

# 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	Penketh High School
Number of pupils in school	844
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2021 to 2024/2025
Date on which it will be reviewed	July 2022
Statement authorised by	J Carlin
Pupil premium lead	J E Thompson
Governor / Trustee lead	Mrs V Briggs

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,220
Recovery premium funding allocation this academic year	£28,562
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£270,782

# Part A: Pupil premium strategy plan

## Statement of intent

Penketh High School is dedicated to using the Pupil Premium grant to remove the barriers to learning and development that deprivation might cause, including but not limited to those barriers which hinder academic progress and those which bring social, cultural and practical disadvantages. It is our aim to close the attainment gaps between those students who are eligible for Pupil Premium funding and the rest of our school's cohort, so that they achieve their potential and do not fall behind their peers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Building on this our "Experiential education" policy endeavours to ensure pupils from disadvantaged backgrounds gain access to opportunities and experiences in school that they may not encounter otherwise. This supports them to build a wider cultural capital and diverse experience based knowledge that supports their understanding of the taught academic curriculum.

Our strategy is also integral to wider school plans for education recovery, through its targeted support through the National Tutoring Programme – and local tutoring solutions - for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will use the latest evidence based research to inform our strategies and decision making to support closing the attainment gaps and adapt these as necessary to meet the needs of our pupils. Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for our disadvantaged pupils.

### Key Objectives 2021/22:

To utilise the funding effectively to tackle further gaps caused by lockdown

To promote improved attendance for PP pupils.

To improve outcomes in all subjects in line with national averages (Improved rates of progress among PP learners)

To broaden holistic development of PP pupils via our experiential education policy.

## Challenges

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

Challenge number	Detail of challenge																																																																																
1	<p>Assessments with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Current data for all KS3 shows a gap of 8.47 in SAS outcome for the NGRT tests and further gaps in English, Maths and Science progress tests.</p> <table border="1"> <thead> <tr> <th>GL TEST</th> <th>ALL</th> <th>PP</th> <th>NON-PP</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>KS3 NGRT</td> <td>100.86</td> <td>94.63</td> <td>103.1</td> <td>-8.47</td> </tr> <tr> <td>YR7 English</td> <td>102.07</td> <td>95.54</td> <td>104.58</td> <td>-9.04</td> </tr> <tr> <td>Yr 7 Maths</td> <td>99.14</td> <td>92.6</td> <td>101.78</td> <td>-9.18</td> </tr> <tr> <td>Yr 7 Science</td> <td>97.16</td> <td>89.98</td> <td>99.62</td> <td>-9.64</td> </tr> <tr> <td>Yr 8 English</td> <td>94.71</td> <td>87.15</td> <td>97.15</td> <td>-10</td> </tr> <tr> <td>Yr 8 Maths</td> <td>95.86</td> <td>88.37</td> <td>98.36</td> <td>-9.99</td> </tr> <tr> <td>Yr 9 English</td> <td>97.4</td> <td>92.56</td> <td>99.23</td> <td>-6.67</td> </tr> <tr> <td>Yr 9 Maths</td> <td>96.45</td> <td>90.88</td> <td>98.62</td> <td>-7.74</td> </tr> </tbody> </table> <p>CAT data for year 7 also demonstrates a gap of 7.2 on the overall mean SAS comparing disadvantaged to their peers.</p> <table border="1"> <thead> <tr> <th></th> <th>No. of students</th> <th>Verbal mean SAS</th> <th>Quantitative mean SAS</th> <th>Non-verbal mean SAS</th> <th>Spatial mean SAS</th> <th>Overall mean SAS</th> </tr> </thead> <tbody> <tr> <td>National average</td> <td>-</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> <tr> <td>All students</td> <td>187</td> <td>96.0</td> <td>97.5</td> <td>96.7</td> <td>96.5</td> <td>96.8</td> </tr> <tr> <td>No</td> <td>136</td> <td>98.3</td> <td>100.5</td> <td>99.4</td> <td>99.4</td> <td>99.5</td> </tr> <tr> <td>Yes</td> <td>51</td> <td>89.9</td> <td>89.7</td> <td>89.5</td> <td>89.0</td> <td>89.6</td> </tr> </tbody> </table>	GL TEST	ALL	PP	NON-PP	GAP	KS3 NGRT	100.86	94.63	103.1	-8.47	YR7 English	102.07	95.54	104.58	-9.04	Yr 7 Maths	99.14	92.6	101.78	-9.18	Yr 7 Science	97.16	89.98	99.62	-9.64	Yr 8 English	94.71	87.15	97.15	-10	Yr 8 Maths	95.86	88.37	98.36	-9.99	Yr 9 English	97.4	92.56	99.23	-6.67	Yr 9 Maths	96.45	90.88	98.62	-7.74		No. of students	Verbal mean SAS	Quantitative mean SAS	Non-verbal mean SAS	Spatial mean SAS	Overall mean SAS	National average	-	100.0	100.0	100.0	100.0	100.0	All students	187	96.0	97.5	96.7	96.5	96.8	No	136	98.3	100.5	99.4	99.4	99.5	Yes	51	89.9	89.7	89.5	89.0	89.6
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2	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 5.35% lower than for non-disadvantaged pupils.</p> <p>Our attendance data over the last year indicates that 'persistently absent' attendance among disadvantaged pupils has been 13.7% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>																																																																																
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	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem.</p> <p>During the pandemic, referrals for support markedly increased. The highest numbers are in year 7 and 8 with 60% of referrals in these year groups being for disadvantaged pupils. Overall 70 pupils (30 of whom are disadvantaged) currently require additional support with social and emotional needs, with 53 (23 of whom are disadvantaged) currently receiving some form of intervention.</p>
4	<p>Our discussions and pupil voice activities show that our disadvantaged pupils have lower academic aspirations than their peers.</p> <p>Surveys conducted at the start of the year show that 59% of our disadvantaged pupils are considering university in comparison to 69% of their non-disadvantaged peers. This is likely a reflection of the high numbers of pupils being eligible for NCOP funding – STATS here proportion of NCOP, proportion of PP pupils eligible for NCOP funding.</p>

## 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<ul style="list-style-type: none"> <li>• Attainment and progress of disadvantaged children more in line with those of their peers</li> <li>• Increase in the proportion of students from disadvantaged undertaking &amp; achieving the EBacc</li> <li>• An increase in P8 by element with a particular focus on English, Maths and EBacc</li> <li>• An increase in proportion of pupils that go onto study a L3 qualification at college.</li> </ul> <p>By the end of our current plan in 2024/25, 70% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last year this figure was 64%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p>

	<ul style="list-style-type: none"> <li>• an average Attainment 8 score of 4 (2021 3.54)</li> <li>• an EBacc average point score of 4 (2021 3.28) <ul style="list-style-type: none"> <li>• A progress 8 score more closely aligned to their non-disadvantaged peers.</li> </ul> </li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils to progress and improve reading scores on NGRT tests as a marker of ability to read.</li> <li>• Well embedded reading curriculum aimed specifically at improving pupil reading skills, the key skill in order to access academic study.</li> <li>• Well embedded disciplinary reading to compliment the focused curriculum reading.</li> <li>• Targeted intervention for catch up sessions in year 7</li> </ul>
To improve holistic development of disadvantaged pupils through “Experiential Education”	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will have access to all enrichment activities and external trips.</li> <li>• During a pupil’s journey at the high school they will have the following cultural experiences and will attend <ol style="list-style-type: none"> <li>1) Rural experiences such as trips to forests, national parks, coastal areas.</li> <li>2) Large urban centre visits – cultural urban centres e.g. Liverpool and Manchester</li> <li>4) Cultural experiences such as Theatre trips, musicals, concerts, museums, national trust properties/locations, Peripatetic taster lessons and a formalised restaurant experience</li> <li>5) Historical experiences such as trips to museums, national trust properties/locations, urban centres</li> <li>6) STEM experiences</li> <li>7) Sporting experiences</li> <li>8) Residential trip(s)</li> </ol> </li> </ul>

	<p>9) FE &amp; HE experiences</p> <p>Pupils will also experience a range of work related strands to inform their career planning. This will involve regular (annually);</p> <ul style="list-style-type: none"> <li>• Work place visits (on site where COVID allows)</li> <li>• Employer talks</li> <li>• Careers advice and guidance</li> <li>• Visit to FE/HE</li> </ul>
<p>Improved well- being for all pupils including disadvantaged. Leading to a more positive approach to school work, school life resulting in good and better progress.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils with SEMH will make progress in line with their peers</li> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5.4% (in line with NA for all pupils), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.35%.</li> <li>• the percentage of all pupils who are persistently absent being below 21% and the figure among disadvantaged pupils being no more than 7% lower than their peers.</li> </ul>
<p>Ensure that the combination of improved indicative factors of success including attendance, attainment and progress and engagement in wider school opportunities result in sustained success and life opportunities beyond Penketh.</p>	<ul style="list-style-type: none"> <li>• Pupils accessing appropriate level courses at KS5</li> <li>• NEET figures better than national average figures</li> <li>• Improved access to university and study at High Ed.</li> </ul>

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: £ 190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve and adapt the curriculum at whole school and subject level so that that the breadth at curriculum at Key Stage 3 and 4 provides disadvantaged students with the knowledge needed to succeed in school and beyond whilst providing them access to a rigorously academic curriculum.	<ul style="list-style-type: none"> <li>• EEF Guide to Pupil premium</li> <li>• Sutton Trusts' 2014 report 'What makes great teaching?'</li> <li>• Sutton Trust: Changing the subject</li> </ul>	1
Students from disadvantaged backgrounds experience quality first teaching so continue to work to support the development of T&L at the school through high quality CPD on a whole school, subject and individual level.	<ul style="list-style-type: none"> <li>•EEF Guide to Pupil premium – <i>“disadvantaged pupils gain disproportionate benefit from effective teaching”</i>.</li> </ul>	1
Use standardised diagnostic assessments via GL Assessment to support diagnostic review of pupils' academic needs. Particularly important for gaining insight into the current Year 7	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1

pupils who have not undertaken end of KS2 assessments.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>Sutton trust – tutoring has a moderate impact for high cost</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p><a href="https://www.eef.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.eef.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>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.</p> <p>All PP pupils will have access to high quality careers advice and guidance through individual meetings. (Yr. 7-Yr 11)</p> <p>Skills matrix analysis to enhance pupils' investment in enrichment.</p>	<p>GATSBY: 'Every young person needs high quality career guidance to make informed decisions about their future'</p> <p>The Gatsby Benchmarks: Good Career Guidance</p>	4



<p>Adoption of a KS3 wide reading curriculum to address lower levels of reading comprehension amongst our disadvantaged learners.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>EEF Guide to Pupil premium  <i>"vocab knowledge is a predictor of achievement and often related to socio-economic status"</i>.</p> <p>Research by The National Literacy Trust has identified that "three-quarters of a million (770,129) UK school children don't own a book." And 1 in 8 of the most disadvantaged children state that they don't own a book of their own at home. The report found that children who own a book are 15 times more likely to read above the level expected for their age and are four times less likely to read below the expected level.</p> <p><u><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>1</p>
<p>Career cluster programme to provide access to 4 work related experiences to each pupil across each of their academic years. These include;</p> <ul style="list-style-type: none"> <li>• Employer visit</li> <li>• Employer talk &amp; QA</li> <li>• Career advice and guidance</li> <li>• HE/FE visit</li> </ul> <p>Each of these strands will be related to the chosen career path that each pupil is interested in.</p>	<p>The Gatsby Benchmarks: Good Career Guidance</p>	<p>4</p>
<p>Embed the role of the PD coach in the wider pastoral structure to support the diagnosis of the individual need on a pupil-by-pupil basis and find solutions to</p>	<p>EEF Guide to the Pupil Premium Autumn 2021</p>	<p>2 &amp; 4</p>

remove barriers; this can include financial requests for support from bid fund.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental outreach meetings across the year to build parental involvement and make meetings accessible	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	2
Embedding principles of good practice set out in DfE's Improving School Attendance advice. The PLO role will be appointed to support pupils in improving attendance.	<i>"Our statistical models indicate that the strongest predictive factor of the progress made by pupil premium students is the school's absence rate"</i> Against the odds – Social mobility Commission June 2021	2
Embedding the principles of our "Experiential Education" policy aimed at providing our disadvantaged pupils with a range of positive experiences that support their academic success, build cultural capital and wider cultural knowledge, enable them to develop holistically and ensure that they leave Penketh with a good foundation for positive life chances.	Addressing Educational Disadvantage in schools and colleges, the Essex way, Marc Rowland  Life Lessons. Improving essential life skills for young people – The Sutton Trust	1,3

**Total budgeted cost: £ 270,000**

## 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, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Curriculum development did take place over the last year and a number of subject reviews were carried out focusing on how the curriculum meets the needs of disadvantaged pupils. Internal documentation shows a consistent approach via knowledge organisers, knowledge retrieval work, access to remote learning and booklets as tools to facilitate the curriculum.

64% of our disadvantaged cohort were entered for the Ebacc demonstrating commitment to increasing the proportion of disadvantaged pupils undertaking and academically rigorous curriculum. 64% is a figure significantly above the national average of all pupils nationally. This is up from 57% in 2019/20 and 39.5% in 2018/19.

Tuition programmes for core subjects were run for our disadvantaged pupils. Data below shows the impact from this tutoring.

Year group	Data
7	16% average improvement between data collection points
8	14% average improvement between data collection points
9	1% average improvement between data collection points
10	Average grade improvement 0.4 from EPS data points.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Aspire	East Learning
Who am I?	Humanatopia
Various	Higher Horizons

## Further information (optional)

*Please see our Experiential policy document that explains in detail our approach to disadvantaged pupils*