

Pupil premium strategy statement – Penrice Academy

This statement details our school's use of pupil 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	1410
Proportion (%) of pupil premium eligible pupils	24.7%
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)	2024-2027
Date this draft statement was published	04/11/2024
Date that final statement will be published	18/11/2024
Date on which it will be reviewed	01/09/2026
Statement authorised by	Tanya Coleman, Head of School
Pupil premium lead	Kirsty Taylor, Assistant Headteacher
Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£356,750

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all our students are successful academically, socially and emotionally, have a deep sense of belonging within our school community, and have the character traits to be successful in life beyond Penrice. We are deeply ambitious and our aim is for our pupil premium students to exceed academic outcomes of national non-pupil premium students and for the attainment gap to diminish between Penrice non-pupil premium students, thus providing these students with a passport to fulfil their aspirations and ambitions.

Across our three-year strategy we will focus on the key challenges that are preventing pupils from high attainment. The approach will be informed by data to diagnose challenges and plan interventions, ensuring we are responsive to both commonly diagnosed challenges and our pupils' individual needs, rather than assumptions about the impact of disadvantage. At Penrice Academy, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all students can achieve.

The focus of the pupil premium strategy is to provide an exceptional curriculum for all, alongside high-quality teaching and learning, ensuring that all of our students make exceptional progress. High quality teaching for all is at the heart of what we do; we have exceptionally high expectations for all our students, and the highest expectation of all students to fulfil their potential. We will support and mentor pupil premium students that need additional help so that all students, irrespective of background, can achieve their potential.

Reading is integral to our strategy to support pupil premium students to progress, because research shows that without a broad and rich vocabulary and the ability to read fluently, students struggle to access the full curriculum and to reach their academic, social or emotional potential.

Our local context means that some of our pupil premium students may not have had a broad range of cultural experiences. We want to enrich the lives of our pupil premium students, ensuring that all Penrice students are actively engaged in enrichment opportunities which broaden horizons and develop cultural capital through the opportunities which we provide throughout their time with us at Penrice.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p><i>Pupil premium attendance for 2024-25 was 89.35 %, whilst non-PP attendance was 95.07 %, a gap of 5.72 %. PA was 7.15 % for PP students, 0.9% lower than non-PP students.</i></p> <p><i>Pupil premium attendance for 2023-24 was 89.6%, whilst non-PP attendance was 94.8%, a gap of 5.2%. PA was 36% for PP students, 24% higher than non-PP students. Attendance is our highest priority, as if our students are not in school then they cannot experience our exceptional offer. Through hard and soft data collected we recognise there are a number of push and pull factors impacting this, including social challenges and caring responsibilities.</i></p>
2	<p>Basics Attainment</p> <p><i>2024-2025 -Our 2025 outcomes show a clear gap between PP and non-PP outcomes for English and Maths at 4+ and 5+. 59.1 % of non-PP students achieved 9-5 in English and Maths, compared with 26.3% of PP, a gap of 35.5%. 80.5 % of non-PP students achieved 9-4 in English and Maths, compared with 50.9 % of PP, a gap of 29.6 %.</i></p> <p><i>2023-24 -Our 2024 outcomes show a clear gap between PP and non-PP outcomes for English and Maths at 4+ and 5+. 57.5% of non-PP students achieved 9-5 in English and Maths, compared with 33.3% of PP, a gap of 24.2%. 80.7% of non-PP students achieved 9-4 in English and Maths, compared with 51.5% of PP, a gap of 29.2%.</i></p>
3	<p>Controlled Assessment</p> <p><i>2024-2025 PP students in Btec coursework subjects had a progress gap between non-PP students of 0.9 , those in GCSE subjects with a coursework element had not gap and the gap from Level 2 subjects was 1.05 . Male students had an SPI of -0.58 in Btec, -0.36 in GCSE and -0.08 in Level 2 subjects with coursework elements.</i></p> <p><i>2023-24 -PP students in Btec coursework subjects had a progress gap between non-PP students of 0.24, those in GCSE subjects with a coursework element a gap of 0.74 and the gap from Level 2 subjects was 0.36. Male students had an SPI of -0.32 in Btec, -0.73 in GCSE and -1.03 in Level 2 subjects with coursework elements.</i></p>
4	<p>English Literature</p>

	<p>2024-2025 Hard data as shown through our results for English Literature show that PP students achieved progress of -0.46 compared with 0.10 for non-PP, a gap of 0.56. Male PP student progress in English Literature was -0.56, compared with 0.21 for female students, a gap of 0.77. The gap in English Language, is also 0.77. We believe again that there are many factors which have led to this gap, including the cultural capital needed to access the questions, alongside the literacy demands, including reading, writing and vocabulary.</p> <p>2023-24 - Hard data as shown through our results for English Literature show that PP students achieved progress of -0.39 compared with 0.17 for non-PP, a gap of 0.56. Male PP student progress in English Literature was -0.81, compared with 0.15 for female students, a gap of 0.96. The gap in English Language, by comparison, is 0.25. We believe that there are many factors which have led to this gap, including the cultural capital needed to access the questions, alongside the literacy demands, including reading, writing and vocabulary.</p>
5	<p>Enrichment</p> <p>2024-25 New additions to our enrichment have been developed this year to facilitate access to activities during the school day.</p> <p>2023 – 24 Whilst 100% of our students take part in our universal enrichment offer, across 2023-24 65% of pupil premium students took part in ‘opt-in’ enrichment, compared with 72% of non-PP students. Our ambition is for our PP students to engage in our enrichment offer more than our non-PP students.</p>

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
Improve PP attendance and reduce PP PA.	For the year on year attendance gap between PP and non-PP students to decrease and be as close to zero as possible.
Improve Basics outcomes at 4+ and 5+.	PP Basics attainment to reach 77% at 4+ and 57% at 5+, in line with our school KPIs.
Improve Controlled Assessment outcomes for PP students.	For the year on year controlled assessment outcomes gap between PP and non-PP students to decrease and be as close to zero as possible.
Improve English Literature outcomes for PP students.	For the year on year English Literature outcomes gap between PP and non-PP students to decrease and be as close to zero as possible.
Improve enrichment participation of PP students	For the year on year opt-in enrichment gap between PP and non-PP students to decrease and be as close to zero as possible.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 225780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole-Staff CPD</i></p> <ul style="list-style-type: none"> <i>Routines for Success – classroom routines and expectations</i> <i>Adjustive Teaching</i> <i>Questioning – cold calling, mini-whiteboards</i> <i>ML CPD on precision planned curriculums and curriculum conversations</i> <i>Providing cover for staff PD</i> 	<ul style="list-style-type: none"> Classroom management strategies and routines positively impact classroom behaviour Improving Behaviour in Schools EEF Oral Language interventions - +6 months Oral language interventions EEF EEF 5-a-day – adaptive teaching Special Educational Needs in Mainstream Schools EEF EEF blog: The Five-a-day approach: How the EEF can support EEF Feedback, including effective questioning and mini-whiteboards - +6 months Feedback EEF Building component knowledge over time – curriculum intent central to this EEF Blog: What do we mean by 'knowledge rich' anyway? EEF (educationendowmentfoundation.org.uk) A focus on inclusion has a positive impact on belonging 2. Build a culture of community and belonging for pupils EEF 	<p>1, 2, 3, 4</p> <p>1, 2, 4, 5</p> <p>1, 2, 3, 4</p> <p>2, 3, 4</p> <p>1, 2, 3, 4</p> <p>1, 5</p>
<p><i>Quality Assurance focus from SLT and Middle Leaders</i></p>	<ul style="list-style-type: none"> Supporting and developing staff is a key part of implementing change 	<p>1, 2, 3, 4</p>

<ul style="list-style-type: none"> Targeted lessons, specific focuses e.g. PP 	A School's Guide to Implementation EEF	
<p><i>Curate and Narrate</i></p> <ul style="list-style-type: none"> SEND support plan guidance added to seating plans. More than 30% of our PP students are also on the Record of Need. 	<ul style="list-style-type: none"> EEF 5-a-day – adaptive teaching <p>Special Educational Needs in Mainstream Schools EEF</p> <p>EEF blog: The Five-a-day approach: How the EEF can support EEF</p>	1, 2, 3, 4
<p><i>Reading and Literacy</i></p> <ul style="list-style-type: none"> Whole-school focus on reading and vocabulary, to develop a love of reading Tutor reading for Years 7-10 Reading Recovery Bespoke curriculum for those students with lowest literacy New library to further support reading – PP priority with library interventions, free books 30% Reading Recovery Lead Teacher (TLR)- 'Speak like a...' focus on tier 3 vocabulary 	<ul style="list-style-type: none"> Positive impact of reading comprehension strategies and reading recovery <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 2, 3, 4, 5
<p><i>English Additional Teacher contribution</i></p> <p>Literacy intervention (1:1, small group work with HLTA and additional English staffing)</p>	<p>Small group literacy support can have a positive impact on closing the vocabulary gap.</p> <p><i>EEF Toolkit:</i></p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
<p><i>Maths Additional Teacher contribution</i></p> <p>Additional intervention and small group work with HLTA and additional Maths staffing</p>	<p>Small group maths support can have a positive impact on closing the attainment and progress gaps in Maths.</p> <p><i>EEF Toolkit:</i></p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2

<p><i>English HLTA</i></p> <ul style="list-style-type: none"> Literacy intervention (1:1, small group work with HLTA and additional English staffing) Reading recovery 	<p>Small group literacy support can have a positive impact on closing the vocabulary gap.</p> <p><i>EEF Toolkit:</i> Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
<p><i>Maths HLTA</i></p> <p>Additional intervention and small group work with HLTA and additional Maths staffing</p>	<p>Small group maths support can have a positive impact on closing the attainment and progress gaps in Maths.</p> <p><i>EEF Toolkit:</i> Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2
<p><i>30% FPC staffing contribution</i></p> <ul style="list-style-type: none"> Additional support for KS4 students 	<p>Behaviour interventions can positively impact both academic attainment but also social and emotional health.</p> <p><i>EEF Toolkit:</i> Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
<p><i>30% LPC staffing contribution.</i></p> <ul style="list-style-type: none"> Behaviour intervention unit for KS3 set up for students who needs with additional SEMH needs, including PP students. 	<p>Behaviour interventions can positively impact both academic attainment but also social and emotional health.</p> <p><i>EEF Toolkit:</i> Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 64,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>6 x Pupil Premium Leads (TLR)</i></p> <ul style="list-style-type: none"> 1:1 mentoring, coaching and advocacy of 	<p>Providing 1:1 mentoring and support is invaluable for our pupil premium students, both developing motivation alongside core learning and character virtues.</p>	1, 2, 3, 4, 5

highest priority pupil premium students	<i>EEF Toolkit:</i> Mentoring EEF (educationendowmentfoundation.org.uk)	
<i>PP tutor time interventions</i> <ul style="list-style-type: none"> • <i>Whole-cohort</i> • <i>Targeted e.g to ambition, work experience, revision</i> 	Various, depending on intervention e.g. evidence behind effective revision etc.	1, 2, 3, 4, 5
<i>PP English and Maths mentoring</i> Over 20 targeted PP students in Year 11 have been assigned a mentor across this year	Ensuring that mentoring continues across the academic year is key, as highlighted in the EEF guidance/toolkit (+2 months – more so for disadvantages students) Mentoring EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
<i>Attendance Clinics</i> Structured intervention for lowest attenders	Responsive interventions to targets individual causes of low attendance: <i>EEF Attendance Interventions Assessment, March 2022</i>	1
<i>10% PSM salary contribution x5</i> <ul style="list-style-type: none"> • Attendance clinics • 1:1 pastoral mentoring and support 	Mentoring EEF (educationendowmentfoundation.org.uk) <i>EEF Attendance Interventions Assessment, March 2022</i>	1, 5
<i>Homework Club</i> <ul style="list-style-type: none"> • Mon-Thurs after school • Fully staffed to offer support 	<i>EEF Teaching and Learning Toolkit - Homework</i>	1, 2, 4, 5
<i>SEND keyworkers 10% staffing contribution</i> <ul style="list-style-type: none"> • Provide support for students on RoN, 30% of whom are also PP 	<ul style="list-style-type: none"> • EEF 5-a-day – effective use of SEND keyworkers Special Educational Needs in Mainstream Schools EEF	1, 2, 3, 4, 5
<i>Summer School - 50% payment contribution</i> 3 days of academic and pastoral activities and support for Year	<ul style="list-style-type: none"> • EEF Summer School - +3 months Summer schools EEF	1, 5

6s joining us in September.		
<p><i>Coursework tracker</i></p> <p>This tracker allows early identification of students who are at risk of underperforming, allowing us to put interventions in place before school, after school and in school holidays</p>	<ul style="list-style-type: none"> Once students are identified, we can support in small group catch up sessions <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	3

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

Budgeted cost: £ 68,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equipment and uniform for pupil premium students provided wherever needed. We provide free revision guides for every subject to all students in Years 10 and 11.	<p>Removing the poverty gap is crucial within a school setting.</p> <p><i>EEF Toolkit:</i></p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1
Rewards for attendance – fortnightly and termly	<p>There is some evidence that rewards can encourage positive attendance.</p> <p><i>EEF Toolkit:</i></p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1
<p>Enrichment for pupil premium students</p> <ul style="list-style-type: none"> Fully funded 	<p>Providing equity of opportunity is important for pupil premium students and this allows us to do this through our enrichment offer.</p>	1, 5

<ul style="list-style-type: none"> • Part-funded • Additional opportunities 	<p><i>EEF Toolkit:</i> Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Meet and Greet (free breakfast) for pupil premium students</p> <ul style="list-style-type: none"> • Regulation • Enrichment 	<p>There is evidence that breakfast clubs can support student attendance, wellbeing and attainment.</p> <p><i>EEF Toolkit:</i> Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk) – Primary Schools</p>	1, 2, 3, 4, 5
<p>Parental engagement</p> <ul style="list-style-type: none"> • Eligibility letter • Information Evenings • PP Lead relationships 	<p>There is evidence that strong parental relationships can support academic attainment, attendance and completion of homework.</p> <p><i>EEF Toolkit:</i> Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Working with Parents to Support Children's Learning EEF</p>	1, 2, 3, 4, 5
<p>Music lessons for pupil premium students</p>	<p>There is evidence that Arts participation approaches can have positive impacts on the wider curriculum.</p> <p><i>EEF Toolkit:</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 5

Total budgeted cost: £ 358,504

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A8 average outcomes as no KS2 data.

Overall Progress: A8 = 50.83

PP boys: A8 = 44.73

PP girls: A8 = 36.65 (only 24 students)

PP vs. non-PP gap: A8 gap = 12.83

Basics 5+ English and Maths = 26.3% (gap of 32.8%)

Basics 4+ English and Maths = 50.9% (gap of 23.3%)

Eng Lit 4+ PP = 54.4% (gap of 30.6%)

Eng Lang 4+ PP = 54.4% (gap of 27.8%)

Maths = 4+ PP = 63.2% (gap of 21.4%)

Subjects with a coursework element:

- Btec gap = 0.92
- GCSE gap = 1.31
- Level 2 gap = 1.05

Evaluation of PP 2024 outcomes (from SISRA, unvalidated)

Overall Progress = 0.13 (national average = -0.43)

PP boys = -0.17 (vs. 0.24 non-PP boys)

PP girls = 0.51 (vs. 0.56 non-PP girls)

PP vs. non-PP gap = 0.26 (national average = 0.61)

Our overall 2024 results for pupil premium students was broadly positive. Whilst overall progress showed a decline from 2023 (where it was 0.25) the PP vs. non-PP gap has decreased from 2023 (where it was 0.35). This cohort had a challenging start to life at Penrice through Covid and so it is pleasing to see that the PP gap has decreased. However, our ambition is for our PP students to achieve at least as well as our non-PP students, so we will strive to close this gap and increase our PP outcomes moving forwards.

A focus of our 2021-24 strategy was our overall progress figures for PP students. One KPI was having a positive progress 8 for these students, which we are pleased to have achieved. However, the gap is larger than our target and it is at the forefront of our minds to close this.

Basics 5+ English and Maths = 33.3% (gap of 24.2%)

Basics 4+ English and Maths = 51.5% (gap of 29.2%)

English Literature = -0.39 for PP vs. 0.17 for non-PP

English Language = 0.05 for PP vs 0.3 for non-PP

Maths = 0.05 for PP vs. 0.32 for non-PP

We are drive to close the Basics gap, which is currently too high. The biggest driver of this is English Literature where there is a gap of 0.56 (the highest of Maths, English Language and English Literature). Within that, PP boys progress for English Literature was -0.81 compared with 0.15 for girls. Identifying reasons for this gap and closing it is a key priority in our PP strategy this year.

A focus of our 2021-24 strategy was our PP progress in English and Maths. Whilst having a positive progress figure for English Language and Maths is pleasing and shows strong progress, the progress for English Literature did not meet our target and is a priority as we begin our 2024-27 strategy.

Subjects with a coursework element:

- Btec gap = 0.24 (boys SPI was -0.32)
- GCSE gap = 0.74 (boys SPI was -0.73)
- Level 2 gap = 0.36 (boys SPI was -1.03)

The gap between our PP and non-PP students is pronounced in almost all subjects which have a coursework element. This is especially the case for male students. Identifying reasons for this gap and closing it is a key priority this year.

Attendance (using FFT Attendance Tracker)

- *Pupil premium attendance for 2024-25 was 89.35 %, whilst non-PP attendance was 95.07 %, a gap of 5.72 %.*
- *PA was 7.15 % for PP students,*
- *0.9% lower than non-PP students.*

- Pupil premium attendance for 2023-24 was 89.6%, whilst non-PP attendance was 94.8%, a gap of 5.2%.
- PP attendance was 4.1% above national and 6.8% above the South West average.
- Our lowest attending year group was Year 9, with 87.2% attendance.
- PA was 36% for PP students, 24% higher than non-PP students.
- PA was 9% below the national average and 15% below the South West average for PP students

Our 2021-24 strategy targets for attendance were not met last year, where we aimed to have attendance above the national average for non-PP students. Last year, the gap between PP attendance at our school and non-PP attendance nationally was 2.8%, which demonstrates the work still needed to ensure our PP student attendance continues to improve.

Behaviour

Across 2023-24, 35.8% of all points accrued were from PP students, which is disproportionately high. Whilst we believe in having high expectations for all students and supporting all students to reach these, we will continue to work hard to support our PP students to regulate their behaviour. 22% of 4-point offences were from PP students, which is proportionate.

Enrichment

We have worked incredibly hard to widen our universal enrichment offer. All students at Penrice have the opportunity to go to the theatre, visit an art gallery, visit local businesses, enjoy a Year 7 CEW experience, have free music lessons and much more. However, we have a 7% gap between PP and non-PP students' opting in to enrichment opportunities and this is something we are ambitious to improve.

Externally provided programmes

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

Programme	Provider
Oracy – Discover Oracy Classroom Practice	Voice 21

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We support our service children equally to all other PP students through teaching strategies, targeted academic support and wider support. We know who are service children are and provide additional support through our PP Leads and PSMs who support these students pastorally, especially when parents/carers might be away from home or there are worrying news stories. We provide a 'Service Child Lunch' each term, where service children and staff who have been involved in or have experience of the forces, share a lunch, socialise and offer support.

The impact of that spending on service pupil premium eligible pupils

The impact on these students is strong, as demonstrated by their attendance and engagement in lessons. When we conducted student voice, these students shared that they were grateful for the support offered through the lunch and more widely.