

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
1	814
Proportion (%) of pupil premium eligible pupils	27.6%
Academic year or years covered by statement	Sept 2022 – July 2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	M. Eastham, Principal
Pupil premium lead	L. Cowell, Vice Principal
Governor Trustee lead	R. Lancaster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,760
Recovery premium funding allocation this academic year	£59,616
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	£272,376

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils 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.

The focus of our pupil premium strategy 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 disadvantage 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.

The key principle at the heart of our strategy plan 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 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 Covid 19 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	<p><u>Catch up as a result of the pandemic</u></p> <p>A 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.</p>
2	<p><u>Reading</u></p> <p>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.</p> <p>Assessment on entry to year 7 using data from Accelerated Reader cross referenced with WRAT testing has shown that typically, up to half of the disadvantaged pupils have lower levels of reading attainment and require intervention. They are prioritised for intervention.</p>
3	<p><u>Maths attainment</u></p> <p>Prior to summer 2022, the percentage of disadvantaged pupils achieving a positive P8 in Maths was lower than that of their non disadvantaged peers. We want to create a positive trend in data and achieved this in summer series 2022. We want to maintain the positive outcome.</p> <p>Diagnostic assessments suggest that pupils struggle with basic numeracy skills. Collaboration with primary feeder schools has shown similar trends in their data.</p>
4	<p><u>English attainment</u></p> <p>The percentage of disadvantaged pupils achieving a positive P8 in English is lower than that of their non disadvantaged peers.</p> <p>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 and 2022.</p> <p>English Literature results were lower than the national average in the Summer GCSE 2022 outcomes.</p>
5	<p><u>Progress of sub groups: high prior attaining boys and middle prior attaining pupils.</u></p> <p>Data tracking over time showed lower GCSE attainment of high ability disadvantaged girls as a trend prior to 2022 summer results, this has been improved in 2021-2022. We now need to focus on high prior attaining disadvantaged boys and middle prior attaining pupils as a discreet cohorts.</p>
6	<p><u>Attendance</u></p>

	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 widened in the academic year 2020 – 2021 to approximately a 5% gap. IDSR data shows that we need to focus on the attendance of some sub groups of pupils within the disadvantaged cohort.
7	<u>Behaviour</u> The school uses a 'warn, move, remove' behaviour management system. Disadvantaged pupils are 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 disadvantaged 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, data tracking. Pupils in need of social and emotional / pastoral support are enabled to access the relevant services. Feedback from pupils and parents of pupils accessing these services report a positive impact.
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	2023/2024 KS4 outcomes demonstrate that disadvantaged pupils achieve in line with their non disadvantaged peers.
Decrease and aim to close the % gap in English attainment	2023/2024 KS4 outcomes demonstrate that disadvantaged pupils achieve in line with their non disadvantaged peers.
To improve the overall P8 of the two cohorts: a) high prior attaining disadvantaged boys and b) middle prior attaining pupils	2023/2024 KS4 outcomes demonstrate that disadvantaged pupils in these cohorts achieve in line with their non disadvantaged peers.
To achieve and sustain improved	Sustained high attendance of the disadvantaged cohort from 2023/24 demonstrated by the overall absence rate for all pupils being no more

attendance for disadvantaged pupils	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: **£175,000**

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
Enhancing 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,	1,2,4

	<p>but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Developing our in school strategy termed 'Everybody Reading' where students regularly read appropriate challenging texts in Learning for Life time.</p>	<p>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.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2,4
<p>Enhancing the reading culture and ethos across the curriculum, augmenting the reading that is already in SOL, further</p>	<p>We will look to collaborate with other schools on their approaches to reading.</p> <p>We will investigate the use of Reading Plus for intervention.</p>	1, 2

<p>developing literary events.</p>	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>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 of resources such as Frayer models and PiXL unlock improves pupil literacy.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5,7</p>
<p>Enhancing of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Funding 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).</p> <p>Continuing to facilitate cross-phase work with our feeder primary schools. This will</p>	<p>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: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>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</p>	<p>4, 5</p>

<p>include our staff going into schools to teach some Yr 5 lessons, and primary teachers visiting Priory.</p>	<p>educationendowmentfoundation.org.uk)</p> <p>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).</p> <p>Mastery learning EEF educationendowmentfoundation.org.uk)</p> <p>Collaboration with feeder primary schools has shown areas for improvement as: ordering negative numbers, finding the perimeter of rectangles and simple shapes, multiplying using place value and dividing by remainder.</p> <p>We will invest in SPARX for Maths homework. Personalised intelligent practice, proven to boost student grades. Sparx Maths</p>	
<p>Enhancing support for English.</p> <p>Conducting an external review of the subject.</p> <p>Enhancing collaboration with other good and outstanding departments.</p> <p>Ensuring our curriculum is aligned with the research summarised in the Ofsted Research Review of English.</p>	<p>Enhance support and collaboration will expose and support any changes that need to be made to drive up outcomes.</p> <p>Research review series: English - GOV.UK (www.gov.uk)</p>	4

<p>Investing in digital technology for use in the classroom.</p>	<p>We will provide banks of laptops in the classroom to enhance the teaching and learning experience for all and ensure equity of access.</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 5</p>
<p>Developing pupils' metacognitive skills and teachers' metacognitive modelling</p>	<p>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.</p> <p>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.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,5,7</p>
<p>Engaging in NPQs and having staff who are delivering the Early Career Framework.</p>	<p>At least one and often more staff are undertaking each of the NPQs to enhance practice.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further</p>	<p>2, 3, 4, 5, 6, 7</p>

	<p>reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p>Funding will be allocated to release staff to attend training.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
Retention of staff	<p>Creating the posts of Lead Practitioner for Digital Transformation and Lead Practitioner for Personal Development will enhance the development of these two areas.</p> <p>Retaining highly experienced staff is essential to the development of key areas of the school and the inspection framework.</p> <p>Allowing more flexibility such as through part time contracts, makes sure teaching remains an attractive career as lifestyles and aspirations change.</p> <p>Creating a culture where staff wellbeing and workload are addressed positively will serve to retain staff too.</p> <p>Teacher recruitment and retention strategy - GOV.UK (www.gov.uk)</p>	2, 5, 7

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
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<p>Providing targeted intervention for the weakest readers.</p>	<p>The ability to read is a fundamental life skill. It is essential to us all if we are to participate fully in society and the workplace. Pupils with poor reading struggle to read independently, and so read less. As a result, they do not accumulate the background knowledge and vocabulary they need to improve their comprehension. It is therefore harder for them to access the curriculum in secondary school, because the required levels of literacy rise rapidly beyond primary school.</p> <p>Without identification of their reading needs and targeted additional teaching, pupils who arrive in secondary school as poor readers are likely to continue to struggle. As the secondary curriculum places increasing demands on reading comprehension, older pupils who struggle with reading comprehension do not catch up. Each year, only 10% of disadvantaged children who leave primary school with their reading below the expected standard get passes in English and mathematics at GCSE</p> <p>‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</p> <p>We will invest in a reading package called Reading Plus to use for this intervention.</p> <p>Reading Plus – Adaptive Literacy Intervention for Grades 3-12</p>	<p>1, 2, 3, 4</p>
<p>Providing targeted intervention for those pupils who have weaker Maths skills.</p>	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	

	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>We will use the catch up premium to provide a tutor one day a week in school to work with small groups on Sparx personalised work as a result of diagnostic testing.</p> <p>National Tutoring Programme: guidance for schools 2022 to 2023 - GOV.UK (www.gov.uk)</p>	
<p>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.</p>	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Asking our own staff to deliver aspects of the school led tutoring will enhance the experience for pupils as the relationships are already established, and prior knowledge of the pupils and their progress is key.</p>	1
<p>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 educational experiences in school.</p>	<p>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 is integrated with other classroom teaching.</p> <p>We will aim to provide all those disadvantaged pupils who need</p>	1

	<p>technology to access learning from home, are provided with this.</p> <p>Staff use of digital technologies to enhance learning will ensure continuity for any child missing education for any reason.</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	
Self-esteem classes	<p>Acting to improve the self-esteem of adolescents can positively impact on their academic progress</p> <p>Microsoft Word - 1. Self Esteem FullPaper (ssrn.com)</p> <p>Rosenberg Self Esteem Scale (growing-self-esteem.com)</p>	5, 7
Mentoring	<p>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.</p> <p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	5,7

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

Budgeted cost: **£47,376**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>An assistant head working full time as a member of the pastoral team to engage families and deal with any aftermath of the pandemic and its impact on attendance and wellbeing.</p> <p>Staff trained as mental health first aiders.</p> <p>Continuing to support the emotional wellbeing of all our pupils including those who are disadvantaged.</p> <p>Employing a careers advisor who will prioritise appointments for disadvantaged pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. DfE's Improving School Attendance advice.</p> <p>Counselling within secondary schools has been shown to bring about significant reductions in psychological distress in the short term, and to help young people move towards their personal goals. Early intervention can help prevent worries and anxiety escalating into more serious mental health issues.</p> <p>https://assets.publishing.service.gov.uk/gov/ernment/uploads/system/uploads/attachment_data/file/497825/Counseling_in_schools.pdf</p> <p>Research from the EEF states that “impartial career guidance, is key to supporting young people’s transitions into education, training and employment” They also point out that “Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career” Careers education EEF</p>	<p>1, 6</p>

	(educationendowmentfoundation.org.uk)	
Provision of uniform, PE kit, transport, sundries that prove barriers to attendance.	<p>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.</p> <p>YEF-Insights-Brief-1-Engaging-young-people-during-the-COVID-19-pandemic-FINAL.pdf (youthendowmentfund.org.uk)</p>	6
Provision of ingredients for Food Technology lessons	Shopping for and preparing all ingredients for all pupils takes the stigma away associated with not being able to pay.	6, 7

<p>Employment of a school counsellor, Charlotte Lowe Psychological Services Charlotte Lowe Psychological Services and Jamie Pilling, JEP Youth Engagement Jamie Pilling - Founder & Director of Youth Engagement - JEP Youth Engagement LinkedIn—early intervention for vulnerable pupils.</p>	<p>Interventions for secondary age pupils tend to be more effective (+5 months)</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p>
<p>Providing digital technologies in the remove room</p>	<p>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.</p>	<p>7</p>

Total budgeted cost: £ 272,376

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.

Overall P8 for Pupil Premium pupils was -0.35 in the Summer Exam series of 2022 – However, the updated figure following remarks, etc. has not yet been released and we expect this to improve.

There have been some areas of progress in relation to challenges identified in the strategy of Sept 2021- Sept 2022:

Challenge 1: Catch up as a result of the pandemic

We were able to make impact with KS3 Maths pupils to fill gaps through the use of a tutor in attendance once a week.

Challenge 2: Reading

All subjects have engaged with the EEF Improving Literacy in Secondary Schools and as a result assimilated Disciplinary Literacy strategies into their curriculum. There is a heightened emphasis on reading within subjects and across the school.

We were able to begin, review and refine the delivery of our Everybody Reading strategy.

There is a working party dedicated to enhancing the reading culture and experiences in school.

We have enhanced our collaboration with primary schools regarding reading.

With the help of Reading Plus, we are beginning to provide further targeted intervention than we have previously.

Challenge 3: Maths attainment

Maths closed the gap in disadvantaged pupils' attainment in the Summer exam series of 2022

Challenge 4: English attainment

The gap remained in disadvantaged pupils' attainment in the Summer exam series of 2022

Challenge 5: Progress of high prior attaining disadvantaged girls

Progress 8 of -0.1, an improvement from -0.24 in the last externally assessed exams of 2019. Some data is yet to be reported and this figure will be updated in February 2023

Challenge 6: Attendance

The gap in attendance continues.

Challenge 7: Behaviour

Under our 'warn, move, remove, behaviour management system, disadvantaged pupils were no more likely to be removed from lesson than non-disadvantaged pupils.

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
Bedrock	
Accelerated Reader	
IDL	
Reading Plus	
Sparx Maths	
White Rose Maths	
Seneca Learning	

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.

An eco-committee has been set up in the academic year 2022

Our personal development programme has been enhanced to provide even further breadth, opportunity and recognition for engagement.

In planning our Pupil Premium Strategy we have used the EEF's [EEF Implementation Guidance Report 2019.pdf](https://www.eef.org.uk/publications/implementation-guidance-report-2019) ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk))