



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

School overview

Detail	Data
School name	Bournemouth School for Girls
Number of pupils in school	1 186
Proportion (%) of pupil premium eligible pupils	6.4 % (77 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 16 th 2022
Date on which it will be reviewed	September 30 th 2023
Statement authorised by	David Sims- Headteacher
Pupil premium lead	Anna Collins- Deputy Headteacher
Governor / Trustee lead	Mr P Fitzpatrick- Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,130
Recovery premium funding allocation this academic year	£9,715
School led tutoring	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66,845

Part A: Pupil premium strategy plan

Statement of intent

The needs of pupil premium students have been identified based on our knowledge of our pupils as part of our school community.

At BSG we want to ensure that pupil premium pupils have access to all the resources they need to flourish in their education in our school.

All teachers are aware of pupils who are in receipt of pupil premium and progress of pupil premium pupils is monitored in school at regular intervals. Additional interventions are planned as appropriate, such as additional mentoring or tuition, reduced timetables and personalised learning support or additional pastoral support. Pupil Premium pupils will be provided with laptops for homework during their time at the school.

Heads of House and Heads of Department are also responsible for monitoring the achievement of pupil premium pupils and a robust annual review process ensures that provision and attainment for these pupils remains a significant part of the monitoring process.

Pupil Premium pupils will have access to and financial support for enrichment opportunities and extra-curricular activities such as support with music lessons, Duke of Edinburgh Award and CCF in school. Pupils will be supported with resources for subjects in school where appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Widening attainment gap due to school closures as a result of the pandemic
2	Understanding the individual needs of each PP student; identification of progress throughout the academic year to ensure timely intervention to close gaps
3	Attendance of disadvantaged pupils
4	Lack of confidence, resilience and independence skills
5	The impact of the pandemic on pupils' mental health

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
<p><u>Challenge 1, 2 and 3</u></p> <ul style="list-style-type: none"> • Targeted Academic support with the aim of closing the attainment gap for pupil premium pupils as a result of the pandemic. • In addition to outstanding teaching and learning to raise achievement for all, differentiated support and tailored interventions for PP students based on an understanding of student context such as 1:2:1 interviews, in class support, personalised learning programmes. • 1:2:1 mentoring to collaboratively explore and determine causes of difficulties, and establish tailored strategies to overcome them. • For disadvantaged students to have priority access to the technology required to engage in support designed to enable academic catch up. • Pupil Premium pupils are given access to additional opportunities to enhance the curriculum. • Attendance intervention, monitoring and support given to disadvantaged pupils in school. 	<ul style="list-style-type: none"> • Form tutor interviews and SIMS monitoring identify pupils in need of academic mentoring. • Robust monitoring system in place. • Mentoring programme in place for years 7-13. • All pupils have access to additional extra-curricular activities in school. • Pupil premium pupils are supported with the additional resources as necessary. • Pupil performance in line with expectations and their peers. • Attendance of disadvantaged pupils is raised.
<p><u>Challenge 4 and 5</u></p> <ul style="list-style-type: none"> • To encourage positive wellbeing to encourage all pupils to engage with learning and wider school activities. • ELSA provision and school counselling is available for pupils as needed. • PSHE Curriculum is tailored to the needs of all pupils, including pupil premium pupils to explore strategies for positive well-being and managing negative emotions. • PP pupils have access to activities of their choice such as music tuition, Duke of Edinburgh Award and CCF. 	<ul style="list-style-type: none"> • ELSA provision in school continues to provide 1:2:1 and group support for pupils with courses such as 'Think Good Feel Good', support for examination anxiety and perfectionism. • Pupils need to feel able to learn coping skills and find solutions to problems. Students need to develop resilience so that they are more open to learning and they respond well to constructive criticism. They will know how to get help when they need it but work to find solutions first. • PP pupils achieve in line with their expectations and 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: £ 1,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning: Appointment of new CPD leads to develop staff understanding of the science of learning. Training led by Bradley Busch from Inner Drive and school staff ins subsequent sessions	At BSG this successful collaborative group share good practice and ideas; they disseminate ideas at whole school and departmental level. We are using ideas identified within the Education Endowment Foundation materials. https://educationendowmentfoundation.org.uk	1,2 and 3
Pastoral Staff additional training on supporting pupils with PDA and Autism in school	External training arranged through our local network , Linwood Teaching School Alliance and the Autism Education Trust https://www.autismeducationtrust.org.uk to give staff more confidence in supporting pupils and parents in school and at BSG we have found that this approach helps us to reflect on and improve current practice.	4 and 5
Teaching Assistant completed training on Emotional Based School Avoidance and we aim to disseminate good practice and the PACE approach into our practice.	We know that the best way for pupils to make progress in school is to attend. We are taking steps to tackle non-attendance and the reasons behind it. https://www.annafreud.org/schools-and-colleges/resources/addressing-emotionally-based-school-avoidance https://www.acamh.org	3

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

Budgeted cost: £54,715 towards the cost of

Activity	Evidence that supports this approach	Challenge number(s) addressed
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ELSA support and 1:2:1 mentoring in school	Low levels of emotional literacy lead to high levels of internalising behaviours such as stress and depression, as well as externalising behaviours such as anger. Problem behaviours such as these would take away from academic achievement and the ability for the child to succeed in future life. The focus on enhancing emotional literacy improves academic performance.	4 and 5
Support for school uniform, equipment, music tuition, costs of in school educational visits that are part of the curriculum, costs associated with studying technology in school.	Identifying pupils takes away the embarrassing financial conversation.	2
Targeted catch up for Year 11 post-year 10 exams in preparation for GCSE	https://educationendowmentfoundation.org.uk	1,2 and 3

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

Budgeted cost: £8,000 as a contribution towards the cost.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to continue to have access to the Learning Centre and pastoral hub in school and a member of support staff to be 'on-call' each lesson during the school day.	At BSG, we have found that the additional pastoral support available in the learning centre supports both pupils in resetting their emotional needs, thus ensuring they are able to access the remainder of their lessons in the school day.	4 and 5
School counsellor employed for 10 hours a week.	Counselling at BSG gives pupils the time and space to work through their problems. Therapy helps them gain a different perspective on problems and issues and supports them in achieving their academic potential.	4 and 5

Total budgeted cost: £57,130

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 2021 to 2022 academic year.

Last year's strategies were all implemented successfully. Progress for all pupils at BSG was good. Progress of our vulnerable groups was also good.

Prior Attainment Progress						
	Middle Attainers Ebacc	High Attainers Ebacc	Middle attainers in science		SEN D	FSM
1st Quintile				1st Quintile		
2nd Quintile				2nd Quintile		
3rd Quintile				3rd Quintile		
4th Quintile				4th Quintile		
5th Quintile				5th Quintile		

There has been an increased focus on academic mentoring and a cohort was identified using attainment data after the Year 10 examinations. A member of staff was given a responsibility for organising mentoring in school and parents were also invited to the launch of the programme. Academic mentoring, for all pupils in need in the school, continues. Members of support staff and teaching staff see pupils weekly and the appointment of a learning mentor in the sixth form has had an impact on the attendance and progress of Year 12 and 13 pupils.

We continue to focus on quality first teaching and have embarked on a programme of staff CPD using EEF pillars to explore the science of learning and also teaching strategies to ensure learning is embedded in pupils' long term memory.

We are still seeing the impact of the pandemic in vulnerable pupils in the school community. There has been a continued focus on ensuring that we have resources in place to support resilience, mental health and wellbeing of pupils in school. The PSHE curriculum has been reviewed to increase opportunities for pupils to explore how to support themselves. Year 11 have been taught explicitly about the science of learning in one lesson per cycle and are given a second lesson per cycle to put these study skills into practice. We have expanded the SEN team and are able to offer targeted support to more pupils.

Our analysis of pupil premium data has led to a concern about attendance of vulnerable pupils in particular. A member of staff has completed training on emotional based school avoidance and is working with a small cohort of pupils and it is our aim to increase this work to a wider cohort of pupils to pre-empt avoidance in 2022-23.

Attendance (KS4 and 5)

Overall Attendance

Absence Rates		Persistent Absence	
1st Quintile		1st Quintile	
2nd Quintile		2nd Quintile	
3rd Quintile		3rd Quintile	
4th Quintile		4th Quintile	
5th Quintile		5th Quintile	

Subgroups Attendance

FSM Absence (9)		SEND Absence (21)	
1st Quintile		1st Quintile	
2nd Quintile		2nd Quintile	
3rd Quintile		3rd Quintile	
4th Quintile		4th Quintile	
5th Quintile		5th Quintile	

We continue to ensure that all vulnerable groups have access to educational equipment and Pupil Premium pupils have been loaned laptops to use for the duration of their school career. We continue to ensure that we support educational visits for pupil premium pupils and that they have support to access to extra-curricular opportunities, including music lessons and the Duke of Edinburgh award scheme.

We intend to continue this strategy into the academic year 2022-23, focusing on high quality teaching and learning, pastoral care and support and attendance.

