

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Penn Fields School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	47.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised	Laura Thackaberry
Pupil premium lead	Nicky Payne
Chair of Governor	Viv Bunce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102, 204
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim is to ensure the students of Penn Fields school access the best possible chance to achieve their full potential through the very highest standards of teaching, focussed support, curriculum enrichment, and pastoral care to provide a holistic approach to their development as we prepare them in their journey into adulthood.

We have set out how we will allocate the funding this academic year, and how this will form the basis of a longer term plan based around the EEF guidance and the use of a 3-tier approach:

Tier 1: Teaching

- Raising the quality of teaching & learning through supporting projects identified by the QoLTA team including the sustained development of SOLO Taxonomy - a whole school approach to teaching and learning, to embed a common language of learning for all students, as well as the focus on increasing outdoor learning opportunities.
- Involvement in specific curriculum projects to enable students to showcase their work and develop their wider communication & social skills in the process.
 - Increasing the use of technology to support-digital literacy; through using a range of tools to assist reading & literacy.
- Focusing on professional development to ensure staff are highly trained with a range of CPD to support their subject knowledge, as well as enhancing their skills in responding to the learning & emotional needs of severe & complex learners.

Tier 2: Targeted academic support

- Good quality one to one and small group interventions.
 - Using teaching assistants for 'targeted support' & bespoke learning opportunities.

Enhancing the SALT team (Speech & Language Team) to support an increasing caseload; and enabling wider opportunities to promote social use of language into preparing for adulthood.

Tier 3: Wider strategies

- Supporting student's wellbeing, behaviour, social & emotional needs through mentoring support, social learning activities & a holistic approach.

- Providing bespoke parent / carer support with welfare, home learning & well-being support.
- Extend and provide quality real life experiences within the local community & across the wider demographics, involving contributions from student & parent/carers voice.
- Work to achieving in a Trauma Sensitive School Award (Bronze) to support students who have experienced trauma, and to focus on a developmentally sensitive approach across school.

Challenges

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

Challenge number	Detail of challenge
1	All our students have an EHC Plan identifying their primary SEN area of need, which fall under one of 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)
2	<p>External factors can impact on a learners start to their school day with multiple issues posing a challenge to their ability to focus, concentrate & be actively engaged in their learning.</p> <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>52% of our students are on FSM.</p>
3	Contrasting experiences with students from different backgrounds; some students experience limited or minimal real-life opportunities outside of school, which will impact on their attainment, confidence & attitude.
4	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. 39% of students are on SALT caseload.
5	37% of our students have complex & severe learning needs so this significantly impacts on the rate the learners progress, and they demonstrate a spikey learning profile against our school data analyst.

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
Curriculum developments enable a sequenced whole school approach with a common language of learning.	Evidence from Quality of Teaching Team (QoLTA) will identify high quality teaching & learning taking place, with a consistent approach to the language of learning to support the learning of all students.
Implementation of a broad and challenging curriculum to respond to a wider range of learners, addressing both personal and academic development.	Unique & personalised learning experiences to enhance academic & personal progress.
Effective data analysis will enable carefully supported & high quality interventions to support student progress.	Implementation of interventions will raise performance to demonstrate improvement in attainment, mental well-being & communication.
Increase opportunities to support confidence & independence by enabling students to engage with the local & wider community as they prepare for adulthood.	Access opportunities within local & wider community, to support real experiences, social involvement & greater independence which may not be likely for some students.

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.

Tier 1 - Teaching

Estimated cost: £51,100.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>English</p> <p style="text-align: center;">RWI</p> <p>Embed quality phonics across primary & 'targeted' secondary students to include a multisensory approach to support a range of learners.</p> <p style="text-align: center;">Spelling</p> <p>Opportunity to use alternative spelling scheme to offer spelling support for students who struggle to use phonics using morphological approaches perhaps e.g. Morphological Mastery programme</p> <p>Subscription to a literacy screener to be used with pupils throughout the academic year and then used to tailor specific interventions.</p> <p>Purchase of RWI comprehension programme & resources; with training for all TLSAs, Secondary English teachers & Primary teachers.</p>	<p>Supporting high quality teaching is pivotal in improving student outcomes, with research identifying high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-benefit-of-professional-development?utm_source=/ne</p>	<p>1, 2, 3, 4, 5</p>

<p>Supporting some of the developments identified by the QoLTA (Quality of Teaching & Learning Team) as identified below;</p> <p>SOLO Continuation of teaching & learning development using SOLO taxonomy.</p> <p>Plan for Impact with SOLO taxonomy, will focus on improving and developing student metacognition through a three month project. Craig Parkinson will support the project & create data analysis and feedback for all staff.</p> <p>Embed the use of Clifton Strengths in teaching and learning teams across school.</p> <p>Ensuring students are 'ready for learning' with links to the wider strategies to use therapeutic support services to enable all aspects of SEMH needs are being supported.</p> <p>Increase the opportunities provided to students to be outdoor learners, with the development of a Learning Outside the Classroom curriculum. QoTLA team will work towards the Learning Outside the Classroom Quality badge. Penn Fields will embed Learning Outside the classroom within the whole school curriculum.</p>	<p>There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful CPD.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Solo taxonomy provides a systematic way to describes how learners build from easy to difficult while learning tasks & subjects.</p> <p>Solo indicates student learning using visual materials in levels of increasing structural complexity & these levels show similar patterns across tasks, which enables familiarity & consistency for our students.</p>	<p>1, 2, 3, 4, 5</p>
--	---	----------------------

<p>Embedding curriculum ‘festivals’ events through the school year; both in school & within the community.</p> <p>This will include:</p> <p>Continuing with Penn Art Fest Event, to exhibit elements of our creative arts curriculum in a community event, providing the opportunity for workshops, volunteering, supporting career, knowledge & preparation for adulthood. Extending KS3 creative arts careers curriculum with community based art trail projects to prepare student for KS4.</p> <p>9 Curriculum drop down days; 3 per term to cover MFL / D&T/Music</p>		
<p>Digital technology</p> <p>Provide support to ensure students have opportunities for good quality digital access and support the development of Digital Literacy for an individualised approach to meeting literacy needs through;</p> <p>Easy access to use Immersive Reader and dictation, with identified students using a lightweight laptop with microphone/headphones.</p> <p>Access to reading pens to enable immediate feedback for students.</p>	<p>The EFF guidance report considers how the use of digital technology can seek to improve student’s learning.</p> <p>Using Digital Technology to Improve learning Evidence Review. pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 4, 5</p>

<p>Develop student competency to ensure they are fluent in using technology as reading support.</p> <p>Audio book subscription to enable all students the opportunity to access all reading books.</p> <p>Increase technology to support students who have visual impairments using enlarged class readers and through the development of a section in the library with books for the visually impaired.</p>		
<p>Enterprise initiatives / projects</p> <p>Supporting a long-term plan to develop a policy & program of enterprise education to enable students from primary upwards to develop their enterprise capabilities through supporting the ability to be innovative, creative, to take risks & manage them, to have a can do attitude and the drive to make things happen.</p> <p>.</p>	<p>Initiative & enterprise projects are important skills to help support attitude, enthusiasm as well as linking to a number of curriculum and core skill development areas including creativity and leadership, enterprise and communication skills as well as problem solving and team work; preparing young people with skills for learning, skills for life and work.</p> <p>Enterprise in Education Learning resources National Improvement Hub</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5</p>

Tier 2 - Targeted academic support

Estimated Budgeted cost: £25,550.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Develop staff expertise and establish a specialist intervention program to support students with specific literacy difficulties.</p>	<p>Dyslexia Pathways programme has supported a group of boys identified in last year's data analysis, with two students successfully receiving a formal diagnosis.</p> <p>CPD has been provided for all staff to gain an understanding of strategies to support Dyslexia friendly classrooms, in addition the Head of English is undertaking a Masters in Dyslexia; her knowledge is supporting colleagues to understand Digital Literacy and implement appropriate software to aid reading and writing skills.</p> <p>Further 4 students currently involved in Dyslexia Pathways – interventions & assessments in progress.</p>	<p>3, 4</p>
<p>Implement RWI intervention for secondary students identified as requiring 1-2-1 phonic intervention.</p> <p>Combined approach to improving the standards of reading attainment for secondary students, with the introduction of an intervention teacher to focus on comprehension development to enable understanding of written text.</p> <p>Development of a rigorous screening approach for reading skills to target comprehensions skills in more able learners. 1-2-1 Accelerated reader sessions & relevant standardised tests will be used to identify areas of need; and subsequently implement teaching</p>	<p>One of the key findings of the EEF in relation to the teaching of phonics acknowledges the positive impact overall (+5months) with very extensive evidence and is an important component in the development of early reading skills, particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 5</p>

<p>interventions to be administered accordingly.</p> <p>Introduce a whole school approach to reading domains. Each term there will be a focus on a reading domain using the “Pawsome Gang” with students.</p> <p>Head of English to work with targeted secondary groups of readers during daily reading time. In addition, reading mentors to be used to support weaker readers and provide more competent readers to have roles of responsibility.</p>		
<p>Introduction of carefully planned maths intervention to support the individual attainment of ‘identified’ students across primary & secondary.</p>	<p>EEF identifies eight key recommendations for improving the outcomes in mathematics in Key Stage 2 & 3, with one of the eight being the use of structured interventions to provide additional support that have been guided by student assessment.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5</p>
<p>Increase SALT team to have a wider breadth of service to support communication, language development & social interaction.</p>	<p>The goal of the EEF is to break ‘the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfil their potential and make the most of their talents’: oral language skills are clearly central to that link.</p>	<p>1, 2, 3, 5</p>

	Law_et_al_Early_Language_Development_final.pdf (d2tic4wvo1iusb.cloudfront.net)	
--	---	--

Tier 3 - Wider strategies

Estimated Budgeted cost: £25,550.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased emotional support & expertise of a school-based well-being mentor.</p> <p>Access to external professional support to provide bespoke counselling skills.</p>	<p>The DFE acknowledge the need to improve well-being & mental health support in schools. It is a national priority to invest in supporting students effectively to ensure students are supported effectively.</p> <p>The role of the school-based mentor & access to specialist services contribute to the well-being, resilience & emotional security of our students.</p>	2, 3
<p>Create a program of parental / carer to build effective relationships between home & school, as well as support the engagement of parents / carers through workshops, events & social gatherings.</p>	<p>EEF acknowledge parental engagement in children's learning & the quality of the home learning environment are associated with improved academic outcomes at all ages.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2, 3
<p>Extend and provide quality real life experiences within the local community & across the wider demographics.</p>	<p>The EEF, acknowledge an enriching education has intrinsic benefits, with all students, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<p>Plan an intensive program of events for extended learning opportunities at</p>	<p>Taking part in lunchtime clubs can have a range of positive benefits. These include providing access to enriching new</p>	2, 3

<p>lunchtime / after school; providing links with other organisations</p>	<p>experiences, providing opportunities for students to succeed, fostering self-esteem and confidence, supporting the academic curriculum, providing opportunities to variety of activities and positive relationships socialise, as well as opportunities for relaxation with club staff.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embark on achieving an Attachment & Trauma Sensitive School Award. With a whole school approach for developing strategies for supporting vulnerable students.</p>	<p>The EFF identify social and emotional learning programmes appear to be more effective when approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Following the criteria to achieve Attachment & Trauma Friendly Award – Bronze Level, will ensure trauma sensitive strategies will become embedded into the school practice.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>

Total estimated budgeted cost: £102,201