

# Parkstone Grammar School

## Pupil Premium Strategy Statement



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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Parkstone Grammar School
Number of pupils in school (main school only)	939
Proportion (%) of pupil premium eligible pupils (LAC/FSM/Ever6/SC)	8.84%
Proportion (%) of FSM/Ever6 pupils	7.22%
Proportion (%) of SC pupils	1.62%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	November 2023
Date on which it will be updated (annually until three-year period is over)	November 2024
Statement authorised by	David Hallsworth, Headteacher
Pupil premium lead	Stephanie Izard, Assistant Headteacher
Governor / Trustee lead	Martin Copey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,100
Recovery premium funding allocation this academic year	£21,528
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£109,628

# Part A: Pupil premium strategy plan

## Statement of intent

At Parkstone Grammar School, our intention is that all pupils, irrespective of their background or the challenges they face, develop key personal skills, make good progress across the curriculum as well as acquire a lively and enquiring mind and an appreciation for the world around them in order to prepare them for a fulfilling adult life in a rapidly changing society.

Given the number of disadvantaged students at Parkstone compared to the national average, we must focus our efforts on being the experts in these young people and recognise that their challenges are varied and there is no 'one size fits all'. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and proven research evidence.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit the non-disadvantaged pupils in our school. Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will contain overlapping categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change.

### **What are your ultimate objectives for your disadvantaged pupils?**

We also ensure that in order to make the biggest difference to our students, we will focus on a small number of strategies:

- To narrow the attainment gap between pupil and non-disadvantaged students.
- For all disadvantaged students to make or exceed nationally expected progress (minimum P8 = 0)
- For all disadvantaged students to have attendance in line with non-disadvantaged students
- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum.

To achieve these objectives, we are adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff, especially in the core subjects. Additionally, there is a both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP students. This three-year plan aims to reinforce existing procedures and staffing in order to be able to fulfil this.

The strategy plan is based on the following key principles:

- we promote an ethos that encourages students to have courage and show commitment to their studies, regardless of disadvantage or need
- the most effective method of addressing disadvantage is through a strong focus on improving teaching and learning, as advocated by the EEF
- developing student literacy and oracy enables students to access the wider curriculum
- providing high quality pastoral and CEIAG support is essential to meet the wider needs of all pupils
- the use of a robust monitoring system, focused on outcomes, to help identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- specific interventions should be based on identified need

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve these goals. We will consider the challenges faced by vulnerable pupils, such as those who fall into multiple key cohorts.

## Challenges

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

Challenge number	Detail of challenge
1	High quality assessment of academic need e.g. poor oracy, EAL, undiagnosed SEND, low parental engagement, limited access to technology, lack of background knowledge, reduced tier 2 and 3 vocabulary etc.
2	Unknown pastoral issues impacting access and engagement in school life e.g. wellbeing, self-esteem, underdeveloped personal skills, family context
3	Low attendance and catch up support
4	The impact of Covid19 and school closures have had a disproportionate effect on disadvantaged students compared to non-disadvantaged students
5	Consistently high quality first teaching in all classrooms, including staff awareness of disadvantaged students and their individual needs to enable targeted support
6	Access to careers advice including options choices
7	Progress, final outcomes, experiences and opportunities of multifactorial pupils e.g. SEND, EAL is adversely affected compared to their peers

## 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
Pupils make at least expected progress	Gap will close in progress made between disadvantaged and non-disadvantaged students.
Disadvantaged students access the full learning experience at Parkstone Grammar School	Attendance of identified disadvantaged pupils is in line with non-disadvantaged students
Disadvantaged students to engage in a wide range of enrichment activities	An effective tracking system of participation is put in place and the level of engagement for disadvantaged students is in line with non-disadvantaged students
Increase disadvantaged parents' engagement with school	Attendance at parents evening for disadvantaged students is in line with their peers

## 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. The Sutton Trust – quality first teaching has direct impact on student outcomes and the EEF guide to pupil premium – advised a tiered approach with teaching as the top priority, including CPD.	1, 3, 4, 5, 7
Regular assessments to identify underperforming students and to signpost interventions	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e.+7 months impact	1, 4, 5, 7
Quality Assurance led by teaching and learning Team, SLT and HoDs to provide developmental feedback, identify training needs and to share best practice	DfE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collective teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	5
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 5, 7
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a>	1, 4, 5, 7

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 4, 7
This will be provided through subject specific revision and intervention sessions e.g. afterschool & lunchtime. Additionally, providing specific revision material e.g. revision guides	Engagement scores for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge. In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of +3 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1, 4, 7

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/ support worker(s) will be appointed to improve attendance/minimize the impact of poor attainment.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	3, 5, 7
Work with partners (DfE) to provide laptops and ICT access for all students	Wider literature e.g. Colman (2021) shows that PP students significantly affected by the digital divide, especially during pandemic.	1, 4, 7

<p>Continued development of PP leadership e.g. continued appointment of PP Co-ordinator and Student Support Worker who will meet with every student at least once a year to diagnose need and select for mentoring</p>	<p>The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, &amp; Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement.</p> <p>EEF shows mentoring with a positive role model builds confidence, develops resilience, raises aspirations which in turn benefits academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>1, 2, 3, 4, 6, 7</p>
<p>Prioritisation for career pathway support including the one-to-one advice and guidance on the options process and A Level selection. We will fund specialist staff release and visits to establishments.</p>	<p>At Parkstone, PP students generally have high future aspirations, however we must be mindful of potential inequality in CAIG at home. The Sutton Trust identified a lack of support and quality advice can block career aspirations: Creating a high aspiration culture for young people in the UK.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2019/12/MORlaspirations-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/MORlaspirations-1.pdf</a></p>	<p>1, 6</p>
<p>Purchase of assessment tools and data analysis software to allow intelligent use of student data: academic progress, attendance, context to effectively identify barriers and relevant intervention and support strategies.</p>	<p>EEF blog by Prof. Rob Coe (2020) recommends purposeful assessment involves monitoring student progress to identify where intervention is necessary and evaluating the effectiveness of teaching or interventions in place.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></p>	<p>1, 2, 3, 4, 5, 7</p>

## Recovery Premium

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop student oracy skills in order to improve vocabulary, reading and writing as well as presentation skills and confidence</p>	<p>Unlocking Talent, Fulfilling Potential: A plan for improving social mobility through education (DfE – 2017), The Sutton Trust, Speak for Change - Oracy All-Party Parliamentary Group Inquiry April (2021) and the Bercow 10 Years On Report (2018) all highlight how oracy can be key driver in encouraging academic progression, as well as enhancing employability and personal skills. Furthermore, the EEF estimates an impact of oracy interventions as +6 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 4, 7</p>



<p>Provide high quality academic care, mentoring and support of vulnerable students by Student Support Worker</p>	<p>EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>            Effect sizes reported by Hattie (2016) show that specific interventions linked to needs has an effect size of 0.77.</p>	<p>1, 2, 3, 4, 7</p>
<p>Increase Parents Evening engagement through priority booking window and where PP parents have not attended, encourage alternative contact via Pastoral staff</p>	<p>Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx. 10% gap)            EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1</p>
<p>Ensure that students can access full taught and extra curriculum to enhance cultural capital experiences promoted in the curriculum. Achieve this through covering cost of trips for PP, and significant contribution for residential trips.</p>	<p>EEF's tool kit reports +2 months benefit from both arts and sports participation.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>            Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Enrichment activities offer a context for learning in concrete experiences and language rich environments and a stimulus to trigger their interest which can be evidenced in books/folders and data.</p>	<p>1</p>

**Total budgeted cost: £100,000**

**Contingency budget set aside to be allocated during the year: £9,628**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Last year's strategies were all implemented successfully including the successful appointment of the new Student (Learning) Support Worker who has performed exceptionally well in a variety of areas within her remit. Extracurricular trips and visits continued to increase and staff are more practiced at requesting supportive equipment and resources to support our disadvantaged students.

Once again, staff have ably supported disadvantaged students through the identification of academic gaps and pastoral need due to a focus on various means of assessment and implementation, including support sessions for small groups. Tracking Point data always provides insight into areas where investigative discussions are held and measures adjusted.

We continued with our approach to enhancing parental engagement through a priority booking process for underperforming disadvantaged students at Parents Evenings and we continue to reference the subject specific support booklet on our website for parents.

New initiatives this year included hosting a Parents Information Evening where we had an expert in the Teenage brain deliver key information, trialled the year 7 Oracy Award with our year 7s and established a breakfast club. We also began to explore if there is any interest in a light-touch homework club.

The GCSE results in 2023 show our disadvantaged students continue to make better progress than the national average: progress 8 was +0.30 for all students and -0.08 for disadvantaged students, which includes a Tier 4 student who had an average grade of 2. Due to complex needs, her results are very much outliers – without her results, our average P8 for our disadvantaged students is: +0.18. The National Average P8 value for disadvantaged students in 2019 was -0.45, no central data has been shared in the years since. This demonstrates the dedication the team have put into raising the profile of our disadvantaged students within the curriculum and pastoral teams, as well as the personalised support approaches directly implemented.

We continue to build on the approach outlined above this year so that we continue to see our disadvantaged students performing well in all areas.



## Further information (optional)

### Additional activities

Our pupil premium strategy will be supplemented by additional activity that benefits the students in our care according to our context. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities for example The Duke of Edinburgh's Award and those in Activities Week, will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- whilst all students have access to sanitary products, our disadvantaged students are proactively asked in advance of school holidays if they need to collect additional packs.
- we proactively engage with prospective year 5 students through feeder schools offering support in the application process including access to an online platform to enable entrance test familiarisation, an insight into school life with an 'Afternoon Tea' event, stationary packs to name a few.
- access to resources such as breakfast bars, stationary, and uniform subsidies to combat daily differences caused by economic status, preserving self-esteem and a sense of belonging.
- Heads of Department have shared their support for disadvantage students in their department handbooks and are regularly questioned about the progress data of these students throughout the year.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in work scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities and we have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.