

# Pupil premium strategy statement for Penair School

1. Summary information					
School	Penair School, Truro, Cornwall				
Academic Year	2019/20	Total PP budget	£203,285	Date of most recent external PP Review	October 2016
Total number of pupils	947	Number of pupils eligible for PP	208 (22%)	Date for next internal review of this strategy	2020

2. 2018/19 GCSE progress and attainment			
	Pupils eligible for PP (school & national average)	Pupils not eligible for PP (school & national average)	All Pupils (school & national average)
% Achieving 5+ 9-4 (or equivalent) incl. EM (2017/18)	32.3% (42.8%)*	69.5% (67.6%)*	63.2% (60.6%)*
Progress 8 Score (2017/18)	-0.99 (-0.35)*	-0.01 (0.15)*	-0.16 (-0.03)
Attainment 8 Score (2017/18)	32.81 (38.71)*	49.28 (50.09)*	46.48 (46.87)
% Grade 4 or above in English & Maths 'Standard Pass on 9-1 scale' (2017/18)	38.7% (47.6%)*	72.8% (71.7%)*	67.0% (64.9%)
% Grade 5 or above in English & Maths 'Strong Pass on 9-1 scale' (2017/18)	16.1% (26.3%)*	52.3% (48.8%)*	46.2% (42.4%)
2017/18 GCSE progress and attainment	Pupils eligible for PP (school & national average)	Pupils not eligible for PP (school & national average)	All Pupils (school & national average)
% Achieving 5+ 9-4 (or equivalent) incl. EM (2017/18)	52.5% (42.1%)*	81.5% (67.3%)*	74.7% (59.9%)*
Progress 8 Score (2017/18)	-0.34 (-0.38)*	0.38 (0.13)*	0.21 (-0.03)
Attainment 8 Score (2017/18)	36.36 (38.54)*	54.53 (49.89)*	50.26 (46.40)
% Grade 4 or above in English & Maths 'Standard Pass on 9-1 scale' (2017/18)	57.5% (46.7%)*	85.4% (71.3%)*	78.8% (63.9%)
% Grade 5 or above in English & Maths 'Strong Pass on 9-1 scale' (2017/18)	25.0% (26.0%)*	63.1% (49.0%)*	54.1% (43.0%)
*SISRA Data Collaboration national average used where national average not published by DfE			

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

A.	<b>Progress in KS4</b> – The progress 8 gap widened in 2019 from the previous year between disadvantaged pupils and all pupils at Penair as well as all disadvantaged pupils nationally.
B.	<b>Behaviour</b> – Many Disadvantaged pupils are disproportionately over-represented in various sanctions (after-school detention / referral room and exclusions) monitored by the school on a half-termly basis.
C.	<b>Mental Health and well being</b> – The analysis of the Wellbeing Measurement Framework (a Headstart initiative) for Penair School states that disadvantaged pupils (in KS3) have a tendency to emotional difficulties that are linked to low resilience and self-esteem. (This is also an Ofsted 2017 action point)
D.	<b>Homework</b> – Some Disadvantaged children often struggle with the demands of homework and therefore, on average, receive lower homework grades than their non-disadvantaged peers.

#### External barriers

E.	<b>Attendance</b> – Some Disadvantaged pupils have lower attendance and higher rates of persistent absence than their non-disadvantaged peers.
F.	<b>Access to funds / opportunities</b> – Access to internal funds to remove any barriers to learning in order to facilitate greater progress as disadvantaged pupils are sometimes economically disadvantaged in comparison to their peers.

#### 4. Desired outcomes

#### Success criteria

A.	<b>Progress in KS4</b> – Reduce the achievement and progress gap of Year 11 PP students against non-PP students by looking at individual needs of pupils. The PP students at Penair performed below all students and PP students nationally in all published measures. All members of teaching staff have a standardised Performance Management target in the 2019 / 2020 Academic Year to embed Quality First Teaching. <i>Whole School Objective –Work towards developing an aspect of your pedagogical practice that leads to sustained and embedded improvements in quality first teaching for all learners.</i>	Overall 9-1 subject gaps will have got smaller (less than 20% gap) & the progress 8 & attainment 8 measures will show PP improving more rapidly than NPP resulting in a smaller gap to ALL
B.	<b>Behaviour</b> - The aim is to reduce the proportion of disadvantaged students receiving formal behaviour sanctions when compared to other students. Penair School will be working with Pivotal education in 2019/2020 to revise the school behaviour policy.	The negative behaviour points and sanctions received in 2019 / 2020 will be reduced in comparison to the previous academic year.

<b>C.</b>	<b>Mental Health and well being</b> - To support the development of mental health and well-being in pupils	Improved outcomes in the annual Well-being measurement framework survey analysed by external partners in Headstart.
<b>D.</b>	<b>Homework</b> - Monitor impact of a Teaching Assistant led Homework Club to address homework issues primarily in KS3	Data will show the number of -1/-2 grades have reduced across the year for all groups when compared to the 18/19 Academic Year.
<b>E.</b>	<b>Attendance</b> - To meet/exceed the school's minimum attendance target of 96% for all pupils.	Overall school attendance to achieve a minimum of 96%. Reduced levels of Persistent absenteeism by group and in comparison with national levels over the year.
<b>F.</b>	<b>Access to funds / opportunities</b> – Staff will be able to apply for specific funding for groups and individuals. We will track personalised interventions against progress on a half-termly basis and refine the approach to evaluation.	Reduce progress, attainment and behaviour gaps across all years.

## 5. Planned expenditure ( Key interventions from Penair's tiered approach to Pupil Premium spending)

**Academic year**      **2019 / 2020 (£203,285)**

The three headings below help to demonstrate how Penair is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. This review of our Pupil Premium Strategy was completed by learning from the Education Endowment Foundation and working with Kingsbridge Research school in 2019.

### i. Quality First teaching for all (£87,906)

<b>Desired outcome (SIP target)</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To close the progress and attainment gaps between disadvantaged students and their peers	<b>Collective Performance Management Target.</b> The educational improvement for all disadvantaged pupils is everyone's responsibility.	By having this focused target over the last 4 years the GCSE results of our disadvantaged pupils have demonstrated improvement. (Gaps have not always closed however, due to the continued improvement of non-disadvantaged students.)	Staff briefings focused on Disadvantaged pupils. Also a focus in HoF data reports, Learning walks and Line Management meetings	NIH / MIE	This is an ongoing focus to study the data at each data collection point and for every set of GCSE results.

To close the progress and attainment gaps between disadvantaged students and their peers	<b>Revision Guides</b> are to be purchased for all disadvantaged students in Years 10 and 11 for the GCSE subjects that they are studying.	Whilst disadvantaged students will benefit from the additional notes and practice questions that revision guides provide, we also recognise the importance of instructing students on how to use the revision guides.	Teaching staff have been asked to complete a pro forma when seeking funding for revision guides that establishes how the revision guides are going to be used with the students.	NIH / MIE / LKM	This is an ongoing focus to study the data at each data collection point and for every set of GCSE results.
To close the progress and attainment gaps between disadvantaged students and their peers	<b>Access to funds</b> will be available for members of staff to support students in overcoming their barriers to learning	We have seen success in particular subjects with particular students (eg Art), where student progress and achievement has been supported through additional funding for specific projects.	Annual budget reviews and impact review statements to Governors	NIH	This is ongoing and is reviewed before budget setting for the next academic year.
To close the progress and attainment gaps between disadvantaged students and their peers	The <b>CPD programme</b> provides rich opportunities for staff to develop subject pedagogy teaching pedagogy personal career development with a view to increasing high QFT episodes across the school.	EEF – impact of evidence based research in the classroom 80% Most effective interventions are classroom based.  DfE Standard for teachers professional development July 2016 Teachers professional Development Expert Group –findings	Tracking CPD engagement Lesson observations Shared practice Tracking Grap-les Staff feedback Student feedback	HFL/ LKM / TAT	Staff feedback and analysis will be undertaken in the summer term

## ii. Targeted academic support (£23,240 Academic Support fund)

Desired outcome (SIP target)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To monitor the impact of a Homework Club to address homework issues primarily in KS3	<b>Homework Club</b> is a daily opportunity for any pupils to use the library for an hour after school from Monday to Thursday. TAs are present to support students with their work.	Disadvantaged children often struggle with the demands of homework and therefore on average receive lower homework grades than their non-disadvantaged peers. They are often over-represented in behaviour sanctions for 'missed homework'.	Homework Club is staffed by regular TAs and is managed by a member of the Senior Leadership Team.	CHF	Termly reviews when measuring impact for the School Improvement Plan (SIP)

To close the progress and attainment gaps between disadvantaged students and their peers	<b>Level Best</b> is a mentoring programme that is framed on the research behind computer games and how a player moves from one level to the next as well as how player interest is retained as the game itself develops. Mentees have complete ownership of their progress through the programme and their associated targets.	Case studies across the PiXL partnership in both mainstream comprehensive and alternative provision schools show improved engagement, attendance and outcomes for those engaged in the programme. It is also a multi staff but low cost package and enables staff to work with more than one student at any time.	Staff involved undertake training and research reading about the project. Students data, attendance and commitment to learning tracked over time.	MIE	This is an ongoing focus to study the data at each data collection point and for every set of GCSE results.
To close the progress and attainment gaps between disadvantaged students and their peers	<b>Maths Tuition</b> is being offered to a few selected students.	Whilst this intervention is primarily focused on raising the achievement of individuals' Maths grades the Tutor is also providing 1:1 motivational support. This is the second year we have used this Tutor due to the success gained in the last Academic Year.	Students are carefully selected and matched to the Tutor. The Tutor checks in with the Deputy Head for Teaching and Learning for regular (at least weekly) updates on the students' attitude to learning and progress.	MIE	Half-termly analysis of the progress of the selected pupils in Maths

**iii. Wider strategies (£92,139 Student Welfare officers)**

<b>Desired outcome (SIP target)</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To track and deliver personalised interventions on a half-termly basis	<b>Student Welfare Officers (SWOs)</b> form a dedicated team providing pastoral support on a daily basis.	Through the tracking of student interactions Student Welfare Officers were able to discern that 60% of their caseload was working with disadvantaged students.	The Student Welfare Officers are involved in fortnightly Student Action Group meetings, to discuss students who require additional support. Interventions are tracked for individual students.	NIH / CHF	Fortnightly meeting which are recorded
To improve the attendance of disadvantaged pupils in line with the school target of 96%	<b>Education Welfare Service</b> supports in-house attendance clinics and meetings with families.	The attendance of disadvantaged pupils is well-below the attendance of their non-disadvantaged peers so this remains a key area of focus for Penair.	The management of Education Welfare officer hours will be targeted to work with individuals and families. This is a 'second tier'	RAS	Fortnightly analysis of attendance data

			approach after intervention from the SWOs.		
To improve the attendance of disadvantaged pupils in line with the school target of 96%	<b>Big Breakfast</b> provides a free breakfast for any student who requires it on a daily basis.	Breakfast is deemed to be the most important meal of the day and we want to ensure every child is ready to learn in a positive frame of mind. The Big Breakfast is largely managed by the pupils and it creates a calm and welcoming atmosphere for students to arrive in school on time and prepare for the day ahead.	Staff on duty oversee the dining hall and the food is often served by the Students. We listen to the requests of the students and provide plenty of options for them.	NIH	Student voice will be undertaken in the summer term

## Summary details

### Penair School's Pupil Premium Strategy

Pupil progress is the responsibility of all members of staff. We understand that disadvantaged pupils at Penair are not one homogenous group and we aim to treat them all as individuals.

In this academic year (2019 / 2020) there remains a whole school Teaching staff Performance Management target to support disadvantaged learners. Target 2 for all Teaching staff states: 'Work towards developing an aspect of your pedagogical practice that leads to sustained and embedded improvements in quality first teaching for all learners.' The Staff CPD programme takes an Action research based approach and looks to extend pedagogical and meta-cognition practices.

Over the last 5 years the profile of Pupil Premium has risen within the school as we have promoted the importance of 'Quality first teaching' It is now an expectation that every teacher uses 'Classcharts' for all of their classes. This enables teachers to have instant access to annotated seating plans with student's details clearly identified. All teaching staff also have GRAPle (Group Raising Achievement Plans for Learning) targets for under-achieving individuals in each class they teach. These targets are recorded on SIMs and displayed in Class charts.

Marking and Feedback should be of high quality and each faculty determines their own marking policy. All pupils should engage with their teachers' marking and evidence of pupil response to feedback should be purposeful and able to demonstrate progress.

Staff are encouraged to support all disadvantaged pupils throughout the school, by identifying barriers to learning and working with their students to overcome them. Staff are able to apply for equipment and materials for individuals in order to support the pupils' learning.

The Assistant Headteacher responsible for Pupil Premium funding is regularly held to account by the Headteacher, PP Governors and the Raising Achievement committee. Funding from the Pupil Premium is also allocated to support Social and educational inclusion. Our experience shows the need for some disadvantaged pupils to be supported and taught at other education providers.

Individual pupil data monitoring happens every fortnight for attendance and regularly for progress. Behaviour and attendance is monitored by the Pastoral Leads and Student Welfare Officers for each Key stage. Academic progress Leaders for Key stage 3 and 4 monitor pupil progress.

Attendance and progress gaps between disadvantaged pupils and their non-disadvantaged peers remains a key area of focus for this Academic Year.

Out of classroom support is also being provided at both the beginning and the end of the school day. Pupil Premium funding supports The Big breakfast, where any student in school can receive free breakfast. We will also continue to support and strengthen our Homework support club where TAs help individuals with their homework.

