

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2021 to 2022 academic year. This funding is 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	Penryn College
Number of pupils in school	1142
Proportion (%) of pupil premium eligible pupils	24.5%
Academic year/years that our current pupil premium strategy plan	2022 – 2023 (we review it every year based on our data but the strategy has minimal changes)
Date this statement was published	November 2022
Date on which it will be reviewed	Termly
Statement authorised by	Tamsin Schouten
Pupil premium lead	Tamsin Schouten
Governor / Trustee lead	tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,895
Recovery premium funding allocation this academic year	£64,308
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	£340,203

Part A: Pupil premium strategy plan

Statement of intent

Penryn College will ensure pupils entitled to Pupil Premium are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. These are outlined below.

The College will use the additional funding to promote the achievement and progress of all entitled pupils, including the Recovery Premium to reverse any trends of underachievement during COVID.

Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these pupils will make better progress and achieve higher standards than would have been likely without it.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and Numeracy skills of those entering Year 7 are lower for PP students than for other students which hinders their progress in English, maths and Humanities
2	Able PP students in current Year 8, 9, 10 and 11 are making less progress than their non PP peers in English and Maths
3	A high proportion of PP students with Special Educational Needs and those who are low ability in all years are less likely to take the full 8 qualifications, consistently affecting the attainment and progress gaps at GCSE.
4	PP students make less progress overall during their 5 years here with their P8 consistently being below the P8 of the non PP
5	Behaviour issues for a group of PP students are having a detrimental effect on their academic progress (exclusion rates are disproportionately high for PP students)
6	The Absence rate and Persistent Absence figures are higher for PP students than for non PP students
7	Some PP students suffer from low aspirations and lack of direction
8	The COVID situation in 2020 and 2021 has taken its toll on the academic progress of some of our PP students, especially in the core subjects
9	The COVID situation in 2020 and 2021 has taken its toll on the mental health of many PP students

10	The COVID situation in 2020 led to many of our PP students lacking the enrichment experiences normally provided by the college
----	--

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
Address poor literacy and numeracy skills in Year 7, especially following the COVID situation	Evidence that the progress gap in closing between databursts in those areas and for those students targeted.
Reduce the gaps in progress across all year groups in those subjects of most concern especially for our Able DAP cohort	
Ensure the curriculum for our PP students is fit for purpose, allowing all of them to access the full curriculum where appropriate and ensuring the small handful who cannot access the full curriculum have rigorous plans in place to supplement their timetable.	The vast majority of PP students will have all of their 'buckets' full. The small handful who are not able to access the full curriculum will have a rigorous programme in place to supplement their curriculum and prepare them for life beyond Penryn College.
Ensure quality first teaching and targeted intervention are being used to improve the progress of underperforming PP students	Ensure teaching methods, class sizes and additional support in departments are conducive to accelerating the progress of our PP students
Ensure the appropriate support is in place to address the poor behaviour of some of our PP students	The weekly review of behaviour will show improvements for key PP students who have been highlighted as a concern. Where there is no improvement, interventions and future plans for each student will be clear.
Ensure the appropriate support is in place to address the poor attendance of some of our PP students	The gap in Attendance and Persistent absence between PP and non PP students will start to lessen There will be interventions in place for targeted PP students to improve their attendance
Ensure there is targeted support in place to raise the aspirations of our PP students and ensure they know the pathways available to them.	There will be a comprehensive plan in each year group to raise the aspirations of our PP cohort. This will include enhanced tutor support/Personal Study, careers interview and opportunities to experience work related learning in context.

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: £20,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retained additional set in KS4 E/M/Sc	GCSE Results and P8 for PP students in English, Maths and Science have improved since introducing this additional set. There is still need to improve the results further for our LPA cohort.	£20,646

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

Budgeted cost: £200,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three additional TAs appointed to work in Accelerated Progress (AP) groups in Yr 7,8 and 9	Proven success in our AP (accelerated progress) groups over 3 years.	£55,685
The Bridge provision for our most vulnerable students	Proven success in these targeted students not being permanently excluded during 20/21 despite extremely challenging behaviour at the beginning of the year.	£13,888 TA £21,999
Additional Outdoor Ed teacher to work with targeted students who are struggling to cope with the full curriculum	Outdoor Education has long been a success here at the college in ensuring our PP students have a wide range of opportunities outside of the curriculum. This is even more important this year following two long lockdowns. This approach is being trialled to try to cut down the alternative provision currently being accessed which is costly.	£21,822
Second tutoring	This has had proven success in the past in allowing mentoring of our L15 PP students as well as other targeted	£13,962

	PP students by either the main or second tutor	
Literacy/Numeracy TA	As mentioned above, GCSE Results and P8 for PP students in English, Maths and Science have improved since introducing an additional set. There is still need to improve the results further for our LPA cohort.	Literacy TA £26,531 Numeracy TA £19,496
Alternative provision for targeted PP students	This will be used alongside our new Outdoor Education teacher but it will be used less as we increase our in-house provision	£5000
Study Support	Over 80% of our PP students take part in at least one club. This is simply part of the jigsaw that has helped us improve our results and provision for our PP students over a number of years.	Study Support budget multiplied by percentage of PP students (25%) Staffing £15,916 Resources £6,125

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

Budgeted cost: £142,467

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved careers advice/guidance (enhanced team) to work with PP students	All of our PP students secured a post 16 placement in 2020/21	Additional WRL post salary £20,808
Renewed approach to Personal Study delivery in Yr 11	We are trialling a new approach to PS which is individualised and matched to student's aspirations. Initial observations highlight that motivation is strong. The impact of this will be monitored throughout the year.	£2,000 allocated for resources
Attendance team. Additional capacity was added to the Attendance Team specifically to improve the Attendance of our Pupil Premium students	We have proven success in improving Attendance through targeted support and a raised profile. We now need to concentrate on this again following and increase in our vulnerable student cohort and two lockdowns, both have which have led to a dip in Attendance over recent years	Attendance Officer salary £25,487

EST	We have proven success with many PP students of concern but FTE amongst PP students are still proportionally higher than they should be	50% of EST (2 members) £27,459 £23,217
Classcharts/Provision mapping		£4,500
Financial support for families (trip/uniforms etc)	We will continue to help and support those families who are struggling to feed, clothe or give their children the opportunities they deserve	£6,000
Leadership of the Pupil Premium agenda	The agenda is led by the Deputy Headteacher who is supported by the Assistant Headteacher (for Able students)	25% DHT £25,133 10% Able AHT salary £7,863

Total budgeted cost:

Total	£363,537
Allocated fund	£340,203 (Pupil Premium 22/23 plus Recovery Premium 22/23)
Used from whole school fund	£23,334

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 2021 to 2022 academic year.

The Pupil Premium and Catch up funding for 20/21 was used on the following:-

Teaching:

- Additional core teaching staff to work with targeted PP students post lockdown
- Additional sets in core subjects to ensure class sizes are conducive to PP students needing to catch up

Targeted academic support:

- Additional 'second' tutors to support targeted mentoring of PP students in tutor groups
- Additional TAs in our Accelerated Progress groups (where the majority of students are PP)
- The Bridge provision (a small group of primarily PP students) who were struggling to cope with the full curriculum were given a bespoke timetable to help get them back on track
- Alternative Provision opportunities for those PP students who needed specific interventions to address their needs

Wider strategies:

- Appointment of a mental health lead and an additional member of our Education Support Team to work intensively with those students, many of whom are PP, who are facing emotional, social or behavioural barriers to their learning
- Improved careers guidance and expansion of the careers team to increase CIAEG for PP students
- Summer Term activity days
- Additional capacity in the Attendance Team to work with those PP students who whose attendance was causing concern
- Study Support opportunities
- Financial support for uniform, trips and transport when necessary
- Leadership of the PP agenda (a proportion of the DHT salary)

Impact of funding

- Last year saw a widening of the gap between all students and DAP students following the difficult two years preceding this.
 - A8 was 46.4 (All) compared with 34.35 (DAP)
 - P8 was 0 (All) compared with -0.63 (DAP)
 - 5+EM was 46.3% (All) compared with 23.2% (DAP)
 - 4+EM was 70.8% (All) compared with 51.8% (DAP)

This is primarily due to poor attendance and a group of vulnerable students who suffered mental health issues following COVID.

More capacity has been put into Attendance for 22/23 to address this issue and reverse the trend.

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
Educational Intervention package	Boot-Up
Educational Intervention package	BF Adventure
One to one and small group tutoring	Savvy tutoring
Art Therapy	CLEAR
ASD intervention programme	Dreadnought