# Pupil premium strategy statement for Penair School

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| 1. **Summary information** | | | | | |
| **School** | **Penair School, Truro, Cornwall** | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £219,205 | **Number of pupils eligible for FSM** | 143 (15.9%) |
| **Total number of pupils** | 1023 | **Number of pupils eligible for PP** | 226  (22%) | **Date for next internal review of this strategy** | July  2021 |

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| 1. **2019/20 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 (2019/20)** | 61.1% (53.4%)\* | 85.4% (75.7%)\* | 80.3% (69.0%)\* |
| **Progress 8 Score (2019/20)** | -0.60 (-0.34)\* | 0.21 (0.17)\* | 0.04 (0.01)\* |
| **Attainment 8 Score (2019/20)** | 43.06 (43.38)\* | 56.56 (53.73)\* | 53.75 (50.67)\* |
| **% Grade 4 or above in English & Maths ‘Standard Pass on 9-1 scale’ (2019/20)** | 69.4% (56.4%)\* | 85.4% (77.9%)\* | 82.1% (71.5%)\* |
| **% Grade 5 or above in English & Maths**  **‘Strong Pass on 9-1 scale’ (2019/20)** | 30.6% (33.3%)\* | 58.4% (56.0%)\* | 52.6% (49.2%)\* |

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| 1. **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 (2018/19)** | 32.3% (42.8%)\* | 69.5% (67.6%)\* | 63.2% (60.6%)\* |
| **Progress 8 Score (2018/19)** | -0.99 (-0.35)\* | -0.01 (0.15)\* | -0.16 (-0.03) |
| **Attainment 8 Score (2018/19)** | 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’ (2018/19)** | 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’ (2018/19)** | 16.1% (26.3%)\* | 52.3% (48.8%)\* | 46.2% (42.4%) |

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| **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 (representative national sample) used where national average not published by DfE | | | |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | |
| **In-school barriers** | | |
|  | **Progress in KS4** – The progress 8 gap narrowed in 2020 from the previous year between disadvantaged pupils and all pupils at Penair. The gap also narrowed between disadvantaged pupils at Penair and all disadvantaged pupils nationally. However, a gap still remains and this needs to remain a focus at Penair. We are concerned about the impact that the National lockdown in 2020 has had on all students. Whilst many PP students in Year 10 (current Year 11) were provided with ICT access, not all PP students engaged with online learning or the return to school in June for Year 10. | |
|  | **Behaviour** – Many Disadvantaged pupils are disproportionately over-represented in both after-school detention and exclusion sanctions. This data is monitored by the school on a half-termly basis. | |
|  | **Mental Health and well being** – The analysis of the Wellbeing Measurement Framework (a Headstart initiative) for Penair School states that disadvantaged pupils (in KS3) have a tendency to experience emotional difficulties that are linked to low resilience and self-esteem. (This is also an Ofsted 2017 action point)  During National lockdown 1, the pastoral team focused on 140 ‘vulnerable’ students who had previously been identified in our Student Action Group meetings between September 2019 and March 2020. These 140 students and their families had additional contact from Penair school above the regular contact from Tutoros and Teachers for all pupils. A ‘Penair RU OK? Survey that was run by Headstart Kernow provides us with a specific insight into the concerns of our students during lockdown | |
|  | **Home learning** – 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.** | **Attendance** – Some Disadvantaged pupils have lower attendance and higher rates of persistent absence that their non-disadvantaged peers. | |
| **F.** | **Access to funds / opportunities** – 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. | |
| 1. **Desired outcomes** | | **Success criteria** |
|  | **Progress in KS4 –**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, except for the grade 4 < in English and Maths. All members of teaching staff have a standardised Performance Management target in the 2020 / 2021 Academic Year to embed Quality First Teaching. *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.“* | 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 |
|  | **Behaviour -** The aim is to reduce the proportion of disadvantaged students receiving formal behaviour sanctions when compared to other students. Penair School will be continuing to embed their work with Pivotal education which began in 2019/2020 to revise the school behaviour policy. The new school ‘rules’ of being Ready, Respectful and Safe will underpin all behaviour conversations with students. | The negative behaviour points and sanctions received in 2020 / 2021 will be reduced in comparison to the previous academic year. |
|  | **Mental Health and well being -** 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. |
|  | **Homework -** Monitor impact of a Teaching Assistant led Homework Club to address homework issues primarily in KS3. This is subject to change and adaptations in 2020/20 due to Covid-19 restrictions and regulations. | Data will show the number of -1/-2 grades have reduced across the year for all groups when compared to the 19/20 Academic Year. |
|  | **Attendance -** To meet/exceed the school’s minimum attendance target of 96% for all pupils. Regular attendance monitoring will remain with the Deputy Headteacher, the Pastoral Leads in KS3 and KS4 as well as the Student Welfare Officers. However, it is anticipated that the Covid-19 pandemic will bring extra pressures on school attendance this year. | 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. |
|  | **Access to funds / opportunities –** Staff will be able to apply for specific funding for groups and individuals to ensure that all students are able to access their curriculum. Art and DT are two subjects who use this funding effectively for their learners. | Reduce progress, attainment and behaviour gaps across all years. |

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| 1. **Planned expenditure ( Key interventions from Penair’s tiered approach to Pupil Premium spending)** | | | | | | |
| * **Academic year** | | **2020 / 2021 (£219,205)** | | | | |
| 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 evaluating our approach by working with Kingsbridge Research school in 2019. | | | | | | |
| 1. **Quality First teaching for all (£94,230)** | | | | | | |
| **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 ensure all experienced teachers are leaders in closing the progress and attainment gaps between disadvantaged students and their peers | **To invest in our very experienced teaching staff**  The educational improvement for all disadvantaged pupils is everyone’s responsibility, but the experienced staff should be leaders in this action. | | We currently have 43 teaching staff on the UPS (38FTE) and 17 teachers on the main scale.  We recognise that the cost of this experienced workforce, is a large percentage of our overall school budget. | Penair CPD is led and managed by staff and is inclusive to all. Staff share their experience and good practice and challenge each other to improve their pedagogy in a supportive and collegiate manner. | JCD / MIE / NIH | This is an ongoing commitment to employ the best teachers that we can at Penair school |
| To close the progress and attainment gaps between disadvantaged students and their peers | **Collective Performance Management Target**. The educational improvement for all disadvantaged pupils is everyone’s responsibility. | | By having this focused (and adapted) target over the last 5 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 | **Revision Guides** 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 | **The CPD programme** 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.  All strands are underpinned by evidential research in the classroom encouraging staff to hone their craft and their role in the classroom. | | 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 |
| To close the progress and attainment gaps between disadvantaged students and their peers | **Access to funds** 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 and DT), 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. |
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| 1. **Targeted academic support (£23,240 Academic Support fund,** **TAs £4,500 and Maths Tutor £6,000)** | | | | | | |
| **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 address homework issues primarily in KS3 | **Homework Club** is an 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)  This is currently under regular review due to Covid-19 restrictions this year. |
| To close the progress and attainment gaps between disadvantaged students and their peers | **Level Best** 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 isretained 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 | **Build Up** is a programme designed to educate, inspire and motivate students to achieve their best in preparation for the future. It aims to develop growth mindset and resilience. We are using this with all tutor groups in KS4.  **Build up 20** is detailed in the strategy notes below | | The PiXL partners have reported improved engagement, attendance and progress of students in their associated subject area. It is a low cost intervention that allows students to work at their own pace and uses complex algorithms to set students work at a personalised level (from baseline tests undertaken at the start of the programme). | Tutors undertake training on the overall delivery and then receive a schedule of coverage for each session. Student booklets are printed for each module where they record their reflections, observations and set targets.  Students' data, attendance and commitment to learning tracked over time. This will be reviewed with tutors every tutor meeting. Regular drop ins to monitor consistency of delivery and student engagement. | LKM | This will be an ongoing area of focus for every data drop |
| To close the progress and attainment gaps between disadvantaged students and their peers | GCSE Pod is an online platform that students can access independently to review learning, revise from and flip learning. It offers 3-5 minute podcasts for almost every subject offered at KS4, and the exam board can be specified to ensure material being viewed by students is what will be covered in their GCSE course. | | Attendance is often reported as a reason for poor progress, so GCSE Pod is an interactive and quick way to condense learning and catch students up if/when classwork is missed.  Non-completion of homework is often cited as an aspect that holds back progress. Homework set on GCSE Pod is accessible, interactive and easily tracked | Students' outcomes tracked over time. | LKM | This will be an ongoing area of focus for every data drop. |
| To close the progress and attainment gaps between disadvantaged students and their peers | **Maths Tuition** 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 |

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| **iii. Wider strategies (£88,475 Student Welfare officers / EWO £4,500 / CEW £3,000 / Social Inclusion £8,500 / Social deprivation £10,000)** | | | | | |
| **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 track and deliver personalised interventions on a half-termly basis | **Student Welfare Officers (SWOs)** 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% | **Education Welfare Service** 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’ approach after intervention from the SWOs. | RAS | Fortnightly analysis of attendance data |
| To improve the attendance of disadvantaged pupils in line with the school target of 96% | **Big Breakfast** provides a free breakfast for any student who requires it on a daily basis.  Please see the extra note below detailing how Covid-19 as an impact on this provision | 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 |
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| **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 (2020 / 2021) 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 6 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 purposeful 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 and the Deputy Headteacher responsible for Raising standards are 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.  Build Up 20 focusses on 20 students across KS4 using a choice of delivery platforms to support Maths, Science and/or English. We have chosen Tassomai (English and Science), myON Renaissance (English) and Maths Whizz (Maths). The 20 students are introduced to each platform and then have complete control over their own progress. The focus of each platform is little and often, thus promoting good revision habits.  Greater use of GCSE Pod means that teachers are able to set assignments for students based on the Pods - there are ready-made assignments, with both multiple and free text answers, and the opportunity for teachers to create their own quizzes. The platform links to classcharts for ease of setting homework. GCSE Pod statistics report improved engagement, attendance and student outcomes when GCSE Pod is used by students effectively over time. Students are able to create their own boost playlists on areas of weakness, and students can work at their own pace through the pods.  In a ‘normal’ non-covid year we have taken pride in the out of classroom support that is provided at both the beginning and the end of the school day.  Pupil Premium funding is usually used to support The Big breakfast, where any student in school can receive free breakfast. Unfortunately, constraints relating to the Covid-19 risk management strategy The Big Breakfast may not be available this year. This is a situation that is regularly monitored and the opportunity for a free breakfast will be re-instated as soon as possible.  We will also continue to support and strengthen our Homework support club where TAs help individuals with their homework. Unfortunately, Covid-19 restrictions have also changed how this will operate for students this year as we navigate the ‘bubble’ system of safety measures. |