

## 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 last academic year.

### School overview

Detail	Data
Number of pupils in school	1563
Proportion (%) of pupil premium eligible pupils	20.98%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Paul Gray
Pupil premium lead	Victoria Stillman
Governor / Trustee lead	Stewart Bullen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346,575
Recovery premium funding allocation this academic year	£87,492
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£434,067</b>

## Part A: Pupil premium strategy plan

### Statement of intent

‘Narrowing the attainment gap within the context of an overall raising of standards is the greatest challenge for our education system’ (*Rowland, 2015*). Our Pupil Premium students may be at greatest risk of having lower aspirations and underachieving in comparison to their more advantaged peers making this an even more difficult challenge. It is therefore essential that the many challenges and barriers that these children face are overcome to ensure that they have the best possible outcomes. A knowledge rich curriculum and stellar learning habits are at the heart of our school intent and especially apply to our Pupil Premium students. In order to achieve this, we are focusing on three key areas of our Pupil Premium Curriculum: high quality teaching, targeted interventions and the provision of wider opportunities.

#### High Quality Teaching

‘High quality teaching has a disproportionately positive impact on disadvantaged learners’ (*Rowland, 2015.*). Teachers at Poole High School are consistently developed professionally. They have a clear and consistent grasp of how to:

- implement a knowledge-rich curriculum;
- support students’ working memory;
- alter students’ long-term memory and develop new connections.

Pedagogical improvement is driven through subject professional development sessions (SPDS). In addition, our culture of continuous improvement ensures on-going professional conversations are amplified through teachers’ understanding of the ten Rosenshine strands. Consequently, our teachers are far more judicious in their ability to be adaptive and responsive to Pupil Premium students’ learning needs. Teachers’ content knowledge, pedagogical knowledge and pedagogical content knowledge is grounded in an understanding of cognitive load theory. For this reason, the improvement cycle has several dimensions – subject, teaching, subject specific teaching and curriculum planning. All of these are considered in the context of students’ prior attainment and learning needs. For these reasons the curriculum planning is both detailed and dynamic to promote engagement and progress for our most vulnerable learners.

With our Pupil Premium funding we aim to continue to improve our teachers’ pedagogical knowledge and expertise through weekly professional development, implementing performance management that is based upon formative feedback in order to continuously evaluate and improve. “Teachers that are experts in their specific subject with strong content knowledge are the most effective and have the biggest impact on attainment, particularly for highly able students” (*Potential for Success, Sutton Trust, 2018*).

Our aspiration is for our knowledge-rich curriculum to be motivating, inspiring and enabling for our pupil premium students. Keeping in mind an idiom from the curriculum intent statement - ‘knowing more’, means ‘remembering more’ (*Ofsted, 2019*). However, the success of our implementation will be evident for our Pupil Premium students in the broader personal development aspects of their lives too.

'If the focus is on excellent outcomes for every individual learner, narrowing the gap is a by-product' (Rowland, 2015). To secure this, our curriculum is ambitious and dynamic in the sense that it is also responsive to student needs. This will allow all Pupil Premium students to be self-regulated learners - thus more confident, resilient and prepared for future success.

By instilling stellar learning habits within our Pupil Premium students, higher expectations are being realised; students are empowered to become self-regulated, aspirational learners that that will reach their potential to reach Russel Group universities and high-level apprenticeships. We know that disadvantaged students are more likely to drop out of university (2.5 times more likely to drop out than their peers) (Brilliant Club, 2021). Consequently, our ambition is to prepare students and ensure they have the skills to complete not only their post 16 qualifications but moreover to complete their chosen university pathway if relevant.

Our mission is to increase the number of Pupil Premium students taking the EBacc and to raise aspirations so that Pupil Premium students have the confidence and knowledge to achieve increasingly higher levels of success in outcomes and aspirations.

### **Targeted intervention**

To assist with closing gaps between our disadvantaged students and to appropriately target support and intervention, our Progress and Intervention Group meetings provide a holistic overview of students and departments to continuously refine the ways in which learning habits as well as pedagogy are shaped. "With high quality teachers leading and teaching, referrals for interventions are of the best quality not merely based upon data (POTENTIAL FOR SUCCESS, Sutton Trust, 2018). These interventions will improve outcomes and will support our aim of increasing our positive Progress 8 score. Particular attention is paid to our Pupil Premium boys and our Higher attaining students through these interventions. These are targeted to increase more successful routes post 16.

### **Wider opportunities**

In order to improve outcomes for our disadvantaged students we focus on three areas, behaviour, attendance and extra-curricular opportunities. By doing this we will create well rounded individuals that are ready for further success and life beyond the classroom as it will raise confidence, instil self-discipline, and will contribute to academic development, further closing the gap.

Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown because of national lockdowns (Education Endowment Fund, 2021). Post COVID, our number of Pupil Premium students has remained consistent, however the number of students accessing Free School Meals has increased by 2%. In light of this, and understanding the gaps identified in our own data, it is even more important than ever for us to focus on our disadvantaged learners, as well as a number of pupils that also need further support, by investing both our funding and our recovery funding into these three key areas mentioned above. With these 3 focus areas at the heart of our Pupil Premium strategy our disadvantaged students will achieve success and realise their potential no matter their ability. With a knowledge rich curriculum and stellar learning habits developed, our PP students will be able to overcome barriers to be inspired and go on to fulfil their full potential.

## 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 PP (21% of students), students are on average 6.5% lower than their peers impacting on progress and attainment.
2	Overall, progress and attainment are lower for PP students at KS4 with the attainment of disadvantaged students in English and Mathematics in the grade threshold 4+ potentially affecting their ability to progress onto high quality post-16 study.
3	Students achieving a standard EBACC pass who were PP was 27% whereas 40% of non-PP students achieved this benchmark.
4	Only 40% of Pupil Premium students stay on to do Level 3 courses in our sixth form.
5	Overall, PP students are more likely to have poor engagement and increased incidences of poor behaviour increasing the likelihood of suspension from school.

## 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"> <li>reduce the number of PP students who are persistent absentees</li> <li>PP attendance to be in-line with their peers and above national average</li> <li>keep the high-level of challenge to the local authority</li> </ul>
High levels of progress for our PP students: <ul style="list-style-type: none"> <li>Close the gap between PP &amp; Non-PP outcomes at KS4</li> <li>Close gap between PP boys and girls.</li> <li>Close the gap between PAH PP and non-PP prior attainment high (PAH) at KS4</li> </ul>	<ul style="list-style-type: none"> <li>progress 8 (P8) and attainment figure in line with national benchmark for PP, with the aspiration to exceed this</li> <li>improved rates of progress and attainment for PP boys.</li> <li>improved rates of progress for PP PAH students at GCSE.</li> </ul>
Increased uptake of PP students taking EBACC subjects	<ul style="list-style-type: none"> <li>a narrower disparity between the percentage of PP students taking EBAAC subjects compared to school average and national average</li> </ul>
Increase retention of PP students into sixth form (where courses are appropriate)	<ul style="list-style-type: none"> <li>an increase from 27% of PP students going onto sixth form at PHS to 40% or above</li> <li>increased percentage of PP students continuing on to level 3 courses in order to progress on to post level three education.</li> </ul>

Increased engagement of students and parents to improve behaviour, aspirations and career ambitions	<ul style="list-style-type: none"> <li>• increase in PP students accessing opportunities in school as well external trips and visits</li> <li>• increase percentage attendance to parents evening</li> </ul>
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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: £325,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through whole school CPD, ensure that all teaching and pastoral staff understand the challenges of disadvantaged students and how to meet them in their role.	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 with 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 be responsive 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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of 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 5 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 whole school approach to improving literacy, raise the profile of reading and narrow disparity between PP and non-PP student' literacy abilities.	EEF Guidance Report on Small group tuition	

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

Budgeted cost: £68000

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 use of:</p> <ul style="list-style-type: none"> <li>• SIMS</li> <li>• support with equipment, uniform, food technology ingredients</li> <li>• 100 score</li> <li>• rewards events</li> </ul>	<p>Education Endowment Fund, 2015</p>	<p>1, 5</p>
<p>Designated mental health triage system and on call first aiders operating in student support hub as well as delivering mental health support through throughout the school via tutor time, PSHE and assemblies.</p>	<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>	<p>1, 5</p>
<p>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</p>	<p>Education Endowment Fund, 2015</p>	<p>1, 5</p>
<p>Key Adults provided for students with a high percentage supporting those who are Pupil Premium whereby behaviour and or mental health are a concern.</p>	<p>Early Intervention Foundation report - Adolescent mental health: A systematic review on the effectiveness of school based interventions</p>	

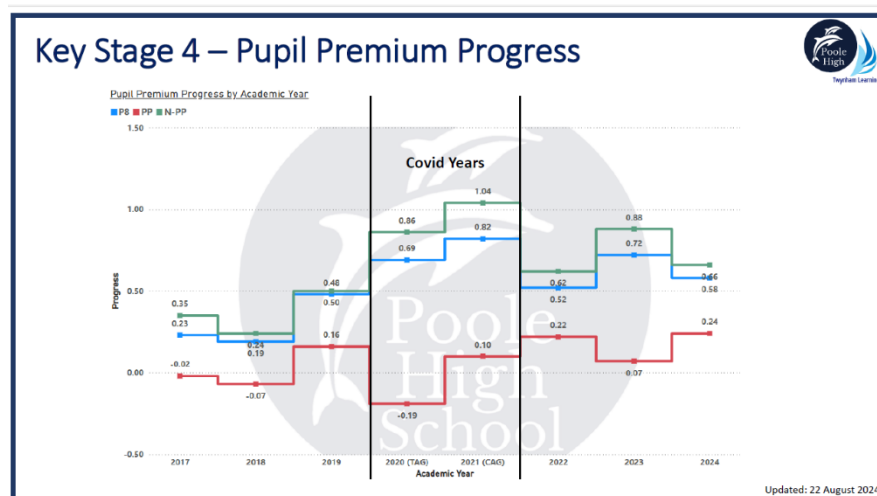
**Total budgeted cost: £468,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Headline Pupil Premium data based on Year 11 2024 cohort:

PP: [60]		NON-PP: [263]		HPA PP [5]		HPA [51]	
4+ EM	61.7%	4+ EM	79.1%	4+ EM	100%	4+ EM	98.0%
5+ EM	36.7%	5+ EM	59.7%	5+ EM	95.7%	5+ EM	92.2%
P8	+0.24	P8	+0.66	P8	+0.52	P8	+0.36
English Basket	+0.08	English Basket	+0.52	English Basket	+0.50	English Basket	+0.31
Maths Basket	+0.43	Maths Basket	+0.67	Maths Basket	+0.42	Maths Basket	+0.35
EBACC Basket	+0.33	EBACC Basket	+0.72	EBACC Basket	+0.60	EBACC Basket	+0.49
Other Basket	+0.12	Other Basket	+0.66	Other Basket	+0.52	Other Basket	+0.28



The Pupil Premium gap has **narrowed versus last year** to 0.42. This compares to a national gap of 0.61. The **gap between prior attainment brackets has narrowed considerably** which is pleasing. HPA students continue to slightly trail.

The **HPA Pupil Premium students performed above their peers** however, although pleasing this isn't statistically relevant result due to the low number of students in this category.

Students who were persistently absent from school **performed significantly below their peers**. In Year 11 there were 92 persistently absent students (cohort 310), of which, **29 were Pupil Premium students (31%)**.

PA (<90%) [92]	
4+ EM	47.8%
5+ EM	25.0%
P8	-0.42
English Basket	-0.34
Maths Basket	-0.23
EBACC Basket	-0.54
Other Basket	-0.58

At the end of the academic year, out of the 357 Pupil Premium students, **139 were classified as persistently absent which equates to 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' and it could be argued that this was due to the importance of this academic year.



With regards to students who were severely absent (<50% attendance), 21 were Pupil Premium students which **represents 6% of the entire cohort**. This is in comparison to the wider cohort whereby just 2.5% are severely absent.

2.9% of students who are not classified as Pupil Premium have been recorded as late to school where as 4.8% of Pupil Premium students have been late.

Overall, students who are not classified as Pupil Premium averaged **92.9%** attendance whereas **Pupil Premium attendance was 85.1%** at the end of the academic year.

7.4% of Pupil Premium absence was recorded as unauthorised compared to just 2.5% of the rest of the cohort.

	<b>Average Year Group ATL</b>	<b>Average Pupil Premium ATL</b>	<b>Difference</b>
Year 07	2.92	2.65	0.27
Year 08	2.68	2.34	0.34
Year 09	2.76	2.43	0.33
Year 10	2.73	2.28	0.45
Year 11	2.75	2.52	0.23

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

**SEND:**

Out of the children with SEND need 23.2% are classified as Pupil Premium (slightly above school 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.*

<b>Programme</b>	<b>Provider</b>
Tutoring in English, Maths and Science	Academy 21
Student mentoring	Starfish Mentoring
Psychoeducational Parenting Course	Wimborne Psychology

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

0.8% of the student population are service children. A designated member of staff has responsibility for the monitoring of academic progress for all service children.

A Key Adult assigned to each service child with regular mentoring and welfare support.

Progress Leaders and School Attendance Officers work proactively to ensure that students who are service children are supported with behaviour, school attendance and academic progress.

#### **The impact of that spending on service pupil premium eligible pupils**

School attendance for service children at Poole High School is above National Average but slightly below school average, significantly above Pupil Premium students.

## Further information (optional)