

## Pupil premium strategy statement

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	Penrice Academy
Number of pupils in school	1430
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2023
Date this statement was published	01/09/21
Date on which it will be reviewed	01/01/22
Statement authorised by	L Gambier
Pupil premium lead	D Lewis
Governor / Trustee lead	N Bailey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,000.00
Recovery premium funding allocation this academic year	£40,455.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£300,455.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all our students, regardless of starting points or barriers to learning, are successful, academically, socially and emotionally, and have the character traits to be successful in life beyond Penrice. Ultimately, our key aim is our pupil premium students to exceed academic outcomes of national non pupil premium students, and the gap to diminish between Penrice non pupil premium students.

Currently our Pupil premium students make comparable progress compared to non-pupil premium students nationally.

The focus of the pupil premium strategy is to provide high quality teaching and learning that ensure all our students make exceptional progress. Alongside this to support and mentoring pupil premium students that need additional help and support to be able to achieve their potential. 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.

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

Enrichment is another key principle of our strategy, ensuring all Pupil Premium students are actively engaged in enrichment opportunities at Penrice.

## Challenges

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

Challenge number	Detail of challenge
1	English Progress Progress in English to too low for our pupil premium students
2	Maths Progres Progress and Attainment in Maths is too low when compared to our non-pupil premium students
3	Reading On entry Year 7 disadvantaged students have lower reading comprehension that their peers
4	Remote Learning

	Teacher Feedback and Submission rate data shows that school closure has disproportionately affected our pupil premium students. They did not engage as well with remote learning and submission rates for these groups were lower
5	Attendance Attendance data shows that attendance for disadvantaged students is lower than non-disadvantaged students, and PA is higher for disadvantaged students. The gap between PP and Non PP has significantly widened over the past 2 years.
6	Behaviour A greater number of Pupil Premium students are disengaged with school and struggle with positive behaviour, mental health and positive self-esteem. The number of exclusions and behaviour points is disproportionately higher for our Pupil Premium students.

## 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
<p>Improve Progress in English – Gap between PP and Non PP less than 0.2. Current data shows the largest gap between PP and Non PP to be in English. This gap needs to be significantly reduced to &lt;0.2</p>	<p>English curriculum planned to make no assumptions of prior knowledge and allow all students to succeed. Reading Programme exposes students to a wider range of reading and increases a 'love of reading'. Literacy intervention (1:1, small group work with HTLA and additional English staffing) improves reading comprehension and closes gap between PP and non PP students.</p>
<p>Improve Progress in Maths –Gap between PP and Non PP less than 0.1 Current data shows gap between PP and Non PP in Maths. Reduce this gap to 0.1</p>	<p>Maths curriculum planned to support PP students, ensuring the fundamentals are secure and mastered before moving forward. Additional intervention and small group work with HTLA and additional Maths staffing addresses gaps in knowledge and misconceptions and closes gaps in attainment across year groups.</p>
<p>PP and Non PP have proportionate representation in behaviour and exclusion data. Improved Students learning Habits through Ready to Learn Focus- Focus on teaching positive learning habits, specifically for disadvantaged students. Behaviour intervention unit for KS3 set up for students who needs with additional ESMH needs including PP students.</p>	<p>Support high quality teaching and learning habits for all in class. Behaviour intervention and support clinics for PP students struggling to meet expectations. Students identified for support through intensive interventions reduce behaviour points and exclusions and engage more positively with learning (Boxall Profile and qualitative feedback).</p>

<p>PP students to be individually supported to make exceptional progress.</p> <p>Support targeted through PP Leads, SEN keyworkers or pastoral team as appropriate.</p>	<p>All students have an advocate, a trusted adult who can support them socially and emotionally to achieve their potential.</p> <p>Needs are identified and support strategies communicated with staff.</p> <p>Parents are positive about relationships with school and support received.</p>
<p>PP Students to catch up to chronological reading age by end of year 8.</p> <p>Tutor Reading.</p> <p>Reading Catch up for bottom 20% of readers</p>	<p>All PP students exposed to high quality text, read fluently by an expert reader.</p> <p>All PP students with low reading age to have access to effective reading recovery programme.</p> <p>Breakfast clubs - focus on Literacy.</p> <p>Bespoke curriculum for lowest literacy.</p>
<p>Outstanding attendance for all PP and Non PP students.</p>	<p>Individual support from PP Leads and key workers to establish barriers and provide support to increase attendance.</p>

## 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: KB 27, 094, LF 25,705, FS 42473, MS 52581 **TOTAL - £157675**

**AT 7822, AN 2000 £9822**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>English Additional Teacher</i>	<i>EEF Toolkit- small group tuition (Potential +4 months)</i>	1
<i>Maths Additional Teacher</i>	<i>EEF Toolkit- small group tuition (Potential +4 months)</i>	2
<i>English HTLA</i>	<i>EEF Toolkit (small group tuition)</i>	1
<i>Maths HTLA</i>	<i>EEF Toolkit (small group tuition)</i>	2
<i>Vocab Lead Role</i>	<i>EEF toolkit (+6 months) Closing the Vocabulary Gap (A Quigley)</i>	3
<i>Reading Lead Role</i>	<i>EEF toolkit (+ 7 months) Instructional Rounds- impact of explicit teaching of metacognitive strategies Visible Learning (J Hattie) Lab Schools (Prof D Hopkins)</i>	3
<i>Staff CPD</i>	<i>EEF toolkit (+6 months) Closing the Vocabulary Gap (A Quigley)</i>	2

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

Budgeted cost: £ 18,000 + 30,633 **TOTAL £48633**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>10 x PP Leads</i>	<i>EEF Toolkit (mentoring and coaching +5 months) Student voice Progress data from previous cohorts To Provide Targeted Academic Support to PP students in each year group.</i>	5, 6 and 4
<i>30% LIC Year 11 PSM MT</i>	<i>EEF Toolkit- behaviour interventions (+ 3 months) Behaviour data</i>	5, 4 and 6

	To provide Targeted Academic Support to Year 10 and 11 PP Students	
<i>30% HIVE Behaviour Intervention KS3 SW. MC</i>	EEF Toolkit- behaviour interventions (+ 3 months) Behaviour data To provide Targeted Academic Support to Year 7-9 PP Students	5, 4 and 6

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

Budgeted cost: £ 44,000, 50,000 + **TOTAL £94000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Equipment for PP Students	Previous Student Voice Previous Progress Data	6
Rewards for Attendance	Previous Student Voice Previous Progress Data Previous Attendance Data	5
Enrichment for PP students	Previous Student Voice Previous Progress Data	6
20% Attendance Officer and EWO Costs	Attendance data from previous cohorts	5
20% Behaviour Lead Teacher Role and PSM Supporting Behaviour	EEF Toolkit- behaviour interventions (+ 3 months) Behaviour data	6

**Total budgeted cost: £ £300,308**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

### % of students that are PP

2018/2019 = 19.6% (on roll 1409, PP 276)

2019/2020 = 20.7% (on roll 1407, PP 291)

2020/2021 = 21.9% (on roll 1414, PP 310)

Current = 22.5% (on roll 1426, PP 321)

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Year 2020/21 Evaluation of Pupil Premium Outcomes.

Even though there were no performance measure in 2020 or 2021, we tracked the gaps between PP and Non PP students carefully to evaluate if our strategies were successful in supporting our PP Students. As you can see, the gap significantly reduces year on year. This is a good indicator that our strategies of support both academically and pastorally is have a positive impact on PP student outcomes.

### 2019 P8 Overview – Gap 0.66

Average Total Progress 8	All	0.47 ↑
	F (DC: Other - Not Disadvantaged)	0.58 ↑
	T (DC: Disadvantaged)	-0.08 ↓
	GAP	0.66

### 2020 P8 Overview - Gap 0.35

Average Total Progress 8	All	0.19 ↑
	F (DC: Other - Not Disadvantaged)	0.25 ↑
	N (DC: Other - Not Disadvantaged)	-
	T (DC: Disadvantaged)	-0.16 ↓

### 2021 P8 Overview – Gap 0.18

Average Total Progress 8	All	0.83 ↑
	F (DC: Other - Not Disadvantaged)	0.86 ↑
	T (DC: Disadvantaged)	0.68 ↓
	GAP	0.18

Attendance. The last two years and the period of closure and change to routine has disproportionately affected our disadvantaged students, and we have seen an increase in the gap in attendance for our PP and Non PP students. However compared to national

benchmarks attendance still remains comparably good. These needs are reflected on this years strategic plan.

### **Attendance**

2018/2019 PP = 95.05, Non-PP = 96.19

2019/2020 PP = 94.33, Non-PP = 96.34

2020/2021 PP = 93.94, Non-PP = 96.17

Current (Jan 2022) PP = 90.05, No-PP = 93.05

### **PA**

2018/2019 PPPA = 12.68, Non-PPPA = 6.35

2019/2020 PPPA = 11.68, Non-PPPA = 5.56

2020/2021 PPPA = 16.13, Non-PPPA = 8.97

Current (Jan 2022) PP PA = 38.32, Non-PPPA = 24.89 (Data looks high as only represents 1/3 of the year)

### **Behaviour.**

The impact of the past two year of disrupted learning and period of closure has disproportionately affected our PP student's ability to meet our expectations. This has seen a significant rise in the number of behaviour points and exclusions, specifically for out PP students. The strategy for this year reflection these unique needs.

## **Externally provided programmes**

Trust Wide - EEF Metacognition and Self-Regulated Learning CPD programme

Tom Bennetts CPD to 16 Staff – Focus on Positive Behaviour Culture