

# Pupil premium strategy statement (Penwortham Priory Academy)

1. Summary information					
School	Penwortham Priory Academy				
Academic Year	19/20	Total Pupil Premium budget	£ 160,820 (PP & PP Plus)	Date of most recent external Pupil Premium Review	Nov 17
Total number of pupils	758	Number of pupils eligible for Pupil Premium	184 (24%)	Date for next internal review of this strategy	Jan 2020

2a. Attainment of leavers		
In 2019 Summer exams:	Disadvantaged Pupils at Penwortham Priory Academy	Compare to all pupils national
% achieving Grade 5 or above in English and Maths GCSEs	35%	43%
Progress 8 score average	0.086	-0.02
Attainment 8 score average	43.34	46.53

2. Barriers to future attainment (for pupils eligible for Pupil Premium)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills, etc.</i> )	
A.	Numbers of pupil premium pupils achieving a positive progress 8 score in Mathematics and particular EBacc subjects
B.	Progress of white British boys
C.	Progress of pupil premium pupils with high prior attainment.
D.	Development and use of academic vocabulary.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates, exclusion, etc.</i> )	
E.	Attendance – has improved significantly between 2017-2019 however a continued focus on this is needed.
F.	Parental engagement to remove barriers to learning.

<b>3. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
A.	<b>The numbers of pupil premium pupils achieving a 0 or better P8 score in Mathematics and the EBacc subjects of French, Geography, History and Combined Science is increased.</b>	<ul style="list-style-type: none"> <li>• KPI is achieved</li> <li>• Quality first teaching is at the core of improvements.</li> <li>• Relevant CPD shows impact.</li> <li>• Curriculum in each area is reviewed, all pupils have and understand how to use the PLCs.</li> <li>• All Yr 9,10 and 11 PP pupils are using Tassomai (in Science), MathsWatch (in Maths) and GCSEPod (in all subjects) with regularity. Data from these informs judgements about their progress and focusses teaching.</li> <li>• Intervention for underachievers is targeted.</li> </ul>
B.	<b>The progress of White British Pupil Premium boys is improved showing their P8 as 0 or better.</b>	<ul style="list-style-type: none"> <li>• KPI is achieved</li> <li>• Quality first teaching is at the core of improvements.</li> <li>• Relevant CPD shows impact.</li> <li>• All staff engage with strategies from Gary Wilson CPD re:boys / Boys Don't Try.</li> <li>• This cohort are prioritised for mentoring and engaged in the 'Level Best' approach.</li> </ul>
C.	<b>The progress of pupil premium pupils with high prior attainment is improved showing their P8 as 0 or better.</b>	<ul style="list-style-type: none"> <li>• KPI is achieved</li> <li>• Quality first teaching is at the core of improvements.</li> <li>• Relevant CPD shows impact.</li> <li>• The AG&amp;T approaches are reviewed and evolved.</li> </ul>
D.	<b>Pupil Premium pupils demonstrate knowledge and use of a wider variety of Tier 2 and Tier 3 vocabulary from the 'Academic Word List'.</b>	<ul style="list-style-type: none"> <li>• Quality first teaching is at the core of improvements.</li> <li>• CPD shows impact.</li> <li>• Pupils continue to engage well with Accelerated Reader.</li> <li>• There is a visible and audible shift in the types of vocabulary being used.</li> </ul>

E.	<b>Pupil Premium pupils' attendance is at least in line with non Pupil Premium.</b>	<ul style="list-style-type: none"> <li>Attendance data shows positive trajectory.</li> </ul>
F.	<b>Parents are engaged in the learning journey of their child and are aided in removing / alleviating barriers to their child's learning.</b>	<ul style="list-style-type: none"> <li>Parents are enabled to access all forms of electronic communication – where this is not possible, they are provided with guidance, e.g. paperwork.</li> <li>Parents of pupil premium pupils attend appointments with school - where this is not possible, school has engaged with them to address the situation.</li> <li>Potential 'external barriers' to learning are addressed at source and as soon as possible e.g. providing uniform, transport, reading glasses, etc.</li> </ul>

#### 4. Planned expenditure 2019 - 2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. **N.B. for all rationale, decisions have been based on the following research papers:**

[https://educationendowmentfoundation.org.uk/public/files/Annual\\_Reports/EEF\\_Attainment\\_Gap\\_Report\\_2018\\_-\\_print.pdf](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018_-_print.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473976/DFE-RS411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_-\\_briefing\\_for\\_school\\_leaders.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

<https://epi.org.uk/publications-and-research/annual-report-2019/>

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>The numbers of pupil premium pupils achieving a 0 or better P8 score in Mathematics and the EBacc subjects of</b>	Continue to fund Tassomai, MathsWatch, GCSEPod,  Provide scientific calculators for Science dept. as they haven't enough.	The majority of pupils like using these in school (pupil voice). Those that engage regularly get better assessment results. They give teachers valuable feedback to help plan teaching. They help pupils fill gaps and can help alleviate cumulative dysfluency.  All pupils should have equal access to resources to help them learn.	Create departmental teacher and pupil champions of these. LCO request impact data at agreed points.  Use of in lessons will be monitored.	LCO  DB	Termly for all actions

<p><b>French, Geography, History and Combined Science is increased.</b></p>	<p>Continue to support French in engaging in the Hub research to develop pedagogy.</p> <p>Ensure staff engagement in support through mentoring and TTST for those staff not specialists.</p> <p>Ensure NQTs are well supported to develop their practice and to ensure retention of quality staff.</p> <p>Ensure staff development is prioritised and enacted.</p> <p>Ensure the curriculums (and related actions) of each subject area are reviewed as per the SIP.</p>	<p>This is at the fore of helping to review curriculum and pedagogy in this subject.</p> <p>Making teachers better teachers to enable the best outcomes.</p> <p>Making teachers better teachers enables the best outcomes.</p> <p>Making teachers better teachers enables the best outcomes.</p> <p>Reviewing the curriculum in light of the new EIF and the research behind this will positively impact on pupils' knowledge.</p>	<p>Ensure attendance at Hub and implementation of agreed pedagogy.</p> <p>Through line management</p> <p>Through line management</p> <p>Through Lead learner and monitoring CPD</p> <p>Through line management</p>	<p><b>ASC</b></p> <p><b>ASC/DB/PJM</b></p> <p><b>ATA</b></p> <p><b>LCO</b></p> <p><b>MRE</b></p>	
<p><b>The progress of White British Pupil Premium boys is improved showing their P8 as 0 or better.</b></p>	<p>Ensure this group is identified to staff.</p> <p>Ensure that strategies are modelled in CPD sessions.</p> <p>Ensure that any whole school strategies are implemented and impact can be seen/tracked.</p> <p>Pupils can articulate how they are being supported and challenged.</p> <p>Engage any 'wider strategies' that might be necessary for individuals.</p>	<p>To focus staff on priorities for improvement and help them engage with individual strategies on Synergy.</p> <p>Staff have previously reported that 'seeing it in action' has more impact on them being able to confidently replicate it.</p> <p>We cannot assume that strategies are embedded and must check / QA</p> <p>Pupils need support to understand that challenge comes from the classroom first and not a bolt on strategy.</p> <p>Removing any individual issues will enable greater progress.</p>	<p>Regular agenda item at staff briefings</p> <p>Regular agenda item at CPD briefings and INSET</p> <p>Through lesson observation and performance management</p> <p>Through pupil voice</p> <p>Pastoral support</p>	<p><b>PJM</b></p> <p><b>KAT</b></p> <p><b>LCO</b></p> <p><b>DMC</b></p> <p><b>DMC</b></p>	<p>Termly for all actions</p>

	This cohort are prioritised for mentoring and engaged in the 'Level Best' approach.	Building positive relationships and setting SMART targets will help pupil progress.	PP Champion will run the programme	<b>PJM</b>	
<b>The progress of pupil premium pupils with high prior attainment is improved showing their P8 as 0 or better.</b>	<p>Review the G&amp;T policy to streamline it and focus on quality first teaching in the first instance.</p> <p>Ensure this group is identified to staff.</p> <p>Ensure that strategies are modelled in CPD sessions.</p> <p>Ensure that any whole school strategies are implemented and impact can be seen/tracked.</p> <p>Pupils can articulate how they are being supported and challenged.</p> <p>Engage any 'wider strategies' that might be necessary for individuals.</p>	<p>Current policy needs to be reviewed.</p> <p>To focus staff on priorities for improvement, help them engage with individual strategies on Synergy and apply the DP FIRST approach.</p> <p>Staff have previously reported that 'seeing it in action' has more impact on them being able to confidently replicate it.</p> <p>We cannot assume that strategies are embedded and must check / QA</p> <p>Pupils need support to understand that challenge comes from the classroom first and not a bolt on strategy.</p> <p>Removing any individual issues will enable greater progress.</p>	<p>LCO and ATA will write and disseminate new policy then do book scrutiny and pupil voice to gauge impact.</p> <p>Regular agenda item at staff briefings</p> <p>Regular agenda item at CPD briefings and INSET</p> <p>Through lesson observation, performance management, book scrutiny and pupil voice.</p> <p>Through pupil voice</p> <p>Pastoral support</p>	<p><b>LCO</b></p> <p><b>ATA</b></p> <p><b>ATA</b></p> <p><b>LCO</b></p> <p><b>ATA</b></p> <p><b>DMC</b></p>	Termly for all actions
<b>Pupil Premium pupils demonstrate knowledge and use of a wider variety of Tier 2 and Tier 3 vocabulary from the</b>	<p>Continue catch up reading programme.</p> <p>Develop the curriculum</p> <p>Ensure SOL and classroom delivery explicitly teach Tier 2 and Tier 3.</p>	<p>It has shown impact on reading in the school – both the culture and the outcomes. Research into reading shows that it has major impact on progress.</p> <p>So that all subjects see this as their responsibility</p> <p>To widen vocabulary and access to the full curriculum.</p>	<p>Line management and checks on progress data for these pupils.</p> <p>Through review of the curriculum being undertaken by middle leaders and overseen by SLT.</p> <p>Book scrutiny and pupil voice</p>	<p><b>AHO</b></p> <p><b>LCO</b></p> <p><b>LCO</b></p>	Termly for all actions

<p><b>'Academic Word List'.</b></p>	<p>Pupils can voice and books show evidence of using synonyms and antonyms for tier 2 words.</p> <p>Ensure this is a focus within the Weekly Challenges.</p>	<p>If it is in the SOL then we should be able to hear and see these in the speech and written work of pupils.</p> <p>Expose teachers and pupils to new vocabulary in equal measure.</p>	<p>C&amp;C checks, Pupil voice</p>	<p><b>TMH</b></p>	
<ul style="list-style-type: none"> <li>• <b>Tassomai £2120</b></li> <li>• <b>MathsWatch £375</b></li> <li>• <b>GCSEPod £5400</b></li> <li>• <b>Scientific calculators for Science £540</b></li> <li>• <b>French Hub research – resources £4000</b></li> <li>• <b>Staff development / CPD incl: NQT mentoring, whole staff mentoring and TTST for those staff not specialists, PiXL attendance, coaching, internal and external INSET, membership of TSAs, professional library £51,000</b></li> <li>• <b>Specialist cover of Science maternity post for two terms – £16,000</b></li> <li>• <b>Reviewing and resourcing the curriculum £30,000</b></li> <li>• <b>Catch up reading - £30,000</b></li> </ul> <p><b>TOTAL = £139,435</b></p>					

ii. Targeted academic support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Pupil Premium pupils' attendance is at least in line with non Pupil Premium.</b>	The DP champion role will be enhanced to ensure more 1:1 work is done with DP families during transition.	Widening staff responsibility for DP builds capacity. Knowing about pupils and their wider needs before they arrive will help us better meet their needs.	PJM will report to SLT.	<b>PJM</b>	Termly for all actions
	'Online Learning' packages are used for unavoidable medical and long-term absence.	Pupils who miss learning will suffer cumulative dysfluency. We need to help 'fill the gaps' where we can.	We will use a reputable company. Attendance officer will put checks in place to mark pupil present at times online. We will do drop ins at home.	<b>DMC</b>	
	Continue to fund academic extra-curricular events e.g. poetry trip about anthology, Geography field trip.	Without this, some pupils could not attend.	Ensure that there is a clear rationale for the chosen pupils to be funded.	<b>LCO</b>	
	Continue to provide revision guides.	Ensure equal access to all learning materials. Less cumulative dysfluency will increase attendance.	Ensure we only buy what we need but there is equal access for all pupils.	<b>LCO</b>	
	Continue to fund intervention classes.	Increased attendance at these <i>generally</i> cross correlates with improved outcome.	Ensure it is intervention as necessary and not blanket revision for all.	<b>LCO</b>	
	Profile pupils to ensure all staff are aware of and can use 'strategies that work with this child'.	Building positive relationships and sharing positive strategies will help pupil progress and encourage good attendance.	All staff engaged and all information shared.	<b>PJM</b>	

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| <ul style="list-style-type: none"><li>• DP champion role £1500</li><li>• 'Online Learning' packages £2000</li><li>• Fund academic extra-curricular events e.g. poetry trip about anthology, Geography field trip £2000</li><li>• Revision guides £800</li><li>• Intervention classes £500</li><li>• Profile pupils £200</li></ul> <p><b>TOTAL = £7000</b></p> |  |
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<b>iii. Wider strategies</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Parents are engaged in the learning journey of their child and are aided in removing / alleviating barriers to their child's learning.</b>	Fund LEAP to provide breakfast as necessary.	The canteen was not accessed as much as LEAP for this last year and the funding needs redirecting. There are a significant number of FSM in the cohort. Some are known not to eat breakfast, and this can impact on their ability to focus and learn.	Ensure that staff signpost pupils to LEAP and we build relationships with parents and pupils to find out who needs this service.	<b>JNA</b>	Termly for all actions
	Continue to provide for individual support as necessary e.g. shoes, clothing, transport, reading glasses, cooking ingredients, etc.	Addressing these issues means that a child is more likely to attend school and be able to engage in the curriculum, therefore making progress.	All purchases to be agreed through DP lead	<b>Pastoral managers and head of year</b>	
	Provide self-esteem classes.	We have run a programme for several years and found it impactful. Pupils have generally sustained more positive self-esteem after the programme and gone on to achieve improved outcomes.	Ensure selection is as a result of Rosenberg questionnaire. Use agreed resources that have been developed over the lifetime of the project. Report impact data.	<b>AW</b>	
	Continue to provide HW club before, during and after school.	It is well attended by pupils and those who are more vulnerable often gravitate there. It is staffed and there are computers and printers therefore providing resources that pupils might not otherwise have at home.	Ensure HW club staffed, pupils and parents signposted. Ensure the equipment works and the centre is well resourced.	<b>JNA</b>	
Parents of Year 10 and 11 pupils attend Aim and Ambition seminars at the beginning of said academic years. Add an additional element of 'Our Offer of Support to you' for the pupils.	Feedback from the parents and pupils is that this evening is very useful. In Sept. 2018 we held this event and talked to Yr. 11 pupils with their parents and gave out guidance. We	Ensure event well advertised, Accompanying paperwork is designed with corporate look and all information is checked as correct before distribution. Seminars to be delivered by senior staff. After the event, non-attending	<b>PDF Yr 11 VAE Yr 10</b>		

	<p>Increase funding to create lead learner accolades and to fund rewards and access to reward trips.</p> <p>Involve parents more in the pastoral development of their child through contact in Synergy.</p> <p>Ensure parents at KS3 understand the assessment system and they are guided and supported to help their child fill learning gaps outside of school hours.</p> <p>Fund South Ribble Sports affiliation for out of hours sport.</p> <p>Train DofE staff in First Aid and buy additional resources for this activity.</p>	<p>repeated this in 2019 but added an additional section where we talked to pupils alone to explain how we could support them further. It was well received. We intend to reach down to Year 10 this academic year.</p> <p>We want to celebrate academic achievement and make a difference to pupil and parent perception about learning and its rewards.</p> <p>Providing parents with more information about their child could improve BfL.</p> <p>Developing a knowledge led curriculum at KS3 and providing understanding of specifics of PLCs will provide clarity about specific learning gaps to be filled.</p> <p>Encourage and facilitate a healthy lifestyle could positively impact on all aspects of the child's life.</p> <p>Enable pupils to build social and cultural capital and gain additional qualifications through engaging in activities that might be prohibitively expensive.</p>	<p>pupils to go through the seminar and parents to be contacted.</p> <p>Lead Prac of T&amp;L head up lead learner identification and ensure that Heads of Year are issuing. EVC oversee all other funding and create impact report at end of year.</p> <p>Check parental perception of this. Cross reference attendance data to see if they marry with decrease in sanctions.</p> <p>Communicate any new systems to parents and ask for feedback. Provide advice and guidance on gap filling.</p> <p>Ensure parents and pupils are signposted to the offers.</p> <p>Ensure all staff are suitably trained. Ensure extra resources are provide as necessary.</p>	<p><b>KAT/AW</b></p> <p><b>DMC</b></p> <p><b>LCO</b></p> <p><b>MB</b></p> <p><b>AW</b></p>	
<ul style="list-style-type: none"> <li>• <b>Fund LEAP to provide breakfast as necessary £2000</b></li> <li>• <b>Continue to provide for individual support as necessary e.g. shoes, clothing, transport, reading glasses, cooking ingredients, etc. £4000</b></li> <li>• <b>Provide self-esteem classes £2000</b></li> <li>• <b>Continue to resource HW club £1000</b></li> <li>• <b>Aim and Ambition seminars for Yr 10 and parents £200</b></li> </ul>					

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| <ul style="list-style-type: none"><li>• <b>Funding for lead learners, rewards and access to reward trips £2000</b></li><li>• <b>Involve parents in Synergy £300</b></li><li>• <b>Guided and supported parents to help their child fill learning gaps outside of school hours £80</b></li><li>• <b>Fund South Ribble Sports affiliation for out of hours sport £420</b></li><li>• <b>Train DofE staff in First Aid and buy additional resources for this activity £2385</b></li></ul> <p><b>TOTAL = £14,385</b></p> |  |
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