

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	969
Proportion (%) of pupil premium eligible pupils	30%
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 2023 to 2024/2025
Date on which it will be reviewed	November 2024
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	£279,400
Recovery premium funding allocation this academic year	£77,829
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	£357,229

# 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 2023/24:

To utilise the funding effectively to tackle gaps in learning

To promote improved attendance for PP pupils

To improve outcomes for HAP PP pupils

To improve outcomes for PP Boys 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 2022/23 this figure was 88%</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 <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>3) Cultural experiences such as Theatre trips, musicals, concerts, museums, national trust properties/locations, Peripatetic taster lessons and a formalised restaurant experience</li> <li>4) Historical experiences such as trips to museums, national trust properties/locations, urban centres</li> <li>5) STEM experiences</li> <li>6) Sporting experiences</li> <li>7) Residential trip(s)</li> <li>8) FE &amp; HE experiences</li> </ol> </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>• Workplace 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: £ 29,400

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: £ 279,400**

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, a greater proportion of disadvantaged learners at Penketh secured outcomes beyond their expectations compared to disadvantaged learners nationally in 2023 - as presented by the SISRA collab data drawing on data from schools nationally. Similarly, a significantly higher proportion of pupils eligible for Pupil Premium at Penketh secured at least a grade 4 in both Maths and English in comparison to the performance of those pupils eligible for Pupil Premium nationally; the same is true in for the proportion of pupils achieving 5 GCSEs including English and Maths at grade 4 and above. The proportion of pupils achieving a grade 4 in English was in excess of 10% above the national average for pupils eligible for the pupil premium and 5% above the national average. The same is true for the proportion of pupils achieving at least a grade 4 in Maths which sits 8% higher than the national average for pupils eligible for Pupil Premium (SISRA collab 2023).

The performance of pupils eligible for pupil premium in terms of their progress has improved by a third of a grade in comparison to 2021/22.

Whilst the attendance of pupils eligible for free school meals was significantly above the national average (+5.3%), the performance of pupils with attendance below 85% significantly skewed the performance of all pupils eligible for Pupil Premium. Those pupils attending school regularly securing outcomes in line with their expectations, with 66% of these pupils achieving positive progress 8 outcomes.

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. In comparison to the SISRA collab data, a greater

proportion of pupils eligible for Pupil Premium achieved the EBACC at both standard and strong pass level compared to pupils nationally also eligible for this funding.

Key stage 3 performance against nationally standardised GL assessment tests including NGRT (Reading), Maths Progress test, English Progress test and Science Progress test.

	Sep-22				May-23				PP improvement
	All	PP	NON PP	Gap	All	PP	NON PP	Gap	
<b>Year 7</b>									
NGRT	100.9	98.7	101.5	-2.2	106.2	106	106.3	-0.3	7.6
En	103.3	99.7	104.1	-4.4	97.7	94.8	98.5	-3.7	-4.9
Ma	101.8	96.7	102.9	-6.2	101.4	97.4	102.5	-5.1	0.7
<b>Year 8</b>									
NGRT	102.9	95.6	105	-9.4	104	102	105	-3	6.4
En	98.02	90.25	100.7	-10.45	97.8	89.8	100.2	-10.4	-0.45
Ma	101.7	93	104.6	-11.6	103	94.8	105.2	-10.4	1.8
Sc	92.5	85.1	94.8	-9.7	97.9	91.2	100	-8.8	6.1
<b>Year 9</b>									
NGRT	103.1	96.9	104.7	-7.8	105	105	105	0	8.1
En	97.9	94.3	98.9	-4.6	97	94.1	97.8	-3.7	-0.2
Ma	98.9	94.5	100.2	-5.7	106.7	99.4	108.8	-9.4	4.9
Sc	101.6	95.4	103.3	-7.9	109.4	103.7	110.9	-7.2	8.3

The data shows improvement in 8 out of 11 areas.

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

	Sep-22				May-23				
	All	PP	NON-PP	Gap	All	PP	NON-PP	Gap	PP Improvement
<b>Year 7</b>									
NGRT	100.9	98.7	101.5	-2.2	106.2	106	106.3	-0.3	7.6
<b>Year 8</b>									
NGRT	102.9	95.6	105	-9.4	104	102	105	-3	6.4
<b>Year 9</b>									
NGRT	103.1	96.9	104.7	-7.8	105	105	105	0	8.1

Staff training has taken place in across the last year to ensure the reading and vocabulary strategies are embedded into all departments. Each department has an individual policy as to how they are embedding disciplinary reading and the explicit teaching of tier 2 and tier 3 vocabulary.

Pupils are identified through NGRT data for intervention packages. These are 6-8 week programs that focus on phonics or reading skills to improve each pupils' overall reading ability.

Across the academic year, 83 PP pupils accessed reading intervention.

46% of these pupils showed improvement in their standardised age score.

In the final assessment in May 2023, the data shows improvements for all 3 year groups, the highest being in year 9. All groups moved from a position of below national average in September 2022 to all being above national average.

### **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 2022/23:

-87% of pupils felt that their PD Coach meeting helped them in school

-99% of pupils enjoyed their meetings with PD Coaches

-76% of pupils found meetings with PD Coaches help them to develop skills they would need for a future job -Speaking, Aiming High and Listening were the top 3 skills identified pupils wanted to improve on

-96% of pupils found that having a PD Coach was important for each year group

-98% of pupils suggested that they had enjoyed meetings with PD Coaches

PD Coaches organised for all pupils to take part in the TCAT mentors programme. They met with a sixth form college mentor twice across the year. In these mentor sessions they discussed their skills and aspirations.

-88% of pupils found the conversations with the mentor were helpful

-69% of pupils suggested that the conversations with their mentor had raised their aspirations.

PD Coaches also organised trips for pupils to visit universities. The university trips gave pupils the opportunity to immerse into the lectures and facilities that universities have to offer. Prior to the University of Chester trip, 25% of pupils had never considered going to university, following the trip 90% of those who attended would now consider going to university. 96% of pupils who attended felt that the trip had helped them to understand university life.

**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.**

Pupils in receipt of SEMH support has decreased over this academic year. There has been a reduction of support from 62 pupils in September to 37 pupils currently. In comparison to this time last year where we had 73 pupils in receipt of SEMH support. 31% of these were in receipt of pupil premium

The aim this academic year was to provide a better whole school model for supporting emotional wellbeing at an earlier stage so that intervention could be implemented swiftly and avoid reactive situations at crisis point. The increase in this universal offer has been successful and is evident in the reduction of pupils requiring additional support above and beyond that of the school's universal offer. Interventions have taken place sooner and this has enabled us to support pupils and prevent escalation of difficulties by offering support and strategies and also signposting or referrals where required. We have also had a TA complete ELSA training so that we now have 2 ELSA trained staff in school to support with low level emotional wellbeing intervention. Our medical officer has also completed her Mental Health First Aid Training to support them when dealing with issues such as self-harm and panic attacks.

We have delivered whole school assemblies on mental health through external partners and have also had Kooth deliver workshops for pupils, and staff have also received CPD from Dr Amy Sayer to support their own wellbeing and how to support our pupils when required.

113 pupils have received 6 weeks or more of intervention for Social, Emotional or Mental health Support this year. 26.5% of them were in receipt of PP.

**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.

FFT Data

Year 22/23 – Attendance for pupils eligible for free school meals was 86.9%, the National average was 85.3% (PHS +1.7%). Non-FSM pupils was 93.1% compared to NA 92.6% (+0.5%)

Up to week beginning 6th November - Attendance for pupils eligible for free school meals is 87.3%, the National average is 87.1% (PHS +0.2%). Non-FSM pupils was 94.5% compared to NA 93.8% (+0.7%)

Persistently Absent pupils

Year 21/22

FSM pupils – 49.2% are PA

NFSM pupils - 29.4% are PA

Year 22/23

FSM pupils – 41.3% are PA

NFSM pupils – 21.2% are PA

**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.**

	2023		%	PP	%	SEN	%	EHCP	%	S	%	Male	%	Female	%	HAP	%
<b>A-levels</b>	55	<b>36%</b>	6	15%	1	4%	0	0%	0	0%	25	32%	30	40%	19	56%	
<b>T-Level</b>	2	<b>1%</b>	0	0%	0	0%	0	0%	0	0%	0	0%	2	3%	1	3%	
<b>Level 3</b>	100	<b>65%</b>	20	50%	10	42%	3	25%	3	25%	46	58%	54	72%	27	79%	
<b>Level 2</b>	16	<b>10%</b>	7	18%	2	8%	1	8%	1	8%	5	6%	11	15%	5	15%	
<b>Level 1</b>	31	<b>20%</b>	11	28%	16	67%	7	58%	7	58%	25	32%	6	8%	3	9%	
<b>Apprenticeship</b>	2	<b>1%</b>	1	3%	1	4%	0	0%	1	8%	2	3%	0	0%	0	0%	
<b>NEET</b>	4	<b>3%</b>	2	5%	2	8%	1	8%	0	0%	2	3%	2	3%	0	0%	

The above figures are subject to change as some pupils await placements.

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 academic mentor.

## Expenditure breakdown for 2022/23

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.

Category	Expenditure (£)
Staffing	198504
Tuition & contribution to school led tutoring cost	17210
Other	11204
Breakfast Club	11009
Educational Visits	7711
Uniform	7648
Pupil Specific Resources	3639
ICT/Software	1440
Music Tuition	1230
Literacy & Numeracy	816
Bus Pass	440

### Recovery fund

After the budgets were set last year the DFE increased recovery funding which is therefore reflected in the additional spending in comparison to the budgeted spend. In school funding has doubled hence the difference in the amount shown as received last year and the expenditure below.

Expenditure	
GL Assessment 22/23	£12,329.38
Lexonik Yr1	£5,050.00
Reading Books	£6,475.00
Subscriptions - Languagenut EAL, Carousel Learning, First News	£1,512.00
PLO Salary	£31,296.00
Contribution to Pupil Premium resources	£10,914.00



Academic mentor	£5,495.00
Minor Resources & Repro	£194.00
<b>Total</b>	<b>£73,265.38</b>

## Year 11 tutoring impact

In the academic Year 2022-23 a range of school-led and NTP partner tuition has taken place again as highlighted in the intent statement above. Impact data exists for Current Year 11 from End of Year 10 mock data, December mock data, March Mock data and projected outcome – all of these students are Pupil Premium eligible

NAME	YEAR	SUBJECT	Summer 2022	EPS 2 MOCK	EPS4 MOCK	SUMMER 2023 Projection	Improvement
Student 1	Year 11	ENGLISH	0	4	4	5	5
Student 2	Year 11	ENGLISH	0	4	4	5	5
Student 3	Year 11	ENGLISH	1	2	3	4	3
Student 4	Year 11	ENGLISH	1	1	3	4	3
Student 5	Year 11	ENGLISH	1	2	4	4	3
Student 6	Year 11	ENGLISH	5	6	8	8	3
Student 7	Year 11	MATHS	2	3	4	5	3
Student 8	Year 11	MATHS	1	1	3	4	3
Student 9	Year 11	SCIENCE	0	3	2	3	3
Student 10	Year 11	SCIENCE	2	3	4	5	3
Student 11	Year 11	ENGLISH	1	2	2	3	2
Student 12	Year 11	ENGLISH	0	1	1	2	2
Student 13	Year 11	ENGLISH	5	6	6	7	2
Student 14	Year 11	ENGLISH	3	3	4	5	2
Student 15	Year 11	ENGLISH	3	3	4	5	2
Student 16	Year 11	ENGLISH	1	3	1	3	2
Student 17	Year 11	ENGLISH	1	3	1	3	2
Student 18	Year 11	MATHS	1	1	2	3	2
Student 19	Year 11	MATHS	5	6	7	7	2
Student 20	Year 11	MATHS	3	3	4	5	2
Student 21	Year 11	MATHS	2	2	3	4	2
Student 22	Year 11	MATHS	2	3	3	4	2
Student 23	Year 11	SCIENCE	2	3	3	4	2
Student 24	Year 11	SCIENCE	1	2	2	3	2
Student 25	Year 11	SCIENCE	0	1.5	1	2	2

## 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>
Sky Edit	Sky
BBC Bitesize Roadshow	BBC
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*