

Pupil Premium Strategy Statement



1. Summary information					
School	Penketh High School				
Academic Year	2019-20	Total PP budget	£249,778	Date of most recent PP Review	April 2019
Total number of pupils	886	Number of pupils eligible for PP	245	Date for next internal review of this strategy	Dec 2019

Year Group	Number of Pupil Premium / Percentage of Year Group
Year 7	58 (35%)
Year 8	51 (34%)
Year 9	55 (31.61%)
Year 10	45(22.27%)
Year 11	48 (26%)
School	257 (29.23%)

Performance of disadvantaged pupils				National Non disadvantaged (National disadvantaged)
	2016/17	2017/18	2018/19	
<i>% of pupils meeting the standard of 4+ and 5+ for English & Maths</i>	Basics (4) 46% Basics (5) 23%	Basics (4) 36.1% Basics (5) 16.4%	Basics (4) 52.3% Basics (5) 20.5%	Basics (4) 72% (48%) Basics (5) 49% (26%)
<i>Average progress scores in English & Maths</i>	English -1.2 Maths -0.7	English -1.15 Maths -0.707	English -0.56 Maths -0.2	English 0.135 (-0.341) Maths 0.133 (-0.337)

<i>Progress 8 score</i>	-1.2	-1.15	-0.55	0.151 (-0.352)
<i>Attainment 8 score</i>	32.98	32.76	37.80	50.12 (36.89)
<i>Ebacc entry</i>	School overall 38.5% Disadvantaged 26.4% Local authority all National all	School overall 43.3% Disadvantaged 24.6% Local authority all 33.4% National all 38.4%	School overall 68% Disadvantaged 40% Local authority all 35.2% National all 40%	

2. Barriers to attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Curriculum provision	
B.	Low academic aspirations	
C.	Lower levels of literacy on entry	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and attitudes	
3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A	Students from disadvantaged backgrounds undertake a core academic curriculum that is academically rigorous	<ul style="list-style-type: none"> • Increase in the proportion of students from disadvantaged undertaking the EBacc • Increase in students from disadvantaged backgrounds achieving the EBacc • Increase in Progress 8 EBacc element for disadvantaged students • An increase in P8 by element with a particular focus on English, Maths and EBacc • Increase in % of pupils achieving 9-4 in EBacc
B	Students from disadvantaged backgrounds will see education as an investment in their future	<ul style="list-style-type: none"> • An increase in students from disadvantaged backgrounds accessing high quality FE courses • Continue to reduce NEET figures • Continue to reduce sustained NEET figures • Continued access to high quality careers advice and guidance from Year 7 onwards

C	To narrow the vocab gap and promote improved levels of literacy.	<ul style="list-style-type: none"> • Targeted intervention for catch up sessions in year 7 • Disadvantaged pupils to progress and improve reading scores
D	To promote improved attendance and attitudes to learning	<ul style="list-style-type: none"> • Increase PP overall attendance • lower PP persistent absenteeism. • Improvement in learning score average • Reduction in learning score 3/4s • Increase in proportion of learning score 1

4. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all- curricular provision for disadvantaged students

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	RAG
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<p>Students from disadvantaged backgrounds undertake a core academic curriculum that is academically rigorous</p>	<ul style="list-style-type: none"> • Continue to improve adapt the curriculum at whole school and subject level so that that the breadth at curriculum at Key Stage 3 provides disadvantaged students with the knowledge needed to succeed in school and beyond • Ensure the curriculum undertaken by disadvantaged students provides sufficient scope for students to develop their cultural capital • Ensure that subject leaders have a curriculum review to ensure that the curriculum offer is as ambitious as that outlined in the National Curriculum • Ensure that disadvantaged students are increasingly able to access the EBacc suite of subjects • Provide all students with knowledge organisers in order for them to acquire knowledge more effectively • Provide students with key vocabulary needed to progress through the curriculum well via knowledge organisers and focused development of key vocabulary each lessons • Develop the quality of Middle leadership via internal and external CPD so that they are equipped with the knowledge and skills to make improvements to curricular provision in their subject areas • Middle leaders to write focused action plans that cover specific for disadvantaged students in their subject areas, where these students are a priority group. • Significant investment in school library and promotion of reading • Adapted curriculum and/or provision of specialist teachers for students who are not working at ARE in Maths and English • Use of elevate to develop exam readiness of students and develop knowledge retrieval techniques needed for success in terminal exams • Enable disadvantaged pupils to access the rigorous curriculum through “Closing the vocab gap “strategies 	<ul style="list-style-type: none"> • EEF Guide to Pupil premium • Why Don't Students Like School? by Daniel T. Willingham • The Curriculum by Mary Myatt • The Learning Rainforest by Tom Sherrington • The Secondary curriculum leader's handbook by Roy Blatchford and various contributors • Ofsted inspection handbook 2019 • Changing the subject by the Sutton Trust 	<p>The implementation has followed the EEF implementation guidance outlined in the linked document (below)</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation</p> <p>Review curriculum provision as part of subject review weeks and ongoing calendared formative QA processes</p> <p>Bring in external Specialist Leaders in Education to evaluate the impact of the curriculum on student learning.</p> <p>Ensure that a specific focus of each subject review week centres around specific curriculum provision for disadvantaged students</p>		
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<p>Students from disadvantaged backgrounds experience Quality first teaching.</p>	<ul style="list-style-type: none"> • Investment in externally accredited CPD via the ambition institute and National College for Teaching and Leadership so that currently 53% of our teachers are accessing externally accredited CPD that develops the pedagogy and enhance provision for students at the academy. • Investment in the transforming teaching programme via the ambition institute to ensure teachers are aware of the importance of developing student knowledge and how to do so in lessons. • Disadvantaged pupils remain our “Go to” pupils to check first in lessons, experience more direct questioning and have books marked first. • PP V non PP is a focus on QA documentation completed by individual teachers at each EPS point. • Teachers to use “Closing the vocab gap “strategies as a way of increasing disadvantaged pupil’s knowledge and enable them to access the rigorous curriculum. 	<ul style="list-style-type: none"> •EEF Guide to Pupil premium – disadvantaged pupils gain disproportionate benefit from effective teaching. <p>EEF Guide to Pupil premium – vocab knowledge is a predictor of achievement and often related to socio-economic status.</p>			
Total budgeted cost					£200,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Disadvantaged pupils have a “Go to” person.</p> <p>An increase in P8 by element with a particular focus on English, Maths Science and EBacc</p>	<ul style="list-style-type: none"> • Appointment of PP champions to work with target pupils in each year group. Each targeted pupil will have a profile completed that will be shared with their class teachers. Profiles include areas of strength, hopes for the future, how to support me and barriers to learning. • Identification of a cohort of disadvantaged pupils in year 11 for external small group tuition for core subjects. • Identification of a cohort of disadvantaged pupils in year 10 & 11 for external one to one tuition for a range of subjects. 	<p>Penketh’s strength is the relationships between staff and pupils. Pupils will have a “Go to” person in school to aid breaking down of barriers.</p> <p>Sutton trust – tutoring has a moderate impact for high cost</p>	<p>PP pupils feel they are supported and can achieve</p> <p>Use data to identify pupils who need support/intervention.</p> <p>Resources are appropriate and support progress.</p> <p>Improvement in attainment, effort and behaviour so gaps in progress narrow</p>	<p>JET/SM/MCY/IF</p>	<p>Each EPS data point</p>
<p>Students from disadvantaged backgrounds will see education as an investment in their future.</p>	<ul style="list-style-type: none"> • Work with external organisations to boost aspiration of students and families (Higher Horizons, NCOP) This will be through a series of educational workshops/ University visits. • All PP pupils will have access to high quality careers advice and guidance through individual meetings. (Yr. 7-Yr 11) 	<p>GATSBY: ‘Every young person needs high quality career guidance to make informed decisions about their future’</p>	<p>PP students have access to personalised careers advice - tracked</p> <p>PP students have opportunities to engage with representatives from industry, further education and higher education.</p> <p>PP pupils have opportunities to visit further and higher educational establishments.</p>	<p>NJ/SM</p>	
<p>Improved literacy skills for Y7 students who are identified as not secondary ready.</p>	<ul style="list-style-type: none"> • Literacy catch up sessions for PP not secondary ready pupils • Reading test for all students to identify their reading age on an ongoing basis to monitor. • Question analysis on KS2 papers to establish key areas for intervention for the not secondary ready pupils. 	<p>EEF: Developing reading and comprehension strategies can improve progress by 6+months.</p> <p>Developing and increasing pupil vocabulary allows greater understanding of text and examination materials.</p>	<p>Regular tracking of reading ages in years 7&8.</p> <p>Increased awareness and teaching of tier 2 and tier 3 vocabulary.</p> <p>Teaching staff employ strategies for the explicit teaching of reading skills.</p>	<p>JC</p>	

Total budgeted cost

£25,000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																					
<p>To promote improved attendance and attitudes to learning</p>	<ul style="list-style-type: none"> • Specific attendance role for PP pupils to support them and their families. Same day call home to PP absent pupils. • The 7 stages of the attendance policy are followed as below <table border="0" data-bbox="360 539 1093 778"> <tr> <td>1</td> <td>Below 96%</td> <td>Form tutor conversation pupil</td> </tr> <tr> <td>2</td> <td>Below 94%</td> <td>PIL conversation with pupil</td> </tr> <tr> <td>3</td> <td>Below 93%</td> <td>Letter of concern</td> </tr> <tr> <td>4</td> <td>Below 92%</td> <td>PIL parental meeting</td> </tr> <tr> <td>5</td> <td>Below 91%</td> <td>Vice Principal parental meeting</td> </tr> <tr> <td>6</td> <td>Below 90%</td> <td>EWO involvement</td> </tr> <tr> <td>7</td> <td>No improvement</td> <td>Fast track prosecution</td> </tr> </table> • Home visits as necessary to PA and development of individual timetables as necessary. • Nudge postcards to be sent out each half term for those below school target. • PP champions to interview their FSM cohort and identify any barriers to having good attendance for example, lack of uniform or equipment or transport to school. • Attendance competitions to run throughout the year to promote 100% attendance among PP pupils. Text messages will be sent to parents. • FTs to have fortnightly focused individualised conversations with PP pupils re attendance data • Breakfast club for more vulnerable PP pupils in the Orchard centre. • Free breakfast for all FSM in the school canteen from canteen. • Ensure barriers to attendance are communicated to the relevant PIL. 	1	Below 96%	Form tutor conversation pupil	2	Below 94%	PIL conversation with pupil	3	Below 93%	Letter of concern	4	Below 92%	PIL parental meeting	5	Below 91%	Vice Principal parental meeting	6	Below 90%	EWO involvement	7	No improvement	Fast track prosecution	<p>NFER: Poor attendance is one of the biggest barriers to learning.</p> <p>Moderate evidence from the EEF foundation -a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact and at very low cost. This is deemed essential at Penketh High school</p>	<p>Monitor improvements in attendance during competitions to establish if it is worthwhile.</p>	<p>EK</p> <p>SM/CS PPLs</p>	
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<p>To improve attitudes of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • KS4 learners to attend various workshops aimed at enhancing study skills and increasing motivation to learn. • Elevate to be used as an external provider with the aim of increasing aspirations and motivation of our disadvantaged pupils. • Ensure "Success feels good" assemblies include PP pupils. • To promote PP involvement in whole school groups e.g. School Pupil Leadership team/sports participation and enrichment activities. • Parental engagement sessions to be organised in the second 1/2 term. • Pupil premium team presence at parents evening to break down barriers and improve communication. 	<p>EEF puts Meta-cognition at the top of its list for improving progress.</p> <p>Moderate evidence from the EEF foundation -a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact and at very low cost. This is deemed essential at Penketh High school as a way of encouraging pupils to work harder at home.</p>	<p>Pupil voice for trips to ensure their effectiveness from the pupils' point of view.</p> <p>Tracking of number of pupils attending enrichment sessions/involvement in sports teams etc.</p>	<p>JET/SM</p>	
Total budgeted cost					£20,000

