

Penketh High School: Pupil Premium Report 2015-2016

Introduction

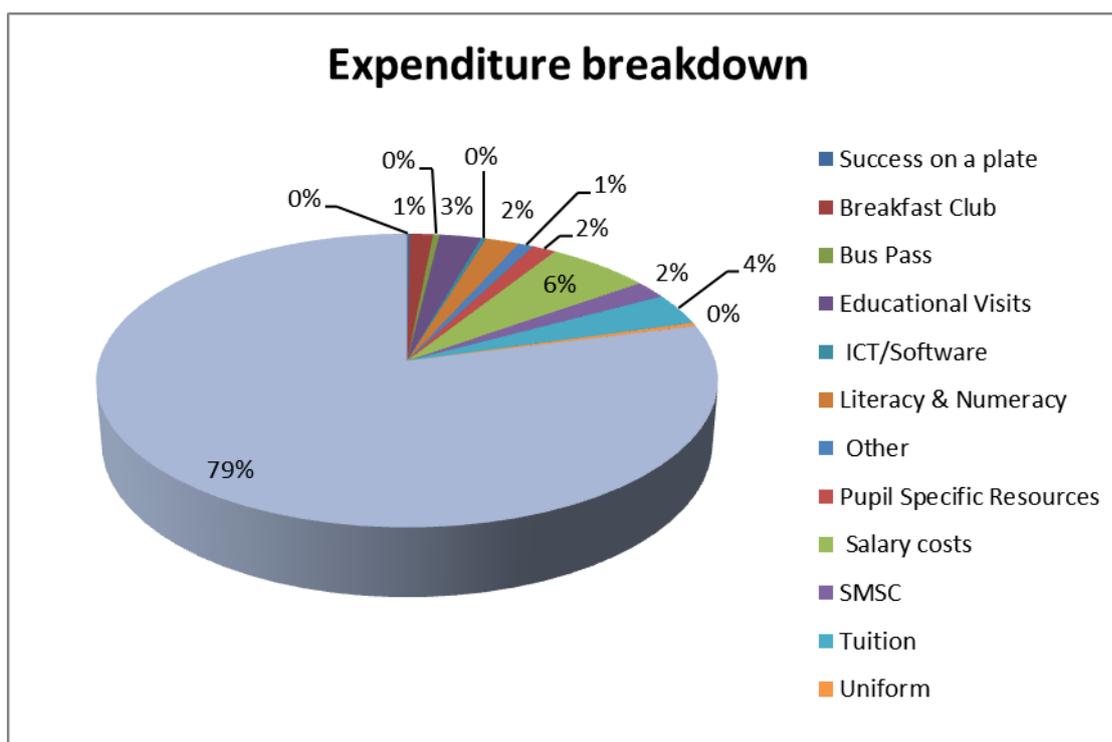
The Pupil Premium Grant was introduced in April 2011 to help schools and local authorities support pupils who may have additional needs and close gaps in attainment between these pupils and others. Schools are free to spend the money as they wish but are required to report to parents and other interested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

2015-16 Academic Year: Funding = £277,047

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



Penketh High School: Pupil Premium Report 2015-2016

Attainment and Progress: 2015-2016

Attainment measure

In terms of academic attainment at Y11, the in school gap for pupils eligible for the Pupil Premium Fund has closed by 11% from 2015.

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

	2012	2013	2014	2015	2016
All pupils	55	61	47	50	55.2
Pupil Premium Pupils	31	49	26	32	45.6
Non-Pupil Premium Pupils	61	65	53	57	59.7
In school gap	30	16	27	25	14.1

Progress Measure (KS2-KS4)

	3LP 2014	3LP: 2015	3LP:2016
All pupils	English: 70% Maths: 55%	English: 75% Maths: 59%	English: 72.9% Maths: 59.4%
Pupil premium Pupils	English: 56% Maths: 36%	English: 65% Maths: 43%	English: 64.3% Maths: 45.5%
Non-pupil premium Pupils	English: 74% Maths: 61%	English: 78% Maths: 66%	English: 76.7% Maths: 65.8%
In school gap	English: 18% Maths: 25%	English: 13% Maths: 22.5%	English: 12.4% Maths: 20.3%

New Progress 8 Measure 2016

	Average Attainment 8 Grade	Progress 8 Figure (TBC)
All pupils	4.49	-0.31
Pupil premium pupils	3.74	-0.78
Non-pupil premium pupils	4.83	-0.1
In school gap	1.09	0.68

Penketh High School: Pupil Premium Report 2015-2016

Detailed breakdown of expenditure and Impact

<p>To improve the quality of teaching and learning – staffing & salary costs £232,502</p>	<p>To reduce the gap in attainment 5 A*-C between disadvantaged pupils and non- disadvantaged pupils.</p> <p>To fund a Pupil premium core champion, PAL scheme, additional teachers and a contribution to the salaries of PP coordinator, SEN teacher, attendance officer, inclusion manager, TAs, careers officer, catering staff, admin support & learning mentors. Yipiyap Ltd provision of Maths support.</p>	<p>Impact</p> <p>The overall gap has been reduced by 11% this year to 14%</p> <p>In English the pupils eligible for PP funding making expected progress was 64.3%. The gap is 12.4% continuing a downward trend.</p> <p>In Maths the pupils eligible for PP funding making expected progress was 59.4%. The gap is 20.3% again continuing a downward trend.</p> <p>PAL scheme identified and tracked pupils eligible for funding. Pupils had mentoring sessions throughout the year to discuss barriers and attitudes to learning. The pupils have a 'go to' person and have had a Passport to success profile that they contributed to.</p> <p>PP booster groups set up for a total of 57 pupils across the year. 18% of pupils hit their bronze target by EPS 5. All Pupils feedback from sessions stated that the sessions had helped them progress and had increased their confidence in their ability.</p> <p>4LP impact – the table below shows how the vast majority of pupils reached at least their bronze target.</p> <table border="1" data-bbox="687 1048 1449 1272"> <thead> <tr> <th colspan="2">Year 7</th> <th colspan="2">Year8</th> <th colspan="2">Year9</th> <th colspan="2">Year10</th> <th colspan="2">Year 11</th> </tr> </thead> <tbody> <tr> <td>Bronze</td><td>33</td> <td>Bronze</td><td>45</td> <td>Bronze</td><td>55</td> <td>Bronze</td><td>34</td> <td>Bronze</td><td>37</td> </tr> <tr> <td>Silver</td><td>21</td> <td>Silver</td><td>12</td> <td>Silver</td><td>10</td> <td>Silver</td><td>7</td> <td>Silver</td><td>4</td> </tr> <tr> <td>Gold</td><td>1</td> <td>Gold</td><td>0</td> <td>Gold</td><td>1</td> <td>Gold</td><td>0</td> <td>Gold</td><td>0</td> </tr> <tr> <td>None</td><td>1</td> <td>None</td><td>4</td> <td>None</td><td>7</td> <td>None</td><td>12</td> <td>None</td><td>15</td> </tr> <tr> <td>Left</td><td>0</td> <td>Left</td><td>2</td> <td>Left</td><td>1</td> <td>Left</td><td>0</td> <td>Left</td><td>0</td> </tr> <tr> <td>Tot. in Yr.</td><td>56</td> <td>Tot. in Yr.</td><td>63</td> <td>Tot. in Yr.</td><td>74</td> <td>Tot. in Yr.</td><td>53</td> <td>Tot. in Yr.</td><td>56</td> </tr> </tbody> </table> <p>Attendance of PP pupils was 92.54% compared to 96% for non PP pupils. Further work is needed to reduce this gap.</p>	Year 7		Year8		Year9		Year10		Year 11		Bronze	33	Bronze	45	Bronze	55	Bronze	34	Bronze	37	Silver	21	Silver	12	Silver	10	Silver	7	Silver	4	Gold	1	Gold	0	Gold	1	Gold	0	Gold	0	None	1	None	4	None	7	None	12	None	15	Left	0	Left	2	Left	1	Left	0	Left	0	Tot. in Yr.	56	Tot. in Yr.	63	Tot. in Yr.	74	Tot. in Yr.	53	Tot. in Yr.	56
Year 7		Year8		Year9		Year10		Year 11																																																																
Bronze	33	Bronze	45	Bronze	55	Bronze	34	Bronze	37																																																															
Silver	21	Silver	12	Silver	10	Silver	7	Silver	4																																																															
Gold	1	Gold	0	Gold	1	Gold	0	Gold	0																																																															
None	1	None	4	None	7	None	12	None	15																																																															
Left	0	Left	2	Left	1	Left	0	Left	0																																																															
Tot. in Yr.	56	Tot. in Yr.	63	Tot. in Yr.	74	Tot. in Yr.	53	Tot. in Yr.	56																																																															
<p>Educational visits – Promoting educational experiences £6,778</p>	<p>To enable pupils to have cultural experiences and participate in educational visits.</p> <p>Pupils will have access to the theatre, gym, museums, residential and other educational visits.</p>	<p>Impact</p> <p>9 pupils attended the year 7 residential trip allowing them to take part in outdoor activities and team bonding exercises.</p> <p>7 pupils attended the Conway castle trip as part of activities week.</p> <p>Funding for pupils to be able to complete the Duke of Edinburgh bronze award camping expedition which otherwise they would not have gone and would be unable to achieve the award.</p> <p>30 pupils took part in a drama theatre trip "Things I know to be true" giving them a cultural experience.</p> <p>Cinema and bowling trip during activities week attended by KS3 pupils allowing pupils to bond and experience social events.</p>																																																																						

<p>To promote high levels of literacy and numeracy</p> <p>£5,446</p>	<p>To increase the A*-C outcome in Maths.</p> <p>To ensure all pupils have reading materials to participate in DEAR, (drop everything and read 10 mins each lesson for yr 7 & 8)</p> <p>Maths watch ongoing subscription Renaissance learning subscription-accelerated reading programme</p>	<p>Impact</p> <p>All pupils had access to a reading book to participate in DEAR.</p> <p>MathsWatch can be accessed at school and at home and is used across the whole school.</p> <p>Outcomes for 2016 in Maths have seen the gap reducing by 2.2%.</p>
<p>To secure educational resources to raise achievement</p> <p>£15,126</p>	<p>To ensure all pupils have full access to resources they need to achieve in their learning.</p> <p>Subject specific resources- pupils could request equipment via their PAL during meetings. Revision guides for KS4 pupils via subject teachers. Creative art and DT starter packs.</p> <p>ICT/Software To provide ICT facilities for a family of CIC</p> <p>Uniform To ensure pupils have the correct uniform so they feel they belong to PHS and to also avoid sanctions for incorrect uniform.</p> <p>Music tuition To provide the opportunity to learn a musical instrument.</p>	<p>Impact</p> <p>All PP pupils had the opportunity to ask their PAL during mentoring meetings for any equipment/resources they were lacking. Items purchased include: calculators, books and stationary.</p> <p>All KS4 pupils received revision guides for their GCSE subjects</p> <p>All KS4 pupils received creative art materials and DT packs as necessary.</p> <p>Requests from parents to purchase uniform were supported.</p> <p>Music tuition is essential for pupils studying GCSE music and for those pupils in KS3 wishing to take it as a GCSE subject. This ensures pupils do not miss out on this opportunity to learn a musical instrument and achieve a GCSE in music. Music outcomes 100% A*-C.</p>
<p>To promote the social, mental & emotional wellbeing of pupils (SMSC)</p> <p>£12,692</p>	<p>To promote the social, mental & emotional wellbeing of pupils (SMSC)</p> <p>Success on a plate Food and cooking workshop</p> <p>Supporting alternative provision To engage pupils and improve behaviour</p> <p>Theatre skills day</p> <p>Breakfast club</p> <p>Bus passes</p>	<p>Impact</p> <p>KS3 pupils attended a successful workshop demonstrating the importance of home cooking and food preparation.</p> <p>2 year 11 pupils successfully attended their alternative provision</p> <p>Pupils attended a one day theatre workshop during activities week as part of the overall programme to promote SMSC.</p> <p>Attendance at breakfast club a little haphazard needs further promotion.</p> <p>Bus passes provided for 5 pupils to ensure attendance at school.</p>

Penketh High School: Pupil Premium Report 2015-2016

2016-2017

For the academic year 2016-17, we expect our funding to total approximately £267,410.

Number of pupils: 273

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 3 members of staff who will be Core Pupil Premium champions to raise achievement and further narrow the gap. Also 2 members of staff to provide more 'holistic' support and guidance for pupils in need.

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