

Pupil Premium Strategy – Penrice Academy 2020-21

1. Summary information					
School	Penrice Academy				
Academic Year	2020 – 2021	Total PP budget	265,960	Date of most recent PP Review	March 2021
Total number of pupils	1410	Number of pupils eligible for PP	303 (64 SEN)	Date for next internal review of this strategy	01/09/21

2. Current attainment		
2019 DATA USED – Outcomes did improve in 2020	Pupils eligible for PP at Penrice Academy	Pupils not eligible for PP at Penrice Academy
Progress 8 score average	-0.07	0.58
Attainment 8 score average	41.17	54.93

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Reading Age Levels – Poor Literacy Skills
B.	Outcomes in English, Humanities and the Open Bucket
C.	Percentage of EBACC Entry
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	i Attendance – Both Overall Percentages and Persistent Absence
	ii Parental Engagement
	iii Exclusion Rates – Incidence and Number of Days
	iv SEN

4. Intended Outcomes		Success criteria
A.	Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils. Particular focus needs to center around the students love of reading and improving literacy levels across all year groups and every ability level.	Students eligible for PP make as much progress in English and Maths as Non PP students so that 85% or above are on track for making at least expected progress by the end of KS4.
B.	Progress in all other subjects for students eligible for PP at KS4 is in line or exceeds that of other pupils. With a focus in Geography, History and the Open Bucket.	Students eligible for PP make as much progress in all other subject areas as Non PP students so that 85% or above are on track for making at least expected progress by the end of KS4. The overall target for PP Students in August 2021 is 0.3.
C.	Engagement with Learning and the Raising of Aspirations for ALL PP students is enhanced.	Students eligible for PP are fully engaged in learning and have the highest aspirations for future pathways post KS4 into education, employment or training. No child is left NEET. Students eligible for PP experience a range of bespoke opportunities to raise aspirations relating to education, employment and work related learning from KS3.
D.	Increase engagement of PP Parents.	Parents of students eligible for PP engage fully with the school to support progress of their child. Attendance at parents' evenings and other academic school events increases.
E.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves to 96% in line with 'other' pupils. Relevant Case Studies to be completed.
F.	Reduce the exclusion rates of PP students	Continued implementation of an internal exclusion room. Students given additional support and guidance from senior staff. Relevant Case Studies to be completed.

5. Planned expenditure

Academic year

2020/21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of Teaching for All

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.</p> <p>And in addition -</p> <p>Progress in all other subjects for students eligible for PP at KS4 is in line or exceeds that of other pupils.</p>	<p>Year Leads appointed to monitor pupil progress within a specific year group and inform and monitor strategies to improve attainment.</p> <p>2 have been deployed to Year 11, due to the importance of the final year.</p> <p>2 are also deployed to each Year 7, 8 and 9 due to the numbers of PP students in these year groups.</p>	<p>Within the context of a large school there is a need to be able to monitor progress and drive whole school improvement within each year group.</p> <p>PP Year Leads have the ability to focus within their year group and allows for informed discussions on PP progress and individual pupil needs to assist inform teaching and learning approaches.</p>	<p>Fortnightly and Weekly meetings of PP Leads to ensure consistency of expectations regarding quality first teaching of PP students.</p> <p>Each Year Group are Tiered using several indicators. Staff work with a cohort of students each half term who need it the most. This is done alongside the HOY, SEN Team and Pastoral Managers.</p> <p>A middle manager also has responsibility for PP outcomes in their faculty area.</p> <p>Small teaching groups in the Learning Inclusion Centre.</p> <p>First marking policy for PP students.</p>	RC	December 2020

<p>Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.</p>	<p>Additional teacher in English and Maths employed to create extra classes in Year 10 and 11 in English and Maths.</p>	<p>The ability for students to receive additional coaching and time within classes will result in increased understanding and attainment. Creating an extra class for English and Maths in Years 10 and 11 results in smaller class sizes and greater focus on individuals not making expected progress.</p>	<p>Thorough consultation of SLT and HODs (English & Maths) in the creation and implementation of this system. Students eligible for PP where carefully selected for each class based on prior attainment and progress as well as choosing the 'most appropriate teacher' for their learning needs. Ongoing learning walks ensure good teaching and learning practice is in place.</p>	<p>RC</p>	<p>December 2020</p>
<p>A review of our whole school approach to Student Reading.</p>	<p>Students to develop a love of reading. Literacy levels improve and students are able to access examination questions.</p>	<p>As a school we believe this still to be a huge barrier for our students – particularly the disadvantaged.</p> <p>A number of our PP students are unable to access exam material and answer questions due to not being able to read or understand what is being asked of them.</p>	<p>A full review of our reading strategy. Including the English Curriculum, All Subject Areas and Tutor Time.</p>	<p>LG, JO and PJ</p>	<p>December 2020</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£145,426</p>

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.	HTLAs in English (x2) and Maths (x2) are funded through the PP budget and timetabled to work with students eligible for PP funding who are not making expected progress.	The ability for students eligible for PP funding to receive additional 1:1 support and small group coaching and extraction will result in increased attainment within English and Maths	HODs (English & Maths) organise timetable to ensure staff delivering provision are targeting the students eligible for PP funding who are not making expected progress. There is ongoing data analysis to ensure expected progress is being made.	RC with Head of English and Maths	Ongoing
Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.	Weekly Year 11 small group sessions in maths and English for PP and high-attaining students with HOD or equivalent, replacing tutor time or assembly.	Sessions target students in small groups to address areas of misconceptions. Resources and staffing provided in part through PP budget.	HODs (English & Maths) identify groups based on prior achievement with priority given to students eligible for PP funding who are not making expected progress. HODs (English & Maths) check student achievement through ongoing data analysis to ensure expected progress is being made and to ensure cohort is appropriate to needs.	RC with Head of English and Maths	Ongoing
Progress in the Open bucket for students eligible for PP is in line or exceeds that of other pupils.	Year 11 Leads x2 to cover key staff tutor periods for a number of sessions to allow small group work with targeted students.	This will allow additional time for students to finalise elements of coursework and receive guidance on the completion of tasks.	Assistant Principal (RSL) and relevant HODs (LG and JH) to identify groups based on prior achievement.	RC and DOB Plus, JH, LG	December 2020
TIS Targeted Students	Providing better targeted intervention for vulnerable students.	As part of a whole school Mental Health Plan, continue to develop strategies for employing TIS approaches across the school.	Regular Reviews	KA, KT	November 2020

Total budgeted cost £83,376

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Perceived Engagement with Learning and Raising Aspirations of PP students are lower for students eligible for PP than other pupils.</p>	<p>Provision of learning and revision resources for all PP students at KS4. Across all subject areas.</p> <p>A programme of Careers Interviews, College and University visits. Plus outside motivational speakers to continue to improve engagement with PP students.</p> <p>Additional Parents Evening for Disadvantaged Students. These are delivered by RC and relevant Year Group PP Lead.</p> <p>Monies contributed towards trips and visits for the disadvantaged.</p> <p>School Councillor</p> <p>The School Farm</p>	<p>Where families lack the ability to purchase appropriate learning and revision resources students are clearly at a disadvantage over their peers.</p> <p>Providing resources supports better progress to be made for these students.</p> <p>Providing additional opportunities in school to raise aspirations, including parental engagement.</p> <p>Including – Geography Field Work, Art Educational Visits, Music Tuition and Theatre Trips.</p> <p>Providing essential support for some of our most disadvantaged and vulnerable students.</p> <p>Opened in January 2019, the Penrice Farm provides opportunities for students in all year groups to work with our selection of farm animals. It</p>	<p>PP Year Leads identify students in need of learning resources which are then discreetly disseminated through class teachers.</p> <p>Additional Careers Opportunities -</p> <p>Year 8 – Careers Fair, Careers Interview and The Go For It Day</p> <p>Year 9 – NSSW Cohort of students for additional Higher Education Advice</p> <p>Year 10 – University and College visits, Careers Fair at Wadebridge</p> <p>Year 11 – Careers Interviews</p> <p>Celebration Assemblies promote progress for PP students – this is a priority.</p> <p>Follow up work is provided by our Pastoral Support Mentors.</p> <p>Two members of staff are employed full time, alongside a part time technician to offer before and after school clubs and run a Level 2 in Animal Care. This is an option subject for students in Year 9. A</p>	<p>RC. Year PP Leads and LT</p> <p>KA</p> <p>CG</p>	<p>Termly</p> <p>Yearly</p> <p>Ongoing</p>

	<p>The Student and Family Centre</p> <p>The Learning Inclusion Centre</p>	<p>provides a safe place and is a brilliant extension of our curriculum.</p> <p>Pastoral Support Mentors work within this centre to provide pastoral support for students who need it. They are non-teaching.</p> <p>This centre provides a small teaching environment for students in Year 10 and 11. The centre also provides bereavement counselling for students in all year groups.</p>	<p>large cohort of PP students are pre-selected.</p> <p>Staff have assigned caseloads as well as picking up issues on a daily basis. Group Work is a key part of the role and provides additional support for the HOY.</p> <p>The outcomes for these students is scrutinised in September. Making sure the facility is targeting the correct students and covering the right curriculum.</p>	<p>KA</p> <p>CG</p>	<p>Ongoing</p> <p>December 2020</p>
<p>Increased Attendance Rates for students eligible for PP.</p>	<p>Additional Attendance Officer employed to monitor students and follow up quickly on attendance issues of pupil eligible for PP funding. First day response provision.</p> <p>Priority given to PP students for first call homes on day of absence followed by priority home visits as required. Form tutors prioritise phone calls home for PP students between 96% – 93%.</p> <p>Year PP Leads concentrate on the attendance of the group 93% - 90%.</p> <p>Weekly PP attendance data is shared with HOY</p>	<p>If children aren't attending school, have lower than expected attendance (less than 96%) or are persistently absent then the school cannot raise outcomes or aspirations effectively – this is a priority area.</p>	<p>PP Lead (RC), AP Pastoral (MS), HOY, PSMs and the Attendance Team will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Same day calls about progress for target students and reduced timetable integration programme where appropriate to ensure students attend on a regular basis, building to full timetable.</p> <p>Personalised support for each PA pupil eligible for PP.</p> <p>Attendance and progress discussed at least fortnightly with PP Lead and Mentor.</p> <p>Letters about attendance to parents / guardians.</p> <p>Attendance Officer to visit all PA at home to discuss attendance with</p>	<p>MS</p>	<p>Ongoing – Weekly</p>

	and year teams colour coded to identify PP students in need of actions,		<p>parents / guardians and explore barriers as required.</p> <p>Additional parent meeting after a Letter B has been sent out with HOY and Attendance Officer.</p> <p>Weekly attendance clinics with the attendance support officer.</p>		
Option pathways reviewed for all PP students in Years 8 and 9.	Ensure all students are on the right courses for their ability, to check progress and to encourage challenging but appropriate subjects for all.	Lower uptake for EBACC, post 16 choices.	<p>All PP students to be interviewed by either HoY, PP Lead or Senior Member of Staff for option choices in Year 8 and 9.</p> <p>Animal care introduced to provide additional pathways for students of all abilities.</p> <p>Targeted Support</p>	RC Key Workers	Feb 2021 / Sept 2021 Ongoing
Total budgeted cost					£37,158

6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	
Subject Lead Appointment	Raise Standards in CORE areas.	Overall the progress of PP students slightly increased, however the attainment slightly decreased.	As outlined above, we have now restructured how we support this area completely, bringing in a Year Champion for each Year Group. With two leads and additional support in Year 7, 8 9 and 11.	
Improvement in Maths and English outcomes	Better progress and attainment in English and Maths for PP Students.	The results in Maths were greatly improved. Many of the interventions the department put into place will continue. One of the Year 11 Leads will continue the work started last year.	Breakfast clubs, 121 tuition 12 weeks prior to the exam and a constant supply of equipment and resources made a significant difference.	
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	

Progress in English and Maths	Students supported by key members of support staff.	HTLAs in both English and Maths worked with students who needed the support most and this individual intervention and small group work worked well. Particularly in Maths.	This work will continue this year. However, staff will make sure their intervention lists are fluid and a number of students receive support not just the original chosen few.	
Small group teaching in the Learning Inclusion Centre	Students to work better in a small working environment.	The small group teaching in the LIC was delivered by English, Maths and Science. It produced improved results in both Science and Maths.	The intervention continues for Maths and Science groups – but not in English. These students remain in their mainstream classes this year.	
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	
Providing resources, monies for educational visits and support during the options process	Raising Aspirations and Student Engagement with Learning.	This undoubtedly assists students and their families to make the most of their time at Penrice. Without this assistance, outcomes and attainment would suffer.	These interventions will continue next year. All are seen as having significant benefit to assist with 'Cultural Capital' development.	
Careers Interviews	All PP Year 8 and 11 students provided with a careers interview.	The intensive work with Year 11 students really benefitted these individuals and plays a key role in the school having 0% NEETs. The interviews in Year 8 had more mixed feedback.	This intervention will continue for Year 11, but not in Year 8 as it was seen as too early for some students to start deciding on College Courses. The time will be better spent in preparing the students for their Option Choices.	

Pupil Premium Attendance	To raise the overall attendance and have less PP students persistently absent from school.	The impact of this area was significant. The PA for these students dropped to around 10%, more than half the National Average of 22%.	Prioritising these students makes the difference. Additional calls home and visits. Extra meetings and support packages. Both for students and parents. The October half term holiday also made a significant difference to the overall figures.	
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7. Additional detail

- Regular staff CPD is delivered
- Updates to HOY and HOD
- PP Governor Appointed
- Training for PP Leads provided

