

## Parkstone Grammar School Pupil Premium Strategy 2018 2019

1. Summary information					
School	Parkstone Grammar School				
Academic Year	2018 - 2019	Total PP budget	£58,325	Date of most recent PP Review	Nov 2018
Total number of pupils	1210	Number of pupils eligible for PP	67	Date for next internal review of this strategy	Jun 2019

2. Current attainment – GCSE Results 2017/2018			
	Pupils eligible for PP (your school)	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
% achieving 9-5 incl. EM	92.3%	24.9%	50.1%
Progress 8 score average	-0.10	-0.44	0.13
Attainment 8 score average	62.8	36.7	50.1

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Understanding the individual needs of each PP student
B.	Sustained high quality Teaching and Learning, differentiated for all as required
C.	Identification of progress throughout the academic year to ensure timely intervention to ensure no gaps

<b>External</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Poor attendance which has a detrimental effect on progression for all students
<b>E.</b>	High quality IAG to ensure aspiration and knowledge of career paths for those in low uptake areas
<b>F.</b>	Low levels of resilience due to low levels of self-belief

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Differentiated support and interventions for PP students based on individual understanding of situation via HOY/Tutor interview	Support recommendations shared with relevant class teachers, the success of which to be reviewed after each Tracking Point
<b>B.</b>	Sustained outstanding teaching and learning to raise achievement for all, by implementing selected educational research where appropriate	Sustained outstanding T&L, closing the gap in progress with non-PP students
<b>C.</b>	Detailed analysis of PP student assessment data at each Tracking Point to identify where effective intervention strategies can be shared & where they require adjustment	PP progress at least as good as non-PP
<b>D.</b>	PP attendance at least as good as non PP. Reviewed protocols to ensure regular updated attendance info to relevant staff and a 'PP First' approach to monitoring attendance.	PP attendance at least as good as non-PP
<b>E.</b>	Increased opportunities to access in IAG with reference to careers advice and information	PP students attending careers appointments, relevant trips/visits and enhanced careers awareness across the curriculum
<b>F.</b>	Increased engagement in learning across subjects due to supported well-being and meaningful coaching conversations regarding own progress with tutor/teachers/HoY	ATL of PP students in line with non-PP

5. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation?
A. Differentiated support and interventions for PP students based on individual understanding of situation via HOY/Tutor interview	Support recommendations shared with relevant class teachers, the success of which to be reviewed after each Tracking Point.	Each student has unique barriers and one-to-one discussions allow for exploration of potential strategies – very similar to the individual approach with TPs, but underperforming PP students are prioritised.	KS Managers to explore the effectiveness of existing strategies with HOY after tracking points. Follow up actions to be recorded and refinements shared with relevant teaching staff.	SLI / Key Stage Managers	October 2019
B. Sustained outstanding teaching and learning to raise achievement for all, by implementing selected educational research where appropriate	Sustained outstanding T&L, closing the gap in progress with non-PP students	Research shows high quality teaching significantly boosts progress of disadvantaged students the most	Coaching visits/drop ins, work scrutiny, Teaching and Learning Reports, review through Line Management meetings	DSW/SLI	October 2019
				<b>Total budgeted cost</b>	
				<b>A - PP Staff</b>	£3,000
				<b>B – Contribution to CPD</b>	£1,500
				<b><u>Teaching &amp; Learning</u></b>	<u>£5,000</u>
				<b>Total</b>	<b>£9,500</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Detailed analysis of PP student assessment data at each Tracking Point to identify where effective intervention strategies can be shared & where they require adjustment	PP progress at least as good as non-PP	Through careful use of data, PP student progress can be analysed to determine which strategies are working for whom so should be shared with all relevant teachers and which strategies need refining/ changing. By encouraging student reflection, meaningful personalised strategies be identified and implemented.	Review progress of all PP students in each year group at each tracking point to identify impact of strategies with student.	SLI	October 2019
D. PP attendance in line with non PP. Reviewed protocols to ensure regular updated attendance info to relevant staff and a 'PP First' approach to monitoring attendance.	PP attendance at least as good as non-PP	On the whole PP attendance is very similar to whole school, and a re-focus on this aspect of work will serve as a reminder to students and parents of the need for consistently good attendance.	Review of work in regular check in meetings throughout the year. KS Managers to discuss with HoY/Asst.HoY, plus discussion with student voice.	JWG	October 2019
E. Increased opportunities to access in IAG with reference to careers advice and information	PP students attending careers appointments, relevant trips/visits and enhanced careers awareness across the curriculum	PP students must have equal access to careers provision which may require financial support due to travel, ticket price etc. Existing careers links must be identified and PP students involved where possible.	Continue to work within the investors in careers guidelines and review at line management level. PP students involved in careers opportunities across the school where possible.	SLI/JW	October 2019

F. Increased engagement in learning across subjects due to supported well-being and meaningful coaching conversations regarding own progress with tutor/teachers/HoY	ATL of PP students in line with non-PP	PP students can often have low self-belief which can impact a willingness to participate in learning tasks. If we can instil an increased resilience and confidence, engagement will improve.	Opportunities for genuine praise, identification of equipment needs and increased 'Time to Talk' in Wellbeing and tutor time activities.	SLI/JWG	October 2019
<b>Total budgeted cost</b> <b>C – Contribution to SISRA</b> £1,000 <b>D – Contribution to SIMS</b> £2,000 <b>E – Contribution to Career Advisor's salary</b> £4,000 <b><u>F – Payments as necessary</u></b> <u>£15,000</u> <b>Total</b> £22,000					

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Equality of opportunity for PP students in the wider curriculum	Funding for individual projects as appropriate (e.g. music lessons, art equipment)	FSMEver6 students and their families often miss out on opportunities for wider experiences due to financial implications	Teacher recommendation and one to one interview to identify need; contact parents to inform them of PP status	SLI	October 2019
<b>Total budgeted cost</b>					<b>See Point F above</b>