



## **Penkford School Pupil Premium Strategy Statement 2021-22**

### **Pupil Premium Background**

The Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities. Pupil Premium was introduced in 2011 and is intended to directly benefit pupils who are eligible, helping to narrow the gap between them and their peers.

Schools are free to spend the Pupil Premium as they see fit. However, they are responsible for how they use the additional funding to support pupils from low-income families and the other target groups. From September 2012, the government also require schools to publish online information about how they have used the Premium.

The Pupil Premium money is given to schools to 'raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers' (DfE and EFA, 2018).

The Pupil Premium Grant provides funding for two policies:

- Raising attainment of disadvantaged pupils of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most.



Ofsted explain: *The Pupil Premium is making a difference in many schools. Overall school leaders are spending Pupil Premium funding more effectively, tracking the progress of eligible pupils more closely and reporting outcomes more precisely than before*.

Penkford School is committed to ensuring that this funding is directed effectively to support the specific needs of the students and robustly evaluated to ensure best practice is incorporated and value for money sustained. At Penkford School all stakeholders are focussed on improving outcomes for pupils who are eligible for Pupil Premium.

We are keen to maintain the confidentiality of individual family's financial circumstances and therefore target Pupil Premium at a variety of specific costs. Most of the PPG is targeted to meet the needs of individual pupils however a small contingency is retained to be used globally if a child or family require particular assistance.

### Eligibility

#### Disadvantaged Pupils:

Pupils in year groups Reception to Year 6 recorded as Ever 6 free school meals (FSM).

- Pupils in Year 7 – 11 recorded as Ever 6 FSM.
- Children who are looked after (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order.

#### Service Children:

- Pupils in year groups Reception to Year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence.

### **Ever 6 Free School Meals (FSM)**

The Pupil Premium for 2021 to 2022 will include pupils recorded in the January 2021 school census who are known to have been eligible for FSM since May 2015, as well as those first known to be eligible in January 2021.

### **Children Looked After (CLA) and Post Children Looked After (post-CLA)**

The Pupil Premium for 2021 to 2022 will include pupils recorded in the January 2021 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship

order or child arrangements order (previously known as a residence order). These are collectively referred to as post Child Looked After (CLA). This fund is accessed through a Personal Education Plan (PEP). At Tor View Samantha Dillon is the named Senior Leader for CLA (Designated Teacher). Part of her role includes the management of the PEP process. In the interests of inclusivity, where a child who is looked after can access the targeted support offered to other pupils accessing Pupil Premium, this will be included in their PEP.

If a Carer or Corporate Parent of a CLA requests specific support outside of school, they must demonstrate the intended educational impact of this support including researching appropriate provision and costs so they may be included in the PEP.

Each year school will host 2 formal PEP meetings, one in the Autumn Term and one in the Spring Term. The Attendance of the Corporate Parent (Social Worker) from the placing Authority is essential. An informal PEP discussion will take place in the Summer term.

### **Ever 6 Service Child**

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2020 school census who was eligible for the service child premium since the January 2015 census as well as those recorded as a service child for the first time on the January 2021 school census.

### **Pupil Premium Spending**

Our key objective in using the Pupil Premium Grant is to *close the gap between eligible pupils and their peers and raise the attainment of eligible pupils* by increasing the progress made by all students but accelerating the progress made by students eligible for the grant. When identifying new strategies and allocating funds to particular projects it is important to consider the relative impact of previous projects or where new projects are applied, knowledge is gained from external research in order to maximise the impact of the spend. Successful spending takes into account the students (their levels of attainment and their social background).

Research states that schools need to adopt a more holistic outlook when deciding on Pupil Premium Spending. Teaching and Learning should be accompanied by more pastoral initiatives which are better at addressing the specific barriers to educational achievement which hold back pupils that are eligible for Pupil Premium. Research from the Education Endowment Foundation (EEF) underpins the allocated areas where funding is used. In line with national guidance it is not necessary to spend an equal amount of Pupil Premium funding on each eligible pupil, or necessary to spend a pupils allocated funding on that pupil alone.

All our students enter the school with levels of numeracy, reading and writing which are considerably below the national standard and therefore we believe that priority should be made to ensure the following objectives are met: Communication, Engagement, Transition and Attendance. All of the identified provision for pupils is referenced against at least one of these criteria.

**Communication (C):**

Ensure that eligible students are provided for in a way in which they can achieve at least expected progress when compared to their peers in Maths and English as they go through their time at the school.

**Engagement (E):**

To improve curriculum engagement and academic achievement for eligible students via the construction of engaging curriculum pathway choices and entitlement to a wide range of extracurricular opportunities. This includes increasing parental engagement with school in order to maintain a supportive home-school partnership along with increased levels of feedback to students and families to accelerate improvements.

**Transition (T):**

Ensuring the students eligible for Pupil Premium make a successful transition from Year 6 to Year 7 to bring attainment in line with expected levels of progress and later make a successful transition to post-16 destinations with reduction in the number of NEET PP students.

**Attendance (A):**

To ensure the attendance of Pupil Premium students does not fall below 90%

**The main barriers to educational achievement faced by eligible pupils at Penkford School are:**

Neurodevelopmental conditions	Internal barriers	External barriers
<ul style="list-style-type: none"> <li>• Attention Deficit Disorders (ADHD)</li> <li>• Oppositional defiance disorder (ODD)</li> <li>• Autistic Spectrum conditions (ASC)</li> <li>• Specific Learning Difficulties (SLD)</li> <li>• Foetal Alcohol Syndrome (FAS)</li> </ul>	<ul style="list-style-type: none"> <li>• Perception of self-esteem in relation to learning</li> <li>• Low reading, spelling and numeracy ages</li> <li>• Avoidance behaviour impacting on school routines</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• Involvement with multi-agency, health services and crime prevention agencies</li> <li>• Mental health issues</li> </ul>

**Intended outcomes and success criteria:**

Outcome	Success Criteria
Increased self-esteem in relation to learning	Engagement with learning especially English and Maths to a functional level. Reduction in number of 'inadequate work' recorded incidents on SIMS.
Increased reading, spelling and numeracy ages	Increase in reading ages of pupils with <7 reading or spelling age. Pupils achieve a functional level of numeracy skill to improve life skills and employability.
Decrease in avoidance behaviour	Through mentoring and personalised intervention, a decrease in internal truancy and class disruption reported for pupils.
Improved social and emotional literacy	Pupils aware of own emotions and those of others in social situations (Communication and Social Skill session observations). Improved scores in pupil voice questionnaires. Reduction in the number of incidents requiring positive handling intervention.

Amount of pupils in Key Stage 2	Year 4	Year 5	Year 6
	Pupils 1	Pupils 5	Pupils 6

Proposed Spending	Reference
Parent Liaison	C E T A
SALT sessions	C & E
Targeted interventions	C & E
school jumpers per academic year	E & A
Hats, scarves and gloves	E & A
PE Kit	E & A
Waterproof jacket, trousers and wellingtons	E & A
STAR reader Resources	C & E
Daily snacks and water	C & E
Swim pads, swim wear and towel	E & A
Cooking resources	E & A
Targeted breakfast club	E & A
Equipment for lessons	E & A
Additional reading scheme library books or access to tablets for speech and communication apps	C & E

Amount of pupils in Key Stage 3	Year 7	Year 8	Year 9
	Pupils 7	Pupils 5	Pupils 8

Proposed Spending	Reference
Parent Liaison	C E T A
SALT sessions	C & E
Targeted interventions – Year 7 Catch Up	C & E
Targeted interventions –	C & E
school jumpers per academic year	E & A

PE Kit	E & A
STAR reader Resources	C & E
Daily snacks and water	C & E
Cooking resources	E & A
Targeted breakfast club	E & A

Amount of pupils in Key Stage 4	Year 10	Year 11
	Pupils 11	Pupils 6

Proposed Spending	Reference
Parent Liaison	C E T A
SALT sessions	C & E
Targeted interventions	C & E
school jumpers per academic year	E & A
PE Kit	E & A
Daily snacks and water	C & E
Cooking resources	E & A
Targeted breakfast club	E & A

### **Monitoring and Impact Evaluation**

As part of our commitment to ensuring accountability we undertake regular monitoring and evaluation as follows:

- Data analysis
- Pupil progress meetings
- Moderation of assessment
- Learning walks
- Learning discussions with pupils about their work
- Support and challenge for individual teachers
- Regular external quality assurance
- Annual Pupil Premium reviews
- ½ termly meetings with interventions team