

# Penketh High School: Pupil Premium Report 2014-2015

## Introduction

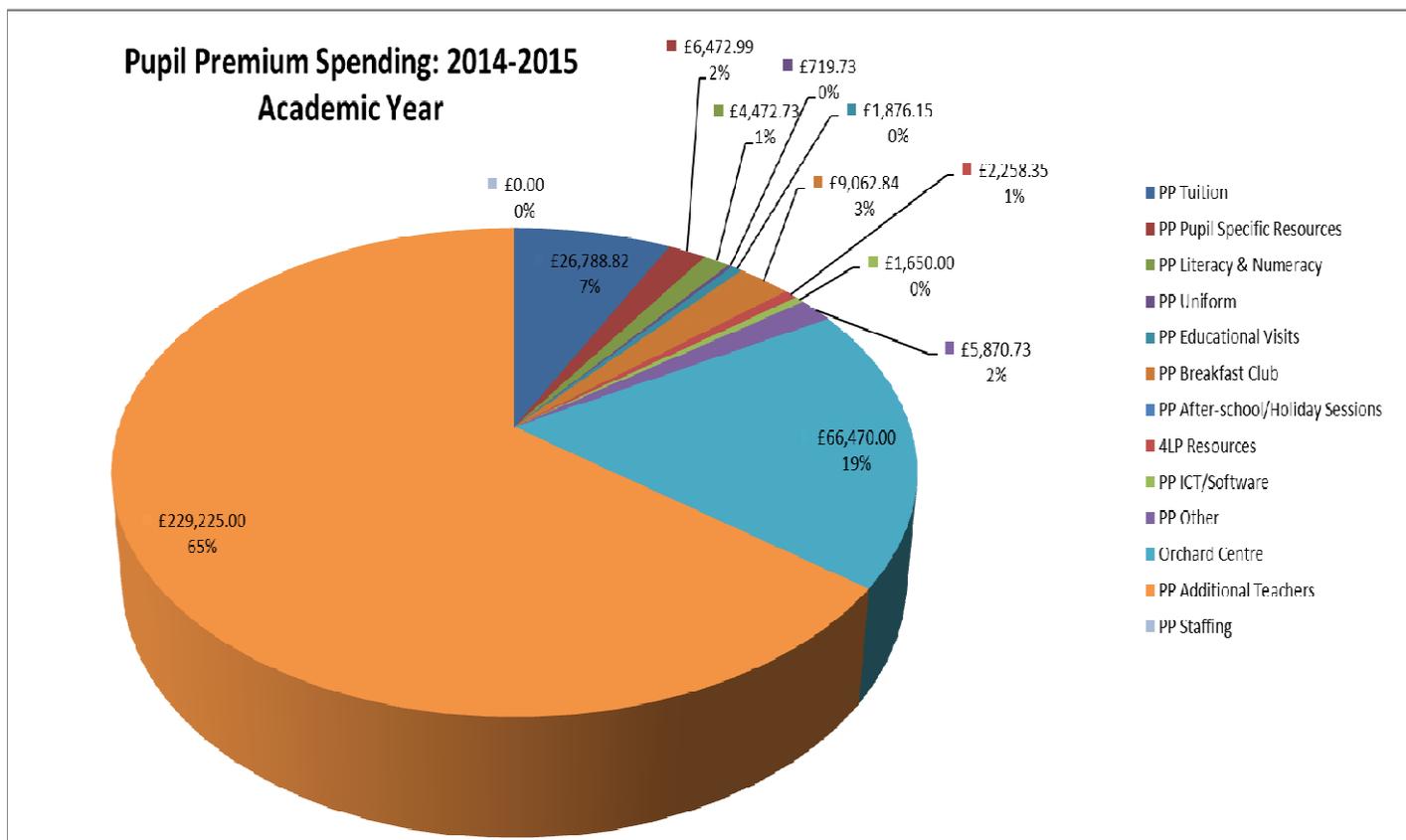
The Pupil Premium Grant was introduced in April 2011 to help schools and local authorities support pupils who may have additional needs and close gaps in attainment between these pupils and others. Schools are free to spend the money as they wish but are required to report to parents and other interested parties how they have used the grant.

### Our Guiding Principles for Spending the Pupil Premium Grant

1. We will use the Pupil Premium grant to remove the barriers to learning and development that deprivation might cause, including but not limited to those barriers which hinder academic progress and those which bring social, cultural and practical disadvantages.
2. It is our aim to close the attainment and progress gaps between those students who are eligible for Pupil Premium funding and the rest of our school's cohort, so that they achieve their potential and do not fall behind their peers.
3. We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
4. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children eligible for the grant will be in receipt of all Pupil Premium interventions at any one time.

**2014-15 Academic Year: Funding = £295,000 Number of eligible pupils: 297**

Our spending for this academic year is summarised in the pie chart below.



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## Attainment and Progress: 2014-2015

### Attainment measure

In terms of academic attainment at Y11, the in school gap for pupils eligible for the Pupil Premium Fund has closed by 2% from 2014.

The following table indicates the percentage of students achieving five or more A\*-C grades at GCSE including English and Maths:

	2011	2012	2013	2014	2015
All pupils	56	55	61	47	50
Pupil Premium Pupils	26	31	49 (+18 from previous year)	26	32
Non-Pupil Premium Pupils	62	61	65	53	57
In school gap	36	30	16	27	25

### Progress Measure (KS2-KS4)

	3LP 2013	3LP: 2014	3LP:2015
All pupils	English: 74% Maths: 64%	English:70% Maths: 55%	English:75% Maths:59%
Pupil premium Pupils	English: 65% Maths: 49%	English:56% Maths: 36%	English:65% Maths:43%
Non-pupil premium Pupils	English: 77% Maths: 69%	English:74% Maths: 61%	English:78% Maths:66%
In school gap	English: 12% Maths: 20%	English:18% Maths: 25%	English:13% Maths:22.5%

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## Detailed Breakdown and Explanation of Spending for 2014-2015 Academic Year

<p>To promote the social, mental &amp; emotional wellbeing of pupils. (SMSC)</p> <p>£6,000</p>	<p>Identification of pupils eligible for the PP Funding to remove barriers to learning.</p>	<p>Increased awareness of which pupils are eligible for PP funding across the school.</p>	<p>PP Passports created for every pupil with information about pupil achievement, mentoring session notes. Individual tracking system in place.</p> <p>Teachers &amp; support staff know which pupils are eligible for PP funding. Pupils are highlighted on teachers' seating plans. Form tutors have copies of the PP Passports for pupils in their form class.</p> <p>PAL Room is utilised by PALs and pupils to have mentoring conversations. Pupil knows who their PAL is – their 'go to' person.</p>	<p><b>PAL Scheme</b></p> <p>To identify and track pupils who are eligible for PP funding by appointing a team of PP Champions called PALs (Progress &amp; Achievement leaders). Send letters out to parents/guardians to introduce the PAL team and make them aware of the scheme.</p> <p>To provide individual and group mentoring to support pupils to provide a personalised approach for pupils.</p> <p>PP register sent out to colleagues regularly.</p> <p>Establish a PAL base for pupils to drop in to discuss any issues in form time or other times for arranged meetings.</p>	<p>As a result of PAL support all pupils eligible for PP funding have had at least two mentoring meetings with their PAL to discuss their attitude to learning and identifying any barriers they have. The impact is pupils have a 'go to' person: in Survey Monkey 79% of PP said they were happy at school. 16% of PP pupils said they didn't receive support from their PAL. (155 PP pupils took part in the survey.)</p> <p>All pupils have a Passport to success profile which they have contributed to.</p> <p>All pupils have taken part in an SMSC pupil voice questionnaire: 80% of pupils said they were happy at school and 124/155 said they were supported by their PAL.</p>
<p>To promote the social, mental &amp; emotional wellbeing of pupils. (SMSC)</p> <p>£3,200</p>	<p>Low self-esteem.</p>	<p>To engage pupils who are finding it hard to engage with school due to behaviour difficulties and/or low self-esteem.</p> <p>To build self-esteem of pupils.</p>	<p>Less behaviour incidents recorded on Sims for these pupils</p> <p>Reduction in the number of fixed term exclusions.</p> <p>Increase in attendance figure.</p> <p>Improved comments for pupils on the RAG card system</p>	<p>Employ a life coach tutor – Jim- to work with pupils in groups and 1-1 sessions to discuss barriers to learning.</p>	<p>Comparing entry and exit data:</p> <p>As a result on this programme 5 pupils improved their attendance to 96% or better.</p> <p>Exclusion unit occasions increased for focus pupils so the sessions had limited impact.</p> <p>12 pupils attended the session regularly but little evidence of impact on improving attendance. Notes provided by Jim indicate that 12 pupils worked well and improved in confidence in the sessions (soft data).</p>
<p>To promote the social, mental &amp; emotional wellbeing of pupils. (SMSC)</p> <p>£9,000</p>	<p>Low energy due to lack of breakfast.</p>	<p>FSM to have breakfast if required.</p>	<p>50% or higher take up of Breakfast Club</p> <p>Increase in attendance at am registration.</p> <p>Positive response to pupil survey reflects that the majority of pupils feel they can concentrate better due to FSM breakfast.</p>	<p><b>Breakfast Club</b></p> <p>To provide a hot breakfast for all FSM pupils who require it. Lack of breakfast leading to lower levels of concentration in lessons. Write to parents to inform them about Breakfast Club. £1 on their account from 8-8.30am every day.</p>	<p>33% take up of Breakfast Club by FSM pupils compared with 82% of FSM take up of lunch time meals.</p> <p>Further work needed to promote Breakfast Club.</p> <p>Success on a Plate: two workshops have taken place.</p>

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<p>To raise aspirations and engagement</p> <p>£3,000</p>	<p>Low expectations and aspirations.</p>	<p>To celebrate achievement and higher aspirations of disadvantaged pupils.</p>	<p>100% of pupils eligible for PP funding to achieve their Bronze Award by the end of the school year.</p> <p>At least 50% of pupils eligible for PP funding to achieve their Silver Award.</p>	<p>Postcards awarded for progress.</p> <p>5 postcards leads to the Bronze Award, 20 postcards leads to the Silver Award and 40 postcards leads to the Gold Award: badges are awarded in assembly.</p> <p>Summer School: for Year 6 pupils to support transition and raise aspirations (43/84 pupils are PP)</p>	<p>74% on the PP cohort have achieved their Bronze Award.</p> <p>14% of PP cohort achieved Silver Award</p> <p>One PP pupil has achieved a Gold award.</p>
<p>To promote high levels of literacy and numeracy</p> <p>£1,000</p>	<p>Not meeting agreed C grade target.</p>	<p>'Must gets' -D to C cohort. Pupils will convert their grade and achieve Grade C. PP small group after school tuition will achieve grade C (5 pupils)</p>	<p>8 pupils identified at being at grade E/D – all to move to grade C at the final EPS data collection.</p>	<p><b>English tuition</b></p> <p>GCSE extra support tuition - teacher small group- initially with Yr11 and then Yr10 in the summer term Small group tuition with English teacher over 10 weeks.</p>	<p>6/8 pupils have moved from a grade E/D (entry data) to grade C (exit data) at EPS5.</p> <p>Final GCSE 8 pupils gained a grade C.</p>
<p>To promote high levels of literacy and numeracy</p> <p>£3,600</p>	<p>Time to read and access to reading materials.</p>	<p><b>DEAR (Drop Everything and Read)</b></p> <p>To ensure all pupils have reading materials to participate in DEAR (10 minutes reading at the beginning of each lesson) for Year 7 and Year 8.</p>	<p>Improvement of reading ages from EPS 1 to EPS6 using reading scores from our Accelerated Reading Programme. Accelerated reading programme will generate baseline reading scores and track improvements. Pupils are engaged in reading each lesson.</p>	<p><b>DEAR (Drop Everything and Read)</b> (10 minutes reading at the beginning of each lesson) for Year 7 and Year 8.</p>	<p>Reading ages have improved for all pupils including disadvantaged pupils.</p> <p>Year 7: 79% of pupil premium students have made progress on their reading age. Of the 26 Pupil Premium students who progressed 35% made between 1 and 5 months progress. 23% made between 6 and 12 months progress. 35% made between 1 year 1 month and 2 years progress and 7% made over 2 years progress.</p> <p>Year 8: 59% of pupil premium students in y8 made progress. Out of the students that made progress 30% made advances of between 1 and 5 months on the reading age; 30% made advances of between 6 months and 1 year; 32% made advances of between 1 year and 23 months and 8% made advances of 2 years and over.</p> <p>9a4 (bid form) -9 pupils added to the Accelerated reading programme. Teacher reports an improvement in confidence when reading aloud and in</p>
<p>To promote high levels of literacy and numeracy.</p> <p>£1,200</p>	<p>Medical conditions which can create difficulties s writing. 5 pupils.</p>	<p>Access to laptops in English, Science and Humanities.</p>	<p>Pupils have access to a laptop when needed,</p>	<p><b>5 SEN laptops</b></p> <p>To provide three laptops for SEN pupils to support their extended writing.</p> <p>A laptop to be made available for pupils who have diagnosed medical conditions which means they struggle to write or have speed of processing issues.</p>	

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<p>To promote high levels of literacy and numeracy.</p> <p>£1,000</p>	<p>Attainment for A*-C in Maths not in line with national average.</p>	<p>Increase A*C in outcome in Maths in line with national average.</p>	<p>YR 11 5% A*-C in line with national average. Increase in % of pupils making expected progress in Maths from EPS1 to EPS6.</p>	<p><b>Maths Watch</b> To purchase a site license for Maths Watch to help to close Pupils have access to extension materials and homework materials in Maths. the gap – pupils can log on at school or home.</p>	<p>Mathswatch has been an invaluable tool in the preparation of initially year 11s for GCSE and as the year progressed it has been used across the whole school. Examples of PP improvement across the year from EPS 1 to EPS 6 include: 5 pupils from F/G to D and 4 pupils from E/F to C.</p> <p>A*-C GCSE outcome 2015: A*-C 61% for all pupils, 68 for non PP pupils and for PP pupils 43%.</p>
<p>To promote educational experiences.</p> <p>£4,000</p>	<p>Disengagement in the wider curriculum due to financial constraints or lack of opportunity.</p>	<p>To enable pupils to have cultural experiences and to participate in educational visits.</p>	<p>Pupils have access to the theatre, gym, museums, residential educational visits and other educational visits.</p>	<p>Gym membership Theatre visits Science &amp; Humanities visits Tyn Y Felin Year 7 residential English educational visits.</p>	<p>13 KS4 girls have attended the gym all year during PE lessons.</p> <p>20 KS4 pupils have attended two theatre visits.</p> <p>9 Year 7 pupils have attended a residential which allowed them to experience a 3 day 2 night team bonding and outdoor activities residential.</p> <p>9a4 (Bid form) Our Day Out experience: the review on the Penketh school website, written reviews in pupil exercise books. The trip gave pupils a route in something inspiring to write about in their GCSE year when writing reviews or descriptive atmospheres. It was very successful in terms of bonding the class. It enabled pupils to relate to and empathise with the characters from the play 'Our Day Out'.</p>
<p>To secure educational resources to raise achievement.</p> <p>£10,000</p>	<p>Lack of resources to access all areas of the curriculum.</p>	<p>Pupils to have full access to resources they need to achieve in their learning.</p>	<p>All pupils have the correct uniform.</p> <p>Pupils have had the opportunity to request resources to support their learning in their PAL meeting: pencil case, USB memory drives, calculators, reading books etc. Pupils feel they have a say in their own learning: pupil voice.</p> <p>% A*-C in line with other subjects nationally. Majority of pupils make expected progress in core and option subjects.</p> <p>All pupils participate in practical cooking lessons and know how to prepare a meal.</p> <p>All pupils have access to creative art resources.</p>	<p><b>5.1 uniform</b> To ensure pupils have the correct uniform so they feel they belong to PHS.</p> <p><b>5.2 Pupil voice</b> All pupils eligible for PP funding to be able to request items they need to support their learning.</p> <p><b>5.3 Revision guides/materials</b> To provide revision guides to KS4 pupils for all subjects</p> <p><b>5.4 Food Technology ingredients</b> To provide food technology ingredients for all pupils at KS3 to take part in practical cooking lessons.</p> <p><b>5.5 Creative Art materials</b> Art packs for KS4 pupils to support GCSE work.</p>	<p>All requests for support from parents to purchase uniform &amp; shoes have been supported: 39 pupils/families.</p> <p>All pupils eligible for Pupil Premium have had the opportunity to ask for equipment in mentoring meetings with their PAL: calculators, books, stationary have been purchased.</p> <p>All KS4 pupils have received revision guides in all subjects at GCSE.</p> <p>All KS3 pupils have food technology ingredients to take part in practical lessons.</p> <p>All KS4 pupils have received creative art material packs.</p>

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<p>To improve the quality of teaching and learning</p> <p>£225,300</p>	<p>Access to quality first teaching</p>	<p>Improved engagement and attainment and progress in English and Maths.</p>	<p>Gap in attainment 5 A*-C between disadvantaged pupils and non-disadvantaged pupils reduced: in line with national average of better.</p>	<p><b>Additional teachers</b>          To continue the employment of an additional English and Maths teacher.          Smaller class sizes in English and Maths to allow the teacher to change their teaching approach and results in pupils changing their learning behaviour in Maths lessons.           To fund a specialist SEN teacher providing full time teaching for our most vulnerable FSM6 pupils with statements for behavioural or cognitive learning needs; funding for a HLTA to target support across all 5 year groups.           Contribution to the salaries of the Attendance Officer, Inclusion Manager, TA,SLT, Catering Staff &amp; Learning Mentors.</p>	<p>The impact of teaching in English has been positive: 65.7% of pupils eligible for the PP Funding are making expected progress (2015 outcomes GCSE). The expected progress gap is 13%           We have yet to see the positive outcomes in Maths: in Maths 43.8% of pupils eligible for the PP Funding are making expected progress (2015 GCSE outcomes). The expected progress gap is 22.5%.           Attendance for PP pupils for 2014-2015 was 91.26% compared to 94.35% NPPI.</p>
<p>To support alternative provision</p> <p>£3,000</p>	<p>Pupils who find it difficult to access the school curriculum full time.</p>	<p>To engage pupils and improve behaviour. Preparation for adult life by developing skills for life.</p>	<p>Reduction in number of fixed term exclusions          Low behaviour incidents          Improved attendance</p>	<p><b>Tryhard</b>          To improve behaviour in school, improved attendance. The course will also give them strategies to deal with in mainstream classes. The course will also support the school in its reduction of fixed term exclusions.</p>	<p>8 pupils have had places funded for Tryhard. 2 pupil's attendance increased. 2 pupils were permanently excluded. Two Yr11 pupils completed Yr11.</p>
<p>To promote the academic achievement &amp; SMSC of CIC.</p> <p>£7,200</p>	<p>Different barriers for each pupil.</p>	<p>Pupils have a personalised plan which meets their need.</p>	<p>Individualised action plans which is personalised to the child.</p>	<p>All pupils have the support they need to help them achieve and be engaged in school.          Each pupil will have a personal plan.          Examples include: 1-1 tuition, music lessons,</p>	<p>Yr11 pupils: 3 CIC pupils: all completed Yr11 with 94% attendance or higher.           EPS5 data: 1 pupil meeting target at Grade C in EN &amp; MA; 1 pupil F EN &amp; E MA (below target C); 1 pupil F EN &amp; D MA (below target C).           GCSE outcomes show :          Pupil 1 achieved a C in English and D in Maths and 6 other GCSE passes at Grade C or above.          Pupil 2: gained 3 GCSE passes at grade G/F but U in English and Maths          Pupil 3: gained 12 GCSE at grade D-E including En/Ma; and one GCSE at Grade C.</p>

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## 2015-2016

*For the academic year 2015-16, we expect our funding to total approximately £286,675.*

*Number of pupils: 257*

### **How will we allocate the funding?**

We will continue to use our Pupil Premium funding to raise attainment, to promote independent learning skills and to ensure that those students who are entitled to the funding have the resources they need to succeed and make good or better progress.

In addition to the strategies used in previous years we are:

- Developing the school's tracking of PP pupils with the appointment of 5 members of staff who are Pupil Premium Champions (PALs) to raise achievement and provide more 'holistic' support and guidance for pupils in need.
- Promoting a closer focus on achievement in literacy skills amongst our disadvantaged students.
- Developing our tracking systems further to make it easier to ensure that every student covered by the Pupil Premium funding is monitored, in terms of their progress and overall wellbeing
- Funding 1:1 tuition for pupils in local authority care.
- Increasing the scope of our funding for 'enrichment' to ensure that we address the socio-cultural gaps that might exist as well as those which are more academically measurable.

#### Overarching objective:

*To ensure pupils have strong social, moral, spiritual and cultural development opportunities to ensure positive personal development so they can make positive contributions to the communities to which they belong, now and in the future. To ensure they feel safe and happy at school and achieve and make progress.*

To improve the quality of teaching and learning

To promote the social, mental & emotional wellbeing of pupils. (SMSC)

To raise aspirations of pupils.

To promote high levels of literacy and numeracy

To promote educational experiences

To secure educational resources to raise achievement

To support alternative provision

To promote the academic achievement and SMSC of CIC