

# 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	903
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	November 2022 to 2024/2025
Date on which it will be reviewed	November 2023
Statement authorised by	J Carlin
Pupil premium lead	J E Thompson
Governor / Trustee lead	Mrs M Bryan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,600
Recovery premium funding allocation this academic year	£35,619
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	£285,219

# 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 and their ability to access 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 during the pandemic. 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 2022/23:

To utilise the funding effectively to tackle gaps in learning 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 opportunities for 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>Nationally standardised assessments with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>Current data across all of KS3 shows a gap of 6.5 in SAS outcome for the NGRT tests and further gaps in English, Maths and Science progress tests.</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> <th>NON PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td><b>Year 7</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>NGRT</b></td> <td>100.7</td> <td>98</td> <td>101.3</td> <td>-3.3</td> </tr> <tr> <td><b>En</b></td> <td>103.3</td> <td>99.8</td> <td>104.2</td> <td>-4.4</td> </tr> <tr> <td><b>Ma</b></td> <td>101.9</td> <td>96.8</td> <td>102.9</td> <td>-6.1</td> </tr> <tr> <td><b>Year 8</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>NGRT</b></td> <td>103.1</td> <td>95.5</td> <td>105.9</td> <td>-10.4</td> </tr> <tr> <td><b>En</b></td> <td>98</td> <td>90.3</td> <td>100.7</td> <td>-10.4</td> </tr> <tr> <td><b>Ma</b></td> <td>101.7</td> <td>93</td> <td>104.6</td> <td>-11.6</td> </tr> <tr> <td><b>Sc</b></td> <td>92.5</td> <td>85.2</td> <td>94.9</td> <td>-9.7</td> </tr> <tr> <td><b>Year 9</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>NGRT</b></td> <td>102.9</td> <td>98.3</td> <td>104.2</td> <td>-5.9</td> </tr> <tr> <td><b>En</b></td> <td>97.9</td> <td>94.3</td> <td>98.9</td> <td>-4.6</td> </tr> <tr> <td><b>Ma</b></td> <td>99</td> <td>94.5</td> <td>102</td> <td>-7.5</td> </tr> <tr> <td><b>Sc</b></td> <td>101.6</td> <td>95.4</td> <td>103.3</td> <td>-7.9</td> </tr> </tbody> </table>		All	PP	NON PP	Gap	<b>Year 7</b>					<b>NGRT</b>	100.7	98	101.3	-3.3	<b>En</b>	103.3	99.8	104.2	-4.4	<b>Ma</b>	101.9	96.8	102.9	-6.1	<b>Year 8</b>					<b>NGRT</b>	103.1	95.5	105.9	-10.4	<b>En</b>	98	90.3	100.7	-10.4	<b>Ma</b>	101.7	93	104.6	-11.6	<b>Sc</b>	92.5	85.2	94.9	-9.7	<b>Year 9</b>					<b>NGRT</b>	102.9	98.3	104.2	-5.9	<b>En</b>	97.9	94.3	98.9	-4.6	<b>Ma</b>	99	94.5	102	-7.5	<b>Sc</b>	101.6	95.4	103.3	-7.9
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2	<p>Our attendance data over the last year (2021/22) indicates that attendance among disadvantaged pupils has been 6.8% lower than for non-disadvantaged pupils.</p> <p>23% of pupils were Persistently Absent. 46% of the persistently absent pupils were PP.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>																																																																											
3	<p>Social, Emotional and Mental health challenges and needs</p> <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. Referrals for support has 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> <p><b>In 2021-22</b>, there were 66 pupils requiring additional support for social and emotional needs. Overall, 32 of these (48.48%) were</p>																																																																											

	disadvantaged pupils with the highest cohort numbers being year 8 (61.11% disadvantaged) and year 11 (50% disadvantaged) receiving some form of intervention.
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 (36%).</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, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>For 2021/22 this figure was 62% entered for the Ebacc.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score in line with national average.</li> <li>• an EBacc average point score in line with national average.</li> </ul>

	<ul style="list-style-type: none"> <li>• A progress 8 score more closely aligned to their non-disadvantaged peers.</li> </ul>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<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>• Reading score in line with their age-related expectation</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</li> </ul>
<p>To improve holistic development of disadvantaged pupils through “Experiential Education”</p>	<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 <ul 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> <li>9) FE &amp; HE experiences</li> </ul> </li> </ul>

	<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</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 those 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 show positive attitude to learning and engagement.</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 lower than pupils nationally 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: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve 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: £ 50,000

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>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><u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u>  <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p>Sutton trust – tutoring has a moderate impact for high cost</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: £ 35,000

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
The provision of a bid fund for staff. Bids can be completed by any member of staff to support a disadvantaged pupil in relation to attendance, behaviour	EEF Guide to the Pupil Premium Autumn 2021 <i>"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support"</i>	

or to remove any barriers to learning.		
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**Total budgeted cost: £ 285,000**

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 2021 to 2022 academic year.

*Outcome 1- Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.*

The difficult life circumstances for some of our disadvantaged learners were compounded by the pandemic which impacted on their ability to engage in education. Regardless of this over two thirds of disadvantaged learners secured outcomes in line with those for disadvantaged learners nationally, as presented by SISRA collab. This progress outcome represents an improvement for pupils since the previous set of external examinations in 2019 for this cohort representing the majority of disadvantaged learners. The performance of the minority group of disadvantaged learners, with wider challenges to face, has negatively skewed the overall performance of the pupils eligible for pupil premium.

The performance of pupils across EBACC subjects shows that pupils have demonstrated improvement in their Value Added score for humanities, which again represents outcomes in line with the performance of disadvantaged learners nationally based data generated by SISRA collab.

With regards attainment, similarly a minority of pupils have significantly skewed the performance of the majority of pupils, with the majority of pupils (over two thirds) securing an average attainment 8 score of 4.37 which exceeds the national average for pupils eligible for pupil premium as presented in SISRA collab (4.06). This same cohort of pupils achieved EBACC attainment outcomes in line with the national figures for those eligible for pupil premium.

Overall the proportion of pupils eligible for pupil premium securing five GCSE’s at grade 4 and above including English and Maths exceeded the national average based on SISRA collab’s data.

*Outcome 2- Improved reading comprehension among disadvantaged pupils across KS3.*

*Assessments with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects*

Data at the start of the year for all KS3 highlighted that pupils eligible for free school meals were below the national average for SAS in relation to their age related expectation. In subsequent assessments across the year, the impact of the reading curriculum work closed these gaps and all year groups were closer to their national average age related score. Year 7 closed the gap from the national average for all pupils by 2 points, year 8 by 4 points and year 9 by almost 6 points – to figure that was broadly in line with the national average for all pupils.

Outcome 3

*To improve holistic development of disadvantaged pupils through “Experiential Education”*

PD Coaches meet with each pupil and have a structured one-to-one conversation to discuss any barriers to achieving in various aspects of school life and any additional support they require. PD Coaches (if needed) signpost to the correct support services. PD Coaches also spend part of the discussion considering careers, aspirations and supporting pupils in accessing wider enrichment opportunities. All pupils across Year 7 - 10 have access to 2 enrichment clubs per week, therefore attendance to these clubs is in line with whole school attendance. Below is the impact data from the PD coach programme across 2021/22:

-87% of meetings resulted in a follow up action being put in place

-96% of pupils enjoyed their meetings with PD Coaches

-90% of pupils found meetings helped them to think about their future aspirations

-Speaking, Aiming High and Listening were the top 3 skills identified pupils wanted to improve on

-89% agreed the discussions helped them to focus on one skill and how to improve

-92% found it helpful discussing their career options during conversations

-88% of pupils think that having a PD Coach for their year group will improve their experience at PHS

-92% of pupils are looking forward to their next meeting with the PD Coach

-96% of pupils think the PD Hub is a useful space/area to access

-86% of pupils identified their enrichment club has helped them to improve their employability skills.

*Outcome 4-Improved well- being for all pupils including disadvantaged. Leading to a more positive approach to schoolwork, school life resulting in good and better progress.*

EPS1 2021/22 - 66 pupils (out of 827 - 7.98%) supported for emotional wellbeing - 48.48% of those were eligible for pupil premium.

EPS 1 2022/23 - 62 pupils (out of 904 - 6.86%) supported for emotional wellbeing - 11.11% were eligible for pupil premium.

Strategies that have taken place whole school as the universal approach to SEMH support but also targeted interventions to support our pupils that are on the SEMH register. A tiered approach to SEMH across the whole school has been embedded to raise awareness of emotional wellbeing support in school. Signposting of external services on the website and parental pack of available support in the local area allows for the clear communication with parents to support the family. We work closely with external support services and undertake collaboration with external agencies such as Kooth, MHST, Youth workers and CAMHS. The SEMH Lead provides triage of pupils, along with EWB follow ups to identified and assign the appropriate targeted approach which is planned and reviewed half termly. SEMH interventions are 1-1 or group based depending on identified need. Pupils on plans may have the soft landing available and EBSA strategies are used to motivate the pupils to attend school

Attendance for the whole cohort has improved by 37% compared to eps1 last year. 48% of pupils in receipt of emotional wellbeing support have increased their attendance compared to 2021-2022.

Last year pupils were being supported for emotional wellbeing for emotionally based school avoidance (EBSA) 40% of these were eligible for pupil premium. Of this group, 80% have improved their attendance and now access school.

*Outcome 5 -To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.*

On 7 April (latest data available at time of compiling) the national attendance for pupils eligible for free school meals sat at 81% whilst attendance of disadvantaged pupils in Penketh was 85.2%.

Overall attendance was 0.71% higher than national average. The attendance of disadvantaged pupils at Penketh High school was 1.7% higher than the National average attendance for disadvantaged pupils.

It is shown that attendance has significant impact on school outcomes, but those pupils with over 90% attendance to school recorded a positive P8 figure.

*Outcome 6 –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.*

		%	PP	%	SEN	%	EHCP	%	S	%	Male	%	Fe- male	%	HAP	%
<b>A-levels</b>	60	<b>37%</b>	7	21%	4	12%	0	0%	4	12%	26	31%	33	41%	45	53%
<b>Level 3</b>	101	<b>62%</b>	14	41%	6	18%	1	3%	5	15%	19	23%	22	28%	65	76%
<b>Level 2</b>	28	<b>17%</b>	7	21%	9	26%	1	3%	8	24%	13	16%	15	19%	10	12%
<b>Level 1 / unknown</b>	30	<b>18%</b>	12	35%	9	26%	5	15%	4	12%	22	27%	8	10%	9	11%
<b>NEET</b>	1	<b>1%</b>	0	0%	0	0%	0	0%	0	0%	2	2%	0	0%	0	0%

Disadvantaged pupils are given extra support in Year 11 to apply for college or routes after school and working with the PD coaches, the welfare team, SEND department and the Pupil Premium coordinator. All leavers had a college or training place after leaving Penketh in 2021 (0% NEET). Of the Disadvantaged pupils that left in 2021 45% went on to level 3 courses and 25% went on to study A-levels.

For 2022 leavers all pupil premium pupils had a college place, again 0% NEET, with 41% on level 3 and 21% on A-level courses.

## Expenditure breakdown for 2021/22

The table below shows the detailed breakdown of the expenditure which link to the three overarching activities during the year.

- Teaching (for example, CPD, recruitment and retention)
- Targeted academic support (for example, tutoring, one-to-one support structured interventions)
- Wider strategies (for example, related to attendance, behaviour, wellbeing)

The impact of these are discussed in the review of outcomes above.

Staffing	£200,289
AP	£800

Uniform	£6,015
Tuition	£4,370
Pupil Specific Resources	£8,905
Literacy & Numeracy	£1,853
Educational Visits	£2,263
Breakfast Club	£6,273
Music Tuition	£180
Bus Pass	£652
Other	£7,997
Careers	£4,122
Enrichment	£474

:  
Catch-Up premium funding available at the start of September 2021 = £82,235

Spent	Spent on	How this supports the strategy
£17, 112.55	GL Assessment materials	A full battery of assessment tools to identify gaps in learning caused by the pandemic Results used to identify the correct students for tuition Success of tutoring measured against end of year second test in Maths and English NGRT reading tests to inform the school of reading progress three times across the year
£6,191.59	Resources	Resources for tutoring – to combat lost learning across the pandemic Bilingual dictionaries to aid EAL catch-up Reading subscription
£3,000	TLR Library Co-ordinator and Literacy co-ordinator	2 TLR 3 roles to combat the effects of lost learning and reading since March 2020
£5,002	Internal tuition (25% cost)	PHS staff delivering tuition in the three core subjects specifically for Pp students who are below national average at KS3 and who are below their individual GCSE target at KS4
£1,085	NTP tuition (25% cost)	NTP Randstad delivering 15 hours of tuition in the three core subjects to 45 Year 7 PP students with a success criteria to get these students to or above the national average of 100 (Standardised score) in the summer term
£18, 705	Community Liaison Officer	This new role is focussed entirely around re-engaging or re-integrating students back into a 'normal' school environment after Covid restrictions. Working with students, families and staff
£11,282	Cambridge EAL IGCSE	71 EAL students in need of severe catch-up strategy in terms of learning a new language through the IGCSE route where a traditional double entry in English Lang and Lit is not appropriate

£15,006.00	75% cost of internal staff tuition	Main bulk of funding for the three members of staff delivering the tutoring in school
£2430.00	NTP External tuition	Year 11 extra tuition for SEMH & inclusion students
£3,255	75% Cost additional Randstad tuition	Year 7 tuition in English, Maths and Science with success criteria of students scoring at national average in the summer term



## Tuition Impact 2021/22

There were 3 main strands of tutoring across the school in the academic Year 2021/22

1. Tuition led by existing staff
2. NTP tuition led by Randstad
3. PP specific tutoring ran by Tutor Right

The three strands equated for a total 3022 hours delivered to 403 students in total. Students were identified for tuition through data analysis of current performance and target grade. Where students had good attendance to school and sessions there were some exceptional cases of improvement. There are examples of students eligible for PP funding who improved by 3,4 and even 5 grades across Year 11.

### Year 11 progress July 2021 to August 2022

Tutor Group	Group size	Start Point	Current Point	Progress (Grades)
English PP group	7	2.5	3.57	1.57
Maths PP Group	8	1.99	3.9	2.5
Science PP Group	15	2.67	4.25	1.69
English S.Graham	25	2.64	3.86	1.41
Maths L.Harding	57	3.47	4.67	1.88
Scienc Z.Lee	35	2.07	3.62	1.32
Matt Scheepers	27	3.09	4.45	1.42

### Year 10 progress December 2021 to June 2022

English S. Graham	21	2.25	2.82	0.57
Maths C. Strachan	26	1.27	2.15	0.88
Science Z.Lee	26	1.4	2.33	0.93
Matt Scheepers	37	2.08	3.46	1.38

At EPS 6 - the Year 9 PP students who had received tutoring in Maths, English and Science had an average % difference from all peers of -0.09%

Which indicates that they are in line with their peers across the three core subjects

At EPS 6 - the Year 8 PP students who had received tutoring in Maths, English and Science had an average % difference from all peers of -5.1%

Which indicates that they are slightly below their peers across the three core subjects

At EPS 6 - the Year 7 PP students who had received tutoring in Maths, English and Science had an average % difference from all peers of -0.9%

Which indicates that they are in line with their peers across the three core subjects.

## 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*