

PGHS Pupil premium strategy statement 2021-24: Penwortham Girls' High School: Autumn Term 2022 update for 2022-23

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Penwortham Girls' High School
Number of pupils in school	795
Proportion (%) of pupil premium eligible pupils	17.74% (14.59% FSM)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Karen Pomeroy, Headteacher
Pupil premium lead	Sumayya Ibrahim
Governor / Trustee lead	Emma Lamb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140, 995 (£9000 LAC; £14,460 Post LAC, £117,215 FSM / E6; £320 Service)
Recovery premium funding allocation this academic year	£25, 630.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
Total budget for this academic year	£176, 625.75

Part A: Pupil premium strategy plan - Statement of intent

Our ambition for all our students is that, irrespective of their background or individual challenges, they make at least good progress and strive to achieve high attainment across the curriculum, particularly in EBacc subjects.

This strategy will support all our disadvantaged students to achieve ambitious goals, including progress for those with SEND to those who are already high attainers. We will always consider the challenges faced by vulnerable students, such as those who are 'looked after children', those with a social worker, those who are young carers, those who have parents within the armed forces; those with any period of disadvantaged since the start of school age; and those who join us as transients. Activities outlined in this strategy are also intended to support their needs, regardless of whether they are disadvantaged or not.

At PGHS, high-quality teaching has always been our first priority, and this lies at the heart of this plan, with a focus on areas in which disadvantaged students require the most support. Extensive research has proven that this has the greatest impact on closing the disadvantage attainment gap, whilst also benefitting the non-disadvantaged students in our school – as Education Endowment Foundation state, "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment". Simultaneous to the intended outcomes for disadvantaged students detailed below, will always be our intention to ensure that non-disadvantaged students' attainment is sustained and improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, notably in its targeted academic and pastoral support for students whose education has been worst affected, including non-disadvantaged pupils. These will include whole school strategies and targeted approaches, ranging from numeracy and literacy intervention to extracurricular enrichment opportunities to pastoral one-to-one mentoring.

We will use robust diagnostic assessment processes to measure the progress of our students, adapting interventions and strategies where necessary to ensure individual needs are met.

We will ensure our strategies are implemented effectively by ensuring

- We adopt a whole-school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.*
- Staff receive the appropriate CPD so they can provide the best possible support for our disadvantaged students, including regular updates on evidence-based approaches and best practice within school.*

- *Interventions are timely and that students' progress is regularly monitored so that the right interventions are implemented as early as possible.*
- *All staff have high expectations and ambition for our disadvantaged students, as demonstrated by the challenging work they set.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Low reading ages / levels of literacy.</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Note: the predicted grades produced by the NGRT are lower than the target grades produced by FFTD as they do not take account our previous school performance.</p> <p><u>Year 11:</u></p> <ul style="list-style-type: none"> • Reading age average (NGRT) non PP = 16.06 • Reading age average (NGRT) PP = 15.09 • English Language predicted grade average (NGRT) non PP = 6.06 • English Language predicted grade average (NGRT) PP = 5.25 <p><u>Year 10:</u></p> <ul style="list-style-type: none"> • Reading age average (NGRT) non PP = 16.17 • Reading age average (NGRT) PP = 15.1 • English Language predicted grade average (NGRT) non PP = 5.94 • English Language predicted grade average (NGRT) PP = 5.64 <p><u>Year 9:</u></p> <ul style="list-style-type: none"> • Reading age average (NGRT) non PP = 15.27 • Reading age average (NGRT) PP = 14.6 • English Language predicted grade average (NGRT) non PP = 5.79 • English Language predicted grade average (NGRT) PP = 5.44 • Writing Age (nomoremarking) non PP = 14y 1m* (national = 14y 0m) • Writing age (nomoremarking) PP = 14y 1m (national 12y 7m) • *14y 1m is the maximum score calculated by nomoremarking <p><u>Year 8:</u></p>

	<ul style="list-style-type: none"> • Reading age average (NGRT) non PP = 14.59 • Reading age average (NGRT) PP = 12.04 • English Language predicted grade average (NGRT) non PP = 5.84 • English Language predicted grade average (NGRT) PP = 4.75 • Writing Age (nomoremarking) non PP = 14y 1m (national = 12y 10m) • Writing age (nomoremarking) PP = 12y 2m (national 11y 0m) <p><u>Year 7:</u></p> <ul style="list-style-type: none"> • Reading age average (NGRT) non PP = 12.29 • Reading age average (NGRT) PP = 11.45 • English Language predicted grade average (NGRT) non PP = 5.27 • English Language predicted grade average (NGRT) PP = 5.14 • Writing Age (nomoremarking) non PP = 13y 4m (national = 11y 11m) • Writing age (nomoremarking) PP = 13y 1m (national 10y 0m) <p>Students who have been highlighted as having significant gaps with their phonics knowledge are disproportionately PP students in Year 7.</p>
2	<p>Low numeracy levels / maths attainment</p> <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with numeracy skills.</p> <p><u>Year 7 2022 CAT Quant</u></p> <ul style="list-style-type: none"> • Whole year = 100.9 • Non Disadvantaged = 102.7 (5 pupils no data) • 50/125 = 40% < whole year average • 41/257 = 33% < 100 (Age related expectation) • Disadvantaged = 98.5455 (6 pupils no data) • 23/24 = 70.5% < whole year average • 22/34 = 64.7% < 100 (Age related expectation) <p><u>Year 7 2021 CAT Quant</u></p> <ul style="list-style-type: none"> • Whole year average = 98.69.33 • Non Disadvantaged = 99.2826 • 53/123 = 43% < whole year average • 75/138 = 54% < 100 (Age related expectation) • Disadvantaged = 95.44 • 15/25 = 60% < whole year average • 17/25 = 68% < 100 (Age related expectation)

	<p><u>Year 7 2020 CAT Quant</u></p> <ul style="list-style-type: none"> • Whole year average = 99.632 • Non Disadvantaged = 101.22 (1 pupil no data) • 53/123 = 43% < whole year average • 53/123 = 43% < 100 (Age related expectation) • Disadvantaged = 92.897 (2 pupils no data) • 20/29 = 69% < whole year average • 20/29 = 69% < 100 (Age related expectation) <p>Data shows the negative impact which Covid has had across both disadvantaged and non-disadvantaged pupils</p> <p>Assessments on entry to year 7 in the last 3 years indicate that between 63-39% of our disadvantaged pupils arrive below age-related expectations compared to 54-38% of their peers.</p>
3	<p>Gaps in curriculum knowledge</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of several of our disadvantaged pupils were impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially reading (as evidenced in the NGRT tests).</p>
4	<p>Attendance</p> <p>Our attendance data indicates that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. Prior to covid the gap was approx. 2%, this figure roughly doubled during the pandemic (2020-21 Gap 4.05).</p> <p>Disadvantaged pupils have been typically more likely to be persistently absent (missing 10% or more of their education). Pre-pandemic typically around 20% of our disadvantaged pupils were 'persistently absent', compared to approx. 8% of their non-PP peers. During the pandemic it was difficult to accurately measure PA rates as the majority of absence was recorded using the X code. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Our overall attendance for 2022 was 93.2%; DP Attendance was 88.84%. whilst this was above national figures for DP, it is still way below what we would like it to be. Of 28 pupils categorised as PA in 2021-22, 18 of these were DP.</p>
5	<p>Emotional Health and Wellbeing</p> <p>Our assessments (including Class Charts Wellbeing Survey data) and work with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due</p>

	<p>to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During, and as we emerge from the pandemic, teacher referrals for support markedly increased. In addition to making extensive use of an external counselling service, we have also had to expand our team of trained Mental Health First Aiders to provide the emotional health and wellbeing support that they require.</p> <p>26 disadvantaged pupils (20% of the PP cohort and 22% of all students currently accessing some form of support for their EHWP) currently require additional support with social and emotional needs. They are being provided with a mixture of support consisting of an in-school counselling service, mental health first aider support sessions and close working with external agencies to provide more intensive support where this required.</p>
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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
<i>Improved attainment among disadvantaged students across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on maths.</i>	<p>By the end of our current plan in 2023-24, 65% or more of disadvantaged students enter the EBacc. In 2021-22, this was 55%. 2021-22 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • an average attainment 8 score of 52.52 • an EBacc average point score of 4.81
Improved reading comprehension among disadvantaged students across KS3	<p>Reading comprehension tests (NGRT) demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and work scrutiny.</p>
Improved outcomes in maths among disadvantaged students at KS3	<p>Assessment scores (and online platforms) demonstrate improved skills in all the 5 key areas; number, algebra, ratio and proportion, shape and measures and data and probability and a smaller gap between disadvantaged students and their peers. Improvement should also be noted by teachers in day-to-day assessment tasks and work scrutiny.</p>
Achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<p>Sustained high levels of wellbeing by 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> • Quantitative data regarding the number of PP students requiring

	<p>support for their EHWB has fallen, relative to both the size of the PP cohort and the total number of students accessing EHWB support.</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment and extra-curricular activities, particularly among disadvantaged students.
To achieve and sustain improved attendance for all students, particularly our disadvantaged pupils	<p>By the end of our current plan in 2023-24, we are aiming to improve the attendance of our disadvantage cohort.</p> <p>Our aspiration is for our post-pandemic data to show that attendance for our disadvantaged pupils has returned (if not exceeded) the levels achieved in 2017-18. This would involve the gap between disadvantaged and non-disadvantaged pupils being no greater than 2%.</p> <p>Our aspiration is to reduce persistent absence rates to below pre-pandemic levels. We aim to reduce disadvantaged PA rates to below 15%, or double the figure for non-PP pupils, whichever is lower.</p> <p>We would these changes to have lowered the impact of absenteeism on the progress and outcomes achieved by disadvantaged pupils.</p>

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: **£164,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of diagnostic assessments (NGRT). CPD delivered to staff on how to interpret data effectively.</i> <i>Use of the no more marking project to benchmark against national data pupil progress in writing</i> <i>Phonics training for all English staff to deliver phonics screening, intervention and teaching (leading to Master's credits with Cumbria University)</i> <i>Purchase of a year's licence to Spellzone to improve the spelling of all KS3, Menglish and Study Plus students</i>	<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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3
<i>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</i>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	2,3

<p><i>We will fund teacher release time to embed key elements of the guidance of the school, and to access Maths Hub resources and CPD offers (including Teaching and Mastery training).</i></p>	<p>Teaching mathematics at key stage 3 – GOV.UK (www.gov.uk)</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	
<p><i>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</i></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,2
<p><i>Enhancement of teaching across all subjects through CPD, collaborative planning and peer observations / coaching models:</i></p> <ul style="list-style-type: none"> • <i>Explicit teaching</i> • <i>Scaffolding</i> • <i>Cognitive and metacognitive strategies</i> • <i>Flexible Grouping</i> 	<p>EEF Research on effective Components of High Quality Teaching;</p> <p>2019 EIF Research and subsequent subject specific reports in Maths, Science, MFL, Geography, History, Music and RE to inform whole school and subject-specific pedagogical approaches.</p>	1, 2,3

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

Budgeted cost: £61,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics Programme for KS3 disadvantaged students currently below functional literacy</i>	<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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<i>Targeted reciprocal reading programme as a reading intervention for additional help to comprehend texts and address vocabulary gaps. Delivered to disadvantaged students through our Accelerated Learning sessions, which included Step Units (Silver, 1, 2 and Gold); Bedrock; Rapid Plus and Spellzone.</i>	<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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<i>Additional Numeracy intervention programme (delivered to disadvantaged students via our Accelerated Learning programme). To include Mastery techniques and AQA Entry Level Components 1,2 3 (Yr7); 4,5,6 (Yr 8); 7; 8 (Yr9)</i>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and</p>	2,3

	<p>help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	
<p><i>Additional literacy interventions across KS4 for lower attaining disadvantaged students:</i></p> <p><i>Intervention delivered instead of 1 option subject (English Study plus; Menglish). To include Functional Skills Levels 1 and 2; Bedrock</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p><i>Additional numeracy interventions across KS4 for lower attaining disadvantaged students:</i></p> <p><i>Intervention delivered instead of 1 option subject (maths Study Plus; Menglish). To include Foundation Scheme and Mastery Units</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3
<p><i>Blend of mentoring and school-led tutoring for disadvantaged students whose education has been most impacted by the pandemic.</i></p> <ul style="list-style-type: none"> • Across all KS4 subjects <p><i>Particular focus on Reading and Maths at KS3</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3

<i>Implement IDL programme for SEND disadvantaged students at KS3</i>	<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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£57,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <ul style="list-style-type: none"> - <i>Identified staff to receive training on how to develop and implement new strategies.</i> - <i>School's AIW allocated specific time each week to support attendance of identified disadvantaged students across both Key stages.</i> - <i>Full Time Family Liaison Worker to be appointed January 2022 to work with the families of our most disadvantaged and vulnerable families, to include a focus on supporting good attendance.</i> - <i>Attend reward programme to acknowledge perfect attendance. Vouchers awarded which can be exchanged for discounts on events/trips and to buy purchases at the school shop.</i> 	<p>DfE Guidance on how to improve school attendance identifies the following actions as key to improving attendance:</p> <ul style="list-style-type: none"> - Make sure staff receive professional development and support to deploy attendance systems effectively. - Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. - Deliver intervention in a targeted way, in response to data or intelligence. Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence 	5

<ul style="list-style-type: none"> - <i>Extensive communication with parents, both at the school level through newsletters and tweets, and individually through bespoke letters and regular phone calls to parents of pupils with low or declining attendance. Parents always given the option to come into school to discuss attendance face to face.</i> - <i>Attendance Partners (APs) introduced and attached to PA students. AP work closely with parents and pupils to raise attendance. PP and vulnerable pupils prioritised.</i> 	<ul style="list-style-type: none"> - Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance. - Build respectful relationships and communicate honestly. Liaise with other agencies working with pupils and their families to support attendance 	
<p><i>Pastoral mentoring for identified disadvantaged students. 1:1 sessions will focus primarily on 3 areas:</i></p> <ul style="list-style-type: none"> • <i>Attendance</i> • <i>Homework / independent study</i> <p><i>Revision</i></p>	<p>Providing students with a positive role model who helps them 'build confidence, develop resilience and raise aspirations' (EEF), which leads to improved outcomes.</p>	3,4,5
<p><i>Promote positive emotional health and wellbeing of identified disadvantaged students by:</i></p>	<p>Maintain provision of a counselling service for those students who require it.</p> <p>Further expand the team of Mental Health First Aiders to provide additional support.</p> <p>Provide DfE-funded training for Mental Health Lead to ensure high-quality, strategically led provision is in place.</p> <p>Increasing the extra-curricular participation rates of PP students.</p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £283,250

Part B: Review of the previous academic year (2022-23)

Outcomes for disadvantaged pupils

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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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits, particularly for disadvantaged pupils.
- Ensuring pupils understand our catch-up plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss – one of the main drivers of pupil anxiety.
- Utilising support from our local mental Health Support Team and local behaviour hub, plus finding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantages. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.

