

## Overview

The Pupil Premium is an allocation of money to schools to help narrow the gap in achievement between disadvantaged students (particularly those who have been eligible for free school meals in the last six years) and other students.

## School Pupil Premium context

Penrice Academy is a larger than average 11-16 mixed comprehensive school with 1400 pupils on roll. The proportion of students eligible for the pupil premium is below average. Approximately 21% (292 students) are declared eligible for Pupil Premium funding against a national average of 28.7%. The number of pupils with special educational needs has grown significantly in recent years with 11.9% either supported by Sen Support or with a statement of SEN. These figures are broadly in line with national averages. Pupils in Year 7 come from more than 15 feeder primaries and the school is heavily oversubscribed. There are 0.4% (5 students) of students in the school who are children in care, 1.3% (18 students) in the school who are from service families and there are 0.3% (4 students) adopted from care. Students who attend the school do not attend any off-site alternative provision. In 2015/16 the academy received £300,000 Pupil Premium funding.

## Pupil Premium funding and principles

### Funding:

The decision as to how to spend the Pupil Premium is up to individual schools to decide as per the following guidance quoted from the DfE website:

*'Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provisions should be made for the individual pupils within their responsibilities'* (Source DfE Website)

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for FSM and their wealthier peers by ensuring that funding to tackle disadvantage reaches pupils who need it most. The level of the premium in 2015-16 is £935 for pupils in years 7 to 11 recorded as Ever 6 FSM, £1,900 for looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority and £1,900 for 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 arrangements order or a residence order

At Penrice Academy we fully support the thinking behind the Pupil Premium and believe that the best way for disadvantaged pupils to achieve is to be in a school with high expectations, a strong ethos of achievement, and, above all, one in which high quality teaching and learning flourishes. When this general positive climate for learning is allied with targeted support, then the progress rates for disadvantaged groups accelerates.

We are fully committed to the drive to promote social mobility and therefore have high quality tracking systems in place to monitor this and all groups of learners. Our rounded assessments (using KS2 scores, MIDYis, Reading Age and Spelling Age scores and the qualitative data we gather from staff, parents and pupils themselves) enable us to ensure that FSM learners are put on to accelerated and aspirational trajectories in order that they make more than expected progress. This is designed so that, if appropriate, they are well placed to access Further Education, Higher Education and become first generation graduates in their families. The Pupil Premium enables us to remove barriers to learning which may impede progress such as lack of wider enrichment opportunities, exposure to Standard English and academic language and financial constraints in relation to purchasing school uniform or going on trips. In the classroom, styles of teaching which accelerate progress, such as effective feedback, are put at the forefront of teachers' professional development. A suite of study support and early reading and numeracy intervention, is in place to ensure PP learners who have fallen behind can make progress. All work is driven by a strong commitment to social justice and the achievement of all groups.

## Principles:

Our use of the Pupil Premium is covered by the following principles:

- Ensuring that teaching and learning opportunities meet the needs of all our children.
- Targeting our support specifically on raising academic attainment whilst accepting that self-esteem and self-worth contribute significantly to this goal.
- Using evidence based approaches (such as Sutton Trust report, the work of Professor John Hattie) to inform practice.
- Ensuring that the classroom is the main focus of effort rather than an over reliance on extra-curricular interventions.
- Ensuring a range of that data is gathered, shared, tracked and used to inform teaching and targeted interventions.
- Ensuring that teaching is well designed to ensure rapid and sustained progress.
- Ensuring that effective feedback enables learners to know their next steps in making progress.
- Ensuring that PP learners benefit from all school wide activities as well as from discrete and bespoke interventions.

In making provision for disadvantaged children, we recognise that not all children who receive Pupil Premium funding will in fact be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals.

## Priorities for Penrice Academy are:

- To narrow the disadvantage gap by addressing inequality and raising the attainment of children so that all disadvantaged students, including the most able, meet or exceed expected levels of progress.
- For all disadvantaged students to be successful learners, provided with timely and accurate feedback on their learning and given additional support where required, particularly to develop their literacy, reading and mathematical skills.
- To increase the proportion of students for whom reading age is in line with chronological age.
- To provide extensive pastoral, social and emotional support for students with particular needs.
- To provide support required to improve attendance so that all disadvantaged students will have outstanding attendance (96%+)
- To facilitate provision of a personalised curriculum.
- To maintain a minimal number of pupils categorised as NEET (not in education, employment or training).

## Challenge the Gap: Using Pupil Premium Funding to impact effectively at Penrice Academy

Impact of the 2015-16 expenditure on students eligible for Pupil Premium.

62 students were eligible for the Pupil Premium

59.7% gained 5 GCSEs with English and Maths - compared with 78.2% for the cohort as a whole

The Progress 8 Score for students entitled to Pupil Premium funding was 0.08, compared to 0.22 for the cohort as a whole.

The Attainment 8 Score for students entitled to Pupil Premium funding was 48.39, compared to 55.24 for the cohort as a whole.

The English and Maths Basic Measure Score for students entitled to Pupil Premium funding was 62.9%, compared to 81.1% for the cohort as a whole.

86.9% gained 3 levels of progress in English - compared with 94.6% for the cohort as a whole.

47.5% gained 4 levels of progress in English - compared with 62.3% for the cohort as a whole.

60.7% gained 3 levels of progress in Maths - compared with 73.5% for the cohort as a whole.

21.3% gained 4 levels of progress in Maths - compared with 24.5% for the cohort as a whole.

# Challenging the Gap: Using Pupil Premium effectively

Penrice Academy: 2016/2017

## Use of the Pupil Premium in 2016/2017 and plans for the next academic year

Penrice Academy was allocated £300,000 Pupil Premium funding for the academic year 2016/2017 in addition to the main school budget. We also use significant amounts of the main school budget to support various groups of young people including SEND, EAL and LAC. The school firmly believes in one size does not fit all and has at the heart of its ethos the desire for pupils to develop as individuals who succeed in a collective society. It is impossible to isolate just one intervention as having a greater impact.

The profile of the Pupil Premium group in 2016-17 is:

| Year  | Cohort | PP Female | PP Male | Total | Percent |
|-------|--------|-----------|---------|-------|---------|
| 7     | 290    | 31        | 31      | 62    | 20.7%   |
| 8     | 289    | 26        | 31      | 57    | 19.7%   |
| 9     | 283    | 24        | 31      | 55    | 19.4%   |
| 10    | 289    | 22        | 36      | 58    | 20%     |
| 11    | 270    | 23        | 37      | 60    | 22.2%   |
| Total | 1421   | 126       | 166     | 292   | 20.4%   |

# Challenging the Gap: Using Pupil Premium effectively

Penrice Academy: 2016/2017

## Financial Breakdown 2016/17

|                                   |  |  |
|-----------------------------------|--|--|
| <p><b>Curriculum Staffing</b></p> | <ul style="list-style-type: none"> <li>• One lesson for all staff to dedicate time to focus on disadvantaged students – this includes marking, feedback, planning and at points, intervention.</li> <li>• With 43% of our children on the Record of Need being disadvantaged some funding is used to provide our SEN specialists.</li> <li>• Additional funding has been spent in English on a full time intervention teacher, and two HLTA roles. One supporting the intervention teacher, the other working with students on a one to one basis. We have several literacy programmes in operation as well as using Read, Write, Inc, to raise student reading ages and there is evidence to support the impact of these programmes. The work of these staff has been so successful; it has now expanded to covering humanities subjects.</li> <li>• We employ a full time teacher of SEN and offer an after school homework club where students can receive additional support. This is targeted at our disadvantaged students.</li> <li>• In Maths we employ an intervention teacher who is again supported by an HLTA. There are regular after school intervention groups run by the progress and curriculum lead and students enjoy learning using the Mathematics programme.</li> <li>• All students are identified for intervention through the school data systems which identifies Pupil Premium students and other vulnerable groups for priority support.</li> <li>• A numeracy programme running for all Year 7 and 8 students in tutor time, another tool used to target underperformance in Pupil Premium students.</li> <li>• Another outlay of curriculum pupil premium funding goes towards staffing our Forest School. They provide NCON qualifications and the Duke of Edinburgh to a large proportion of our Pupil Premium students in Key Stage 4. The students learn practical skills such as path making, dry stone wall building and fencing, as well as outdoor survival skills such as cooking over an open fire and shelter building. We have found this form of outdoor learning very beneficial as one part of what is a more academic curriculum for the rest of the week.</li> <li>• We have a good working relationship with Cornwall College, based in St Austell. This year we have started a peer mentoring programme, which has had overwhelming success. A Level students have worked in our Learning Inclusion Centre on a Wednesday afternoon, they have played a key role in progressing these students in Literacy, Maths and Science and have raised student aspiration by being exemplary role models.</li> <li>• During tutor time we have put in additional intervention classes for Year 11 students. These are run by specialist members of staff in English, Maths and Science for our disadvantaged students. Each department has also completed a detailed Pupil Spending Review.</li> <li>• Identified students are part of the accelerated reader programme to increase reading age in line with chronological age.</li> </ul> | <p>Total allocated to curriculum staffing<br/>£183,900</p> |
|-----------------------------------|--|--|

# Challenging the Gap: Using Pupil Premium effectively

Penrice Academy: 2016/2017

|                                     |   |  |
|-------------------------------------|---|--|
| <p><b>Student Support</b></p>       | <ul style="list-style-type: none"> <li>• Revision booklets and other exam revision materials provided for students as required.</li> <li>• Revision sessions after school, during half terms and the Easter holidays.</li> <li>• Transport is made available when required or requested.</li> <li>• Homework club every night after school for an hour, staff present to support students in need with homework, extended learning tasks and revision.</li> <li>• Booster classes for the most able students and the financing of University taster days and attendance at student conferences focusing on getting into the top universities.</li> <li>• A cookery class runs once a week – Specifically for boys attracting the Pupil Premium Funding</li> <li>• Resources provided to Art and Technology students</li> <li>• Music lessons and instruments provided to all Year 7 Pupil Premium students</li> <li>• A Year 6 – 7 transition summer school operating during the summer holidays</li> <li>• Raising Achievement Group - A mentoring programme for Year 11 Pupil Premium students who are at risk of not achieving 3 levels of progress and/or 5 GCSEs including English and Maths.</li> <li>• We provide uniform for students in need, provide bus passes, subsidise curriculum based trips, cookery materials, supporting students playing a high level of sport - all as funds permit and needs arise.</li> </ul>   | <p>Total allocated to student support<br/>£20,000</p>        |
| <p><b>Intervention Staffing</b></p> | <ul style="list-style-type: none"> <li>• An Assistant Principal leads on Disadvantaged outcomes.</li> <li>• A Pupil Premium Co-ordinator is employed to coordinate all interventions, liaise with all stakeholders and drive the closing of the gap between disadvantaged and non-disadvantaged groups.</li> <li>• Heads of Year have additional time to track, support and ensure progress of disadvantaged students.</li> <li>• Attendance Officer – partly subsidised by the funding.</li> <li>• We employ a pastoral support manager and 5 full time non-teaching assistant heads of year. Assistant Heads of Year ensure attendance, parental engagement and reduction of exclusions for all disadvantaged students. The pastoral support manager works alongside each Head of Year and have proved invaluable in providing pastoral, social and emotional support to vulnerable and disadvantaged students. They provide a regular contact point for parents, including the Take 3 parenting project, provide additional counselling, support young carers, work with outside agencies and run interventions on restorative justice and behaviour management. They intervene with specific groups of students regarding attendance, bereavement and raising self-esteem. They also have an overview of all the interventions going on for Pupil Premium students within their year groups.</li> <li>• Since January 2014 we have employed a careers advisor for three days a week, working with all students, but with a focus on vulnerable groups particularly in Years 9, 10 and 11. She organises all students in Year 10 and 11 to have an individual interview and attends parent consultation evenings and careers fayres in school. She attends on GCSE results day and is available to students, parents and staff. She supports students too unwell to attend school and continues to work with students beyond the point at which they have a settled path post 16 and follows up in the early stages of their post 16 placement.</li> </ul> | <p>Total allocated to intervention staffing<br/>£155,800</p> |

# Challenging the Gap: Using Pupil Premium effectively

Penrice Academy: 2016/2017

|                          |  |  |
|--------------------------|--|--|
|                          | <ul style="list-style-type: none"> <li>We staff a Learning Inclusion Centre (LIC), dedicated to vulnerable and disadvantaged students at key stage 4. Here students are able to catch up on coursework in all subject areas, receive additional literacy and numeracy support and some receive a personalised curriculum. There is intensive careers advice, NEETs mentoring, college transition visits organised, work placements arranged and an opportunity to gain level 2 qualifications.</li> <li>Our children in care are supported by a full time member of support staff. She works continuously with outside agencies regarding these students and as well as making sure they progress in subject areas as they should, she ensures these students have the same positive experience at school as other students. Some examples of her work with external agencies include; a boot up project with Falmouth University, The Jolt Project and a close liaison with Cornwall College. She regularly engages with carers and accompanies them to meetings and events.</li> </ul> |  |
| <b>School Counsellor</b> | <ul style="list-style-type: none"> <li>We have a school councillor who works with students in need and their families if required. She has a waiting list and students have to be prioritised with a weighting given to vulnerable and disadvantaged students.</li> </ul>  | Total allocated to counselling £12,000 |

The total number of targeted students in 2016/17 is 292. Intervention for each student is decided on an individual, needs led basis. This means that students are able to benefit from more than one intervention at any one time.

In 2016/17 the academy received £280,675 Pupil Premium Funding

## Review of the Pupil Premium in 2016/2017 and plans for the 2017/2018 academic year

The review of the pupil premium strategy will start in April 2017 and be reviewed again in August 2017 following the publishing of examination results to ensure the best spend of Pupil Premium funding to impact of student progress.