Pupil premium strategy statement – Penwortham Girls' High School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	799
Proportion (%) of pupil premium eligible pupils	18.1%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sharon Hall
Pupil premium lead	Sumayya Ibrahim
Governor / Trustee lead	Emma Lamb Samantha Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 163,430
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*	£ 163,430

Part A: Pupil premium strategy plan

Statement of intent

Our goal for all of our students is to make significant progress and achieve high levels of attainment across the curriculum, regardless of their background or individual challenges. This includes excelling in EBacc subjects, which will enable them to pursue further education, employment, or training opportunities. In addition, we are committed to providing every student with access to a diverse range of extracurricular activities to help them develop their character, personal skills, and qualities to the fullest extent.

We are committed to using the Pupil Premium funding to provide an excellent education for those students who are eligible for pupil premium funding. This encompasses both academic outcomes and personal development opportunities. Our ambition is to ensure that students who receive pupil premium funding achieve their full potential. We are committed to identifying and addressing any obstacles to their education, thereby ensuring that their academic progress and participation in school are on par with all students.

As a school we have identified a range of issues that can have an impact on pupil premium students and these include attendance, literacy, numeracy, emotional health and wellbeing, SEND, being a young carer, having police or social worker involvement, being a transient pupil or being a looked after child.

Our key focus is high quality teaching which is the most influential factor in securing the success of all pupils including those in receipt of pupil premium. This is recognised in the EEF Guide to the Pupil Premium 2024 *'Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils'*

We have a team of teachers who are highly experienced subject specialists across all departments and a team of teaching assistants to provide bespoke support. We have invested in new technologies to support learning in the classroom and through homework to optimise progress for all pupils. We use robust diagnostic assessment processes to measure the progress of our pupils, adapting interventions and strategies where necessary to ensure individual needs are met. Additionally, we provide targeted academic support for those pupils who need support with literacy and numeracy across all year groups. We also offer a strong extracurricular and enrichment programme designed to foster strong personal development.

To fully take advantage of our high-quality education and personal development opportunities, students must maintain excellent attendance at school. Moving forward,

we will be using Pupil Premium funding to address the obstacles that prevent disadvantaged students from attending school regularly.

We will ensure our strategies are implemented effectively by ensuring

- We support the attendance of pupil premium students so the gap in attendance between them and other pupils is narrowed.
- Staff receive high quality CPD so they can provide the best possible support for our pupil premium students, including regular updates on evidence-based approaches and best practice within school.
- We identify pupil premium students who need bespoke support and measure interventions aimed at improving reading and writing proficiency and numeracy so that pupil premium students can access the full curriculum and achieve their full potential.
- All staff have high expectations and ambition for our pupil premium students, as demonstrated by the challenging work they set and the extracurricular opportunities they offer.

Challenges

This details the key challenges to achievement that we have identified among our pupil premium students.

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Attendance
Attendance of pupil premium students is lower than non-disadvantaged students and this plays a crucial factor in academic outcomes of these students. Data from Fischer Family Trust shows that although the attendance of our students in receipt of free school meals students (FSM) in higher than FSM students nationally, it is still lower than their non disadvantaged peers.

<table>
<tr><td></td><td>Gap between FSM and non-FSM within PGHS</td><td>Gap between PGHS FSM and National FSM</td></tr>
<tr><td>2022/23</td><td>-3.7%</td><td>+5.1%</td></tr>
<tr><td>2023/24</td><td>-4.8%</td><td>+3.0%</td></tr>
</table>
</td></tr>
<tr><td>2</td><td>Literacy

NGRT data shows that reading ages are less advanced in pupil premium students compared to non-pupil premium students.

Reading age September 2024;</td></tr>
</table>

Year	Chronological age	Non - PP Reading age	PP Reading age
7	11yrs	13yrs 8 months	11 yrs 7 months
8	12 yrs	14 yrs 7 months	12 yrs 4 months
9	13 yrs	15 yrs 1 month	13 yrs 11 months
10	14 yrs	16 yrs 1 month	16 yrs 1 month
11	15 yrs	15 yrs 6 months	14 yrs 1 month

Within the data some areas that require more intensive support;

Year 7 high ability PP
Year 8 middle ability PP
Year 9 lower ability PP
Year 11 lower ability PP

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Numeracy

The PTM scores also show that pupil premium students need support at KS3 with numeracy skills to reach the same percentage ranking as their non pupil premium peers.

	Non-PP rank	PP rank	Difference
7	56.2	45	-11.2
8	66.7	45.5	-21.2
9	63.8	50.9	-12.9

Year 7 high ability PP
Year 7 low ability PP
Year 8 low ability PP
Year 9 low ability PP

Additional data supports this conclusion.

	CAT Quant Non-PP	Cat Quant PP	Difference
7	102.4	92.6	-9.8
8	100.9	96.3	-4.6
9	100.5	92.7	-7.8
10	99.7	95.1	-4.6
11	100.7	93.4	-7.3

4	**Positive Behaviours** The ratio of positive to negative behaviours for PP students in some year groups is less than their peers. The size of the PP cohort in some year groups is larger with a higher proportion of the cohort also having SEND needs. This means that there is a greater variability in the profile of the PP cohort between each year group which needs to be considered alongside the quantitative data.
5	**Emotional heath and well being** CPOMS data shows that a higher ratio of pupil premium students require support for their emotional health and wellbeing compared to non-pupil premium students. The data shows that pupil premium students were twice as likely to need support. We appreciate this group includes looked after students and young carers and so when reflecting on the data there are a small number of students who require intensive support. Analysing the data for September 2024 it shows that 18% of pupil premium students access support from the school counsellor.
6	**Parental Engagement** Only 6% of parents do not access their Class Charts account; however, a significant portion of this group consists of parents of pupil premium students. These parents are overrepresented, as 18% of students are pupil premium, but 32% of parents who do not access Class Charts are parents of pupil premium students.
7	**Equal access to resources and extra-curricular activities** Promotion of extracurricular activities and supporting social emotional and behavioural needs is part of the DFE menu of approaches. By engaging students in school activities and maintaining engagement with them will promote further their sense of belonging in school. Currently pupil premium students who have additional SEND needs can in some cases participate less than their peers. Our ambition is to enable engagement with co-curricular activities and educational trips for all pupil premium students, addressing financial barriers where needed.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils so that their attendance is on a par with their peers.	Reduce the gap in attendance rates between children in receipt of the Pupil Premium and those who are not. Pre COVID this gap was no greater than 2%

	and our aspiration is to return to this gap or less by implementing this strategy. These figures to include overall attendance, persistent absence, severely absent and authorised absence rates.
Improved attainment among disadvantaged students across the curriculum at the end of KS4, particularly in EBacc subjects.	Reduce the gap between FFTD top 20% target and actual outcomes for pupil premium students at KS4 to that of their peers so that all students attain high outcomes from their starting points.
Improved reading comprehension among disadvantaged students across KS3	Reading comprehension tests (NGRT) demonstrate improved comprehension skills among pupil premium students and a smaller disparity between the scores of pupil premium students and their non-pupil premium peers. Teachers should also have recognised this improvement through engagement in lessons and work scrutiny.
Improved outcomes in maths among disadvantaged students at KS3	PTM test scores (and online platforms) demonstrate improved national percentage ranking and a smaller gap between pupil premium students and their peers. Improvement should also be noted by teachers in day-to-day assessment tasks and work scrutiny.
Improved positive behaviours and instilling a strong sense of belonging	A higher ratio of positive behaviours logged on classcharts for PP students aligning with their peers. A consistent level of engagement in extracurricular activities from PP and non-PP students, especially PP students who are also SEND.
Achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing demonstrated by increasing the resilience and self-regulation of pupil premium students where needed. This will be demonstrated by; • Quantitative data from cpoms and the EHWB tracker showing proportions of PP and non-PP students requiring support. • An increase in participation in enrichment and extra-curricular activities, particularly among disadvantaged students.
Increased parental engagement	By the end of the current strategy the engagement of pupil premium parents

	and carers with school will be aligned with non-pupil premium parents and carers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 36 614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of diagnostic assessments in English (NGRT) and Maths (PTM) to benchmark students and measure the impact of interventions. CPD delivered to staff on how to interpret data effectively.	Use of nationally standardised tests allows the benchmarking our pupil premium students against students in school and nationally. We will use them to identify those pupils requiring further support, chose appropriate teaching groups and retest when necessary to monitor interventions. (educationendowmentfoundation.org.uk)	2,3
CPD for all staff on disciplinary literacy, reading strategies, oracy and writing. These strategies are delivered using cooperative learning to further foster a sense of community and belonging.	Sustaining literacy as a strong element of pedagogy benefits all students and is a strong element of quality teaching first. Training teachers to ensure they model and develop pupils' oral language skills and vocabulary acquisition through the explicit teaching of language and vocabulary across subjects will improve outcomes for all pupils. Improving Literacy in Secondary Schools | EEF Teaching and Learning Toolkit | EEF Future-of-Oracy-v23-web-13.pdf	2

	Oral language interventions | EEF	
Appointment of a Literacy and Numeracy coordinator to share good practice in cross curricular literacy and numeracy and build explicit links between subjects.	To identify and share good practice in literacy and numeracy across school.	2,3

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

Budgeted cost: £ 58 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
The newly appointed Literacy and Numeracy Coordinator coordinating targeted academic interventions to support reading.	The Thinking Reading approach can be used to provide one to one targeted academic support to students who struggle with reading and support them to become fluent readers. Home - Thinking Reading One to one tuition | EEF	2
Phonics Programme for KS3 disadvantaged students currently below functional literacy	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: Reading comprehension strategies | EEF	2
Targeted reciprocal reading programme as a reading intervention for additional help to	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when	2

comprehend texts and address vocabulary gaps.	interventions are delivered over a shorter timespan. Reading comprehension strategies | EEF	
Additional literacy and numeracy interventions across KS4 for lower attaining pupil premium students: Intervention delivered instead of 1 option subject (maths Study Plus; Menglish).	Research from the EEF indicates that one to one and small group tuition can be a highly effective intervention (average of 5 months of progress). These programmes are most effective when tuition is provided by experienced teachers who know the pupils and are familiar with taught curriculum in school. Teaching and Learning Toolkit | EEF	2, 3
IDL Literacy and IDL Numeracy packages for SEND and PP students at KS3	The programme is shown to improve functional skills in English and maths. Dyslexia and Dyscalculia Software and Screening Tests | IDL	2,3
Improved teacher:student ratio in all Yr 11 core subjects at GCSE	Reducing class sizes enables teaching staff to offer more personalised feedback, dedicate additional time to each student, and ultimately foster stronger relationships and boost confidence. ‘ .....research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Reducing class size | EEF	1,2,3,4,5

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

Budgeted cost: £ 77 550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance • Appointment of a FT non-teaching Attendance (and safeguarding) support worker to improve attendance with a focus on pupil premium students and addressing their barriers to attendance by additionally building relationships with parents. • CPD for all staff on the importance of attendance with a focus on pupil premium students, quality teaching first and building a sense of belonging • CPD and installation of PowerBI software to monitor attendance (Attendance champion and attendance admin support staff) • Involvement in the Inclusive attendance audit and the Impact Education attendance project to further promote PP attendance	Strong attendance underpins strong progress and attainment. Working together to improve school attendance - GOV.UK The tiered approach to Pupil Premium spending | Education Endowment Foundation Why is school attendance so important and what are the risks of missing a day? – The Education Hub Supporting attendance | EEF An Inclusive Approach to Improving Attendance - Inclusive Attendance Understanding Attendance Diagnostic Study | ImpactEd	1, 6
Promote positive emotional health and wellbeing of identified disadvantaged students by:	Maintaining provision of the counselling service for those students who require it. Increasing the extra-curricular participation rates of PP students.	4,5

Promoting personal development and transition by hosting HeadStart days, Buddy form activities and other extracurricular opportunities.	Using Headstart days and Buddy forms improve student wellbeing and foster a sense of community. These in turn support strong attendance and promote wellbeing. Evidence brief: Using research evidence to support your spending decisions | Education Endowment Foundation	5, 7
Audit of parents who actively engage with classcharts regularly and targeting those who do not. Leaders will carry out regular engagement checks to identify which parents engage with classcharts consistently. They will use this information to target those who do not engage as regularly to monitor the progress of their daughter more consistently.	Engagement with parents is an important aspect of promoting both attainment and attendance. The tiered approach to Pupil Premium spending | Education Endowment Foundation	6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ 170 864

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Bedrock	Bedrock
SPARX Maths	SPARX

Method Maths	Method Maths
SPARX Reader	SPARX
Educake	Educake
Thinking Reading	Thinking Reading
Edclass	Edclass
IDL Literacy	IDL Literacy
IDL Numeracy	IDL Numeracy

Further information (optional)

All staff are informed about support offered to our pupil premium pupils and their roles and responsibilities are communicated in meetings and all staff have been given a copy of the PGHS Pupil Premium Charter. This charter informs staff about the importance of the school value of ambition and the role they have in providing a strong future of all students including PP students.

Additionally, we embed further strategies to ensure that quality teaching first as this is recognised as the best means of support PP students. This includes;

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits, particularly for disadvantaged pupils.
- Homework framework EEF and support for online learning homework
- 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.

We closely monitor the behaviour of PP students using classcharts

Leaders at all levels in school routinely focus on PP students lesson visits, subject reviews, book scrutiny

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 2024-25 academic year.

2024-2025

The Year 11 disadvantaged leavers of 2024/25 did not have any prior data due to the pandemic and therefore we cannot compare progress data for this cohort. However, the attainment 8 data shows that disadvantaged pupils continue to achieve well and improve upon the performance from previous years. Therefore, we are certain that progress data would have continued to be at least in line with, or above the previous year's figures.

Disadvantaged Attainment 8

	2023 (18 students)	2024 (24 students)	2025 (31 students)
Attainment 8	45.53	40.38	40.77
All students nationally	46.19	45.92	TBA
PP students nationally	34.91	34.56	TBA

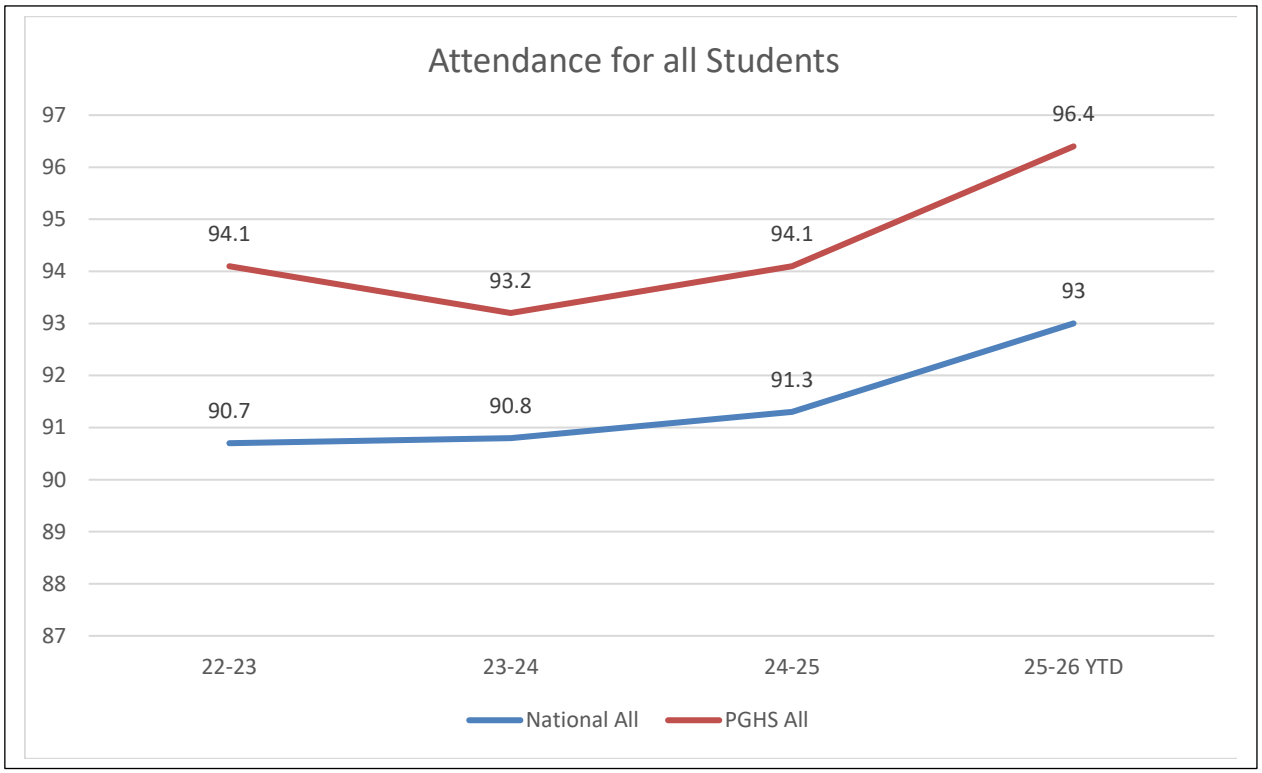
EBACC Entries and Points

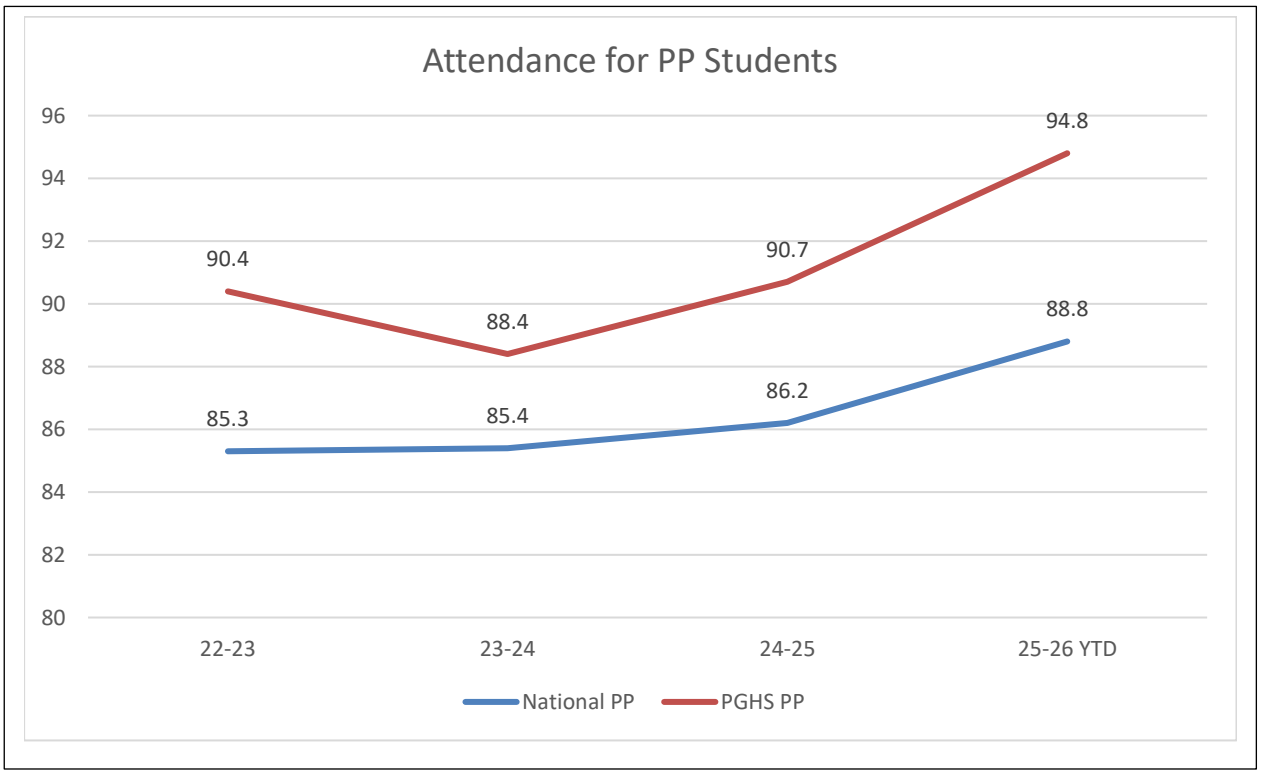
	2023 (18 students)	2024 (24 students)	2025 (31 students)
EBACC entry	38.7%	45.8%	45.2%
PP National EBACC Entry	28%	29%	TBA
EBACC Points	4.21	4.21	3.72
PP national EBACC Points	2.97	2.99	TBA

At the start of 2025/6, 100% of pupil premium pupils in Year 10 opted to study at least one subject in the Ebacc suite, with 68.8% choosing subjects which will give them the opportunity to achieve the Ebacc. This reflects the high levels of ambition of the curriculum at Penwortham Girls' High School.

Attendance

The overall school attendance for 2024-25 was 94.1%. As with previous years, this was higher than published national attendance from the DfE (91.5%) and FFT (91.3%). Disadvantaged attendance was consistently higher than national collaboration data available from FFT Aspire. For 2024-25 disadvantaged attendance at PGHS was 90.7% compared to 86.2% (FFT) nationally.





Thinking Reading

The Thinking Reading strategy has continued to ensure that disadvantaged pupils achieve well by improving their access to, and understanding of, the curriculum by promoting the decoding of language.

Moving forward there is now a National Group Maths Test which will be used to assess numeracy skills and identify those students who have a lower numeracy skills. A programme to support numeracy skills will be developed in 2025/26 and identified disadvantaged students will be prioritised for support.

CPD and Pedagogy

Continuing Professional Development (CPD) sessions focused on oracy and disciplinary literacy were delivered to all teaching and support staff during the academic year. Evidence from the Education Endowment Foundation (EEF) indicates that improving oracy supports the progress of all learners, with particularly positive outcomes for Pupil Premium (PP) students.

Looking ahead to 2025, a £20,000 Curriculum Development Fund will be established to further enhance inclusive practice, with targeted support for PP and SEND learners.

To strengthen the quality of teaching and professional learning, the school has invested in BlueSky and the National College. These platforms enable staff to engage in a more independent, bespoke, and reflective approach to professional development, aligning closely with the school's inclusive education priorities.

All teaching staff and teaching assistants have also received AI training to support inclusive practice. This has enabled staff to utilise AI tools to refine the reading age and accessibility of learning materials, improving adaptative approaches while minimising workload impact.

Moving forward, inclusive practice will remain a central focus of all lesson observations and professional reviews to ensure that the impact of CPD is clearly embedded within classroom practice and continues to enhance learning outcomes for all pupils.

Participation

Year 7 Participation (%)	HT1	HT2	HT3	HT4	HT5	HT6
All students	100	100	100	100	100	100
Pupil Premium	100	100	100	100	100	100
Year 8 Participation (%)	HT1	HT2	HT3	HT4	HT5	HT6
All students	93.0	91.3	91.9	92.4	95.0	95.0
Pupil Premium	81.8	81.8	86.4	86.4	90.5	90.5
Year 9 Participation (%)	HT1	HT2	HT3	HT4	HT5	HT6
All students	52.8	70.6	71.9	75.6	76.1	76.4
Pupil Premium	53.6	75.0	77.8	81.5	81.5	81.5

Year 10 Participation (%)	HT1	HT2	HT3	HT4	HT5	HT6
All students	58.2	92.4	93.7	93.8	94.4	95.2
Pupil Premium	56.7	86.7	86.7	90.0	93.1	94.1
Year 11 Participation (%)	HT1	HT2	HT3	HT4	HT5	HT6
All students	46.0	93.2	95.0	95.0	96.2	96.2
Pupil Premium	31.3	90.6	96.8	96.8	100.0	100.0

Participation across all year groups is **very strong overall**, with excellent consistency and improvement over the academic year.

- **Year 7:** Outstanding engagement — 100% participation sustained across all half terms for both all students and Pupil Premium.
- **Year 8:** Very good participation, improving steadily from 93% to 95%. Pupil Premium participation closely mirrors this trend, rising to 90.5%.
- **Year 9:** Significant increased uptake from 52.8% (HT1) to 76.4% (HT6), showing a clear upward trend, including for Pupil Premium students (from 53.6% to 81.5%).
- **Years 10 & 11:** Strong progress through the year, both exceeding 90% by HT2 and remaining consistently high. Pupil Premium participation is now matching or exceeding the cohort average in upper years.

Education and Employment

Data below is from the leavers of 2023

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
In education, apprenticeships or employed for 2 terms after KS4 (2023 leavers)	67%	94%	94%

Additional staffing to support pupil premium students make strong and ambitious choices is now provided by a funded Careers advisor.