

Pupil premium strategy statement – Penryn College

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	1158
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-5 (we review it every year based on our data but the strategy has minimal changes – this is Year 5 of a 5 Year SDP)
Date this statement was published	December 2024
Date on which it will be reviewed	Termly
Statement authorised by	Mrs Claire Croxall
Pupil premium lead	Mrs Beth Laing
Governor / Trustee lead	Ms Jacqui Woodward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£225,750

Part A: Pupil premium strategy plan

Statement of intent

We aim to use pupil premium funding to improve and sustain outcomes for our disadvantaged pupils, so they will make better progress and achieve higher standards, in line with non disadvantaged pupils nationally.

Our approaches are based on the needs of our individual pupil's and their circumstances, rather than being based on assumptions about being disadvantaged. Our approaches are based on quality teaching and learning, excellent pastoral support and access to a range of extra curricular opportunities and future career guidance.

We want to develop young people who are ready to make a positive contribution to their community. We want them to be polite, compassionate, considerate, and care for those around them. Our students will have the skills and confidence to communicate well and to organise themselves effectively. They will work independently, work as part of a team, and be able to lead others. We want students who can read fluently, write, and be numerate. Our students will have a depth of knowledge in a broad range of subjects and study skills. They will know how to keep themselves happy, healthy, and safe. They need to be able to play their part in a modern democracy, to accept a range of different views, and to use their power to challenge the things that are not right in an appropriate way. We want their experience in school to be fun, engaging and inspiring. They need to leave us knowing there are even better times ahead, and confident that this is just the start.

Challenges

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

Challenge number	Detail of challenge
1	<u>Quality first teaching: Behaviour and Checking for Understanding</u> Our assessments, observations and discussions show that our disadvantaged pupils are likely to need explicitly instruction and narration around expectations to be successful learners. Additionally, we need to ensure teachers are systemically checking for understanding to address any misconceptions and adapt teaching. These misconceptions may be based on their in class learning, or their wider world experiences. This combination can make accessing the curriculum more of a challenge.
2	<u>Literacy - vocabulary and reading</u> Our assessments, observations and discussions show that our disadvantaged pupils are more likely to have barriers linked to decoding, fluency, automaticity and comprehension in their reading. This can be alongside a deficit of tier 2 and 3 vocabulary. This combination can make accessing the curriculum more of a challenge.

3	<p><u>Lower self-regulation skills and resilience</u></p> <p>Our assessments, discussions and observations have identified that a cohort of our disadvantaged pupils lack skills to support their self-regulation. Supporting these pupils with a toolkit of strategies will be key so they are able to appropriately respond to a range of social and academic situations.</p>
4	<p><u>Aspirations and careers:</u></p> <p>Our observations and discussions with families and students show us that some of our disadvantaged pupils need exposure to a range of aspirational future pathways beyond school. It's not that they are less ambitious, but what they believe is available is different due to their life experience to date. Providing opportunities for pupils to experience these opportunities will allow them to focus on the need to aim high for academic success whilst in school.</p>
5	<p><u>Attendance and persistent absence:</u></p> <p>Our attendance gap for our disadvantaged pupils is 8% (a reduction on 1% on last year)</p> <p>Our attendance gap for disadvantaged pupils is 4% compared to all national disadvantaged (a 0.8 increase on last year)</p> <p>Our attendance gap for disadvantaged pupils is 1.3% compared to all SW disadvantaged (an increase of 0.8% on last year)</p> <p>Individual approaches are needed for all students where absence is below our expectation to prevent persistent absence. Therefore we need to ensure staff and time are in place to implementing our graduated response, monitoring and evaluate this. We have trained attendance champions. For their second wave of intervention we are targeting DAP students for intervention.</p>
6	<p><u>Wellbeing/emotional and self-esteem</u></p> <p>Our assessments, discussions and observations have identified social and emotional / self-esteem issues for more of our disadvantaged pupils than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.</p>
7	<p><u>Extra curricular and personal development:</u></p> <p>Our assessments, discussions and observations have identified disadvantaged pupils may have less access to a broad range of extra curricular opportunities, that broadens their cultural capital, range of character skills and personal development.</p>

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
<u>Quality first teaching: Behaviour and Checking for Understanding</u>	<ul style="list-style-type: none"> • Student, parent and teacher surveys and voice will demonstrate high levels engagement in lessons. • Monitoring of interventions and case studies • Reduction in suspension figures for disadvantaged, reduction of BM data. • Achieve national average for attainment of all pupils nationally, having a positive Progress 8 score • Closing the attainment gap between the disadvantaged and non disadvantaged. • Students will be regulated in lessons • Students not be at a disadvantage as their teachers will have systematically checked their understanding and ensured strategies are in place to close the gaps so they succeed.
<u>Literacy - vocabulary and reading</u>	<ul style="list-style-type: none"> • Less than 10% of students will be below their chronological reading age. • Students will be able to read fluency and show comprehension skills in a range of different contexts. This is both within curriculum lesson time and extended tutor time. • Students will be able to recall and apply tier 2 and 3 vocabularies. • Students who are significantly below age-related expectations will have individual reading targets which will be monitored and reviewed by the Director of Literacy and SENDCo. • Students identified as PP/SEND and not already receiving purposeful intervention will benefit from 'Direct Instruction' and/ or HLTA intervention. • Reading ages will be tested three times a year (more regularly with students of concern) via 'SPARX'. Clear progress outcomes will be tracked for disadvantaged students. • All class teachers will have reading ages on VS/ Class Charts and will be observed utilising reading strategies in lessons to target disadvantaged students with low reading ages. • Reading and Literacy interventions are a regular feature of CPD for all staff as evidenced by our CPD programme. • Collaborative, literacy-focused strategies will be developed with partner primary schools, eg Summer School.
<u>Lower self-regulation skills and resilience</u> <u>Wellbeing/emotional and self-esteem</u>	<p>Student, parent and teacher surveys and voice will demonstrate high levels of wellbeing in all cohorts. Students will have an increased confidence in identifying own personal strengths / weaknesses.</p> <p>Monitoring of interventions and case studies</p>

	Reduction in suspension figures for disadvantaged.
<u>Outcomes at GSCE - KS4.</u>	Achieve national average for attainment of all pupils nationally, having a positive Progress 8 score Closing the attainment gap between the disadvantaged and non disadvantaged.
<u>Attendance</u>	Attendance in line with non disadvantaged peers. The % of all students who are persistently absent to have reduced. Monitoring of interventions and case studies
<u>Aspirations and careers: Extra curricular and personal development:</u>	Student, parent and teacher surveys and voice will demonstrate high levels of wellbeing in all cohorts. Monitoring of interventions and case studies Participation rates in extra curricular and CIAG activities will increase, especially for our disadvantaged cohort. No NEETS in KS4. The destinations of our disadvantaged cohort to be as broad as their non disadvantaged peers. Each pupil will have a Personal Guidance appointment and support with applications.

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: £69,274.04

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 a need to improve the results further for our LPA cohort.	1, 2
Additional English lesson for lower reader ages in KS3	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3.

	https://re-searchschool.org.uk/stmatthews/news/embedding-disciplinary-literacy-practices-learning-from-failure?utm_source=durington&utm_medium=search&utm_campaign=site_search&search_term=literacy	
CPD for Literacy (reading, writing and vocab)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies <ul style="list-style-type: none"> ● Ensure that all staff are explicit teaching the tier 2 and 3 vocabulary in all lessons ● Ensure that all students have the opportunity to read academic texts across a range of subjects. ● Ensure that meaningful reading opportunities are embedded in PS time / tutor time. 	1, 2
CPD Quality first teaching Behaviour: Precision Planning, so that students are clear on components and blocks of knowledge that build into larger schema	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Myatt, Huh Academy. Reading: Ashbee, Curriculum, 2021	1, 2
CPD: Quality first teaching Behaviour	Paul Dix, When the Adults Change, Everything Changes (2017) Tom Bennett, Running the Room (2021) Behaviour Consultant. https://tombennetttraining.co.uk/ Tom Sherrington, WalkThrus https://walkthrus.co.uk/ EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 3
CPD: Quality first teaching Checking for Understanding	Tom Sherrington, WalkThrus https://walkthrus.co.uk/	1, 2, 3

	<p>EEF https://educationendowmentfoundation.org.uk/news/eef-blog-vocabulary-in-action-unpicking-misconceptions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £71,611.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 additional TAs appointed to work in Accelerated Progress (AP) groups in Yr 7,8 and 9	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Proven success in our AP (accelerated progress) groups over 3 years. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	1,2,3, 5
Renewed approach to Personal Study delivery in Yr 11, 10	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Personal Study 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. Alongside continual communication with parents/carers.</p>	1,2,3,4,5,6, 7
Additional Outdoor Ed teacher to work with targeted students who are struggling to cope with the full curriculum	<p>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</p>	2, 3, 5, 6

	trialled to try to cut down the alternative provision currently being accessed which is costly.	
Numeracy TA	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 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.	1, 2, 3
Literacy TLR lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies <ul style="list-style-type: none"> ● Ensure that all staff are explicit teaching the tier 2 and 3 vocabulary in all lessons ● Ensure that all students have the opportunity to read academic texts across a range of subjects. ● Ensure that meaningful reading opportunities are embedded in PS time / tutor time. 	1, 2, 3, 6
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.	2,3,5,6
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	1,2,3,4,5,6

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

Budgeted cost: £90,484.67

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 pathway in August 23.	3,5,6

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	4,5
EST SEMH team Homework and breakfast clubs	https://researchschool.org.uk/charles-dickens/news/how-to-be-evidence-informed-while-developing-a-mentally-healthy-school?utm_source=durington&utm_medium=search&utm_campaign=site_search&search_term=well-being https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions https://www.magicbreakfast.com/news/revised-eef-evaluation We have proven success with many PP students of concern but FTE amongst PP students are still proportionally higher than they should be.	2,5,6,
Classcharts/Provision mapping	https://edtechimpact.com/products/classcharts/	1,2,4
Contributions: 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	3,6
Leadership of the Pupil Premium agenda	The agenda is led by the Deputy Headteacher	1,2,3,4,5,6

Total budgeted cost: £231,369.94

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching:

- Additional sets in core subjects to ensure class sizes are conducive to PP students needing to catch up, identify support and close gaps.

Targeted academic support:

- Additional 'second' tutors to support targeted mentoring of PP students in tutor
- 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 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

Outcomes data – Summer 24:

- A8 was 45.69 (All) compared with 34.29 (DAP)
This Dap figure remains in line with last academic year, while there was a decline in the whole cohort A8.
- P8 was 0.15 (All) compared with -0.39 (DAP)
This Dap figure is an improvement of 0.11 on last academic year (-0.46), while there was a decline in the whole cohort P8.
- 5+EM was 41.2 (All) compared with 16.7 (DAP)
A decline on last year
- 4+EM was 62.4% (All) compared with 43.8 % (DAP)
This Dap figure remains in line with last academic year, while there was a decline in the whole cohort A8.
- EBACC Entries: 23% (All) compared with 10.4% (DAP)
This Dap figure is an improvement of 7.8% on last academic year (-2.6), there was also an increase in whole cohort uptake.

This is primarily due to poor attendance and a group of vulnerable students who also had low attendance or were on alternative packages.
 More capacity was put into Attendance for 22/23 to address this issue and reverse the trend and this continues to be a whole school priority.
 There were also various staffing changes in Core Faculties. This has been addressed for 24-25.

Reading and Literacy Data - Summer Term 2024:

	Total	Total below CRA		2+ years below CRA	
Year 7 DAP	48	27	56%	12	25%
Year 8 DAP	44	24	55%	16	36%
Year 9 DAP	46	24	55%	13	30%

Attendance

Attendance Groups All Years: YTD

Session Attendance Summary (04 Sep 2023 - 25 Jun 2024) for Attendance

	Year 7	Year 8	Year 9	Year 10	Year 11	All Years
All (Current)	93.57%	91.64%	89.37%	90.42%	83.96%	89.82%
Male	93.61%	91.43%	90.30%	91.63%	85.11%	90.34%
Female	93.52%	91.86%	88.42%	89.24%	82.48%	89.27%
FSM	89.39%	84.11%	82.23%	81.34%	74.62%	82.39%

Behaviour

In Summer Term 2, as the academic year ended half of the suspensions were from DAP students. On average for the year, this was at 40%. This is not representative proportionally. Into 24-25 steps will be taken as outlined in the SPD to address these figures.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.