

## Pupil premium strategy statement – Penbridge School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Penbridge Schools
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	Juniors 218/440 50% Infant 46/201 23% Overall 264/641 (41%)
Academic year/years that our current pupil premium strategy plan covers	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	Termly in year monitoring including EOY 2024, 2025 and 2026
Statement authorised by	Anna Webb
Pupil premium lead	Ashlee Cole
Governor / Trustee lead	Emma Chapman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£419,040
Recovery premium funding allocation this academic year	£41,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£460,945

## Statement of intent

At Penbridge Schools, everybody is responsible for socially disadvantaged pupils and we are all committed to meeting children's individual pastoral, social and academic needs within the school environment. Our school serves a diverse community where deprivation is high. Our families are often trying to overcome more than one complex barrier as well as local factors and we understand that a one size fits all approach is not sufficient in meeting the needs of our disadvantaged pupils. All stakeholders work closely together to identify the needs of our children and families and we are very aware that these needs can differ across our families. We ensure good relationships and pastoral support for our families to ensure we know their needs well.

### **Our Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- To improve our children's cultural capital, providing them with opportunities and experiences they would not normally have
- To ensure disadvantaged children have access to a broad and balanced curriculum
- To ensure our disadvantaged children receive the pastoral and emotional support they require through a relational approach

### **Our Key Principles**

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We 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.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals; we know that our best practice benefits all of our children.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- High expectations and inclusive teaching are imperative. Classrooms provide challenge and support through building trusting relationships.
- Our approach to teaching meta-cognition builds life-long learning habits such as resilience, self-regulation and resourcefulness. Children build self-esteem and confidence through successful engagement with high quality, challenging tasks.
- We have a strong pastoral team who work with our families to ensure good attendance and to provide emotional support, as well as support with developing socially and self-regulation.
- We use a tiered approach as advised by EEF to ensure that challenges are met using a range of strategies.

## Challenges

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

Challenge number	Detail of challenge
1	Some of our children are unable to self-regulate, leading to challenging behaviour which impacts their learning.
2	A lot of children at the juniors join us with poor phonic knowledge, and at the infant school, it takes children longer to fully embed phonics skills.
3	Attendance for disadvantaged children for last year was 92.3% compared with 95.2% for all children at the infants and 93.3% for disadvantaged children compared with 95.5% for all children at the juniors.
4	Our disadvantaged children do not have many opportunities to improve their cultural capital. Some of our children do not visit the local area or have the chance to have experiences which provide them with enrichment.
5	Many of our disadvantaged families have social and emotional needs outside of school as well as in, including mental health, relationships and family disputes and social care involvement. This can have an impact on children's behaviour and attitudes to learning.
6	Children have poor retention of maths skills and gaps in their knowledge from the COVID period, leading to lower maths outcomes at the end of KS1 and KS2.
7	Outcomes for reading and writing are significantly lower for disadvantaged children at the end of KS2.
8	Parental engagement has declined for both schools since COVID, leading to impact on attendance, behaviour and outcomes.

## 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
Children will develop skills to self-regulate, which will improve their behaviour, and then impact their attainment.	<p>Specific children in class for a larger percentage of the day.</p> <p>A lower number of incidents of extreme behaviour. (Violence towards staff)</p> <p>Children being able to use strategies and label their emotions in order to help them self-regulate and make appropriate choices.</p>

<p>Phonics will be taught in year 3 and to individual children who need it across the school, improving their fluency and comprehension.</p> <p>A higher percentage of children will pass the phonics screening in year 1.</p> <p>Teaching of phonics across both schools will be high quality.</p>	<p>Children will move through phonics phases in KS2.</p> <p>Children will be able to access books on our Scholastic programme in KS2.</p> <p>Improved phonics results.</p>
<p>Support will be provided to families and communication strong to improve attendance for disadvantaged children.</p>	<p>The average attendance for disadvantaged children will improve.</p>
<p>Ensure children are provided with opportunities to take part in experiences which improve their cultural capital.</p>	<p>Children will take part in activities as outlined on the 'school passport'.</p> <p>The curriculum will have more planned opportunities for enrichment.</p> <p>All children have access to our enrichment activities.</p> <p>The schools will achieve ArtsMark.</p>
<p>Ensure our families are provided with the required social and emotional support.</p> <p>Ensure good relationships with the pastoral team, teaching staff and families.</p>	<p>Attendance of our disadvantaged children will improve.</p> <p>Learning behaviours of disadvantaged children will be positive, allowing them to make good progress across the curriculum.</p> <p>Attainment of disadvantaged children will be in line with all children.</p>
<p>Ensure that children have regular opportunities to practise retrieval of taught objectives in maths, through revisiting, space practice and inter-leaving.</p>	<p>Children's recall of taught objectives will improve as evidenced in assessment outcomes.</p>
<p>Disadvantaged children will improve their reading and writing skills.</p>	<p>% of disadvantaged children achieving age related expectation in reading and writing will be in line with all children.</p>
<p>Parental engagement will improve meaning that parents are more involved with their child's education.</p>	<p>The number of parents attending school topic events will increase.</p> <p>More parents attending parents' evenings.</p> <p>More children completing home learning.</p>

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: £69,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> <li>• Ensuring teaching in all subjects is of the highest quality and PP pupils make accelerated progress as a result of quality first teaching. *</li> <li>• Staff development and quality CPD *</li> <li>• ECTs are well supported *</li> </ul>	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>School continue to support those teachers who took part in the DFE Early Career teachers framework – staff are supported by colleagues across the trust. The school supports x6 ECTs.</p> <p>Half termly core group meetings have improved teachers' subject knowledge.</p>	<p>2, 6, 7</p>
<p>Professional Development for relational practice (evidence based approach for behaviour being used in Portsmouth):</p> <p>SIP working party for relational practice to be disseminated to other staff. *</p> <p>Relational Practice Training with Mark Finnis (approx £1300) *</p> <p>Restorative Practice Book for every teacher (£256) *</p> <p>Behaviour training in staff meetings particularly focussed on specific children and extreme behaviour. *</p>	<p>The EEF guidance for behaviour recommends that understanding a pupil's context will inform effective responses to misbehaviour and that every pupil should have a supportive relationship with a member of school staff. (EEF Guidance Reports, Behaviour) This supports a relational practice model</p> <p>Evidence from other schools in the city (E.g. Trafalgar School) that this approach can be successful at improving behaviour</p>	<p>1, 2, 3, 5, 6, 7, 8</p>
<p>Professional development - phonics training for all teachers to ensure high quality teaching and fidelity to the scheme *</p>	<p>EEF – Phonics</p> <p>Key finding 1: Phonics has a positive impact (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p>	<p>2</p>

	Ofsted's Education Inspection Handbook <i>'The school has developed sufficient expertise in the teaching of phonics and reading.'</i> SIH p88: 298	
High quality texts in class used in guided reading, across the curriculum and in our library to support high quality teaching of reading *	The Centre for Literacy in Primary Education states that 'the use of high quality books within the reading curriculum is at the heart of a school's successful approach to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers.'  Using high quality texts in reading linked to topics in the past has improved children's understanding of the topics they are learning.	2, 4, 7
Coaching to be used throughout the school for support for staff in improving their own practice * Line Managers to complete BASIC coaching qualification *	Coaching for Teaching and Learning, gov.uk: 'Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment and coaching can provide a means by which this principle can be achieved and thus teacher learning enhanced.'  Teachers in our school have had some coaching training in the past and responded well to peer tutoring with small steps to improve practice.	1, 2, 6 and 7

<p>Weekly meetings with year 6 teachers and fortnightly meetings with all other year groups with focused support on attainment from SLT, using coaching model *</p> <p>All teachers have a data focus as part of their professional growth targets to improve teaching and learning</p>	<p>Y6 children make significantly more progress than other year groups where raising standards meetings have been regular and consistent. Teachers in year 6 have a good knowledge of data and next steps for their children and change their teaching accordingly to meet individual needs. Using this approach across the school will hopefully see an improvement in progress in all other year groups.</p> <p>Coaching for Teaching and Learning, gov.uk:</p> <p>‘Teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment and coaching can provide a means by which this principle can be achieved and thus teacher learning enhanced.’</p> <p>PiXL have shared best practice for improving outcomes and case studies with other schools has shown the impact that regular meetings with staff can have on outcomes.</p>	<p>2, 6 and 7</p>
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**NB: \* indicates those activities approved in the PP Guidance document “Menu of Approaches”**

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

Budgeted cost: £169,239

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA interventions take place focusing on misconceptions in lessons *</p>	<p>EEF shows +4 months progress and a large positive impact on learner outcomes, as long as they are deployed effectively.</p> <p>We have used same day interventions for maths previously and there is clear evidence of progress in their books when using this approach so we will transfer this to other subjects.</p>	<p>2, 6 and 7</p>

<p>Boosters in maths taught by teachers and targeted at children's specific needs using diagnostic assessment *</p>	<p>EEF – small group tuition has average impact of four months' additional progress over the year</p>	<p>6</p>
<p>PiXL membership to provide targeted intervention *</p>	<p>'PiXL is known for its aim of wanting to improve life chances and outcomes for young people and its focus on equipping school leaders to make that happen. Whether it is a focus on reading, oracy, writing, numeracy, character education or establishing strong cultures, PiXL is committed to providing practical support and strategies to make an impact.'</p> <p>Using PiXL resources and strategies previously has allowed us to identify and target specific needs and help our children, particularly disadvantaged children, make accelerated progress.</p>	<p>2, 6, 7</p>
<p>Teachers to work with children weekly with focused conferencing time to identify gaps and provide individual feedback on next steps *</p>	<p>EEF – providing feedback is well-evidenced and has a high impact on learning outcomes.</p>	<p>2, 6 and 7</p>
<p>Educational Psychologist/ MABS/ Counselling *</p>	<p>Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support</p>	<p>1 and 5</p>
<p>Speech and Language Therapy *</p>	<p>For some children, communication and oracy is poor, and in the past having dedicated SALT time with specific children has improved children's vocabulary as seen in their reading assessments and communication as seen by their teachers</p>	<p>7</p>

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

Budgeted cost: £222,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw curriculum to be used across the school for SRE *	<p>The DFE RSE and Health Education guidance states that ‘in primary schools, subjects need to put in place the building blocks of healthy, respectful relationships, focussing on families, in all contexts, including online.’</p> <p>We have looked at a range of PSHE schemes to meet the statutory requirements, whilst also meeting the needs of our children and we believe Jigsaw does this: ‘The Jigsaw curriculum is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.’</p>	5
Enrichment interventions *	Pupil voice gave us information about the activities children wanted more experience of. Having regular opportunities to take part in these activities regularly has improved enjoyment of school for the children who take part as shown through our pupil interviews.	1, 4
Breakfast club places for disadvantaged children and children with poor attendance. *	<p>Gov guidance Breakfast Clubs Programme 2021-2023 states that ‘the evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.’</p> <p>From past experience in our school, providing some children with breakfast club places has improved their attendance.</p>	3, 5
Pastoral team *	Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support. From our own experience in school, having good communication with families improves their attendance and learning in school.	3, 5, 1, 2, 4, 6, 7 and 8
Visitors, trips and other experiences to be planned throughout the curriculum to enhance children’s cultural capital *	Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools’ effectiveness. The Sutton Trust recommends that schools’ pupil premium money could be used for enrichment	4

	vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	
ELSA one to one support, social groups and Circle of Friends *	Many of our disadvantaged children have high emotional need – having ELSA support provided them with emotional and pastoral support, on top of the academic support they receive in class or through TA interventions.	1, 3, 5
Places for disadvantaged children in after school clubs *	Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools' effectiveness. The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	4, 8
Subsidising trips *	A lot of our parents struggle with the cost of trips and we believe that trips are crucial in developing cultural capital. A lot of our children don't visit locations in our local area, as well as locations further afield and we aim to provide these experiences for them.	4, 8
Inclusion meetings with pastoral team *	As a large school, weekly meetings have ensured that the high level of needs of our children is understood by the wider pastoral team and this is something we want to continue.	1, 5, 3
Attendance officer *	Having an attendance officer develop strong relationships with the children and families has seen improvements in the attendance of individual children, which we want to continue.	3, 8
Parental engagement – open evenings, engage and topic outcome events, newsletter and improved lines of communication *	EEF – Parental engagement has a positive impact on average of 4 months additional progress	1, 2, 3, 5, 6, 8
Attendance rewards *	Through having our attendance rewards in the past we have seen improved attendance of individual children as they are keen to achieve our golden tickets and 100% rosettes	3, 2, 6, 7 and 8
Resources and visitors used across the curriculum to provide enrichment activities *	Pupil interviews with our children have shown us that they are able to recall more knowledge from lessons where they have had a memorable experience and these often involve a range of practical resources or external visitors.	4, 6 and 7

**NB: \* indicates those activities approved in the PP Guidance document “Menu of Approaches”**

**Total budgeted cost: £412,039**

## 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 2022 to 2023 academic year.

Assessment of outcomes linked to strategy 2022-2023

- A. Ensure that children are receiving support and strategies to improve their language and vocabulary, giving them a greater chance of being successful throughout the curriculum.**

Ofsted at both schools recognised an improvement in vocabulary. Drive teams ensured that oracy was a focus. A speaking progression map was made and this is used across both schools. Use of retrieval quizzes showed an improvement in children's vocabulary, particularly in tier 2 words. Use of sentence stems modelled to the children improved children's ability to talk in full sentences.

- B. Phonics will be taught in year 3 and to individual children who need it across the school, improving their fluency and comprehension. (Junior)**

Springhill completed an audit of phonics teaching in year 3 and gave recommendations which were put in place. Year 3 children were taught using All Aboard phonics. A large majority of children successfully achieved phase 5 phonics as seen in their assessment. The number of children passing the reading test doubled by the end of year 3. Teachers have a better knowledge of how to effectively teach phonics. Ofsted noted that 'Pupils develop fluency and can analyse and evaluate their reading. Phonics lessons are effective.'

- C. Ensure children are given opportunities to improve their word reading through a synthetic phonics programme. (Infant)**

All Aboard phonics is now in place across the school, however phonics scores were still low. This will continue to be a priority.

**D. Support will be provided to families and communication will be strong to ensure the percentage of persistent absentees from our disadvantaged families decreases. (Junior) Ensure children improve their attendance and communication with parents is good. (Infant)**

The attendance lead has regular meetings with parents when attendance is becoming a concern and will advise of actions and offer any potential support. They also meet with the Local Authority to keep up to date with changes in policy and guidelines and attends network meetings with the Trust and the Local Authority. The percentage of persistent absentees who were disadvantaged at the junior school decreased from 74% in the previous year to 60.71%

**E. Ensure children are provided with opportunities to take part in experiences which improve their cultural capital.**

Children took part in enrichment activities and had a range of visitors and experiences. Pupil interviews showed that children enjoyed these experiences and also enjoyed taking part in planning them. The Penbridge Passport was introduced, and pupil interviews showed that these activities were valued, and children said they were completing activities which they hadn't had the opportunity to do before. Teachers also stated that these activities developed different skills for the children, including language and social skills

**F. Ensure our families are provided with the required social and emotional support. Ensure good relationships with the pastoral team, teaching staff and families.**

Having a strong pastoral team and weekly inclusion meetings means we are able to swiftly identify where families may require support. We have had MABS support for many families over the year and parents are able to contact individuals within our pastoral team at any time. This will continue next year.

**G. Ensure that children have regular opportunities to practise retrieval of taught objectives, through revisiting, space practice and inter-leaving.**

All lessons start with retrieval activities and this is supporting children in their recall of knowledge. When carrying out pupil interviews, children are able to recall facts from their current topics and explain how the knowledge links to prior knowledge. All staff had retrieval as their professional growth target which ensured this was a focus across both schools. Ofsted recognised as a strength. 'Teachers use frequent recall activities to help pupils secure their understanding.'

**H. Ensure all children are provided with opportunities to improve their social skills, including turn taking, listening and responding, and sharing. (Infant)**

This was a key focus for EYFS throughout the year. Learning activities focused on this and 86% of our children were at age expectation in listening, attention and understanding at the end of reception.

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One of our ELSAs led a service children group and took the children to activities for service children taking place in the city.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils were able to spend time with other pupils who had similar experiences and they were able to share these with each other. This supported their emotional well-being.