

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Penair school
Number of pupils in school	1078
Proportion (%) of pupil premium eligible pupils	224 (22%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	James Davidson
Pupil premium lead	Mel Eastburn-Cutts and Nicola Hosking
Governor / Trustee lead	Elizabeth Seale

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,825
Recovery premium funding allocation this academic year	£29,145
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£38,979
<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	£278,949

## Part A: Pupil premium strategy plan

### Statement of intent

Penair is an inclusive school, focused on ensuring that **all** our students make excellent progress in a supportive, safe, yet challenging environment. Our purpose is to create a caring learning community of high quality, where **everyone** is valued for who they are and for what they may become. Penair believes that **every** pupil is entitled to a broad, balanced and meaningful education. It is our aim to build on **every** child's potential and to help them achieve to the very best of their ability.

Our school motto (Disce ut Vivas ~ Live to Learn) encompasses our ultimate objective for all of our pupils, and none more so than our most disadvantaged.

Our school Values underpin how students flourish in our school, local and wider communities.

**Pride**

**Opportunity**

**Belonging**

**Learning**

Our strategy ensures that we focus on the following:

**Quality first teaching.** We use a wide range of learning and teaching strategies are also used to actively involve students in the learning process. This is a priority as all students spend time in the classroom and so this is where we can and should have the greatest impact.

**Targeted intervention.** Intervention is both academic and pastoral. Interventions are planned to remove academic and non-academic barriers. This can be in the form of 1:1 or small group sessions, to address subject specific issues or pastoral barriers such as attendance.

**Opportunities and enrichment.** Children from the less disadvantaged backgrounds are three times less likely to engage in extra-curricular activities. Participation in these activities underpin access to social mobility. At Penair we encourage all activity leaders to ensure their activity recruitment reflects the school demographic.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Whole school ethos of attainment for all.</b></p> <p><b>Progress in KS4</b> – The progress 8 gap increased in 2021 from the previous year between disadvantaged pupils and all pupils at Penair.</p>
2	<p><b>Addressing Behaviour and Attendance</b></p> <p><b>Behaviour</b> – Disadvantaged pupils are disproportionately represented in both after-school detention and exclusion sanctions. This data is monitored by the school on a half-termly basis.</p> <p><b>Attendance</b> – Disadvantaged pupils have lower attendance and higher rates of persistent absence than their non-disadvantaged peers.</p>
3	<p><b>Meeting individual needs</b></p> <p><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) tend to experience emotional difficulties that are linked to low resilience and self-esteem.</p> <p><b>Students with Multi-agency support</b> The ‘students with social workers’ list that is held in school shows that over 80% of students who appear on this list are in receipt of a Pupil Premium.</p> <p><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.</p>
4	<p><b>Impact of Covid-19</b></p> <p><b>Progress</b> We are acknowledging the impact that the National lockdown in 2020 and 2021 has had on all students. Whilst all disadvantaged students in both lockdowns were provided with ICT access, not all disadvantaged students engaged with online learning.</p> <p><b>Home learning</b> Some Disadvantaged children often struggle with the demands of homework and therefore, on average, receive lower homework grades than their non-disadvantaged peers.</p> <p><b>Welfare</b> 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 Tutors and Teachers for all pupils. Similar contact occurred during lockdown 2.</p>

## 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
1. Close the progress and attainment gaps at KS4	<ul style="list-style-type: none"> <li>- Gap between disadvantaged and Non-disadvantaged is 0</li> <li>- Disadvantaged students' achieve at least in line with national</li> <li>-Rigorous testing in place to identify any needs for intervention</li> <li>-Pupil voice shows increased confidence and enjoyment across all subjects.</li> </ul>
2a. Behaviour – Reduce the proportion of sanctions for disadvantaged pupils in comparison to non-disadvantaged pupils	-The negative behaviour points and sanctions received in 2021 / 2022 will be reduced in comparison to the previous academic year.
2b. Attendance – Improve attendance of Pupil Premium	<ul style="list-style-type: none"> <li>- Overall school attendance to achieve a minimum of 96%.</li> <li>- Reduced levels of Persistent absenteeism by group and in comparison with national levels over the year.</li> </ul>
3.Targeted response to meeting individual needs for example <i>-Providing equipment for learning, to overcome individual barriers</i> <i>-Targeted interventions for addressing attendance concerns.</i>	<ul style="list-style-type: none"> <li>- Extra-curricular activities to reflect the % of disadvantaged students in school.</li> <li>- Pupil premium students are fully equipped for their learning</li> <li>- Active engagement of the Student Welfare Officers in the TIS therapy room. (TIS=Trauma Informed Schools)</li> <li>- Referrals to external agencies to reflect the needs of the students.</li> </ul>

## 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: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teachers - £101,845</b> To ensure all experienced teachers are leaders in closing the progress and attainment gaps between disadvantaged students and their peers</p>	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”</i> EEF guide to the pupil premium</p>	<p>1. Whole school ethos of attainment for all.</p>
<p><b>Staff CPD – Academic focus</b> Subject Mastery sessions for faculties to develop pedagogy. CPD to focus on school progress priorities, Metacognition, Boys’ learning, Disadvantaged Learners, as well as aspiring Middle Leaders.</p>	<p><i>“Mastery learning is a low-cost yet high impact strategy”</i> EEF guide to the pupil premium The Maths faculty were the first faculty to receive mastery time and it had a positive impact in their delivery so is being rolled out across all faculty areas. All bar four subject areas have this time allocated.</p>	<p>1. Whole school ethos of attainment for all.</p>
<p><b>Staff CPD – Behaviour focus</b> Working with Pivotal education to develop a relationships based approach to behaviour management.</p>	<p><i>“When the adults change – everything changes”</i> Paul Dix, author and founder of Pivotal education. Penair has adopted 3 clear school ‘rules’ of being Ready, Respectful and Safe.</p>	<p>2. Addressing behaviour and attendance. 3. Meeting individual needs 4. Impact of Covid-19</p>
<p><b>Baseline Testing for Year 7 and 8 - £4,020</b> Baseline tests in English and Maths to be used to assess gaps in student knowledge due to Covid-19 school closures.</p>	<p><i>“Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging.”</i> DfE - Using pupil premium: guidance for school leaders</p>	<p>1. Whole school ethos of attainment for all. 4. Impact of Covid-19</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) addressed
Maths one to one tuition - £6,000	Numeracy is a key determiner for academic success and financial competency for adult life <i>“Good numeracy is the best protection against unemployment, low wages and poor health.”</i> National Numeracy.org.uk	1. Whole school ethos of attainment for all. 3. Meeting individual needs 4. Impact of Covid-19
Literacy – £6,000 Eg guided reading, DEAR (drop everything and read), Year group texts	<i>“Reading comprehension strategies are high impact on average (+6months). Alongside phonics it's a crucial component of early reading instruction.”</i> EEF teacher toolkit	1. Whole school ethos of attainment for all. 4. Impact of Covid-19
HLTA – Numeracy & Literacy - £22,500	<b>Literacy</b> <i>“Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.”</i> EEF teacher toolkit	1. Whole school ethos of attainment for all. 3. Meeting individual needs 4. Impact of Covid-19

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student welfare officers - £111,240	<i>“Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.”</i> <i>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially</i>	2. Addressing behaviour and Attendance 3. Meeting individual needs 4. Impact of Covid-19

	<i>careful to monitor the efficacy of SEL approaches in their settings.”</i> EEF Toolkit	
<b>TIS Therapy room and further TIS training for SWOs - £12,000 +++</b>	<i>“Trauma informed schools are safer and more successful and support stronger communities.”</i> Crisis Prevention <i>“On average it takes a child 10 years to receive help for a Mental Health problem.”</i> The centre for Mental Health	2. Addressing behaviour and Attendance 3. Meeting individual needs 4. Impact of Covid-19
<b>Social deprivation funds - £15,000</b> Access to funds will be available for members of staff to support students in overcoming their barriers to learning within curriculum	Contextual evidence from our experience - <i>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 (eg the purchasing of ‘starter packs’ in Art GCSE subjects).</i>	1. Whole school ethos of attainment for all 3. Meeting additional needs
Social Deprivation funds – CEW contributions - £3,000	Social mobility Commission 2019 recommendation 3. Increase the capacity of schools to provide extra-curricular activities.	3. Meeting additional needs
Social Deprivation funds Extra-curricular involvement – £10,000 eg D of E, LAMDA, CCF	<i>“Children from wealthiest backgrounds are three times more likely to take up music classes out of school hours than children from the poorest backgrounds. There is also 20% participation gap in sport”</i> Social mobility Commission 2019	2. Addressing behaviour and Attendance 3. Meeting additional needs

**Total budgeted cost: £315,000**

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

### Pupil premium strategy outcomes

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

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

COVID-19 and school closures brought challenges to all members of our school community. The Pupil Premium and Covid-catchup strategy documents of 2020-21, detailed our areas of focus trying to address the barriers faced by our most disadvantaged students and our school community as a whole.

One challenge we had to overcome last year was access to Online Learning during National Lockdown 3 (Jan – Mar 2021). The school developed a clear rationale and criteria to distribute laptops and IT support to students unable to access our comprehensive remote learning offer. 69% of the students who received laptops had a characteristic that would put them among a vulnerable/critical group. We were also pleased to have been able to deploy laptops to students who did not fall into one of these groups but who struggled for various reasons to access our online offer. The use of these devices and online engagement was monitored and the vast majority of students who received laptops showed improving engagement overtime. In total the school was able to make 128 deployments over both lockdowns, this includes devices that had been declined, returned and reissued.

The Pupil Premium and Covid Catch-up strategies meant that we were able to support small groups of children for specific and vital support in both Literacy and Numeracy. Tutors were employed to deliver literacy and numeracy catch-up sessions to identified students. The statistics for the impact of these Tutoring sessions are as follows:

#### **Numeracy:**

	Nº students on course	Nº students to complete 2 tests	Improved %	No movement %	Regressed %
Y7	26	18	78	17	5
Y8	13	9	100	0	0
Y9	18	15	74	13	13
Y10	12	5	80	20	0

General observations were provided by the tutor and these have proved to be key in helping to devise the intervention strategies for the 2021/22 Academic year.

## Literacy:

Of the students who received extra reading intervention in Summer 2021, 15 year 7 and 15 year 9 students sat reading tests on the 5<sup>th</sup> and 6<sup>th</sup> July 2021:

- Of the 15 year 7 students, 13 students improved their reading age between September 2020 (baseline entry in year 7) and July 2021 and 2 students were lower.
- The average age standardised score in the test for the 15 students went from 88 to 95 over the course of year 7.
- The average reading age improved from 9 years and 2 months to 11 years and 4 months over the course of year 7 (2 years and 2 months increase).
- Of the 15 year 9 students, 10 were initially tested in September 2018 (baseline entry in year 7), all except one of the 10 improved their reading ages by the end of year 9. The other 5 joined the school after the Autumn of year 7.
- Of the 10 year 9 students, initially tested in September 2018 (baseline entry in year 7), the average age standardised score in the test was 81 and averaged reading age was 8 years and 7 months suggesting a lower overall starting point than the year 7 group.
- Of the 15 year 9 students, 11 students improved their reading age between December 2020 (Year 9 re-tests) and July 2021 (end of Y9), one student stayed the same and 3 students were lower.
- The average age standardised score in the test for the 15 students went from 73 to 79 over the course of year 9 from the end of the Autumn term.
- The average reading age improved from 9 years and 4 months to 10 years and 4 months over the course of year 9 from the end of the Autumn term.

## Performance against the 2020 Pupil Premium Strategy document intended outcome

**KS4 Attainment and progress outcomes for disadvantaged students 2020 – overall grade 9-1 (or equivalent)** subject gaps will have reduced to a less than 20% gap and the progress 8 and attainment 8 measures will show disadvantaged students improving more rapidly than non-PP students resulting in a smaller gap to all.

	2020	2021
N <sup>o</sup> subjects with <20% gap in 9-4 grading Disadvantaged to non-disadvantaged	19	12

The number of subjects with a less than 20% gap has increased meaning that the gap in grade 9-4 performance across a large number of subjects has increased.

Attainment gaps – English, Maths and Attainment 8

	English		Maths		Attainment 8	
	Penair Average Gap (All Students - PP)	National (SISRA DC)*	Penair Average Gap (All Students - PP)	National (SISRA DC)*	Penair Average Gap (All Students - PP)	National (SISRA DC)*
<b>2020/21</b>	1.18	0.74	1.47	0.81	1.46	0.81
<b>2019/20</b>	0.79	0.7	0.98	0.77	1.07	0.73

\*SISRA Data Collaboration national average (representative national sample) used where national average not published by DfE

Progress 8 gaps

	Disadvantaged students P8		All students P8		P8 Gap	
	Penair	National *	Penair	National *	Penair	National
					(All Students - PP)	(All Students - PP)*
<b>2020/21</b>	-0.63	-0.36	0.3	0.01	0.93	0.37
<b>2019/20</b>	-0.6	-0.34	0.04	0.01	0.64	0.35

\*SISRA Data Collaboration national average (representative national sample) used where national average not published by DfE  
 Attainment and progress gaps for disadvantaged students have widened over the last academic year and continue to be worse than the national picture.

**Behaviour gaps 2020** – *The negative behaviour points and sanctions received in 2020/21 will be reduced in comparison to the previous year.*

	2020	2021
Fixed Term Exclusions (all)	66	67
Fixed Term Exclusions (disadvantaged)	32	43
Proportion of exclusions (disadvantaged)	48.5%	64.2%

The disruption to the launch of the Pivotal approach to behaviour management as a result of the lockdowns and covid security measures has meant that planned work to improve this could not take place. Disadvantaged students continue to be disproportionately over-represented in our behaviour and exclusion data.

**Mental Health and well-being: 2020-** *Improved outcomes in the annual Wellbeing Measurement Framework Survey, analysed by external partners for Headstart*

School lockdowns meant that the Well-Being Measurement Framework Survey was not completed, but mental health and well-being check ins were.

- Students were invited in to attend school where there were significant concerns around their MHWB
- Student Welfare Officers and Pastoral Leads worked to a targeted list of vulnerable students with whom they were in regular contact with.
- Tutors made additional calls and checks to students in their form, not visible or attending tutorial sessions or who had regular absences from online lessons.

**Homework:** *Data will show the number of -1 and -2 reported homework grades have reduced across the year for all groups when compared to the previous academic year. (-1 = sometimes poor, -2 = often poor)*

To reduce student and staff screen time during the lockdowns and in support of MHWB for all only Key Stage 4 students were set homework and data was not collected whole school against this measure.

**Attendance:** *Overall school attendance target is to achieve a minimum of 96%. Reduced levels of persistent absenteeism by student group and persistent absenteeism to be reduced when compared against national levels throughout the year.*

We are unable to compare attendance data over the last two years due to the disruption of Covid and the changes in coding to impact on attendance. Students isolating for Covid related illness or household quarantine were X coded – this means that it did not impact their attendance figure.

## Externally provided programmes

Programme	Provider
Individual Information, Advice and Guidance (IAG) meetings for all Year 11 students (£8,925)	Careers South West
GCSE Pod – revision programme (£9,073)	GCSE Pod

## Further information (optional)

Due to unavoidable staff changes we were unable to provide our Yr 11 students with 1:1 IAG meetings in the 2020-21 Academic Year. As this is an important transition year, we engaged the services of Careers South West and paid for a dedicated IAG counsellor to meet with all Year 11 students. These meetings occurred face to face in school and remotely via Teams during the period of school closure. This allowed our students to consider and apply for a whole range of courses with various tertiary education providers, both in the county and nationally. Our initial figures for students not in education, employment or training (NEET) in September 2021 were in line with previous years (Approximately 2% NEET).

Our investment in GCSE Pod allowed our students to have access to a consistent programme of GCSE content and revision materials. The last academic year 2020-2021 saw high levels of absence from school due to self-isolation and National school closures. Access to GCSE Pod was enabled for all Year 11 and Year 10 students. The levels of engagement are monitored and tracked by the Personal Development Leaders for those Year groups. Teachers are also regularly using GCSE Pod in their lessons and revision sessions. This ensures this programme is familiar for students and promotes accessibility.