



## Pupil Premium Strategy Statement

### Context

This report includes all areas within the DFE recommended pupil premium strategy statement primary template.

Pupil premium continues to be awarded by the government for pupils (Year R to 11) that fall into the following groups with the current financial values of:

- Students in receipt of free school meals or post LAC (previously Looked After Children) Primary £1,320, Secondary £935

An additional premium has been introduced for students whose parents are currently serving in the armed forces.

- Service students £300

Looked after Children (now referred to as Children & Young People in Care or CYPiC) receive an additional £1,800 although the Local Authority in which the students resides maintains their funds and allocates the funds according to their own arrangements.

Schools are free to spend the Pupil Premium as they see fit but are responsible for its use to ensure the spending impacts on narrowing the disadvantage gap. The Government believes that Pupil Premium is the best way to address the underlying educational inequalities between children eligible for free school meals and non-free school meal pupils. The same applies to the other two groups in relation to equality. The governing body is responsible for the outcomes on achievement of the use of this funding.

## Pupil Premium Strategy Statement

### School Overview

#### Rationale

Penn Fields is determined that all students are given the best possible chance to achieve their full potential through the highest standards of teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium Funding (PPF) should be available to all students within school who we know to be disadvantaged and vulnerable. The school considers the best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the students.

#### Strategy

We have a clear, strategic tiered approach for Pupil Premium Funding provision, which focuses on the following:

**Teaching** (focus on high quality teaching, assessment for learning, leading practice, continuous professional development, NQT programme)

**Targeted academic support** (structured interventions, focused teaching)

**Wider strategies** (enriching opportunities, providing positive behaviour management and supporting social, emotional and mental health)

<b>Metric</b>	<b>Data</b>
School name	Penn Fields School
Pupils in school	188
Proportion of disadvantaged pupils	42.5% (80 students)
Pupil premium allocation this academic year	£86, 755.00
Academic year or years covered by statement	2020-21
Publish date	November 20

Review date	July 2021
Statement authorised by	Viv Bunce
Pupil premium lead	Nicky Payne
Governor lead	Isabel Woods

## 2.Main gaps identified; barriers to learning;

The most significant barriers to impact on our student's educational achievement involve both internal and external factors that are identified below, these are generic issues, will be analysed in greater depth in this document.

The factors identified include;

- i. The severity and complexity of a student's special educational needs, and the levels of challenge to their learning, which within Penn Fields provision includes moderate, severe and complex learning difficulties with associated communication difficulties, some students having additional needs such as sensory impairments, physical difficulties, autism and complex health needs.
- ii. Many students have difficulties with communication & expressing their needs, which includes limited expressive & receptive language & social interaction.
- iii. Emotional & well-being needs, e.g. anxiety, attachment issues & self-harm.
- iv. Challenges at home; economic and social issues.
- v. Improving teaching and learning to ensure the highest standards and expectations are achieved to enable students to make the best possible progress.

### **Covid-19**

- In addition, this year has seen huge restrictions and impact on all aspects of our students lives including financial, health & education with the COVID 19 situation, this has resulted in students being out of school or having huge disruptions to their school day and their school

attendance, as well as restrictions on specialist services and the school environment being different. An additional Coronavirus Catch up fund has been provided by the government which will be used in school to address the additional impact the pandemic has had on all students in some capacity or other.

## Barriers analysis

i.	At Penn Fields all our students have a primary SEN area of need, which are identified within the following – Severe Learning Difficulty (SLD), Speech, Language & Communication (SLCN) / Autistic Spectrum Disorder (ASD) / Multi-Sensory Impairment (MSI), Moderate Learning Difficulty (MLD) / Profound & Multiple Learning Difficulty (PMLD), Hearing Impairment (HI), Behaviour, Emotional & Social Difficulty (BESD), Physical Disability (PD), Complex Learning Difficulty (CLD), Specific Learning Difficulty (SpLD), Social, Emotional, Mental Health (SEMH), Other disability (OD).
ii.	27% of our students have speech, language and communication identified as there area of special need. The speech & language team have 64 students on their caseload (33%). Some of the students experiencing communication difficulties, have some generic commonalities such as problems with their attention, turn taking, looking and listening as well as using language in a functional and social way. The difficulties experienced by the students impact on their ability to retain information, express themselves due to word find problems, dysfluency and difficulties making speech sounds.
iii.	SEMH is identified on 10.5% of our students’ area of needs, this category has become increasingly more prominent, and difficulties with anxiety, attachment and emotional outbursts is a problem identified by parents and carers. Penn Fields supports 3 students with external agencies with behaviours associated with mental health related issues such as self-harm.
iv.	<p>Many families face challenges due to their social and economic situation, with some families facing housing issues due to poor living conditions and living in areas of deprivation. Some families are on low incomes with this impacting on providing basic essentials such as food and clothing.</p> <p>49% of our students are on FSM.</p>

v.	Teaching quality can pose a barrier to a student’s learning and impact on their ability to make progress. At Penn Fields, the focus is to make improvements to teaching and learning by providing a common understanding and shared language of learning. The purpose is enable student progress to move from ‘just knowing’ facts to seeing connections very visible, with the intention of providing an equal learning profile for all our students.
vi.	Covid 19 has presented additional barriers to students at Penn Fields this year, and these further challenges are addressed in separate document in response to the funding allocated to Coronavirus Catch Up Funding.

**Funding Focus**

We have set out how we will allocate the additional funding to support curriculum recovery this academic year. This will be based around the EEF guidance and the use of a 3-tier approach:

**Tier 1: Teaching**

- Good - quality teaching
- Effective assessment review
- Supporting remote learning
- Focusing on professional development

**Tier 2: Targeted academic support**

- Good quality one to one and small group interventions.
  - Using teaching assistants for ‘targeted support’

### Tier 3: Wider strategies

- Supporting student's behaviour, social & emotional needs.
- Providing parent / carer support with welfare & home learning.

### Strategy Aims for Disadvantaged Pupils - Academic Achievement

Aim	Evidence of impact	Target date	Longer Term Plan
Establish quality phonics teaching through the development of Read, Write, Inc in Primary & for targeted groups across Secondary.	To recognise speed sounds & to "Fred Talk" & develop blending skills.	July 2021	July 2022
Improve the process of teaching & learning through the development of a three year plan to implement SOLO Taxonomy into the classroom.	Evidence will show teaching staff applying the model in their classroom, with students beginning to classify their learning outcome.	July 2021	July 2023
Develop a progressive and cohesive curriculum. Purposeful placement of subjects, clear skills progression in all subjects	Long term overview in place to show how teaching & learning is implemented across the key stages enabling the opportunity to build upon knowledge & skills in a clearly structured approach.		
Develop the PHSE curriculum to provide a detailed and comprehensive scheme of learning.	Evidence will show teaching staff effectively using the scheme of learning and resources to support the delivery of PSHE/Health & Well-being across school.	July 2021	July 2022

	Long term overview in place to show how PSHE teaching & learning is implemented across the key stages enabling the opportunity to build upon knowledge & skills in a clearly structured approach.		
Provide support to ensure students have opportunities for good quality digital access and their online learning can be meaningful and engaging.  (Linked to Catch-up funding post pandemic.  Utilise effective apps to support on-site / off site learning.	Evidence will show how ICT is supporting the student's progress, and providing a wider range of learning programs.  Planning demonstrates links to apps to support learning opportunities.	July 2021	July 2022
Develop staff expertise and establish a specialist intervention program to support students with specific literacy difficulties.	Staff confidence in teaching specific literacy difficulties is evident in their teaching.  Intervention program shows an improvement of 50% in reading, writing & spelling.  Staff CPD & professional development with strategies for supporting students with Dyslexia.	July 2021	July 2022

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
<p>Establish a program of parental / carer engagement.</p> <p>Establish a Youth Club co-ordinator to plan a progressive program of events.</p> <p>Establish a Youth Club program to promote positive experiences and social skills.</p> <p>Enrichment activities, residential trips and opportunities for community engagement.</p>	<p>Parental involvement</p> <p>Create a calendar of events to include, a range of activities to support parents / carers across school such as curriculum workshops, careers advice, and specialist external professional. The aim is to use different methods to extend parent engagement.</p> <p><b>Social Opportunities (Youth Club)</b></p> <p>Participation in Youth Club/Residential trips to support social confidence, improved self-esteem, resilience &amp; communication skills.</p>
<p>Well-being Mentor</p>	<p><b>TLSA Mentor Support</b></p> <p>Fortnightly or weekly (if required) contact with each student to discuss areas of difficulties, celebrate success &amp; identify their wishes.</p> <p>Support families with particular topics of discussion.</p>
<p>Play therapist</p>	<p><b>Play Therapist Input</b></p>



	A professionally trained Play Therapist to help support our students to gain an insight and an understanding of their experiences, increasing emotional resilience and developing coping strategies.
Barriers to learning these priorities address	Establishing / maintaining parental engagement with some families.
Projected spending	Wider Outcomes 1. Parent Engagement £2,000 2. Well-being Mentor – Children in Care students (CIC) supported by Virtual schools £1,000 3. Play Therapist £25,000 4. Youth Club £10,000

### Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Priority 1 <ul style="list-style-type: none"> <li>Introduce Read, Write Inc phonics to school that will provide an effective program for teaching reading.</li> <li>Provide high quality CPD from Ruth Miskin Trainers to ensure all teaching staff are teaching reading with confidence.</li> </ul>	To see attainment in reading improve.  To observe the teaching of phonics embedded in classroom practice.	December 2020  April 2021  July 2021
Priority 2 <ul style="list-style-type: none"> <li>Improve the process of teaching &amp; learning through the development of a two year plan</li> </ul>	To see the introduction of the SOLO taxonomy to provide a systematic way to show how students understanding develops.	December 2020  April 2021

<p>to implement SOLO Taxonomy into the classroom.</p> <ul style="list-style-type: none"> <li>• Create a progressive and cohesive curriculum. Purposeful placement of subjects, clear skills progression in all subjects</li> </ul>	<p>To see changes to our curriculum starting with 6<sup>th</sup> Form &amp; tracking back through each key stage.</p>	<p>July 2021</p>
<p>Priority 3</p> <ul style="list-style-type: none"> <li>• Emphasis placed on supporting remote learning &amp; developing students IT skills &amp; knowledge.</li> <li>• Provide specialist support to staff, students &amp; families.</li> <li>• Membership to National Online Safety</li> </ul>	<p>To embed remote learning as a platform to support our students to continue to access a sequence of lessons to maintain consistent learning.</p> <p>Access to a 'Safe Remote Education Hub' to support school staff, parents and students with the knowledge to provide a comprehensive online safety program.</p>	<p>December 2020</p> <p>April 2021</p>
<p>Priority 4</p> <ul style="list-style-type: none"> <li>• Implement a progressive and structure approach to supporting the development of PSHE/Health &amp; Well-being.</li> </ul>	<p>To provide a program for PSHE that is well-structured, spiralled and progressive, to equip students for life.</p>	<p>July 2021</p> <p>July 2022</p>
<p>Priority 5</p> <ul style="list-style-type: none"> <li>• Students identified as possibly Dyslexic will go through an assessment / intervention programme to determine whether a formal diagnosis assessment is required.</li> </ul>	<p>To provide specific strategies for supporting pupils with Dyslexia.</p> <p>To improve the reading, writing &amp; spelling of pupils with Dyslexia.</p> <p>To enable students to have a formal diagnosis.</p>	<p>July 2021</p>

<ul style="list-style-type: none"> <li>• Support a school based member of staff to become trained in completing Dyslexia screening tests.</li> <li>• Provide on-site member of teaching staff to coordinate assessment process, interventions &amp; links with parents.</li> <li>• Provide CPD for staff to support their knowledge of dyslexia specific learning difficulties.</li> </ul>	<p>To provide a bespoke CPD programme.</p>	
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### Targeted academic support for current academic year

Measure	Activity
<p><b>Priority 1</b> Improve attainment in phoneme knowledge to increase reading skills.</p>	<p>Increased frequency of phonic activities (daily practice) Systematic approach adopted across school to teaching phonics.</p>
<p><b>Priority 2</b> Introduction of SOLO taxonomy to create a consistent approach to the students' involvement in their learning.</p>	<p>Consistent approach for staff to follow.  A clear teaching and learning plan from Key stage 1 through to 6<sup>th</sup> form.</p>

<p>A curriculum coverage to prepare students for their learning pathway which prepares them for adulthood.</p>	
<p><b>Priority 3</b> Provide remote learning that enables all students to access the same opportunities to support their learning if at home.</p>	<p>Consistency for all students to have remote access.</p>
<p><b>Priority 4</b> Introduce a new PSHE scheme of work to support &amp; develop the subject.</p>	<p>Implementation of a new scheme to support curriculum coverage with the use of high quality resources.</p>
<p><b>Priority 5</b> Identify pupils with Dyslexia &amp; provide a range of strategies to meet their needs,</p>	<p>Use the support of a Specialist Learning Support Team. Follow Wolverhampton’s Dyslexia Pathway. Provide quality interventions with support from a specialist teacher.</p>
<p>Barriers to learning these priorities address</p>	<p>Providing a common understanding and shared language of learning through improving the quality of teaching &amp; learning.</p>
<p>Projected spending</p>	<p><b>Priority 1</b> Phonics: Read, Write Inc</p> <ul style="list-style-type: none"> <li>• Purchasing reading books £3,000</li> <li>• Consultancy days for RWI support £500</li> </ul>

- Teacher cover x3 over the year to support staff & complete learning walks. £690
- Resources: RWI materials & reading scheme to support KS 3 / 4 intervention approximately £3,000
- Oxford Owl Subscription £300

Total £7,490

#### **Priority 2**

- Consultancy days with Craig Parkinson - 3 days @£1,600
- Cover teacher days to develop use of SOLO 3 days @£230
- Supportive reading material for staff (specialist guides for science/PE/maths - £150

Total £5,640

#### **Priority 3**

- Membership to online safety access to training / curriculum support £595
- Subject leader cover days to support development of curriculum content - 3 days @£230

Total £1,285

#### **Priority 4**

- Jigsaw Whole Primary School Set £560
- Nursery PSHE/Health & Well-being £320
- Jigsaw REST – digital version £200
- Subject leader cover days to support roll out of program - 3 days @£230
- Resources: Jigsaw packs to support

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	<p>Total £1,770</p> <p><b>Priority 5</b></p> <ul style="list-style-type: none"> <li>• Subscription Packages for Specialist Learning Support</li> <li>• 1 half-day session per fortnight = 9 days/year £4,000</li> <li>• In school teacher co-ordinator = 1 day per term £690</li> <li>• CPD Dyslexia training - £1, 000</li> </ul> <p>Total £5,690</p>
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#### Wider strategies for current academic year

Measure	Activity
<b>Priority 1</b> Supporting families	Remote / onsite support for families in relation to curriculum workshops, support for poverty & mental health,
<b>Priority 2</b> Well-being Mentor	Weekly/fortnightly contact with students (in additional to 9 Children in Care students) 1:2:1 time – listening to pupils, guiding and nurturing emotional well-being.
Barriers to learning these priorities address	Supporting families who face challenges due to their social and economic situation,
Projected spending	As above

## Monitoring and implementation

Area	Challenge	Mitigating action	Actions by who	Actions by when
Teaching	Ensuring staff are provided with sufficient time to enable the development of their professional skills & knowledge.	Use of inset time & additional cover provided to enable the CPD to be successful.	SLT/ Teaching staff	Termly Review
	Ensuring Subject Leaders in English, Maths & PHSE are given the support to implement their Subject Development Plans effectively.	Use of Management Time. Support provided by Line Manager.	MS / BW	Termly Review
	Enabling the effective implementation of SOLO taxonomy is developed across school.	Use of external trainers to deliver high quality training.		
Targeted support	Ensuring Intervention programmes are delivered regularly.	Allocation within TT for Invention programmes to be achieved.  Monitoring of success of Intervention Programmes.	AD/BW/MS	Termly Review  End of Year
Wider strategies	Ensuring time is provided to make the Home Links be effectively achieved.  Ensuring parental involvement of specific families.	SLT/ELT to work in partnership with families to enable school community to work together.	SLT/ELT  SALT Team	Termly Review

**Funding Figures:**

Total Spend in each tier	Remaining Amount	Projections
(Tier 1) Teaching - £16,145  (Tier 2) Targeted academic support - £5,690  (Tier 3) Wider outcomes - £38,000  Total £59,835	£23,620 remaining for Tier 1 (Teaching)    + £3,300 carry over	