

Pupil premium strategy statement – PENSBY HIGH SCHOOL

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Pensby High School
Number of pupils in school	844
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	12/10/21
Date on which it will be reviewed	12/10/22
Statement authorised by	
Pupil premium lead	J E Rice
Governor / Trustee lead	A Challinor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,840
Recovery premium funding allocation this academic year	£23,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£217,890

Part A: Pupil premium strategy plan

Statement of intent

The purpose of Pupil Premium funding is to ensure that schools offer additional support to students from disadvantaged backgrounds in realising their potential. The school spends this money to ensure that disadvantaged students benefit from better teaching, curriculum and pastoral support, and more opportunities for cultural capital. Our pupil premium strategy supports initiatives that benefit our wider cohort of PP students.. Ultimately our aim is to eliminate inequities in academic outcomes, attendance and behaviour points, cultural capital and wider school experience-between pupil premium students and our whole school cohort.

It must be noted that the school is witnessing a shift in terms of the profile of the student population. The % of students entering the school in year 7 who are eligible for the PP grant is declining fairly rapidly. This trend will quite clearly impact on school funding going forward and in its ability to provide extra resources.

Challenges

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

Challenge number	Detail of challenge
1	PP students historically and nationally have lower progress scores than non PP at GCSE.
2	PP students have lower Y7 starting points in literacy than non PP students
3	In the 2020/2021 academic year the PP cohort attended school less frequently than our non PP students.
4	PP families are less likely to be able to afford classroom resources and uniform and food products-limiting PP students' capability to engage effectively with day to day schooling.
5	PP families are less likely to be able to support costs associated with extra/curricular and or off site activities-limiting PP students' access to cultural capital.
6	PP students are more likely to be further behind following C19 school closures because of a lack of resources such as internet, devices, parental time and educational level

7	PP students attendance historically and nationally (prior to the global pandemic) is worse than their non PP peers.
8	PP students historically and nationally are less likely to move on to A-Level study and higher education.

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
PP students (Year 11 P8) to be closer to in school trend prior to 2019 – 2016 (-.18), 2017 (-.14), 2018 (0.06), 2019 (-.73)	For PP students in year 11 to have a positive overall P8 figure. August 2022
PP students to continue to improve their performance in core subject areas.	For PP students in year 11 to have positive overall progress rates across English, maths & EBacc baskets.
PP students to reach our whole school benchmark for attendance.	PP students to improve attendance so that it is better than secondary school attendance nationally (July 2022) and reaches the 95% benchmark by July 2023.
PP students to leave school with the same high ambitions and access to post 16 support/information as our whole school cohort.	Karen Rowles will offer bespoke careers support to every PP student in year 11 ensuring they have the opportunity to engage with high quality post 16 provision. There will be no NEET students amongst the PP cohort in year 11. Karen will produce an end of year report for Governors on her work/outcomes with this group of students.
PP students across all year groups to receive opportunities to learn off site and develop cultural capital alongside their peers.	100% KS3/KS4 external visit a Local University, have access D of E, extracurricular enrolment for PP students is 80% +. (academic year 2021/22)

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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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT lead to oversee the PPG/RG and ensure attainment gap is narrowed and outcomes improve for PP cohort.	The school has an overall trend for improved outcomes and attendance for the PP cohort -2016-2018 so that in 2018 the progress made by PP students at Pensby was favourable when compared with all peers nationally – this was also the case with attendance. In 2019 the school feels that there was a blip in these KPI's for the PP cohort and expect the performance of this group to fall back in line with the 2016-18 trend.	1-8

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

Budgeted cost: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress Mentor(s)	Small group tuition and reducing class sizes are both proven to accelerate progress of PP students by 3 and 4 months respectively (EEF). Moreover, the Progress mentors can also support students with various barriers to learning (Attendance/Behaviour/Social & Emotional) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-tool	1,2,3,6,8

<p><i>Academic & Pastoral Mentor.</i></p>	<p>This is a new approach being used by the school – two graduates have been employed to work across all year groups to assist in the recovery plan (to address students lost learning). As above EEF evidence supports the fact that this type of support can accelerate progress by 3 and 4 months.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-tool</p>	<p>1,2,3,6,8</p>
<p>Resources to support PP students in class, in preparing for examinations etc.</p>	<p>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pu-pils.pdf</p>	<p>1,2,4,5.6</p>
<p>Dedicated after-school study sessions will be held for Y11s to provide an informal but structured atmosphere. Different subject teachers will be on hand to support and coach students accordingly. Refreshments will be provided.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-tool</p>	<p>1</p>

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

Budgeted cost: £67,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>The funding will support a full-time Mentor an Extra Curricular Manager who will also manage the DofE and carry out the role of a Mentor.</p>	<p>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>3,4,5,7,8</p>
<p>Develop cultural capital of PP students through trips and extracurricular involvement-e.g. Drop down days - 100% take up of external visit and extracurricular for PP students across KS3 & KS4 has 80% take up.</p>	<p>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>3,4,5,7,8</p>
<p>Prepare PP students for higher education and careers via dedicated careers programme and University/Employer links.</p>	<p>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>1,3,5,6,7,8</p>
<p>Breakfast Club</p>	<p>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>3,7</p>

<p>Meet the needs of LAC PP students, PP students experiencing trauma/mental health issues – counselling services and Family Support Advocate to support families,</p>	<p>The Sutton Trust Report into Disadvantaged Family Barriers and the impact of LD-visible at: https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/</p>	<p>3,4,5,6,7,8</p>
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Total budgeted cost: £217,890

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.