in explicitly teaching metacognitive strategies and self-regulation within lessons.	Evidence shows that pupil behaviour in lessons is rooted in high-quality teaching and informed by the EEF Metacognition and Self-Regulated Learning . Evidence shows that pupils' behaviour improves when teachers explicitly model learning strategies, provide clear success criteria and support pupils to evaluate their learning.	1, 3, 4

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

Budgeted cost: **£85,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a literacy co-ordinator to develop a whole school approach to teaching reading across all departments, introduce targeted reading intervention and provide support to identified pupils.	EEF guidance in Improving Secondary School Literacy highlights that reading outcomes improve most effectively when there is a clear strategic lead for literacy who coordinates a whole-school approach. Disadvantaged pupils are disproportionately affected by weaker reading skills, and narrowing gaps requires consistent, sustained leadership. Diagnostic assessment in reading is most effective when it is used to identify the specific components of reading that pupils struggle with EEF Diagnostic Reading Analysis	1, 2
Run strategic academic intervention groups for Years 9, 10 and 11 disadvantaged pupils, through option blocks, to raise attainment and improve access to the curriculum.	Small group intervention to develop core knowledge and skills as evidenced in EEF Small Group Tuition . Further evidence of the impact of this activity is supported by the importance of explicit instruction to support pupils (Metacognition and Self-Regulated Learning, EEF) and the impact of regular feedback EEF Teacher Feedback to Improve Pupil Learning ,	1, 2, 3
Supervised revision sessions for Year 11 pupils to provide support, structure, and a safe space for revision and reflection of learning.	Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on pupil learning, as well as providing opportunities for pupils to keep up with their peers, practice key skills, develop knowledge and apply their learning, as well as preparation for future studies.	1, 5
Provide a blend of tuition, mentoring, and online classroom materials for disadvantaged pupils, with a focus on English and Mathematics.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to One Tuition, EEF and in small groups, Small Group Tuition, EEF	1, 2, 3
Workshops set up for all parents at KS3/4/5 transitions, with a specific focus on disadvantaged families.	EEF states that disadvantaged pupils are vulnerable at key transition points and benefit from early, structured support and parental engagement to sustain progress and access ambitious pathways. Sutton Trust, Missing Talent , shows that high-attaining disadvantaged pupils are significantly less likely to access ambitious academic pathways at key transition points, not because of lower ability but because of lower expectations and weaker guidance.	1, 3, 5

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

Budgeted cost: **£110,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for key teachers and leaders through Sol Attendance intervention.</p> <p>Establish strategies to target incentives at disadvantaged pupils at risk of Persistent Absence.</p>	<p>The DfE's Working Together to Improve School Attendance, which emphasises the need for a whole school strategy with clear roles and clear communication with families.</p> <p>Monitoring attendance is a key part of identifying barriers and prioritising support. EEF's Supporting School Attendance supports the school's approach to communicating with families, understanding their needs, and promoting a culture of belonging and engagement.</p>	4
<p>Establish a designated mental health triage system and trained mental health first-aiders to operate within the student support hub to identify, assess and respond to emerging needs.</p>	<p>The DfE's Promoting and supporting mental health and wellbeing in schools. This approach is further supported by evidence in Adolescent Mental Health from the Early Intervention Foundation, which concludes that early identification, universal provision and targeted support are critical for supporting pupils.</p>	4, 5
<p>Establish a series of Personal Development Days to supplement the funded programme of study-linked visits and to develop cultural capital and engagement.</p>	<p>Evidence from the EEF-funded evaluation, The Children's University, found positive impact on academic outcomes, motivation and social responsibility when pupils participated in structured extra-curricular learning activities. The EEF toolkit identifies these activities that support academic progress and improve pupils' engagement. The Sutton Trust evidence, Creating Cultural Capital, highlights that school-led enrichment is an important mechanism for improving equity and opportunity.</p>	1, 3, 5
<p>Provide funding for disadvantaged pupils to attend extracurricular events</p>	<p>The Sutton Trust evidence, Creating Cultural Capital, highlights that school-led enrichment is an important mechanism for improving equity and opportunity.</p>	5
<p>Establish personal mentoring support for identified pupils</p>	<p>Evidence from EEF that mentoring supports those pupils at risk of suspension and who are not achieving their academic potential (EEF, Mentoring)</p>	4, 5
<p>Provide equipment and uniform for disadvantaged pupils, where need is identified.</p>	<p>Disadvantaged pupils are disproportionately affected by shortages of equipment, resources and fewer sources for learning at home. Teachers know that equipping pupils with the necessary tools is more likely to lead to regular attendance, full participation in class, and completed homework, all</p>	4, 5

	of which support academic success. Resources also include safe, teacher-co-created AI-powered tutoring tools to provide personalised, one-to-one learning support, as promoted by the DfE. Gaps in basic equipment to be included, such as pencil cases, scientific calculators, and notebooks. Missing uniform items, including footwear, are to be provided.	
Provide dedicated careers support, targeted support with applications and transitions, including travel expenses.	Evidence is drawn from DfE research on What works to support disadvantaged groups towards employment. The Sutton Trust's Pathways programmes will be used to provide employability skill sessions and application support.	3, 5
Establish a support base for the most vulnerable to reintegrate into school after periods of absence due to SEMH	Evidence comes from the DfE Guidance on working together to improve school attendance	3, 4, 5

Total budgeted cost: £343,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have reviewed the performance of our disadvantaged pupils over the previous academic year using a combination of national qualification outcomes, internal summative and formative assessment data, and wider school information on attendance, behaviour, and wellbeing. Accurate information on pupil progress is challenging for this cohort, who did not complete their KS2 SATS during COVID, and therefore, we have based our analysis on CAT4 assessments.

Whilst the in-school attainment gap between disadvantaged and non-disadvantaged pupils remains stubborn, increasing to 0.99 this academic year, our analysis shows that attendance patterns are significantly impacting the outcomes of our disadvantaged pupils. For example, when we look at the data through the lens of disadvantaged pupils who were not persistently absent, they outperformed non-disadvantaged pupils who were not persistently absent.

Attendance data from the last academic year provides a clear and valuable picture of patterns across year groups and has helped the school sharpen its focus on targeted improvement. Attendance among disadvantaged pupils was lower than that of non-disadvantaged pupils across all year groups, and attendance generally declined as pupils progressed through the school. This trend was most pronounced in Key Stage 4, highlighting the increasing impact of external pressures and barriers as pupils approach examinations. Persistent absence data further strengthens the school's understanding of need. While rates of persistent absence were higher for disadvantaged pupils in each year group, this analysis has enabled leaders to identify priority cohorts and pupils requiring earlier and more intensive support. The data shows that attendance challenges are not uniform and that a relatively small number of pupils, particularly in older year groups, have a disproportionate impact on overall cohort outcomes.

While disadvantaged pupils remain disproportionately represented in our suspension and exclusion numbers, particularly in Years 9, 10, and 11, our suspension rates are lower across all pupil groups. The data also shows that, while differences between disadvantaged and non-disadvantaged pupils are evident, the overall number of pupils involved remains a relatively small proportion of the school population. This has enabled pastoral leaders to sharpen support for individual disadvantaged pupils. This provides early evidence that recent refinements to behaviour systems, pastoral capacity and targeted support for disadvantaged pupils are beginning to have a positive impact.

The challenges faced by the school closely reflect wider local and regional issues, including pockets of coastal deprivation, high housing costs and limited affordability, seasonal and insecure employment linked to tourism, pressures on SEND and mental health services. The school has begun implementing its strategy for personal development days and for assigning key workers to disadvantaged pupils most in need. These are embryonic, but the initial feedback has been positive.

Overall, as detailed in the breakdown below, the progress indicators suggest the school is on track to meet its goals for disadvantaged pupils by the end of the three-year strategy.

Overall Outcomes

☐ Good Progress

☒ Average Progress

☐ Minimal Progress

Whilst care must be taken when comparing data across year groups with significant differences in underlying contextual factors, there is still significant work to do to begin to close the internal gap between our disadvantaged and non-disadvantaged pupils.

Achieved	On track	At risk
Outcome	Evaluation	
Improved outcomes	Without a P8 score for 2024-2025 due to no SATs during the COVID years, a direct comparison is difficult. The A8 score for the cohort is broadly in line with the 3-year trend.	
Improved reading comprehension	The school's improved literacy strategy will begin to show initial impact in our next academic year's report. The quality of understanding each pupil's abilities and intervention needs is now clearer, leading to sharper intervention.	
Reduced behaviour incidents and fewer suspensions	The number of suspensions for the 2024-2025 academic year was broadly in line with the prior academic year. The number of behaviour incidents recorded were 8% lower, whilst the number of reward points were 20% higher for disadvantaged pupils than the year prior.	
High attendance levels to school and to lessons.	Attendance for disadvantaged pupils was marginally lower than the academic year prior, and this was also the case for non-disadvantaged pupils.	
All disadvantaged pupils will have the materials and equipment needed to fully participate	Pupils now have access to a fully stocked <i>student services</i> provision, which ensures each pupil has the equipment they need to be successful each day.	
Increased access to enrichment, cultural, and aspirational opportunities	Pupils now have more quality opportunities to develop their cultural capital and aspirations through a newly refreshed personal development programme. This program is still developing, and further improvements are planned as part of the three-year plan.	

Teaching

☒ Good Progress

☐ Average Progress

☐ Minimal Progress

There is excellent progress in ensuring access to high-quality CPD for teachers, particularly in improving teachers' understanding and use of adaptive teaching and assessment within each lesson in support of disadvantaged teaching. The CPD is centralised and delivered by a central expert team that monitors and evaluates its implementation in the classroom. Vocabulary development in subject areas is strong. The next step in the strategy will be to reinforce this, alongside classroom reading, by providing teachers with additional whole-school-backed strategies with which pupils are familiar.

Targeted academic support

☒ Good Progress

☐ Average Progress

☐ Minimal Progress

A literacy co-ordinator has now been appointed, and reading interventions have been established for the cohort. The weakest readers receive phonics instruction, while more capable readers with specific issues, such as decoding, receive targeted interventions to develop their skills. Additional reading tools, such as Sparx Reader, have been deployed to encourage our pupils to read more and read wider, whilst keeping them accountable. The impact on attainment has not yet been realised, as the structures are still being established. In Year 11, a revision programme is in place during P6 and continues to benefit from very high attendance above 95%. Indications from mock examination data for the current cohort suggest the disadvantage gap is on track to be materially narrower.

Wider strategies

☐ Good Progress

☒ Average Progress

☐ Minimal Progress

The schools' co-ordinated approach to pastoral care is making a difference for pupils with attendance concerns, particularly those with SEMH, through the introduction of our 'Harbour' provision. Investment remains high in attendance and pastoral systems and structures, with a further rollout of the Sol Attendance programme this academic year. The impact of this intervention is yet to be seen, as it is in the early deployment phase.

Externally provided programmes

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

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>Approximately 1% of the school's population are service children. We have allocated our funding to a designated member of staff with strategic and operational oversight of this cohort, ensuring their academic progress, attendance, and emotional well-being are closely monitored, and that provision is responsive to their specific needs. Each service child is allocated a named key adult who provides consistent mentoring and pastoral support, offering continuity, reassurance and a trusted point of contact during periods of transition, mobility or parental deployment. Our work with these pupils takes national guidance into account, and we recognise that they often experience higher levels of mobility and periods of family separation, which can affect their emotional well-being and, if not well supported, interrupt learning and impact long-term educational outcomes. We recognise that service pupils can attain in line with their peers. Evidence suggests that specific transitions and barriers, for example, disrupted continuity of learning, can lead to gaps in progression, particularly in post-16 progression and higher education participation for some groups of service children. In light of this, pastoral staff proactively and in a coordinated way work with pupils and families to identify emerging barriers early, implement timely interventions, and sustain positive behaviour, strong attendance, and academic progress.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Pupil voice indicates that our service children are well supported to settle quickly and feel secure within the school community. Our outcome data show that these pupils consistently perform in line with, and in some cases above, their peers. This is particularly strong given national evidence, including findings from pupil premium and service children reviews, which highlight that frequent mobility and parental deployment can contribute to disrupted learning and small but cumulative gaps in attainment if not carefully managed. Attendance for service children remains strong at 94%, above national averages and a positive gap against the whole-school average.</p>