Pupil premium strategy statement - 2021 – 2024

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	Penwortham Priory Academy
Number of pupils in school (2021-2022)	787
Proportion (%) of pupil premium eligible pupils	31%
Academic year or years covered by statement	Sept 2021 – July 2024.
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	M Eastham, Headteacher
Pupil premium lead	L Cowell, Deputy Headteacher
Governor Trustee lead	G Herd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,387
Recovery premium funding allocation this academic year	£ 30,523
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£223,910

Part A: Pupil premium strategy plan

Statement of intent

<u>Our ultimate objectives for our disadvantaged pupils</u> are that they learn to succeed and leave Penwortham Priory Academy equipped with the right skills and attitudes to help them succeed in life, contribute positively to society, and go on to further education, employment, or training.

<u>The focus of our pupil premium strategy</u> is to support all our disadvantaged students to achieve the objectives above irrespective of any challenges they face. We will always consider the needs of vulnerable students, such as those who are 'looked after children', those with a social worker, those who are young carers, those who have parents within the armed forces; those with any period of disadvantaged since the start of school age; and those who join us as transients. Activities outlined in this strategy are also intended to support pupils' needs, regardless of whether they are disadvantaged or not, and irrespective of their starting point, whether they have SEND needs and/or are higher prior attainers.

<u>The key principle at the heart of our strategy plan</u> is to ensure that 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approaches will

- be responsive to common challenges and individual needs, but also the overall impact of the pandemic.
- be based on diagnostic assessment of data, not assumptions about the impact of disadvantage.
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified.
- be adopted as a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<u>Catch up as a result of the pandemic</u> A small minority of students have lost learning time as a result of the pandemic or since the 2021 return to face to face education. Those who would not engage due to school refusal, anxieties, mental health issues were amongst the most affected.
2	<u>Reading</u> Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This can impact their progress across a range of subjects. Assessment on entry to year 7 using data from Accelerated Reader cross referenced with WRAT testing has shown that typically, almost half of the disadvantaged pupils have lower levels of reading attainment that require intervention.
3	<u>Maths attainment</u> Over the last three years, the percentage of disadvantaged pupils achieving a positive P8 in Maths is lower than that of their non disadvantaged peers. Diagnostic assessments suggest that pupils struggle with basic numeracy skills.
4	<u>English attainment</u> The percentage of disadvantaged boys achieving a positive P8 in English is lower than that of their non disadvantaged peers. Diagnostic assessments suggest that weaker readers struggle with Comprehension and primary transition work has focused more heavily on reading, therefore writing skills are weaker in the Yr. 7 of 2021
5	<u>Lower attaining high ability disadvantaged girls</u> Data tracking has shown lower GCSE attainment of high ability disadvantaged girls. Whilst not a significant issue in terms of numbers of pupils, we aim to establish any underlying causes and address these.
6	<u>Attendance</u> Using comparable data sets (Sept to Dec annually), the gap between attendance of the non disadvantaged and disadvantaged pupils was narrowing and almost closed. This has widened this academic year and there is approximately a 5% gap.
7	<u>Behaviour</u> The school uses a 'warn, move, remove' behaviour management system. Disadvantaged pupils removed from lesson for poor behaviour more frequently than 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
Pupils with gaps are identified and supported to catch up	All disadvantage pupils in need of home learning technology have access to this through school issued laptops. School-led tutoring addresses the needs of specific individuals with gaps, and these are filled and closed. Evidence of this will be seen in the pupil outcomes, their books, their progress reports.
Improved reading comprehension skills among disadvantaged pupils.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement in lessons and in book scrutiny.
Decrease and aim to close the % gap in Maths attainment	2024/2025 KS4 outcomes demonstrate that disadvantaged pupils achieve in line with their non disadvantaged peers.
Decrease and aim to close the % gap in English attainment	2024/2025 KS4 outcomes demonstrate that disadvantaged pupils achieve in line with their non disadvantaged peers.
To achieve and sustain improved attendance for disadvantaged pupils	Sustained high attendance of the disadvantaged cohort from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to close the current 5% gap.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports, class observations and remove data suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by remove data showing that disadvantaged pupils are no more likely to be removed from lesson for poor behaviour than their disadvantaged peers.

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: **£150,510**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing use of Accelerated Reader, Bedrock Learning and reading across the curriculum.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	1,2,4,7
Enhanced use of IDL Literacy	To increase reading and spelling ages for children with low literacy levels. Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Small group tuition | EEF (educationendowmentfoundation.org.uk)	1,2,4
Initiating in school strategy termed 'Everybody Reading' where students regularly read appropriate challenging texts.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. Staff being trained in reciprocal reading strategies will enhance this experience and be a transferable skill they will be able to use in their own disciplines.	2,4

	Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	
	Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied at school, and when they involve active and meaningful use of any new vocabulary. The Everybody Reading approach will model inference through the use of structured questioning. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	
Enhance the reading culture and ethos across the curriculum, augment the reading that is already in SOL, develop the library and the literary events therein.	Improving Literacy in Secondary Schools | EEF (educationendow-mentfoundation.org.uk)	2
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Insisting on the use of tier 2 and tier 3 vocabulary in spoken and written work, enhancing pupils' understanding of prefixes and suffixes and use resources such as Frayer models and PiXL unlick will improves pupil literacy. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,7
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	4, 5

We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training). We will facilitate cross phase work with our feeder primary schools. This will include our staff going into schools to teach some Yr 5 lessons.	Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk) The Maths team are engaged in CPD on Mastery. The EEF states that the effects are higher in mathematics and science (+6 months) than reading (+3 months). Mastery learning	EEF (educationendowmentfoundation.org.uk)	
The Lead Practitioner for Teaching and Learning is leading on the development of metacognitive skills for pupils.	Metacognitive and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. It is felt that to give children these skills will enhance their feelings of belonging in the school community and give them more self-regulatory skills which, whilst useful in the academic / learning setting of a classroom, will also help them to self-regulate behaviours which may reduce the frequency of behaviour that leads to removal. Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk)	3,4,5,7
Having extra teaching capacity within the English department for the academic year 2021-2022 to facilitate English intervention	This allows for 1:1 reading intervention. One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching. EEF toolkit shows an impact of +5 months.	1,2,4

	One to one tuition	EEF (educationendowmentfoundation.org.uk)	
Phonics training for teaching staff	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics	EEF (educationendowmentfoundation.org.uk)	2,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£46,400**

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, including those who are high attainers.	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: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1
Enhancing our use of digital technology to a) ensure that pupils can access the curriculum at home, when necessary, b) teachers and pupils use digital technologies to enhance their	Broadly speaking, technology can be beneficial for pupils, but it depends on a range of factors including the context, the subject area, the content, the pedagogy, access to technology, training/support, the length of the intervention and how it	1

educational experiences in school.	is integrated with other classroom teaching. We will aim to provide all those disadvantaged pupils who need technology to access learning from home, are provided with this. Using Digital Technology to Improve Learning | EEF (educationendowmentfoundation.org.uk)	
Self-esteem classes	Acting to improve the self-esteem of adolescents can positively impact on their academic progress Microsoft Word - 1. Self Esteem FullPaper (ssrn.com) Rosenberg Self Esteem Scale (growing-self-esteem.com)	5
Mentoring	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)	5,7

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

Budgeted cost: **£27,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. An assistant head will work full time as a member of the pastoral team for the academic year to reengage families and deal with any aftermath of the pandemic and its impact on attendance and wellbeing. Staff will train as mental health first aiders.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
Provision of uniform, PE kit, transport, sundries that prove barriers to attendance.	Young people may be unable to engage in services because their basic needs are not being met, through a lack of access to food, money and technology. Providing for young people's basic needs can also help to build a positive relationship with families and communities, which can support better engagement with young people as well. YEF-Insights-Brief-1-Engaging-young-people-during-the-COVID-19-pandemic-FINAL.pdf (youthendowmentfund.org.uk)	6
Employment of a school counsellor, Charlotte Lowe Psychological Services Charlotte Lowe Psychological Services and Jamie Pilling, JEP Youth Engagement	Interventions for secondary age pupils tend to be more effective (+5 months) Interventions which focus on improving social interaction tend to be more successful (+6 months)	7

[Jamie Pilling - Founder & Director of Youth Engagement - JEP Youth Engagement | LinkedIn](#)– early intervention for vulnerable pupils.	[Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](#) [Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)](#)	
Providing digital technologies in the remove room	Facilitating pupils taking part in live lessons if removed from class because of behaviour issues will ensure they are still able to access the same curriculum as their peers and are less likely to fall behind.	7

Total budgeted cost: £ 223,910

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Despite being on track and achieving many of the intended outcomes of our previous plan, some of our strategy was not fully realised as a result of the pandemic.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account, however, our own teacher assessed grades suggested that the performance of disadvantaged pupils was lower than that of their non-disadvantaged peers (0.33 gap in P8).

Attendance has been impacted by the pandemic but data shows that this is more significant for disadvantaged pupils. Whilst attendance data has been difficult to record accurately throughout the pandemic, using a comparable timeframe of Sept – Dec for the last three academic years has shown that there is 4.2% decline in attendance of disadvantaged pupils. Pre-pandemic, % attendance was 93% overall for disadvantaged pupils.

The government funded laptop scheme enabled us to provide laptops to the disadvantaged pupils and the vulnerable pupils as a priority during the pandemic. This gave them the capacity to attend live lessons and engage in learning. Parents and pupils were canvassed about their feelings about the home learning experience we provided and gave an average rating of 4.35/5

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

Programme	Provider

Further information (optional)

We are working with feeder primary schools on a variety of working parties. Our Curriculum working party seeks to make the transition from primary to secondary more seamless by ensuring that we know what is taught when and why at each key stage. We have also offered expertise, facilities, staff and resources to enhance the primary curriculum.

Our Digital Technologies working party seeks to share the best of our knowledge about the use of Microsoft Teams as, during the pandemic, we were able to successfully provide high quality live learning online for all our pupils.

Our Sports Partnership initiative seeks to support Sports for our feeder primaries in whatever guise they deem necessary.

We are increasing access to experiences that add breadth to the curriculum offer for all pupils through DofE, leadership roles, trips and visits, extra-curricular clubs. Disadvantaged pupils will be encouraged and supported to participate.

In planning our Pupil Premium Strategy we have used the EEF's
EEF_Implementation_Guidance_Report_2019.pdf
(educationendowmentfoundation.org.uk)