



## Pupil Premium Strategy Statement:

### To raise the attainment, achievement and aspirations of Pupil Premium students

1. Summary information					
<b>School</b>	Poole High School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£345,440	<b>Date of most recent PP Review</b>	February 2018
<b>Total number of pupils</b>	1637	<b>Number of pupils eligible for PP</b>	381	<b>Date for next internal review of this strategy</b>	January 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving &gt;4 incl. EM</b>	50.00%	71.43%
<b>% achieving &gt;5 English / Maths</b>	33.33%	48.05%
<b>Progress 8 score average</b>	0.08	0.46
<b>Attainment 8 score average</b>	40.15	49.34

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy and Numeracy skills on entry are lower for students for PP for other students, which make the progress gap between GCSE Foundation and GCSE more challenging in Years 7 and 8.

<b>B.</b>	PP students who are eligible for PP are making less progress than other students across GCSE foundation and subsequently at GCSE especially PP PAH/ boys.
<b>C.</b>	PP students have lower ATL scores and Independent study scores.
<b>D.</b>	Raise the aspirations (work, life and educational) of PP students.
<b>E.</b>	Behaviour: some students eligible for PP display poor behaviour. This is a major inhibitor to their making good progress (and can have a negative impact on others).
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Parental engagement. The percentage of PP eligible parents attending parents evening was below that of non PP.
<b>F.</b>	Attendance rates for students eligible for pupil premium are (Below the target for all children of 95%). This reduces their school hours and can contribute to the underachievement.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High Levels of progress in literacy and Numeracy for year 7/8 students eligible for PP/ Catch up	PP Increased reading ages. PP Literacy and Numeracy skills match those of non PP students.
<b>B.</b>	Improved rates of progress for high attaining PP students at GCSE foundation and GCSE	PP PAH students have a positive P8 score
<b>C.</b>	Increased ATL scores and independent study scores and are in line or exceed non PP students	PP ATL and IS to be > 3
<b>D.</b>	Improved aspirations and career ambitions for PP students	PP students have high aspirations 50% PP students continue into sixth form 20 PP students each year go onto university
<b>E.</b>	Reduced number of DT`s, behaviour points and SLT call outs for PP students	No more than 25% of detentions are given to PP students No more than 25% of SLT call outs are given to PP students
<b>F.</b>	Increased attendance rates for students eligible for PP	PP attendance to be at >95%
<b>G.</b>	Increase the percentage of PP eligible students parents who attend parents evening	PP parents evening attendance to be >85%

**KEY STAFF:** BIS/MI/PPN/CO/DS/ DV/EDS/ MCM/ BY/SB/SN /COS / PH/ GRA/LEA/PBY/GUJ/JS/WO/ BEJ /CA/WN

## Key Objective A: High Levels of progress in literacy and Numeracy for year 7/8 students eligible for PP/ Catch up

Chosen Approach	What is the evidence and rationale?	How will you measure impact? Objective?	Staff Lead	When will you review?
<p><b><u>1.Maths Department Support</u></b>                      Reduced class sizes for high level of PP and AEN students</p> <p>PP focus for departmental reviews/book scrutinises and wave interventions</p> <p>Give equipment in lessons (calculators provided from PP budget)</p> <p>PP students with strong teachers</p> <p>Separate SOW applicable for ability and super sets for high attaining PP students</p> <p>Maths challenge attended, including high achieving boys</p> <p>SSIF programme running for sub 95 ARE in Maths – Cohort includes PP and LAC. Next year – increase entry ceiling for PP students.</p> <p>Preparing bottom set Year 8s (high level of PP and AEN students) for life – will be entered for functional skills to achieve a qualification and succeed.</p>	<p>In England, one adult in five is innumerate. These adults cannot work out their change when they go shopping, or help their children with homework. They are twice as likely to be unemployed as people who are numerate. This is the shameful legacy of a system that provides free education to all children from the age of five to at least 16. (New Philanthropy Capita NPC)</p>	<p>Progress 8 figure in line for PP and Non PP in school and nationally</p> <p>Year 7 and 8 students making the same progress as non PP students</p>	<p>BIS/MI/PPN/CO</p>	<p>Termly</p>
<p><b><u>2.AEN HUB Designated catch up groups using</u></b>                      Helen Arkell – Targeted comprehension</p> <p>Emotional literacy- Dealing with feelings</p> <p>Blocks spelling and dictation</p>	<p>There is an established link between AEN and deprivation and it is estimated that. 30% of pupils with AEN will benefit from the pupil premium. ( Helping Everyone Achieve)</p> <p>We have 122 PP students who have Additional education needs.</p>	<p>AEN PP progress</p>	<p>DS</p>	

<p>Teaching reading through spelling</p> <p>Dockside phonics</p> <p>Dyslexia support sessions Handwriting support session</p> <p>Dyscalculia support sessions</p>				
<p><b>3. ENGLISH Support</b> Higher order questioning targeted at PP students. This needs to focus on key vocabulary and punctuation techniques. This needs to be frequent to aid learning.</p> <p>Review of previous learning aimed at PP students.</p> <p>More focussed book marking for PP students, rather than whole class approach.</p> <p>Using Knowledge organisers with key vocab/spellings/grammar.</p> <p>Testing and re-testing knowledge.</p> <p>Increased use of scaffolding for language questions (which have a focus on literacy)</p>	<p>To further ensure we evaluate the strengths and weaknesses of teaching, learning and student progress in their subject areas and to plan for improvement in Literacy.</p> <p>Language is important as early language is the most important factor in influencing literacy levels at 11 and students are twice as likely to be unemployed in 30's as children with good vocab but similar ability (Communication Trust 2017)</p>	<p>Progress 8 figure in line for PP and Non PP in school and nationally</p> <p>Year 7 and 8 students making the same progress as non PP students</p>	<p>DV/EDS</p>	
<p><b>4.Literacy Co-ordinator</b> Whole school – more focused and targeted system in place for reading lessons.</p> <p>Within class – written worked linked to DARTS activities will allow teachers to focus on PP students in the same way as happens in any lesson. Wave 2 interventions can go in place with PP books taking priority for book-looks.</p>	<p>Evidence shows that peer readers make better progress than readers supported by staff; the effect of a role model closer to the tutee's age is positive.</p> <p>Regular communication which underpins reading progress ensures that the school are aware of which families require support. This may lead to a family reading support programme run by MCM/EDS.</p>	<p>PP reading ages increased and in line with Non PP</p>	<p>MCM</p>	

<p>PP Low literacy entry students will be assigned peer readers (PP PAH/PAH) in a paired reading programme.</p> <p>Parents/guardians will receive targeted communication regarding reading improvements.</p> <p>Groups of PP non-readers to read with trained LSAs during literacy registration time.</p> <p>Form tutors to focus on PP students as Wave 3 during form literacy time.</p>				
<p><b><u>5.Year 7 C and C sessions</u></b></p>	<p>Only target Low prior attainers this year as in 2016-2017 if was much more effective for this target group than for Middle/ High Prior attainers. Lower Middle and lower attainers students accelerated there reading compared to the national cohort as their basic literacy skills improved. The sessions will be based on functional literacy skills.</p>	<p>Increased reading age</p>	<p><b>SB</b></p>	
				<p>£151,329</p>

## Key Objective B: Improved rates of progress especially for High attaining PP students at GCSE foundation and GCSE

Chosen Approach	What is the evidence and rationale?	How will you measure impact?	Staff Lead	When will you review?
<p><b><u>6.Progress Leaders</u></b> PP PAH first group of students to be analysed at each track point data.</p> <p>PL to look carefully at option choices and review if there is an area of the curriculum PP PAH students do particularly well with.</p> <p>Liaise with HODs around groupings of PP students</p> <p>Were possible placing PP students in higher sets if appropriate?</p>	<p>This will ensure that the outcomes for Pupil Premium are aspirational.</p> <p>Outcomes for disadvantaged pupils must be a focus from the very top, including the chair of governors or trust, and be a priority at all levels beneath. There must be no excuses, and leaders set the tone for this. The approach has to be whole school because nothing less will work. (What are the features of practice in schools that have led to improved outcomes for disadvantaged pupils</p>	<p>Progress 8 figure in line for PP and Non PP in school and nationally</p> <p>ATL, NS to be in line with non PP</p>	<p>BY/SB/SN</p>	

<p>Matching teachers to specific groups that have strengths in working with PP students.</p> <p>Where possible teachers under allocation to work as 1 on 1 tutors to PP PAH.</p> <p>Timetable teachers to have mentoring sessions with students</p>				
<p><b><u>7.SEN/ PP LSA</u></b> Lead LSA to meet with all PP high AEN students. Pupil Passports to be disseminated to all staff. Reminder of dispensation and support sessions.</p> <p>Two PP LSA working two days a week to raise progress of underperforming PP students</p>	<p>Evidence by the EFF supports the view that high quality, well trained and expertly deployed teaching assistants have a positive impact. The evidence for the effective use of teaching assistants is increasingly positive. The educational Endowment foundation (EEF) has published results of seven randomised control trials of TA led projects and all six projects involving TA`s showed positive impact in students learning, typically adding fourth months of progress especially low attaining disadvantage students.</p>	<p>PP AEN students have a positive P8 score</p> <p>PP LSA interventions are removing barriers to learning and improving progress in PP students</p>	<p>DS/HO</p>	
<p><b><u>8.Science/English and Maths Tuition</u></b> One to one tuition support for underperforming students</p> <p>Teaching staff guiding PP students explicitly for online technology such as Seneca</p> <p>Peer mentoring project where sixth form students support year 10 students</p>	<p>Small group interventions with highly qualified staff are known to effective. This arrangement enables the teacher to work with a small number of students. The EEF toolkit suggests students who attend small group tuition on average make 4 months of progress.</p> <p>Investing in digital technologies to support learning can be effective, particularly if it supplements rather than replaces other approaches. ( Helping everyone achieve)</p>	<p>Progress 8 figure in line for PP and Non PP in school and nationally</p> <p>Tuition and Mentoring improving progress rates in PP students</p>	<p>COS</p>	
<p><b><u>10.PP PAH co-ordinator</u></b> To increase the aspirations and rates of progress of PAH PP students.</p>	<p>15% of highly able pupils who score in the top 10% nationally at age 11 fail to achieve in the top 25% at GCSE. Boys and particularly pupil premium eligible boys, are most likely to be in this missing talent group. Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement. Highly able pupil premium pupils are less likely to be taking GCSEs in history, geography, triple sciences or a language" (Sutton Trust Research Brief 'Missing Talent' June 2015</p>	<p>PP PAH students have a positive P8 score</p> <p>Barriers to learning are being removed in all PP PAH students</p>	<p>BWJ</p>	
<p><b><u>11.Teaching Staff</u></b></p>	<p>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through</p>	<p>PP students are having increasing number of high quality lessons</p>	<p>SLT</p>	

<p>To identify and plan accordingly to remove barriers to learning.</p> <p>To highlight PP students on seating plans and think carefully where they are sitting.</p> <p>Continually check progress of PP students during lessons and at key track points.</p> <p>To provide appropriate interventions to accelerate progress.</p>	<p>setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. (Supporting the attainment of disadvantaged pupils Briefing for school leaders November 2015 )</p>	<p>Teaching staff catering for the needs of all PP students in the classroom</p>		
<p><b><u>12. Staff CPD. Growing teachers through CPD SPuD sessions.</u></b></p> <p>To ensure Pupil Premium students benefit from high quality teaching guided by high quality staff training</p> <p>The purpose of SPuD is for subject teams to work and plan collaboratively to address this simple question: <i>What are we teaching over the next fortnight and how can we do it really well using the Rosenshine principles?</i></p>	<p>The biggest driver of impact in any school system is what happens in the classroom. The most important factor for any learner within a school is the quality of teaching (Barber et al, capturing the leadership premium 2010) This is particularly true for disadvantaged and vulnerable learners who benefit most from high quality teaching. Sutton Trust</p>	<p>Departments are working and collaboratively planning for the needs of PP students.</p> <p>PP Students are well catered for within the classroom.</p> <p>All staff know who their PP students are.</p>	<p>ADJ</p>	
<p><b><u>13.Progress Improvement Group</u></b></p> <p>A team of staff to raise the attainment of students not making expected progress/ age related performance to bring these individuals back in line with expected progress (or better)</p>	<p>The strategy group is based on the 7 building blocks reported in the Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, November 2015. More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. They prioritised quality teaching for all, seeing attendance, behaviour and emotional support as necessary however, not sufficient for academic success. They made every effort to understand every pupil as an individual and tailored their programmes accordingly. They linked teaching and learning interventions to classroom work, monitored attainment and intervened quickly to address learning needs. They ensured TAs had the necessary training and expertise to deliver interventions, provide feedback and monitor progress.</p>	<p>To reduce the number of PP students needing intervention over time.</p> <p>To raise the attainment/achievement of PP students who are not making expected progress/age related performance to bring them back in line with expected progress (or better);</p>	<p>HO/BWJ/DS/BY/ SN/SB/ADJ/PH/ GRA/LEA</p>	
				<p>£195,240</p>

## Key Objective C: Increased ATL scores and independent study scores and are in line or exceed non PP students

Chosen Approach	What is the evidence and rationale?	How will you measure impact?	Staff Lead	When will you review?
<p><b>14.Next steps Club</b> To increase independent study scores and enable students to have adequate working environment to complete work.</p>	<p>Pupil Premium students have lower independent study scores across all year groups. Internal data suggests students with higher Independent study scores and ATL scores go on to get higher GCSE grades. This is highlighted as a barrier to learning for some of our PP students. On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress (EEF))</p>	<p>To increase the IS scores of PP students so they are in line with non PP</p>	<p>HO</p>	
<p><b>15.HOY</b> Strategically improve behaviour for PP students  To enrich the aspirational ethos for PP students</p>	<p>Heads of year see raising the attainment of disadvantage pupils as part of their commitment to help all students achieve their full potential. They will make every effort to understand every student as an individual and tailor their support accordingly. This is paramount to raising the attainment of disadvantage students “supporting the attainment of disadvantage pupils” Research report 2015.</p>	<p>Support and intervention at an early stage to prevent escalation of behaviour issues.  To reduce the number of DT’s, SLT call outs PP students receive.</p>	<p>HOY</p>	
<p><b>16.Sixth form support</b> 3 week induction programme increased support for PP students  Strong links with Year 11 towards end of summer term to highlight students of concern- these are shared with tutors.  University visits PP targeted first CMI (Chartered Management Institute) programme (L3 qualification) – we target PP students for the first round of this Former PHS 6<sup>th</sup> Form alumni in to inform/inspire students throughout the years</p>	<p>Government data this year showed percentage of young, disadvantaged students attending university has fallen for the first time since current records began.  Around 22 per cent of 19-year-olds who had been claiming free school meals at the age of 15 went on to university 2013/14, down from 23 per cent the previous year.  BU is ranked top for PHS HE institution selection with an average of 12 enrolments* per annum. The student feedback on the work with Bournemouth University was very positive and the number of BU students working with “our” student’s has enabled many PP students to change their perceptions on University. The work last year has also taught that university education is much more than getting a job. The work with Bournemouth University supports the work by M Haywood ( Cracks in the Pavement –The disadvantage and university</p>	<p>To increase the number of PP students attending University.  To ensure the grades of PP students fall in line with non PP students.</p>	<p>NA</p>	
<p><b>17. Year 6 Summer School</b> To ensure ease of transition between Year 6 and Year 7. To ensure the most vulnerable</p>	<p>EEF toolkit suggests students who attend summer school can make 2 months’ progress compared to students who don’t attend a summer school. A clear academic component must be included to be associated</p>	<p>To ensure PP students are confident and barriers have been removed when starting Poole High school.</p>	<p>HO</p>	

students in the cohort receive additional support.	with learning gains. We have previously run two successful summer schools with high confidence levels reported by students.			
				£76,920

## Key Objective D: Improved Aspirations and career ambitions for PP students

Chosen Approach	What is the evidence and rationale?	How will you measure impact?	Staff Lead	When will you review?
<p><b>18.PP Promise</b> A academic, Aspirations and life experience programme to create a level playing field</p>	<p>Equity is not the same as equality. It means schools doing more for some students than others in order to create a more level playing field. Recognising that some students have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational Opportunities. Disadvantaged 11-year-olds will have done many fewer of the activities than their better-off peers – and that is the way it will remain for these young people unless schools make additional opportunities Available to them, either through extracurricular activities or through focused financially-supported visits”. SIR John Dunford – Pupil Premium Tsar</p>	<p>Doing more for some children than others to create a more level playing field. Recognising that some students have a very narrow experience outside school and providing them with opportunities is an important step in ensuring that they can make the most of their educational opportunities.</p>	HO	
<p><b>19.CEIAG ( Careers Education, Information and Guidance)</b> To provide students with high quality impartial careers education, information, advice and guidance prior to starting post-16 courses and are fully aware of their choices following completion of their post-16 study program.  Increase the number of students think about STEM subjects. Lower thresholds for PP students.</p>	<p>It has been proven that timely careers advice and guidance has many benefits: <b>Raising aspiration</b> – broadens horizons by increasing knowledge and understanding of possible opportunities. <b>Increases motivation and achievement</b> – boosts self-esteem and confidence and develops self-help skills that will be of life-long benefit. <b>Improves success and attendance</b> –develops understanding of the relevance of what they are learning to the world of work. Helps with the development of future progression plans. <b>Makes students aware of their skills</b> – self-awareness of strengths and qualities is essential for career planning. (National Careers service)</p>	<p>Increasing numbers of PP students attending sixth form.</p>	PT	

## Key Objective E: Reduced number of DT`s, behaviour points and SLT call outs for PP students

Chosen Approach	What is the evidence and rationale?	How will you measure impact?	Staff Lead	When will you review?
<p><b>20.Pottery</b> To support students in danger of exclusions by providing a centralised, targeted intervention and support by way of providing programmes in Anxiety, Anger Management, Behaviour Management (My Journey for Change), Mentoring Support, Confidence and Self Esteem.</p> <p>To ensure that highly vulnerable students and those that are in crisis are supported to enable a smooth transition back to lessons.</p>	<p>On average, 41 students are permanently excluded from English state schools every day. There was a total of 7,720 exclusions in the last academic year, up from 6,685 in 2015/16; a 15% increase.</p> <p>The rise is not merely a function of the growing school population: the exclusion rate rose from 0.08% in 2015/16 to 0.10% in 2016/17.</p> <p>Students eligible for Free School Meals are around four times more likely to be permanently or temporarily excluded than their peers. (RSA)</p>	<p>Support and intervention at an early stage to prevent escalation of behaviour issues. To support the return to school following exclusions.</p> <p>Reduce the number of PP exclusions.</p>	BEJ	
<p><b>21.ISU</b> To reduce the number of permanent exclusions.</p> <p>To enable meet the needs of students who are struggling emotionally who are suffering difficulties and are struggling to maintain a full timetable.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.</p>	<p>To reduce the number of permanent exclusions.</p>	CA	
				£151,626

## Key Objective F: Increased attendance rates for pupils eligible for PP

Chosen Approach	What is the evidence and rationale?	How will you measure impact?	Staff Lead	When will you review?
<p><b>22. Breakfast Club</b> To ensure breakfast is available for all PP students. This will ensure an effective start to the day.</p>	<p>Since breakfast club has started the number of negative incidents before school has reduced. Students have reported positive feelings towards breakfast club. It has been shown that students who have eaten breakfast can concentrate better and have a longer attention span, helping them to learn and study better. They can also perform better physically after eating breakfast as there is more energy available to their muscles. Breakfast can improve behaviour and mood, as children have better concentration and aren't tired or hungry (NHS).</p>	<p>Number of PP students accessing breakfast club is in line with non PP students</p>	<p>WN</p>	
<p><b>23. Attendance Tracking</b> To increase attendance and maintain an accurate record of attendance</p>	<p>To ensure attendance of PP students is being tracked in a coherent and consistent way. It is designed to highlight the impact that allocated interventions have in addressing student barriers to learning.</p>	<p>PP students attendance to meet or exceed national average, especially in boys</p>	<p>WN</p>	
<p><b>24. Attendance Officers</b> To assist in the processes of ensuring that all pupils attend school every day for a full day and to follow-up pupils who truant from school or experience long-term absence</p>	<p>A student who averages 80% attendance during their secondary school career effectively misses one whole year of education and significantly reduces their chances of good grades. Even for high-achieving students poor attendance has a significant negative impact on their grades</p>	<p>PP students attendance to meet or exceed national average, especially in boys</p>	<p>SB/BY/SN</p>	
				£19,132

## Key Objective G: Increase the percentage of PP eligible student's parents who attend parents evening

Chosen Approach	What is the evidence and rationale?	How will you measure impact?	Staff Lead	When will you review?
<p><b>25. Parental Engagement Programme</b> Targeted Parents Evening Phone calls made to PP students Parent's Evening Booking system opened early for PP students Text message reminder well in advance of date to ensure time is kept free</p>	<p>To ensure attendance of PP parents at parents evening is being tracked in a coherent and consistent way. It is designed to highlight the impact that allocated interventions have in addressing student barriers to learning.</p> <p>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. ( Education Endowment foundation)</p>	<p>Increase the percentage of PP eligible students parents who attend parents evening.</p> <p>PP parents attendance is in line with non PP.</p>	<p>SB/BY/SN</p>	

Tea and coffee available Offered 1-2-1 meetings during school time for those unable to attend on the night.				
				N/A