

Pupil premium strategy statement 2024-27 Penketh High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1062
Proportion (%) of pupil premium eligible pupils	29.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25-2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr J Carlin
Pupil premium lead	Mrs J Thompson
Governor / Trustee lead	Mrs M Bryan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,535
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£326,535

Part A: Pupil premium strategy plan

Statement of intent

Penketh High School is dedicated to using the Pupil Premium grant to remove 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.

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 published in the 2024/25 academic year from the Sutton trust on socio-economic segregation, has found that Warrington ranks second in the most segregated councils. Our own school is one of four schools identified by the Sutton Trust as having a proportion of disadvantaged learners that exceeds the proportion within the catchment area of the school. Research shows that higher levels of segregation are correlated with higher attainment gaps. Looking at the rate of strong passes in GCSE English and maths, the average local authority has a 25-percentage point gap between disadvantaged and non-disadvantaged pupils in their area. However, in the least segregated areas this is below 22 percentage points, and in the most segregated areas it is 27.5 percentage points. This is, in the main, driven by lower pass rates for FSM pupils in more segregated areas, rather than higher rates for non-FSM pupils.

It is therefore more important than ever that school strategies focus on support for our disadvantaged pupils.

Key Objectives 2025/26:

- To utilise the funding effectively support pupils to reduce the gap in progress and attainment after consecutive years narrowing the gap in learning.
- To continue to improve attendance for disadvantaged learners after successful improving attendance to a position classed as significantly above the national average for this cohort as defined by FFT.
- To continue to improve outcomes for HAP PP pupils.
- To broaden holistic development opportunities for PP pupils via our experiential education policy.
- Use evidence-based research to inform further development of mechanisms of feedback to support disadvantaged learners in closing gaps in learning.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils on average attain lower than their peers.
2	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.
3	<p>Our attendance data over the last year (2024/25) indicates that attendance among disadvantaged pupils has been 6.9% lower than for non-disadvantaged pupils – though attendance for our disadvantaged learners was significantly above the national average as defined by FFT.</p> <p>20.7% of pupils were Persistently Absent. 39.3% of disadvantaged learners were persistently absent, this was a lower proportion than the national average of 41.9%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. This correlates with national research published by the DfE that highlights that pupils with near perfect attendance are twice as likely to secure outcomes at grade 5 and above in both Maths and English than those with attendance between 90-95%.</p>
4	<p>Social, Emotional and Mental health challenges and needs</p> <p>55% of pupils open on the SEMH register are pupil premium.</p>
5	<p>Parental engagement.</p> <p>Some of our parents/carers need additional information, support and guidance to help their child to learn and make progress.</p>
6	<p>The Sutton Trust have identified that Warrington is the Local Authority with the second highest level of Socio-Economic segregation in the UK. Our own school is one of four schools identified by the Sutton Trust in 2024/25 as having a proportion of disadvantaged learners that exceeds the proportion within the catchment area of the school. The proportion of disadvantaged learners has continued to grow increasing by 10.3% in the last three years to 30% overall, with some year groups exceeding this figure (Year 9 36.5%, Year 8 31.51%)</p>
7	Pupils who are disadvantaged have been identified by FFT as twice as likely to be excluded on a fixed term basis compared to their non-disadvantaged peers.

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
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<ul style="list-style-type: none"> • GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally. • An increase in proportion of pupils that go onto study a L3 qualification at college. • By the end of our current plan in 2026/27 the proportion of pupils achieving both grade 5+ and grade 4+ in Maths and English will exceed national average for disadvantaged learners.
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils to progress and improve reading scores on NGRT tests as a marker of ability to read. • Reading score in line with their age-related expectation • Well embedded reading curriculum aimed specifically at improving pupil reading skills, the key skill in order to access academic study. • Well embedded disciplinary reading to complement the focused curriculum reading. • Targeted intervention for catch up sessions.
<p>To improve holistic development of disadvantaged pupils through “Experiential Education”</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will have access to all enrichment activities and external trips. • 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"> 1) Rural experiences 2) Large urban centre visits 3) Cultural experiences 4) Historical experiences 5) STEM experiences 6) Sporting experiences

	<p>7) Residential trip 8) FE & HE experiences</p>
<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"> Disadvantaged pupils with SEMH will make progress in line with their peers Qualitative data from student voice, student and parent surveys and teacher observations show positive attitude to learning and engagement.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>For attendance of disadvantaged learners to continue to improve, exceed the national average in comparison to disadvantaged peers and move towards greater alignment with non-disadvantaged students.</p>
<p>Parental Engagement: by being proactive and persistent in building relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning journey.</p>	<ul style="list-style-type: none"> All parents have access to Arbor app/TEAMS. Online parental information sessions to be held. Outreach meetings to be held for ease of access for parents. Additional wider parental events for other groups that may also include disadvantaged learners e.g., SEND parental coffee mornings. Attendance meetings with both school and LA Mini-bus collection for pupils with significant transport barriers
<p>Reduced fixed term exclusions for all pupils, including those who are disadvantaged.</p>	<ul style="list-style-type: none"> Proportion and frequency of fixed term exclusions for disadvantaged learners is reduced.

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

Budgeted cost: £ 215,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed quality first teaching - rooting our strategies in the classroom in evidence to ensure the best outcomes for all students. Building teacher knowledge and pedagogical expertise via our CPD programme.</p>	<p>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio economically disadvantaged pupils.</p> <p>The EEF Guide to the Pupil Premium 2025 update.</p> <p>Reading CPD - Quigley Writing and Vocab CPD – Quigley Teaching to the top Science of Learning -Willingham</p>	<p>1, 2, 6</p>
<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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,1,6</p>
<p>Use standardised diagnostic assessments via GL</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each</p>	<p>1</p>

Assessment to support diagnostic review of pupils' academic needs.	pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u> Marc Rowland – “needs not labels”	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentors and key academic groups to support key students to meet once a week to support with revision/self-regulation, post 16 choices/aspirations	Evidence indicates that 1-1 academic mentoring can be effective delivering 2 months additional progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,3
KS3 Literacy Lexonik Programme of literacy intervention.	EEF- Improving literacy in secondary school.	2
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 remove barriers.	EEF Guide to Pupil Premium 2025 update states “Addressing wider barriers to learning is an important part of any Pupil Premium strategy”.	1,3,6

<p>Books/revision materials provided for all year 11 students to support with terminal examinations via the bid fund. Also, information evenings held for parents & students</p>	<p>To facilitate independent study and engage parental support.</p> <p>EEF suggests +8 months progress for metacognition and self-regulation</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"> • Employer visit • Employer talk & QA • Career advice and guidance • HE/FE visit 	<p>The Gatsby Benchmarks: Good Career Guidance</p>	<p>1,6</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised school trips and experiential education policy to ensure access to wider opportunities to build cultural capital and enable</p>	<p>Addressing Educational Disadvantage in schools and colleges, the Essex way, Marc Rowland</p> <p>Life Lessons. Improving essential life skills for young people – The Sutton Trust</p>	<p>1,6</p>

pupils to develop holistically		
Free peripatetic music tuition for all disadvantaged pupils who choose to learn an instrument in school.	EEF Guide to the Pupil Premium Update Sept 2024 “the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress”	1
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 or to remove any barriers to learning.	EEF Guide to the Pupil Premium Update Sept 2024 “Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy”	1,2
Parental outreach meetings across the year to build parental involvement and make meetings accessible	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents “Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year”	5, 1, 6
Breakfast club Pupils on Free school meals can receive £1 before the start of school in the school canteen.		1,3,6
Minibus collection for a target group	Our FSM attendance is higher than NA using this approach as one of our strategies.	3,6
Alternative support mechanisms to fixed term exclusion available in school and by using links with partner schools for off-site direction.	https://www.centreforsocialjustice.org.uk/wp-content/uploads/2022/04/AP-Quality-Toolkit-2022.pdf https://www.closethegaps.co.uk/updates/how-to-reduce-suspensions-a-year-on	3,7
Uniform voucher & equipment provided to allow pupils to be	Our own school evidence- reducing the numbers of pupils spending time in reflection due to lack of equipment or incorrect uniform.	3,6

ready & prepared for school		
Behaviour interventions- Warrington Wolves	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit +4 months impact shown for behaviour interventions.	1,3,6

Total budgeted cost: £325,000 (£1,500 contingency)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1 – Improved attainment for disadvantaged pupils

The proportion of disadvantaged young people securing outcomes at grade 7-9 and 5-9 in both English and Maths was above the national average for disadvantaged learners. Disadvantaged learners secured an average EBACC score that was higher than the national average for disadvantaged learners, whilst the proportion of disadvantaged pupils entering the EBACC was significantly higher than both the proportion of disadvantaged learners undertaking the EBACC national and the proportion of all learners undertaking this suite of subjects nationally.

Measure	Penketh High School	National Average Disadvantaged Learners
5-9 Maths and English	28.2%	25.6%
7-9 Maths and English	10.3%	5.9%*
EBACC % Entered	53.8%	29%
EBACC Average Grade	3.12	3.02
EBACC Standard Pass	15.4%	14.3%*
EBACC Strong Pass	10.3%	8.9%*

*SISRA Analytics national data

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

NA* - 100

Sep 24	All	Dis-ad	Non dis-ad	Gap	May 25	All	Dis-ad	Non dis-ad	Gap	Dis-ad improvement
Year 7 NGRT	99.9	95.8	108.5	12.7		106.7	103.4	108.5	5.1	7.6
Year 8 NGRT	103.7	101.8	104.8	3		107.2	104	109.1	5.1	2.2
Year 9 NGRT	103.9	101.8	104.4	2.6		108.7	106.5	109.3	2.8	4.7

May 24	All	Dis-ad	Non dis-ad	Gap	May 25	All	Dis-ad	Non dis-ad	Gap	Dis-ad improvement
Year 10 NGRT	105.6	100.4	107.4	7		107.7	103.3	109.2	5.9	2.9

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. All pupils have reading curriculum lessons across KS3 to ensure key skills are embedded.

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 185 pupils, accessed reading intervention. 88 disadvantaged pupils. 48% of these disadvantaged pupils showed improvement in their standardised age score.

In the final assessment in May 2025, the data shows improvements for KS3 PP and FSM groups. Disadvantaged pupils are above national average across Y7 – 10. FSM pupils are above national average across KS3.

Outcome 3. To improve holistic development of disadvantaged pupils through “Experiential Education”

The use of Pupil Premium funding to subsidise school trips ensuring access to wider opportunities to build cultural capital has allowed disadvantaged pupils to engage in a wide variety of visits across the year. These include Geography fieldwork trips, Chill factor ski practice, Ski Austria, Quarry Bank Mill, Lake district, Llandudno, Las Ramblas restaurant, Liverpool urban visit, Castleton, Formby, Museum of Science and Industry, Multiple theatre visits (London, Lowry, Poetry live, Halle orchestra), Chester zoo, Multi sports trip to Belgium, Liverpool John Moores University, Ice skating, Alton towers, Art exhibitions and Residential visits to Oxford, Conway centre and the Duke of Edinburgh award pupils to Bala. On top of this pupils have also experienced workplace visits to places including Manchester City football club, Knowsley safari park, KPMG, Manchester Airport and Sellafield to name a few. The spread of experiences reflects a school culture that values experiences. Every trip adds to pupils' confidence, personal development and cultural capital.

A number of students have engaged in multiple opportunities to broaden their horizons. The proportion of disadvantaged pupils taking part in two or three visits exceeds that for non-disadvantaged pupils, demonstrating the impact of subsidising visits.

Our cohort of rowers this year completed the year successfully and took part in the indoor competition and the end of year regatta. Some feedback from pupils about their experience this year is below:

“It taught me how to row, and I focused on it (which I find really hard sometimes) – I love this because I experienced something new! I would love to go again next year!

“It has taught me how to do more teamwork”

“It’s boosted my confidence”

A key aspect of holistic development at Penketh High School is the targeted work undertaken by our Personal Development Coaches (PDCs). Each year, PDCs hold structured one-to-one coaching conversations with pupils to identify and address any barriers to engagement and achievement across all areas of school life. These discussions enable staff to provide timely and appropriate support, including signposting pupils to relevant pastoral or external services where needed.

Disadvantaged pupils are prioritised for Personal Development Coach meetings to ensure that their individual needs are fully understood and supported. Where specific barriers are identified—whether academic, social, or practical—PDCs are able to submit targeted bids to secure resources or interventions that directly meet those needs. This proactive approach ensures that Pupil Premium funding is used strategically to remove barriers and promote equity of opportunity. Examples of where successful bids were made include a laptop – to allow a pupil to complete homework and study at home, where previously lack of technology was a barrier. A bicycle to allow a pupil to get to and from school, where previously attendance was a barrier.

Crucially, Personal Development (PD) Coaches also focus on aspirations, careers guidance, and enrichment participation. Through these personalised discussions, pupils are encouraged to explore their interests, recognise their strengths, and engage with enrichment activities that align with their future goals. This reflective process supports the school's wider Experiential Education framework by helping pupils make meaningful links between learning, experience, and personal growth.

100% of disadvantaged pupils have access to two enrichment clubs per week as part of the school's broader curriculum offer. Participation and attendance within these sessions are consistent with overall whole-school attendance figures, demonstrating strong engagement from disadvantaged pupils.

To further raise aspirations, a targeted group of high ability disadvantaged pupils also took part in The Brilliant Club, a nationally recognised programme that connects pupils with university-style learning experiences. This initiative inspires ambition, broadens horizons, and reinforces our commitment to supporting pupils in developing the confidence and cultural capital needed to pursue higher education and future career pathways.

Through the combination of structured mentoring, targeted financial and pastoral support, and access to high-quality enrichment and aspiration-raising opportunities, the PD Coach aims to strengthen the holistic development of all pupils—ensuring that disadvantaged learners are well-equipped to thrive academically, socially, and emotionally.

An example of impact from these meetings is a pupil identified leadership as a skill that they wanted to target. The PD coach recommended joining the Pupil Leadership team/ TCAT parliament as this would be a perfect fit and also link in with another skill of community connectiveness that was mentioned. The impact of this is that the pupil could evidence the skills developed in future PD meetings.

Outcome 4 -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.

There are currently 109 live interventions underway from the SEMH register representing 9% of the school population of which 55% are in receipt of Pupil Premium funding.

The analysis highlights common issues such as worry and anxiety about future possibilities, fear of failure, concern about others' opinions, and a lack of confidence stemming from low self-belief. A tiered system for SEMH has been embedded to incorporate the Graduated response linked to the LA approach. Penketh High school has 3 tiers. Tier 1 which is internal intervention that is short term, and these pupils are added to the SEN register at SEN support as they receive an intervention above and beyond within school. Tiers 2 and 3 are on the external Mental health register which is held by the Mental health lead. These pupils are working with external agencies such as Children's and Young people's Mental Health Service (CYPMHS), Mental

Health Support Team (MHST) St Joseph's or other counselling services, Children's Eating Disorder Service (CEDS).

Last year 24.25 SEMH Register data

Cohort	CAMHS	D+T	Edge Hill	ELSA	Glen	MSHT	CBT	St Joes	Yof C	Total
All	25	3	10	21	2	37	27	2	9	136
N-PP	18	1	4	16	1	24	19	1	4	88
PP	7	2	6	5	1	13	8	1	5	48

Last year a total of 136 pupils were supported for SEMH in school, representing 13% of the school cohort. Of these pupils 54.5% were disadvantaged.

To address the diverse needs of our pupils, we implemented 76 in-house interventions, utilising various programs such as Drawing and Talking and Cognitive Behaviour Therapy. Additionally, we made 61 referrals to MHST and 31 referrals to CAMHS. Support mechanisms like soft-landing, check-ins, and reasonable timetable adjustments have been established to assist pupils effectively. Our proactive approach has allowed us to intervene earlier, preventing the escalation of difficulties through support, strategies, and necessary referrals. We also had three TAs complete ELSA training to provide low-level emotional wellbeing intervention, and ten staff members across the school received Mental Health First Aid training to handle issues like self-harm and panic attacks. The wider pastoral team has undergone Emotional Based School Avoidance training, with plans in place to support pupils struggling to attend school. Last year, we focused on trauma-informed awareness CPD training for all staff, with targeted support for SLT and pastoral teams. Various pastoral training sessions were conducted throughout the year, including Strengthening Minds, Next Step Cards, and Emotional Toolkit Box. We provided strength and difficulty questionnaire training to the pastoral team to support the diagnostic assessment of pupils' needs, ensuring appropriate interventions.

From last year, 43.75% of the disadvantaged pupils on the SEMH register have transitioned to the monitoring list. Out of the 48 disadvantaged pupils who previously received mental wellbeing support, 21 are now on the monitoring list and have developed strategies to succeed in learning, school, and social interactions. This shift highlights the positive impact of the interventions and strategies in reducing learning barriers for these young people

Case studies

Pupil A has turned around her entire outlook on her life since. The resilience and confidence she has now cultivated for herself is inspiring and is proven by looking at attendance, Learning scores etc. Her relationships are stronger and she is less reliant on unhealthy influences that were causing her to react negatively. Pupil A is proving that she has more to prove and that is not to school, because more importantly it is to herself. Attendance increased by 2.4% reduced behaviour points by 43 to 12 points and reduced her negative incidents by 20 to 6 points.

Pupil B came for long term sessions with myself so that he could explore his dissolutions with school and peers. This seemed to help a great deal as he was able to articulate himself and develop. Since this his attendance seems to have improved, his lack of truancy it also evident. Pupil B was a constant visitor to reflection time due to mainly, if not solely, truancy between lessons. His behaviour points have reduced by 47 points, 13 less detentions (only 1) and 19 less negative incidents to 15. He has turned this around and relies on his ability to achieve and thrive with a new outlook to school.

Pupil C has support through ELSA and her attendance has increased by 0.4%

Pupil D has support through SEMH lead and increased attendance by 5.3% to 98.3%

Pupil E has increase attendance by 1.5% to 96.6% through working with MHST and SEMH lead

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

The school was awarded an Attendance Certificate for the year. This is awarded to schools whose 2024/25 attendance was in the top 25% of all FFT secondary schools in similar circumstances. This is based on the proportion of disadvantaged pupils from the January 2025 school census.

At the end of the school year the national attendance for pupils eligible for free school meals sat at 86.2% whilst attendance of disadvantaged pupils in Penketh was 87.3% (1.1%) and so was considered significantly above the national average by FFT. The average across the Northwest was 85.8% and therefore attendance was also significantly above the regional average (+1.5%).

Overall attendance was 0.9% higher than national average. The attendance of disadvantaged pupils at Penketh High school was 1.1% higher than the National average attendance for disadvantaged pupils. Overall attendance was 1.3% higher than the Northwest with disadvantaged pupil attendance being 1.5% higher.

The use of the minibus to collect pupils throughout the day is essential in getting pupils to school who would sometimes otherwise not attend.

Competitions are used to drive attendance with extra support being focused on disadvantaged pupils (i.e. Money off or targeted competitions) Vouchers are given through prize draws to disadvantaged pupils for hitting attendance targets and meeting criteria, this acts as a clear motivator for pupils not to have days off as demonstrated below.

Attendance for disadvantaged learners in Half-term 1 was 89.24%, this increased to 90.96% in half-term 2 as a result of the intervention strategies implemented. In particular weeks during December (14 days of activities, vouchers, 12 days of Christmas initiative) attendance for disadvantaged learners rose to 91.13%.

Half-term 3 attendance was 87.45% which increased to 89.06% across in half-term 4 in response to a reward trip initiative with clear attendance criteria.

Outcome 6 - Parental Engagement: by being proactive and persistent in building relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning journey.

89% of our parents have and use the main communication tool app for school.

Outreach meetings were held frequently across the year including information evenings, coffee mornings and attendance meetings. A coffee morning drop in for parents of disadvantaged pupils was run to boost parental engagement and to share what support could be offered for them. Some feedback from parents attending the morning was positive and it helped in removing barriers for some of our pupils.

“ The music lesson offer means that my child does not miss out on playing an instrument”

“The £50 uniform voucher really helps”.

“I wasn’t aware of the breakfast club; I will be sure to send them in before 8:15”

We conduct a series of online parental meetings each Autumn term to provide information for parents which means that they can interact with these sessions and pose questions without needing to worry about having to travel to school for meetings, removing the transport barrier that impacts on some of our families.

Outcome 7- Reduced fixed term exclusions for all pupils, including those who are disadvantaged.

The proportion of disadvantaged pupils being suspended has reduced by 0.7% between 2023/24 and 2024/25 and the suspension rate for disadvantaged learners reduced by a further 2% across the same period.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Various	Higher horizons

Expenditure breakdown

Staffing includes an appropriation from salaries for the cost for PD coaches, behaviour/inclusion, attendance officer, minibus collections, reading interventions, breakfast club staff, PP co-ordinator, Heads of year and Safeguarding and welfare support.

Expenditure 2024/25

Uniform vouchers	£	11,208
Academic mentor for year 11	£	10,100
Specific resources for pupils e.g revision guides, art packs	£	8,675
Music lessons	£	5,620
External sports coaches - Rowing	£	1,705
Tuition	£	4,316
Educational visits	£	14,090
Online subscriptions- Maths & Science	£	3,221
Breakfast club	£	14,118
SEMH counsellors	£	1,508
Staffing	£	247,665
	£	<u>322,225</u>