

# Parkstone Grammar School

## Pupil Premium Strategy Statement



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	946
Proportion (%) of pupil premium eligible pupils	9.0% FSM 6.9% Service Child 2.0% PLAC 0.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr D Hallsworth, Headteacher
Pupil premium lead	Mrs S Izard, Assistant Headteacher
Governor / Trustee lead	Martin Copsey, PP Link Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,820
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£81,820</b>

# 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 and make good progress across the curriculum. Passionate about educating the 'whole student', we also aim to enable our students to 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 how the number of our disadvantaged students compares 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.

In line with our whole school vision, 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 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 a school wide focus on 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 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	Consistently high quality first teaching in all classrooms, including staff awareness of disadvantaged students and their individual needs to enable targeted support
2	Attendance and catch up support
3	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.
4	Some lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, particularly affecting revision skills
5	Unknown pastoral issues impacting access and engagement in school life e.g. wellbeing, self-esteem, underdeveloped personal skills, family context
6	Progress, final outcomes, experiences and opportunities of multifactorial pupils e.g. SEND, EAL, Young Carers is adversely affected compared to their peers
7	Access to careers advice including options choices
8	Although our disadvantaged pupils have equal access to clubs and trips, this is not at the same level as their non-disadvantaged 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
Staff know who the disadvantaged students are, their needs and how to support them to achieve and make progress	Disadvantaged students of all abilities to achieve a minimum P8 of 0 and the attainment gap will close in progress made between disadvantaged and non-disadvantaged students.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance of over 95% and the attendance gap between disadvantaged pupils closing (less than 2023 gap of -2.4%)
To raise the profile of oracy within school	Allocation of oracy achievement points, increased opportunities within the curriculum for oracy.
To raise the profile and awareness of support for overlapping cohorts, specifically Young Carers and Service Children	Identification of these students and increased engagement of students and their families in the support on offer
Disadvantaged students can access and engage in a wide range of enrichment activities e.g. day trips, music lessons	All pupils have equal opportunity and financial support to access our extra-curricular provision, 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
Careers and Key Stage Transition support available to each student to empower them to make informed decisions regarding their futures	Each student to have access to a one-to-one meeting to explore options choices and future careers

## 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: £ 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. <a href="https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils">https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</a>	1, 4, 6
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 Sir John Dunford emphasizes the importance of frequently monitoring the progress of every PP student. <a href="https://www.tes.com/magazine/archive/pupil-premium-10-steps-spending-it-wisely">https://www.tes.com/magazine/archive/pupil-premium-10-steps-spending-it-wisely</a>	1, 4, 6
Quality Assurance led by 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 (2018) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice. <a href="https://educacion.udd.cl/files/2021/01/The-Power-of-Collective-Efficacy_Hattie.pdf">https://educacion.udd.cl/files/2021/01/The-Power-of-Collective-Efficacy_Hattie.pdf</a>	1, 4, 6
Developing metacognitive and self-regulation skills in all pupils through teacher CPD	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners and can add +7 months progress. 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, 4, 6
Completion of CAT tests for all pupils on entry	Standardised tests can provide strong evidence and reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the most appropriate support and intervention. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf?v=1727884053">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf?v=1727884053</a>	1, 3, 6

## Targeted academic support

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy/ reading interventions for low attaining disadvantaged pupils	Providing high quality literacy interventions to struggling students. EEF: <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>	3, 6
A homework club for disadvantaged pupils	Well-designed homework when fully engaged with, can have +5 months impact on progress, and research shows FSM students benefit most. A homework club can help pupils overcome a range of barriers to effectively engaging in homework e.g. a quiet space, an internet enabled device or support in developing effective learning habits. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	4, 5, 6, 8
Provision of all learning resources and equipment such as revision guides / stationary / uniform	Whilst there is limited evidence for any direct impact of this on academic attainment, it empowers students to engage with their studies and supports our families with the 'hidden costs' of education. <a href="https://www.sec-ed.co.uk/content/news/child-poverty-the-hidden-costs-of-school-spelt-out/">https://www.sec-ed.co.uk/content/news/child-poverty-the-hidden-costs-of-school-spelt-out/</a>	3, 4, 6

## Wider strategies

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's 'Working together to improve school attendance' guidance	The statutory DfE guidance: <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	2
Continued development of the PP team (PP Co-ordinator and Student Support Worker) to advocate for our PP students and routinely identify, strategically implement and review personalised support	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement. EEF also shows mentoring with a positive role model builds confidence, develops resilience, raises aspirations which in turn benefits academic attainment. EEF Toolkit reports it has a +2 months benefit to students and Hattie (2016) reports specific interventions linked to needs has an effect size of 0.77. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1, 2, 3, 4, 5, 6, 7, 8
To raise awareness of transition and career pathway support to include curriculum links and one-to-one advice	At Parkstone, disadvantaged students generally have high future aspirations, however the Sutton Trust identified the possibility of limited CAIG and networking opportunities preventing students from making informed decisions about	7

and guidance on GCSE and Post-16 options	<p>their futures. <a href="https://www.suttontrust.com/wp-content/uploads/2022/03/Paving-the-Way.pdf">https://www.suttontrust.com/wp-content/uploads/2022/03/Paving-the-Way.pdf</a></p> <p>Additionally, effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and likely have a positive effect on pupil achievement. <a href="https://ebtn.org.uk/evidence/hattie-list/">https://ebtn.org.uk/evidence/hattie-list/</a></p>	
Purchase of assessment tools and data analysis software to allow intelligent use of student data: academic progress, attendance to effectively identify barriers and relevant intervention and support strategies	<p>EEF blog by Prof. Rob Coe (2020) recommends purposeful assessment which involves monitoring student progress to identify where intervention is necessary and evaluating the effectiveness of teaching or interventions in place. <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>	1, 2, 6
To develop student oracy skills in order to improve vocabulary, reading and writing as well as presentation skills and confidence	<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. The EEF states the progress impact of oracy interventions to be +5 months at Secondary. <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>	1, 6
Increase Parents Evening engagement through priority booking and where PP parents have not attended, organise feedback	<p>EEF Toolkit 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>	3, 5, 6
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>EEF's tool kit reports an average of +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></p> <p>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. <a href="https://nationalcollege.com/news/ofsted-cultural-capital-guide">https://nationalcollege.com/news/ofsted-cultural-capital-guide</a></p>	8
Providing a breakfast club and access to snacks as and when required	<p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. <a href="https://www.gov.uk/guidance/national-school-breakfast-club-programme">https://www.gov.uk/guidance/national-school-breakfast-club-programme</a></p>	2, 5, 6, 8
Further our support for Young Carers through staff training in identification and referrals to MYTIME	<p>Young Carers are overrepresented in FSM cohorts and are more likely to be absent and underperform academically. <a href="https://www.mytimeyoungcarers.org/res/Overlooked%20and%20Overburdened%20-%20Educational%20Challenges%20Faced%20by%20Young%20Carers%20-%20Report.pdf">https://www.mytimeyoungcarers.org/res/Overlooked%20and%20Overburdened%20-%20Educational%20Challenges%20Faced%20by%20Young%20Carers%20-%20Report.pdf</a></p>	2, 3, 4, 5, 6

**Total budgeted cost: £ 80,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have been really pleased with the progress and attainment of our Disadvantaged students: in 2024, we had 11 year 11 disadvantaged students who achieved the following:

- an average point score of 6.54 compared to 6.78 for non-disadvantaged PGS students and the national average points score in 2023 for disadvantaged was 3.50, non-disadvantaged 4.96
- a P8 value of 0.32 compared to 0.51 for non-disadvantaged PGS students and the national Average for disadvantaged students in 2023 was -0.57, non-disadvantaged 0.17

Our attendance figures for 2023-24 can be seen below:

- All pupils – 94.3%, which is 3.5% above the FFT National Average
- FSM students – 92.1%, which is 6.7% above the FFT National Average

Other data includes staff surveys on the trial of Pupil Premium Passports with 6 students. Nearly 77% of staff found it helpful and 82% said the delivery of the information was helpful. The students also valued them as and the key benefits were the sense of belonging students felt when being advocated for and staff commented on how it raised the profile of the student within their classes. We will be looking to expand on this to include more students from across the year groups.

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.

This data demonstrates the efficacy of the previous strategies, but most of which could not have been achieved without the dedication, care and expertise of our PP Champion and our Student Support Worker. They have both performed exceptionally well in a variety of areas and are looking forward to expanding our good practise and exploring other support possibilities for our students.

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.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
N/A	N/A

## 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.