

Pupil premium strategy statement – The Purbeck 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 | 871 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | 01.09.24 |
| Date on which it will be reviewed | 01.09.25 |
| Statement authorised by | Adam Darley |
| Pupil premium lead | Carl Morris |
| Governor / Trustee lead | Steve Clarke |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £271816 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | 0 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | 0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £271816 |

Part A: Pupil premium strategy plan

Statement of intent

At The Purbeck School, we have high expectations of ALL students. We draw on research evidence (such as the Education Endowment Foundation and the Great Teaching Toolkit) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. However, we never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels.

Our Pupil Premium spend is divided into the following four priority areas:

1. Teaching for Mastery and the Power of Assessment and Feedback

Teaching for Mastery is a commitment that virtually *all students can learn all important academic knowledge* to a level of excellence if allowed the *right amount of time to learn* and *provided with the appropriate conditions to learn*.

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. We are developing and implementing a Mastery curriculum model, where schemes of learning are content-specific, coherent, cumulative and challenging. All lessons should include a strong start, a do now task, explicit teacher instruction, guided practice, deliberate practice and an exit routine. Teaching is responsive to the needs of students through continuous checking for understanding. High quality corrective instruction is provided to remedy gaps, errors and misconceptions in knowledge and skills. Senior leaders, middle leaders and teachers across the school are continuously developing their curriculum and their classroom practice, by linking findings from cognitive science and other research.

2. Highly tailored interventions and more time

Diagnostic assessments identify where basic skills gaps exist among students when they arrive in Y7, through reading tests and dyslexia screening. Quality first classroom teaching helps address and close these gaps. Adaptive teaching is implemented to support the needs of all students. Sparx Reader gives all students access to a rich range of books, pitched to support them increase their reading ages, with quizzes throughout to support engaged reading. Students who have a KS2 standardised score in Maths less than 90 are assigned to our Nurture Maths classes and receive an additional two lessons per cycle.

3. Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. As part of the Pupil Premium Guarantee, students will have access to a range of mentors to enable them to make progress with their learning. We have employed an Inclusion Lead, two Attendance Officers, a Service Child Liaison Officer, a LAC Coordinator and two Mental Health Well-being Leads to provide well-targeted support to improve behaviour and attendance, and to support student's mental wellbeing. Our Learning Mentors will strengthen links with families where these are barriers to a student's learning.

4. Raising aspirations and broadening experiences

Our priority is to support every child fulfil their potential, encourage all students to raise aspirations, and to progress onto higher education or into a career of their choice. We support our disadvantaged students financially by subsidising costs for trips and extracurricular opportunities. The Careers Information, Advice & Guidance Education programme at The Purbeck School aims to encourage all students to develop skills that will enable them to make the transition into further or higher education, apprenticeships and accredited training in employment. It aims to offer objective and impartial advice from a range of talks, activities and individual interviews. All students are offered a careers appointment to discuss their next steps, whether this is thinking about GCSE options, Post16 education or beyond.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | In-school attainment gaps on entry in English and Mathematics. |
| 2 | Attendance of disadvantaged students does not match that of other students in the school. |
| 3 | Ensuring disadvantaged students have strong learning habits, including home learning. |
| 4 | Raising aspirations of disadvantaged students by having the same high expectations as other students in the school. |
| 5 | Building strong relationships with families. |

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 |
|---|---|
| Improve outcomes for Pupil Premium students | The Progress 8 score / Attainment 8 score for disadvantaged students, at least matches or is improving towards that for other students nationally |
| Improve attendance for Pupil Premium students | The attendance of disadvantaged students, at least matches that for other students nationally |
| Ensure all disadvantaged students have access to high quality further education | Increase in number of disadvantaged students studying level 3 courses |

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: £17,868

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Lead |
|--|---|-------------------------------|------------|
| <p>Design and implement a whole school CPD programme, which includes:</p> <ul style="list-style-type: none"> • The Great Teaching Toolkit • IRIS Connect • National College • Whole school/subject CPD (themed on teaching, learning and assessment) • in order to improve quality first teaching in the classroom. | <p>EEF Effective Professional Development guidance report</p> <p>The Purbeck School CPD programme is based around:</p> <ul style="list-style-type: none"> • Adaptive teaching • The Great Teaching Toolkit | 1 | JFE |
| <p>Employ additional staffing to work with under achieving disadvantaged students in English and Maths</p> <ul style="list-style-type: none"> • Y7 Maths: An additional class per year half with three extra lessons per cycle • Y8 Maths: An additional class per year half • Y9 English: Three extra lessons per cycle • Y9 Maths: An additional class per year half with two extra lessons per cycle • Y10-11 English: Five extra lessons per cycle • Y10-11 Maths: Two extra lessons per cycle per year half | <p>EEF Improving Literacy in Secondary Schools guidance report</p> <p>EEF Improving Secondary Science guidance report</p> <p>EEF Small group tuition</p> <p>EEF Reducing class size</p> <p>Retrieval practice</p> | 1 | CMS JBD |
| <p>Equip all classrooms with visualisers so that teachers can model and share best practice, which supports pupils think about their own learning more explicitly</p> | <p>EEF Metacognition and self-regulation strategies</p> | 1 | CMS |

| | | | |
|---|--|---|-----|
| Embed checking for understanding opportunities into lessons by ensuring all students are equipped with a mini-whiteboard | EEF Teacher Feedback to Improve Pupil Learning guidance report EEF Feedback | 1 | CMS |
| Assess all new starters using Lucid Screening and YARC reading tests to provide early identification of dyslexia and problems in learning | EEF Reading comprehension strategies | 1 | RAS |
| Plan and deliver a reading programme for all students, using the Sparx-Reader online platform, at Y7 - 9 | EEF Reading comprehension strategies EEF Homework | 1 | JBD |
| Plan and deliver a reading programme for all students, using five afternoon tutor periods, with books suitable for the different ages and needs of each student | EEF Reading comprehension strategies | 1 | JBD |
| Use Sparx-Maths online platform to support students independently work at home to build fluency and confidence in their maths skills | EEF Mastery EEF Homework | 1 | CMS |
| Use Unifrog to support students compare post-16 courses and apprenticeships, and deliver a set of focussed sessions on careers | DfE Careers guidance and access for education and training providers guidance DfE School level strategies to raise aspirations to higher education (2014) research report | 4 | CWN |

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

Budgeted cost: £66,751

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Lead |
|---|--|-------------------------------|------------|
| Promote the application of a personal laptop to all Pupil Premium students for use outside of school, to aid with home and remote learning. | EEF Using Digital Technology to Improve Learning guidance report | 3 | CMS NMH |
| Provide <i>Study Plus</i> , a homework club, for disadvantaged students to support learning outside the classroom. This includes laptops with online access, refreshments and specialist teacher support. | EEF Extending school time EEF Homework | 3 | CMS MSS |
| Provide all Pupil Premium students with GCSE Study Packs, which include quality revision guides and | EEF Homework | 1/3 | CMS |

| | | | |
|---|--|-----|------------|
| workbooks for each subject, that can supplement their learning during regular school, and supplement teaching in case of closure. | | | |
| Deliver our Aim High curriculum, PLP, Entry Level and Cope lessons (extra or small group literacy and/or maths support), where it is identified there is a need | EEF Small group tuition EEF Five a day to improve SEND outcomes blog | 1 | RAS |
| Use Lexonic to improve reading levels of identified disadvantaged students, improving literacy to impact across the curriculum | EEF Reading comprehension strategies | 1 | RAS |
| Use an external assessor to identify students that may require access arrangements for GCSE examinations | EEF Special Educational Needs in Mainstream Schools guidance report | 1 | RAS |
| Support disadvantaged pupils with the cost of buying ingredients for Food Technology practical lessons | DfE 2013 School Food Plan | 3/5 | VST |
| Employ a career lead to provide a range of bespoke careers education information advice and guidance, Inc. independent careers mentoring, for disadvantaged students. | DfE Careers guidance and access for education and training providers guidance DfE School level strategies to raise aspirations to higher education (2014) research report | 4 | MST MBE |

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

Budgeted cost: £190,858

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Lead |
|---|---|-------------------------------|------------|
| Strategically deploy two Attendance Officers to target key disadvantaged students with persistent absence | EEF Parent Engagement DfE Working together to improve school attendance guidance | 2 | CMS KWD |
| Strategically deploy an Inclusion Lead to coordinate all pastoral and behavioural interventions, using our tiered approach, so that all students' needs are supported. This may include working with students experiencing behavioural barriers to learning, placed on the PIP process. | EEF Improving Behaviour in Schools guidance report EEF Behaviour interventions | 4 | RSN |

| | | | |
|---|--|-----|------------|
| Employ two Mental Health well-being leads to formulate a staged programme of intervention to ensure that students remain in school and have a healthy and happy approach to school | EEF Social and emotional learning Research Schools: Developing a Healthy Minds school EIF Adolescent mental health: A systematic review on the effectiveness of school-based interventions report | 2-5 | DHD JRN |
| Strategically deploy a learning mentor to mentor LAC and Post-LAC students with the objectives of improving performance by supporting organisation, relationships, home learning and attendance | EEF Social and emotional learning | 2/3 | MCA |
| Employ a Service child liaison officer as a point of contact for parents of service children to offer pastoral support during challenging times and to help mitigate the negative impact of family mobility or parental deployment | EEF Parent Engagement EEF Social and emotional learning | 5 | CSH |
| Deliver a set of core interventions by learning mentors, Inc. Inc. ELSA, Forest School, I Have Never programme, Social communication, Sensory intervention, CEOP, E-mote control, etc., delivered to ensure that they have a personalised programme of support to meet their individual needs, Inc. SEMH and speech and language. | EEF Special Educational Needs in Mainstream Schools guidance report EEF Small group tuition | 3/4 | RAS RSN |
| Provide a breakfast club to provide a safe, secure environment to have breakfast and start school ready to learn. | EEF Extending school time DfE 2013 School Food Plan | 3/5 | CMS NMH |
| Provide a late bus night bus 4 days a week each week so that students can attend after school academic interventions, home learning club or enrichment activities | EEF Extending school time | 3/5 | CMS |
| Engage more pupils in participating in peripatetic music lessons | EEF Arts participation | 4 | SBS |
| Ensuring all PP students have access to our Purbeck Pupil Premium Guarantee for full school uniform; educational equipment; trips | | 4/5 | NMH |

Total budgeted cost: £275,477

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- **Performance measures:**
 - 2022-23 GCSE Exam results:
 - All pupils: www.compare-school-performance.service.gov.uk/school/148737/the-purbeck-school/secondary
 - Disadvantaged: www.compare-school-performance.service.gov.uk/school/148737/the-purbeck-school/secondary/results-by-pupil-characteristics?accordionstate=
 - 2023-24 GCSE Exam results: data taken from SISRA Analytics in September 2024 prior to tables checking exercise

| Name | Count | KS2 Prior | 9-7 E/M % | 9-5 E/M % | 9-4 E/M % | EBacc Strong % | EBacc Standard % | EBacc APS | A8 | Eng A8 | Mat A8 | Eng P8 | Mat P8 | EBacc P8 | Open P8 | Total P8 |
|-------------------|-------|-----------|-----------|-----------|-----------|----------------|------------------|-----------|-------|--------|--------|--------|--------|----------|---------|----------|
| Pupil Premium | 55 | 101 | 7.3 | 27.3 | 60 | 5.5 | 5.5 | 3.51 | 42.47 | 9.4 | 7.78 | 0.48 | 0.12 | 0.38 | 0.67 | 0.43 |
| Non-Pupil Premium | 119 | 104.5 | 15.1 | 59.7 | 77.3 | 18.5 | 24.4 | 4.56 | 53.15 | 11.03 | 10.2 | 0.59 | 0.58 | 0.76 | 0.96 | 0.75 |
| Disadvantaged | 33 | 102 | 12.1 | 30.3 | 60.6 | 9.1 | 9.1 | 3.66 | 43.61 | 9.61 | 8 | 0.44 | 0.01 | 0.37 | 0.6 | 0.38 |
| Non-Disadvantaged | 141 | 104 | 12.8 | 53.9 | 74.5 | 15.6 | 20.6 | 4.36 | 51.22 | 10.72 | 9.77 | 0.58 | 0.53 | 0.7 | 0.93 | 0.71 |
| FSM Ever 6 | 30 | 102.5 | 13.3 | 30 | 63.3 | 10 | 10 | 3.73 | 44.77 | 9.97 | 8.13 | 0.51 | 0.01 | 0.35 | 0.64 | 0.4 |
| Non-FSM Ever 6 | 144 | 104 | 12.5 | 53.5 | 73.6 | 15.3 | 20.1 | 4.33 | 50.82 | 10.63 | 9.71 | 0.56 | 0.53 | 0.7 | 0.92 | 0.7 |
| Service Child | 26 | 99.5 | 0 | 23.1 | 53.8 | 0 | 0 | 3.17 | 39.02 | 8.77 | 7.31 | 0.59 | 0.3 | 0.41 | 0.76 | 0.53 |
| Non-Service Child | 148 | 104 | 14.9 | 54.1 | 75 | 16.9 | 21.6 | 4.42 | 51.67 | 10.82 | 9.81 | 0.55 | 0.46 | 0.67 | 0.89 | 0.67 |
| All Pupils | 174 | 103.5 | 12.6 | 49.4 | 71.8 | 14.4 | 18.4 | 4.23 | 49.78 | 10.51 | 9.44 | 0.55 | 0.44 | 0.64 | 0.87 | 0.65 |

- Attainment 8 score of disadvantaged pupils has increased from 36.5 to 43.6
- Progress 8 score of disadvantaged pupils has increased from -0.35 to 0.38 (unvalidated)
- Percentage of students achieving grades 9-4 in English & Maths has increased from 33% to 61%
- Percentage of students achieving grades 9-4 in English & Maths has increased from 23% to 30%

- **Attendance:**

| Attendance (Y7-11) | 21/22 | 22/23 | 23/24 |
|---------------------------|--------------|--------------|--------------|
| All | 89.9 | 89.7 | 90.6 |
| PP | 86.7 | 86.0 | 87.5 |
| Disadvantaged | 84.6 | 85.8 | 85.0 |
| FSM | 84.6 | 82.7 | 84.6 |
| Service Child | 90.5 | 91.7 | 90.7 |
| LAC + POST LAC | 87.6 | 89.4 | 91.9 |

| (Y7-11) Persistent Absence (< 90%) | 21/22 | 22/23 | 23/24 |
|--|--------------|--------------|--------------|
| All | 32.0 | 29.7 | 25.6 |
| PP | 47.9 | 40.3 | 34.5 |
| Disadvantaged | 54.5 | 40.8 | 42.7 |
| FSM | 54.5 | 47.3 | 44.3 |
| Service Child | 33.6 | 27.9 | 22.3 |
| LAC + POST LAC | 53.3 | 29.4 | 27.8 |

- **Literacy / Numeracy:**
 - COPE: All 4 Y11 pupils successfully passed the course.
 - Entry Level English:
 - 4 Y11 pupils successfully passed the course
 - 7 Y10 pupils achieved passes in current units
 - Entry Level Maths: 4 Y11 pupils have completed course

- **Targeted Academic Support:**
 - 111 laptops have been issued to PP students in 2023-24 to support pupils complete home learning independently (2022-23 = 76; 2021-22 = 77).

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.

| Programme | Provider |
|-----------|----------|
| | |

Service pupil premium funding (optional)

| How our service pupil premium allocation was spent last academic year |
|--|
| Service child liaison officer: point of contact for parents of service children to offer pastoral support during challenging times and to help mitigate the negative impact of family mobility or parental deployment. |
| The impact of that spending on service pupil premium eligible pupils |
| <ul style="list-style-type: none"> • Increased communication opportunities for military families through Service family point of contact. • Outside agencies used to support military families |