

Pupil premium strategy statement 2024-27 Penketh High School

This statement details our school's use of pupil premium (and recovery 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	1027
Proportion (%) of pupil premium eligible pupils	29.80%
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)	2024/25-2027/28
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mr J Carlin
Pupil premium lead	Mrs J Thompson
Governor / Trustee lead	Mrs M Bryan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£322,225
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£322,225

Part A: Pupil premium strategy plan

Statement of intent

Penketh High School is dedicated to using the Pupil Premium grant to remove the barriers to learning and development that deprivation might cause, including but not limited to those barriers which hinder academic progress and those which bring social, cultural and practical disadvantages. It is our aim to close the attainment gaps between those students who are eligible for Pupil Premium funding and the rest of our school's cohort, so that they achieve their potential and do not fall behind their peers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Building on this our "Experiential education" policy endeavours to ensure pupils from disadvantaged backgrounds gain access to opportunities and experiences in school that they may not encounter otherwise. This supports them to build a wider cultural capital and diverse experience-based knowledge that supports their understanding of and their ability to access the taught academic curriculum.

We will use the latest evidence-based research to inform our strategies and decision making to support closing the attainment gaps and adapt these as necessary to meet the needs of our pupils.

Recent research from the Sutton trust on socio-economic segregation has found that Warrington ranks second in the most segregated councils. Our own school is one of four schools identified by the Sutton Trust as having a proportion of disadvantaged learners that exceeds the proportion within the catchment area of the school. Research shows that higher levels of segregation are correlated with higher attainment gaps. Looking at the rate of strong passes in GCSE English and maths, the average local authority has a 25-percentage point gap between disadvantaged and non-disadvantaged pupils in their area. However, in the least segregated areas this is below 22 percentage points, and in the most segregated areas it is 27.5 percentage points. This is, in the main, driven by lower pass rates for FSM pupils in more segregated areas, rather than higher rates for non-FSM pupils.

It is therefore more important than ever that school strategies focus on support for our disadvantaged pupils.

Key Objectives 2024/25:

- To utilise the funding effectively support pupils to reduce the gap in progress and attainment after consecutive years narrowing the gap in learning.
- To continue to improve attendance for disadvantaged learners after successful improving attendance to a position classed as significantly above the national average for this cohort as defined by FFT.
- To continue to improve outcomes for HAP PP pupils.
- To broaden holistic development opportunities for PP pupils via our experiential education policy.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils on average attain lower than their peers.
2	Nationally standardised assessments with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.
3	Our attendance data over the last year (2023/24) indicates that attendance among disadvantaged pupils has been 6.9% lower than for non-disadvantaged pupils – though attendance for our disadvantaged learners was significantly above the national average as defined by FFT. 21% of pupils were Persistently Absent. 46% of the persistently absent pupils were FSM. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Social, Emotional and Mental health challenges and needs 52% of pupils open on the SEMH register are pupil premium.
5	Parental engagement. Some of our parents/carers need additional information, support and guidance to help their child to learn and make progress.
6	The Sutton Trust have identified that Warrington is the Local Authority with the second highest level of Socio-Economic segregation in the UK. Our own school is one of four schools identified by the Sutton Trust as having a proportion of disadvantaged learners that exceeds the proportion within the catchment area of the school. The proportion of disadvantaged learners has continued to grow increasing by 10.3% in the last two years to 29% overall, with some year groups exceeding this figure.
7	Pupils who are disadvantaged have been identified by FFT as twice as likely to be excluded on a fixed term basis compared to their non-disadvantaged peers.

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
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<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<ul style="list-style-type: none"> • GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally. • An increase in proportion of pupils that go onto study a L3 qualification at college. • By the end of our current plan in 2027/28, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils to progress and improve reading scores on NGRT tests as a marker of ability to read. • Reading score in line with their age-related expectation • Well embedded reading curriculum aimed specifically at improving pupil reading skills, the key skill in order to access academic study. • Well embedded disciplinary reading to complement the focused curriculum reading. • Targeted intervention for catch up sessions.
<p>To improve holistic development of disadvantaged pupils through “Experiential Education”</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will have access to all enrichment activities and external trips. • During a pupil’s journey at the high school, they will have the following cultural experiences and will attend. <ul style="list-style-type: none"> 1) Rural experiences 2) Large urban centre visits 3) Cultural experiences 4) Historical experiences 5) STEM experiences 6) Sporting experiences 7) Residential trip 8) FE & HE experiences
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>For attendance of disadvantaged learners to continue to improve, exceed the national average in comparison to peers and align with non-disadvantaged students.</p>

<p>Parental Engagement: by being proactive and persistent in building relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning journey.</p>	<ul style="list-style-type: none"> • All parents have access to Arbor app/TEAMS. • Online parental information sessions to be held. • Outreach meetings to be held for ease of access for parents. • Additional wider parental events for other groups that may also include disadvantaged learners e.g., SEND parental coffee mornings. • Attendance meetings with both school and LA • Mini-bus collection for pupils with significant transport barriers
<p>Reduced fixed term exclusions for all pupils, including those who are disadvantaged.</p>	<ul style="list-style-type: none"> • Proportion and frequency of fixed term exclusions for disadvantaged learners is reduced.

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

Budgeted cost: £ 210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed quality first teaching - rooting our strategies in the classroom in evidence to ensure the best outcomes for all students. Building teacher knowledge and pedagogical expertise via our CPD programme.</p>	<p>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio economically disadvantaged pupils.</p> <p>The EEF Guide to the Pupil Premium 2024 update.</p> <p>Reading CPD - Quigley Writing and Vocab CPD – Quigley Teaching to the top Science of Learning -Willingham</p>	<p>1, 2, 6</p>

<p>Adoption of a KS3 wide reading curriculum to address lower levels of reading comprehension amongst our disadvantaged learners.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>EEF Guide to Pupil premium <i>"vocab knowledge is a predictor of achievement and often related to socio-economic status"</i>.</p> <p>Research by The National Literacy Trust has identified that "three-quarters of a million (770,129) UK school children don't own a book." And 1 in 8 of the most disadvantaged children state that they don't own a book of their own at home. The report found that children who own a book are 15 times more likely to read above the level expected for their age and are four times less likely to read below the expected level.</p> <p><u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>2,1,6</p>
<p>Use standardised diagnostic assessments via GL Assessment to support diagnostic review of pupils' academic needs.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p> <p>Marc Rowland – "needs not labels"</p>	<p>1</p>

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s)
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) addresse d
Academic mentor to support key students to meet once a week to support with revision/self-regulation, post 16 choices/aspirations	Evidence indicates that 1-1 academic mentoring can be effective delivering 2 months additional progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,3
KS3 Literacy Lexonik Programme of literacy intervention.	EEF- Improving literacy in secondary school.	2
Embed the role of the PD coach in the wider pastoral structure to support the diagnosis of the individual need on a pupil-by-pupil basis and find solutions to remove barriers.	EEF Guide to Pupil Premium 2024 update states "Addressing wider barriers to learning is an important part of any Pupil Premium strategy".	1,3,6
Books/revision materials provided for all year 11 students to support with terminal examinations via the bid fund. Also, information evenings held for parents & students	To facilitate independent study and engage parental support. EEF suggests +8 months progress for metacognition and self-regulation	1
Career cluster programme to provide access to 4 work related experiences to each pupil across each of their academic years. These include.	The Gatsby Benchmarks: Good Career Guidance	1,6

<ul style="list-style-type: none"> • Employer visit • Employer talk & QA • Career advice and guidance • HE/FE visit 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised school trips and experiential education policy to ensure access to wider opportunities to build cultural capital and enable pupils to develop holistically	Addressing Educational Disadvantage in schools and colleges, the Essex way, Marc Rowland Life Lessons. Improving essential life skills for young people – The Sutton Trust	1,6
Free peripatetic music tuition for all disadvantaged pupils who choose to learn an instrument in school.	EEF Guide to the Pupil Premium Update Sept 2024 “the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress”	1
The provision of a bid fund for staff. Bids can be completed by any member of staff to support a disadvantaged pupil in relation to attendance, behaviour or to remove any barriers to learning.	EEF Guide to the Pupil Premium Update Sept 2024 “Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy”	1,2

Parental outreach meetings across the year to build parental involvement and make meetings accessible	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents “Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year”	5, 1, 6
Breakfast club Pupils on Free school meals can receive £1 before the start of school in the school canteen.		1,3,6
Minibus collection for a target group	Our FSM attendance is higher than NA using this approach as one of our strategies.	3,6
Alternative support mechanisms to fixed term exclusion available in school and by using links with partner schools for off-site direction.	https://www.centreforsocialjustice.org.uk/wp-content/uploads/2022/04/AP-Quality-Toolkit-2022.pdf https://www.closegaps.co.uk/updates/how-to-reduce-suspensions-a-year-on	3,7
Uniform voucher & equipment provided to allow pupils to be ready & prepared for school	Our own school evidence- reducing the numbers of pupils spending time in reflection due to lack of equipment or incorrect uniform.	3,6
Behaviour interventions- Warrington Wolves	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit +4 months impact shown for behaviour interventions.	1,3,6

Total budgeted cost: £322,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1 -Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.

Progress	2022	2023	2024	Imp across the plan
Progress 8 Overall	-1.22	-0.89	-0.51	+0.7 of a grade
English P8	-1.42	-0.70	-0.32	+1.1 grade
Maths P8	-0.71	-0.91	-0.54	+0.17 of a grade
EBACC P8	-1.22	-1.02	-0.65	+0.57 of a grade
Open P8	-1.54	-0.90	-0.60	+0.94 of a grade

The performance of disadvantaged learners eligible for Pupil Premium has significantly improved across the course of the three-year strategy statement, with the progress 8 score of pupils improving by two thirds of a grade across that period. This has been underpinned by improvements in all progress “baskets” but most notably within English where progress outcomes have improved by over a full grade of progress, whilst in the EBACC subjects the improvement equates to half a grade of progress and the progress of wider foundation subjects has improved by just short of a full grade.

The performance of pupils within the EBACC suite of subjects in 2024 in comparison to those in 2023 when grading returned to pre-pandemic levels was significantly improved. With value added scores improving significantly, by at least 0.4 of a grade across each subject category.

Value Added	2023	2024
Science VA	-1.26	-0.65
Hums VA	-0.93	-0.42
Lang VA	-2.03	-1.27

Outcome 2 - Improved reading comprehension among disadvantaged pupils across KS3.

Sep-23	All	PP	NON PP	Gap	May-24	All	PP	NON PP	Gap	PP
Year 7						Year 7				improvement
NGRT	98.1	96.12	99.03	-2.91		104.7	100.7	106.6	-5.9	4.58
Year 8						Year 8				
NGRT	102.41	100.13	103.01	-2.88		106.9	103	107.9	-4.9	2.87
Year 9						Year 9				
NGRT	100.72	94.26	102.99	-8.73		105.6	98.5	107.8	-9.3	4.24

Each department has an individual policy as to how they are embedding disciplinary reading and the explicit teaching of tier 2 and tier 3 vocabulary. We have also embedded a whole school spelling strategy in KS3 to support the learning of prefixes and suffixes. This continues into Y10 with a vocabulary assessment based on Coxhead’s word list.

Pupils are identified through NGRT data for intervention packages. These are 6-8 week programs that focus on phonics or reading skills to improve each pupils’ overall reading ability.

Across the academic year 152 pupils, accessed reading intervention 98 PP pupils. 57% of these pupils showed improvement in their standardised age score.

In the final assessment in April 2024, the data shows improvements for KS3 PP and FSM groups. PP pupils are above national average across Y7 – 10. FSM pupils are slightly below national average in Y9 and Y10 as well as boys FSM in Y7.

Across all year groups FSM and PP have improved from Y7 to current year.

Outcome 3. To improve holistic development of disadvantaged pupils through “Experiential Education”

Number of experiences								
0	1	2	3	4	5	6	7	8
173	813	547	383	244	143	75	34	6

The data above is the for the school population last year of less than 1000 pupils.

Since starting the Experiential Education policy, the table shows the number of pupils that have been on different experiences throughout their school career.

Part of holistic development involves the work that our Personal Development Coaches do each year. They meet with each pupil and have a structured one-to-one conversation to discuss any barriers to achieve in various aspects of school life and any additional support they require. PD Coaches (if needed) signpost to the correct support services. PD Coaches also spend part of the discussion considering careers, aspirations and supporting pupils in accessing wider enrichment opportunities. All pupils across Year 7 - 10 have access to 2 enrichment clubs per week, therefore attendance to these clubs is in line with whole school attendance.

Below is the impact data from the PD coach programme across 2023/24:

- 78% of pupils felt that their PD Coach meeting helped them in school.
- 99% of pupils enjoyed their meetings with PD Coaches
- 91% of pupils had set themselves targets either for Dual Curriculum or academic when they met with the PD Coach
- 80% discussed careers and the future with their PD Coach, helping them to understand more about achieving their aspiration.
- 70% felt that they had develop a new skill or talent they otherwise would not have had due to enrichment opportunities.
- 98% of pupils thought it was important for each year group to have a PD Coach.
- 89% felt that they had the opportunity through enrichment to develop in Dual curriculum skills.
- 81% felt the skills they had developed in enrichment would help them in a future job.

Feedback from a pupil voice question how has my PD coach helped me this year? included comments such as, "I now contribute to lessons e.g., answering questions", "my PD coach helped me think about my attendance for the future", "my PD Coach helped me to choose an enrichment when I forgot".

PD Coaches organised opportunities throughout the year for pupils to take part in this included the opportunity to practice interview technique with a sixth form TCAT mentor (all pupils in year groups 7-10).

PD Coaches arranged for a year 7 PP cohort of 25 pupils to take part in the Higher Horizons Self-Development programme. The programme offered advice and guidance on personal development, aspirations for going to university and the financing of higher education.

Outcome 4 Improved well-being for all pupils including those disadvantaged. Leading to a more positive approach to school work, school life resulting in good and better progress.

74 pupils have been supported for SEMH in school, 7.6% of the school cohort of which 45% PP, 64% Female and 39.5% SEND. 47 pupils currently remain open on the SEMH register, 4.8% of the school cohort. 52% of pupils open on the SEMH register are PP, 71% are female, 48% SEND pupils. Of these 47 pupils, 15 are Tier 1 and will also be on the SEND register as they are having intervention from staff internally e.g., Drawing and Talking, ELSA (Emotional literacy support assistance), next steps. 12 pupils are on Tier 2, supported by the soft-landing, check-ins and are working with MHST. 20 pupils are Tier 3 supported by external agencies. Soft-landing, check-ins and reasonable adjustments on timetable if required e.g., CAMHS (Children and Adolescent mental health services)

The aim this academic year was to provide a better whole school model for supporting emotional wellbeing at an earlier stage so that intervention could be implemented swiftly and avoid reactive situations at crisis point. The increase in the universal offer has been successful and is evident in the reduction of pupils requiring additional support above and beyond that of the school's universal offer. This links directly to what pupils are taught in the curriculum around SEMH, Target topic days to raise awareness, Key assemblies and literature which is emailed out to parents to allow the joined-up thinking approach. A concern flow chart is provided to all staff to allow strategies, monitoring and support to have impact before further support provided. Staff can refer in through the one stop referral form which allows for collaboration between the wider pastoral team to identify the correct support.

A tiered system for SEMH has been developed to incorporate the Graduated response linked to the LA approach. Penketh High school now has 3 tiers. **Tier 1** which is internal intervention that is short term, and these pupils are added to the SEN register at SEN support as they receive an intervention above and beyond within school. **Tiers 2 and 3** are on the external Mental health register which is held by the Mental health lead. These pupils are working with external agencies such as Childrens and Young people's Mental Health Service (CYPMHS), Mental Health Support Team (MHST) St Joseph's or other counselling services, Childrens Eating Disorder Service (CEDS).

Interventions have taken place sooner and this has enabled us to support pupils and prevent escalation of difficulties by offering support and strategies and signposting or referrals where required. We have also had a two TAs complete ELSA training to support with low level emotional wellbeing intervention and SEMH lead completing the Senior designated Mental Health lead qualification. Our medical officer has also completed her Mental Health First Aid Training to support them when dealing with issues such as self-harm and panic attacks.

Outcome 5 -To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

At the end of the school year the national attendance for pupils eligible for free school meals sat at 85.4% whilst attendance of FSM pupils in Penketh was 86.9%.

Overall attendance was 1.1% higher than national average. The attendance of FSM at Penketh High school was 1.5% higher than the National average attendance for FSM.

It is shown that attendance has significant impact on school outcomes, but those pupils with over 90% attendance to school recorded a positive P8 figure.

Non-FSM pupils was 93.8% compared to NA 92.8% (+1%)

Persistently Absent pupils

FSM pupils – 46% of FSM pupils are PA.

NFSM pupils - 17% of NFSM are PA.

FSM pupils is 13% of the school cohort similarly so is NFSM.

Outcome 6- Ensure that the combination of improved indicative factors of success including attendance, attainment and progress and engagement in wider school opportunities result in sustained success and life opportunities beyond Penketh.

2024		%	PP	%	SEN	%	EHCP	%	S	%	Male	%	Fe- male	%	HAP	%	EAL	%
A-level	44	27%	6	12%	6	16%	0	0%	4	24%	21	24%	23	31%	18	44%	9	45%
T Level	3	2%	1	2%	1	3%	0	0%	0	0%	1	1%	2	3%	1	2%	1	5%
Level 3	86	53%	15	31%	10	27%	0	0%	7	41%	39	44%	22	30%	14	34%	2	10%
Level 2	32	20%	14	29%	5	14%	0	0%	1	6%	17	19%	15	20%	3	7%	2	10%
Level 1	34	21%	16	33%	18	49%	6	16%	7	41%	26	29%	8	11%	2	5%	3	15%
Apprentice- ship	7	4%	3	6%	2	5%	0	0%	1	6%	4	4%	3	4%	3	7%	0	0%
NEET	3	2%	1	2%	2	5%	1	3%	1	6%	2	2%	1	1%	0	0%	3	15%

The data shows an improvement in the school NEET figure from previous years which is also below national average.

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Externally provided programmes

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

Programme	Provider
Various	Higher horizons

Expenditure breakdown

Breakfast club	£ 12,977.85
Bus pass	£ 123.00
Educational visits	£ 7,663.20
Literacy /Numeracy support	£ 510.00
Other	£ 2,940.00
Specific subject pupil resources	£ 4,905.55
SEMH	£ 1,170.00
Staffing *	£ 229,963.40
Tuition	£ 13,101.00
Uniform	£ 7,812.00

Staffing includes an appropriation from salaries for the cost for PD coaches, behaviour/inclusion, attendance officer, minibus collections, reading interventions, breakfast club staff, PP co-ordinator, Heads of year and Safeguarding and welfare support.

Recovery funding breakdown

Recovery funding	
Staffing	£ 43,593.10
Educational books	£ 2,815.36
Home to School Transport	£ 6,649.65
External providers	£ 885.00
Educational Subscriptions	£ 7,755.00
Educational Materials	£ 16,726.70
Educational Other Expenditure	£ 446.50