

# Pupil Premium Strategy Statement



1. Summary information					
<b>School</b>	Penketh High School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£229,020	<b>Date of most recent PP Review</b>	April 2019
<b>Total number of pupils</b>	829	<b>Number of pupils eligible for PP</b>	247	<b>Date for next internal review of this strategy</b>	Dec 2020

<b>Year Group</b>	<b>Number of Pupil Premium</b>	<b>Percentage of Year Group</b>
Year 7	53	35%
Year 8	57	34%
Year 9	41	28%
Year 10	50	31%
Year 11	46	23%
<b>School</b>	<b>247</b>	<b>30%</b>

Performance of disadvantaged pupils					
	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>National Non disadvantaged (National disadvantaged)</b>
<i>% of pupils meeting the standard of 4+</i>	Basics (4) 46%	Basics (4) 36.1%	Basics (4) 52.3%	Basics (4) 49%	Basics (4) 72% (48%)

<i>and 5+ for English &amp; Maths</i>	Basics (5) 23%	Basics (5) 16.4%	Basics (5) 20.5%	Basics (5) 26.5%	Basics (5) 49% (26%)
<i>Average progress scores in English &amp; Maths</i>	English -1.2 Maths -0.7	English -1.15 Maths -0.707	English -0.56 Maths -0.2	English -0.8 Maths -0.26	English 0.135 (-0.341) Maths 0.133 (-0.337)
<i>Progress 8 score</i>	-1.2	-1.15	-0.55	-0.61	0.151 (-0.352)
<i>Attainment 8 score</i>	32.98	32.76	37.80	37.07	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%	School overall 72.6% Disadvantaged 57.1% Local authority all. National all	

## 2. Barriers to attainment (for pupils eligible for PP)

### In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

<b>A.</b>	Curriculum provision & access for remote learning
<b>B.</b>	Low academic aspirations
<b>C.</b>	Lower levels of literacy on entry

### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Attendance and attitudes
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## 3. Desired outcomes (*desired outcomes and how they will be measured*)

### Success criteria

<b>A</b>	Students from disadvantaged backgrounds undertake a core academic curriculum that is academically rigorous	<ul style="list-style-type: none"> <li>• Increase in the proportion of students from disadvantaged undertaking the EBacc</li> <li>• Increase in students from disadvantaged backgrounds achieving the EBacc</li> <li>• Increase in Progress 8 EBacc element for disadvantaged students</li> <li>• An increase in P8 by element with a particular focus on English, Maths and EBacc</li> <li>• Increase in % of pupils achieving 9-4 in EBacc</li> </ul>
<b>B</b>	Students from disadvantaged backgrounds will see education as an investment in their future	<ul style="list-style-type: none"> <li>• An increase in students from disadvantaged backgrounds accessing high quality FE courses</li> <li>• Continue to reduce NEET figures</li> <li>• Continued access to high quality careers advice and guidance from Year 7 onwards</li> </ul>

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

#### 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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>RAG</b>
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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"> <li>• 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</li> <li>• Ensure the curriculum undertaken by disadvantaged students provides sufficient scope for students to develop their cultural capital</li> <li>• Ensure that subject leaders have a curriculum review to ensure that the curriculum offer is as ambitious as that outlined in the National Curriculum</li> <li>• Ensure that disadvantaged students are increasingly able to access the EBacc suite of subjects</li> <li>• Provide all students with knowledge organisers in order for them to acquire knowledge more effectively</li> <li>• Provision of remote access to resources to ensure pupils working at home can access the same work as they would do so in normal lessons.</li> <li>• Provide students with key vocabulary needed to progress through the curriculum well via knowledge organisers and focused development of key vocabulary each lessons</li> <li>• 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</li> <li>• Middle leaders to write focused action plans that cover specific for disadvantaged students in their subject areas, where these students are a priority group.</li> <li>• Significant investment in promotion of reading and access to digital resources.</li> <li>• Adapted curriculum and/or provision of specialist teachers for students who are not working at ARE in Maths and English</li> <li>• Use of elevate to develop exam readiness of students and develop knowledge retrieval techniques needed for</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Guide to Pupil premium</li> <li>• Why Don't Students Like School? by Daniel T. Willingham</li> <li>• The Curriculum by Mary Myatt</li> <li>• The Learning Rainforest by Tom Sherrington</li> <li>• The Secondary curriculum leader's handbook by Roy Blatchford and various contributors</li> <li>• Ofsted inspection handbook 2019</li> <li>• Changing the subject by the Sutton Trust</li> </ul>	<p>The implementation has followed the EEF implementation guidance outlined in the linked document (below)</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation">https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation</a></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"> <li>• Investment in externally accredited CPD via the ambition institute and National College for Teaching and Leadership accredited CPD that develops pedagogy and enhances provision for students at the academy.</li> <li>• 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.</li> <li>• Disadvantaged pupils remain our “Go to” pupils to check first in lessons, experience more direct questioning and have books marked first.</li> </ul>	<ul style="list-style-type: none"> <li>•EEF Guide to Pupil premium – disadvantaged pupils gain disproportionate benefit from effective teaching.</li> </ul> <p>EEF Guide to Pupil premium – vocab knowledge is a predictor of achievement and often related to socio-economic status.</p>			
<b>Total budgeted cost</b>					£200,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>An increase in P8 by element with a particular focus on English, Maths Science and EBacc</p>	<ul style="list-style-type: none"> <li>• Identification of a cohort of disadvantaged pupils in year 11 for external small group tuition for core subjects.</li> <li>• Identification of a cohort of disadvantaged pupils in need of extra tuition to catch up after lockdown. (£10,000)</li> <li>• Ensure that all Year 11 and 10 FSM learners have access to equipment that allows them to undertake remote and home learning</li> </ul>	<p>Sutton trust – tutoring has a moderate impact for high cost</p>	<p>Use data to identify pupils who need support/intervention. Resources are appropriate and support progress. Improvement in attainment, effort and behaviour so gaps in progress narrow</p> <p>Attendance promoted via FTs and SM/IF Also weekly update on TEAMS.</p> <p>Improvement in engagement in lessons during any periods of self – isolation for pupils or future school closures.</p>	<p>IF/JET/SM</p>	
<p>Students from disadvantaged backgrounds will see education as an investment in their future.</p>	<ul style="list-style-type: none"> <li>• 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 where possible this year</li> <li>• All PP pupils will have access to high quality careers advice and guidance through individual meetings. (Yr. 7-Yr 11)</li> </ul>	<p>GATSBY: ‘Every young person needs high quality career guidance to make informed decisions about their future’</p> <p>EEF- metacognition is at the top of the list for effectiveness.</p>	<p>PP students have access to personalised careers advice - tracked PP students have opportunities to engage with representatives from industry, further education and higher education. PP pupils have opportunities to visit further and higher educational establishments.</p>	<p>SM JET</p>	

Improved literacy skills for Y7 students who are identified as not secondary ready.	<ul style="list-style-type: none"> <li>Literacy catch up sessions for PP not secondary ready pupils</li> <li>Reading test for all students to identify their reading age on an ongoing basis to monitor.</li> <li>Question analysis on KS2 papers to establish key areas for intervention for the not secondary ready pupils.</li> </ul>	EEF: Developing reading and comprehension strategies can improve progress by 6+months. Developing and increasing pupil vocabulary allows greater understanding of text and examination materials.	Regular tracking of reading ages in years 7&8. Increased awareness and teaching of tier 2 and tier 3 vocabulary. Teaching staff employ strategies for the explicit teaching of reading skills.	JC	
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<b>Total budgeted cost</b>					<b>£25,000</b>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>																					
To promote improved attendance and attitudes to learning	<ul style="list-style-type: none"> <li>Specific attendance role for PP pupils to support them and their families. Same day call home to PP absent pupils.</li> <li>The 7 stages of the attendance policy are followed as below               <table border="0" data-bbox="365 1082 1037 1433"> <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> </li> </ul>	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</p>		EK  SM/JET	
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	<ul style="list-style-type: none"> <li>• Home visits as necessary to PA and development of individual timetables as necessary.</li> <li>• Nudge postcards to be sent out each half term for those below school target.</li> <li>• Attendance competitions to run throughout the year to promote 100% attendance among PP pupils. Text messages will be sent to parents.</li> <li>• FTs to have fortnightly focused individualised conversations with PP pupils re attendance data</li> <li>• Breakfast club for more vulnerable pupils in welfare</li> <li>• Free breakfast for all FSM in the school canteen from canteen.</li> <li>• Ensure barriers to attendance are communicated to the relevant PIL.</li> </ul>	<p>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>To improve engagement of disadvantaged pupils and their families</p>	<ul style="list-style-type: none"> <li>• To promote PP involvement in whole school groups where appropriate e.g. School Pupil Leadership team/sports participation and enrichment activities.</li> <li>• Parental engagement sessions to be arranged to increase communication with most disadvantaged.</li> </ul>	<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>Tracking of number involved in sports teams etc.</p>	<p>JET/SM</p>	
<b>Total budgeted cost</b>					<b>£5,000</b>



