



BOURNEMOUTH SCHOOL
FOR GIRLS

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	1210
Proportion (%) of pupil premium eligible pupils	6.94% (84 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 1 st 2021
Date on which it will be reviewed	September 30 th 2022
Statement authorised by	Alistair Brien- Headteacher
Pupil premium lead	Anna Collins- Deputy Headteacher
Governor / Trustee lead	Mrs J Stichbury- Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,120
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£61,120

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	Poor engagement in remote learning and catch-up provision
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. 	<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.
<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: £ 1,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning working party focus on quality first teaching.	At BSG this successful collaborative group share good practice and ideas; they disseminate ideas at whole school and departmental level. The strategies they discuss are aimed at our pupils and the particular challenges of teaching high achieving girls.	1,2 and 3
Pastoral Staff additional training on supporting pupils with eating disorders in school.	External training 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

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

Budgeted cost: £43,000 towards the cost of

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	Identifying pupils takes away the embarrassing financial conversation.	2

school educational visits that are part of the curriculum, costs associated with studying technology in school.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,000 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: £61,120

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021.