

## 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 2021/22 academic year.

<u>Aim</u>	<u>Outcome</u>		
<p>Academic</p> <p>Support our students to leave with the foundation of strong passes in their GCSE subjects, allowing them to progress on to their chosen Post 16 destination.</p>	<p>Outcomes for 2022 compare favourably with the past 4 years with the progress of our disadvantaged students being positive for the first time in non-covid exam periods.</p>		
		<p>PGS Disadvantaged</p>	<p>PGS Non-Disadvantaged</p>
	<p>2018</p>	<p>-0.22</p>	<p>0.46</p>
	<p>2019</p>	<p>-0.31</p>	<p>0.23</p>
	<p>2020</p>	<p>-0.08</p>	<p>0.78</p>
	<p>2021</p>	<p>0.20</p>	<p>0.48</p>
	<p>2022*</p>	<p>0.01</p>	<p>0.68</p>
<p>*please note the measures recorded for 2022 are based against the 2019 co-efficients. An update that will compare results of 2022 will be released in November 2022</p>			
<p>We continue to support our students towards our 2024 aim of our disadvantaged students being able to complete their exams and be in line with, at least, the national average progress score for their non-disadvantaged counterparts which would represent a positive shift for our students.</p>			
<p>Access to GCSE Pod was given exclusively to our PP students in 2021/22, driven in school by the HLTA Intervention. In this way intervention was able to take place without students having to miss subject specific intervention sessions after school or lessons.</p>			
<p>The Associate Senior Leader : Pupil Premium delivered training to the ITT/ECT cohort in school “Pupil Premium: why we need to keep closing the gap for our most disadvantaged”.</p>			

<p><b>Mental Health</b></p> <p>A twice yearly survey of the state of the mental health of our PP students will enable us to appropriately direct our interventions</p>	<p>The inaugural survey of the mental health of our PP students was carried using the Universal Core screening tool. Students whose scores put them in the “moderate distress”, “moderate severe” or “severe” categories were met 1:1 and their scores discussed. 2 students are now working with our School Mental Health Practitioner for counselling and a group intervention addressed common issues for the others. Students accessing the group intervention moved their average score from 6 on entry to 8 on exit (where 1 is extremely poor and 10 is excellent).</p> <p>This process also served as CPD for our Student Engagement Officer who worked with the School Mental Health Practitioner on the group work.</p> <p>Other groups of students worked with external agency Compass on a 1:1 and group basis where needs arose.</p>										
<p><b>Attendance</b></p> <p>Our Pupil Premium students will be attending at a level equal to that of their counterparts prior to the pandemic.</p>	<p>School attendance was further impacted in 2021/22 by the Covid-19 Pandemic; students with positive tests were isolated and we also found a nervousness amongst our parents when the requirement to test was removed. Furthermore, absence due to family holidays was considerably higher in 2021/22 with some 800 more sessions being lost for this reason across all students compared to 2018/19 our last full school year.</p> <p>School attendance for 2021/22 was 92.7% with Disadvantaged attendance at 88.4%. From the figures received from our Local Authority this is shown to be above National Average.</p> <table border="1" data-bbox="528 1541 1185 2000"> <thead> <tr> <th colspan="2"><i>Attendance 5 Half Terms 2021/22*</i></th> </tr> </thead> <tbody> <tr> <td><i>National</i></td> <td><i>86.9%</i></td> </tr> <tr> <td><i>Barnsley</i></td> <td><i>86.9%</i></td> </tr> <tr> <td><i>PGS All students**</i></td> <td><i>92.95%</i></td> </tr> <tr> <td><i>PGS Pupil Premium**</i></td> <td><i>89.12%</i></td> </tr> </tbody> </table>	<i>Attendance 5 Half Terms 2021/22*</i>		<i>National</i>	<i>86.9%</i>	<i>Barnsley</i>	<i>86.9%</i>	<i>PGS All students**</i>	<i>92.95%</i>	<i>PGS Pupil Premium**</i>	<i>89.12%</i>
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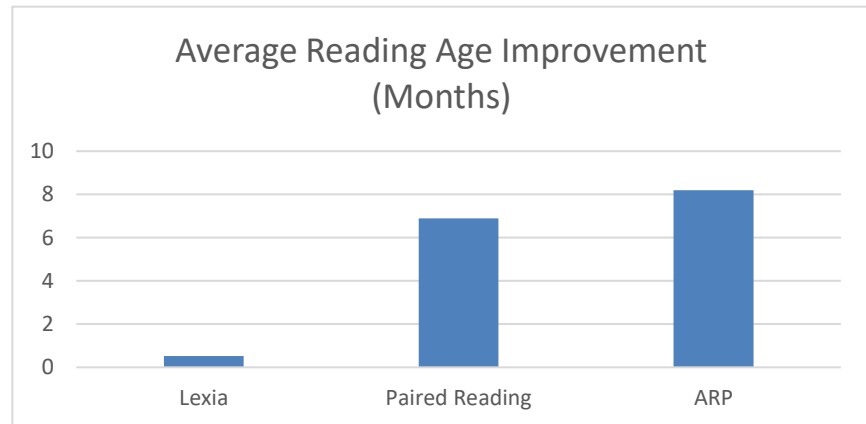
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<p>Behaviour</p> <p>Students will be in lesson, behaving appropriately so their access to learning will be improved and not affected by time out of lesson for sanctions.</p>	<p>Sanctions implemented for all students have fallen across recent years as shown below (2021/22 figures to end of June)</p> <table border="1"> <thead> <tr> <th data-bbox="537 600 807 696">Sanction</th> <th data-bbox="807 600 927 696">2017-18</th> <th data-bbox="927 600 1046 696">2018-19</th> <th data-bbox="1046 600 1166 696">2019-20*</th> <th data-bbox="1166 600 1286 696">2020-21*</th> <th data-bbox="1286 600 1406 696">2021-22</th> </tr> </thead> <tbody> <tr> <td data-bbox="537 696 807 792">SLT Detention (All)</td> <td data-bbox="807 696 927 792">1368</td> <td data-bbox="927 696 1046 792">1121</td> <td data-bbox="1046 696 1166 792">949</td> <td data-bbox="1166 696 1286 792">771</td> <td data-bbox="1286 696 1406 792">719</td> </tr> <tr> <td data-bbox="537 792 807 889">SLT Detention PP</td> <td data-bbox="807 792 927 889">324</td> <td data-bbox="927 792 1046 889">270</td> <td data-bbox="1046 792 1166 889">209</td> <td data-bbox="1166 792 1286 889">118</td> <td data-bbox="1286 792 1406 889">147</td> </tr> <tr> <td data-bbox="537 889 807 940">IEX</td> <td data-bbox="807 889 927 940">0</td> <td data-bbox="927 889 1046 940">38</td> <td data-bbox="1046 889 1166 940">42</td> <td data-bbox="1166 889 1286 940">2</td> <td data-bbox="1286 889 1406 940">16</td> </tr> <tr> <td data-bbox="537 940 807 992">SE (All)</td> <td data-bbox="807 940 927 992">861</td> <td data-bbox="927 940 1046 992">822</td> <td data-bbox="1046 940 1166 992">582</td> <td data-bbox="1166 940 1286 992">80</td> <td data-bbox="1286 940 1406 992">467</td> </tr> <tr> <td data-bbox="537 992 807 1043">SE PP</td> <td data-bbox="807 992 927 1043">324</td> <td data-bbox="927 992 1046 1043">226</td> <td data-bbox="1046 992 1166 1043">181</td> <td data-bbox="1166 992 1286 1043">21</td> <td data-bbox="1286 992 1406 1043">137</td> </tr> <tr> <td data-bbox="537 1043 807 1095">Exclusion (All)</td> <td data-bbox="807 1043 927 1095">180</td> <td data-bbox="927 1043 1046 1095">94</td> <td data-bbox="1046 1043 1166 1095">37</td> <td data-bbox="1166 1043 1286 1095">38</td> <td data-bbox="1286 1043 1406 1095">48</td> </tr> <tr> <td data-bbox="537 1095 807 1146">Exclusion PP</td> <td data-bbox="807 1095 927 1146">17</td> <td data-bbox="927 1095 1046 1146">15</td> <td data-bbox="1046 1095 1166 1146">5</td> <td data-bbox="1166 1095 1286 1146">17</td> <td data-bbox="1286 1095 1406 1146">8</td> </tr> </tbody> </table> <p>In Covid-19 affected 2020/21, we had a different behaviour system running in school as our students had to be in bubbles.</p> <p>Across the other 4 years the sanctions received by PP students have reduced year on year. This reduction is greater at the level of SLT detention which shows that steps being taken in school to reduce the number of lines received are being successful and preventing students reaching this next level of behaviour sanction.</p>	Sanction	2017-18	2018-19	2019-20*	2020-21*	2021-22	SLT Detention (All)	1368	1121	949	771	719	SLT Detention PP	324	270	209	118	147	IEX	0	38	42	2	16	SE (All)	861	822	582	80	467	SE PP	324	226	181	21	137	Exclusion (All)	180	94	37	38	48	Exclusion PP	17	15	5	17	8
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<p>School Support for Students/Parents/Carers (Room 1392)</p> <p>We will have a focused opportunity to engage Pupil Premium students in our school life, providing all round support and encouragement to influence all aspects of</p>	<p>The provision in school from which we offer academic and pastoral support to our PP students has been established in 2021/22 and will continue to strengthen through 2022/23 and beyond.</p> <p>Student voice told us that students are engaging with the provision, and they believe that they will receive the support they require from this team. This includes equipment, mentoring, snacks, moral support and a place to use as a soft landing for students who find accessing school in the morning difficult. This provision was also instrumental in enabling a Y11</p>																																																

<p>their experience. Overall, the impact will be positive on the outcomes at GCSE level and so also on future life chances.</p>	<p>student who otherwise would not have attended school to attend, receive 2s and 3s in GCSE and secure a place at college.</p> <p>When asked how they felt when leaving Room1392 compared to when they arrived, 81% moved were either “good” or “So so” on arrival but 98% fell into this category on leaving. 19% felt “not great” on arrival and this fell to 2% on leaving.</p> <p>School attendance interventions/reward incentives were introduced in this provision. Parents were engaged in improving their child’s attendance at school via 1<sup>st</sup> day absence calls from the Student Engagement Officer based in Room1392. Similar engagement in improving behaviour was sought via weekly messages to parents regarding behaviour of their child in school.</p> <p>Parental engagement at Parent and Student Evenings has been increased to levels above those of non-disadvantaged students.</p> <table border="1" data-bbox="533 1025 1190 1536"> <thead> <tr> <th data-bbox="533 1025 904 1149">Event</th> <th data-bbox="904 1025 1190 1149">Parental Engagement</th> </tr> </thead> <tbody> <tr> <td data-bbox="533 1149 904 1227">Y7 Parents’ Evening</td> <td data-bbox="904 1149 1190 1227">93.3%</td> </tr> <tr> <td data-bbox="533 1227 904 1305">Y8 Parents’ Evening</td> <td data-bbox="904 1227 1190 1305">94.1%</td> </tr> <tr> <td data-bbox="533 1305 904 1384">Y9 Parents’ Evening</td> <td data-bbox="904 1305 1190 1384">93%</td> </tr> <tr> <td data-bbox="533 1384 904 1462">Y10 Parents’ Evening</td> <td data-bbox="904 1384 1190 1462">93.8%</td> </tr> <tr> <td data-bbox="533 1462 904 1536">Y11 Parents’ Evening</td> <td data-bbox="904 1462 1190 1536">96.2%</td> </tr> </tbody> </table> <p>Pupil Premium transition sessions were held to introduce our new Y7 parents/students to the support offered in school prior to the summer holiday and were attended by 44% of our PP families. This familiarisation has eased the transition period for students and families.</p>	Event	Parental Engagement	Y7 Parents’ Evening	93.3%	Y8 Parents’ Evening	94.1%	Y9 Parents’ Evening	93%	Y10 Parents’ Evening	93.8%	Y11 Parents’ Evening	96.2%
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<p>Y7 Reading Comprehension</p>	<p>Using the Accelerated Reader programme (ARP), reading comprehension interventions were held after school with selected students.</p>												

As a minimum, we expect that students reach a minimum of their age-expected reading age.

33% of students who participated in the ARP increased their reading age by more than 12 months in the school year 2021/22.

The improvement made using the Accelerated Reader programme when compared to other reading interventions in school is shown below:



Improved Reading Comprehension was further supported by a lunchtime Reading Challenge held in Room1392. Students had to read books of different genres and submit book reviews to complete the challenge. Successful students were rewarded with book vouchers which encouraged them to visit book shops (for some the first time ever) and broaden their interest. 26 students participated in the lunchtime Reading Challenge; 15 successfully completed all 3 challenges.

Personal Development

Increased levels of aspiration enable students to access higher grades and to feel empowered in their future lives.

External speaker Cameron Parker worked in school with Y9 - 11 PP students, covering the need for determination to get to where you want to be and the need to work with school to ensure best outcomes, ignoring distractions. Students responded well to these sessions, but the programme was cut short due to a recurrence of Covid-19.

Student voice around the Cameron Parker “Dreams2Reality” programme found that 90% of the responders found the time spent to be valuable to their personal development at Penistone Grammar School. It helped with their state of mind, their motivation level and their organisation.

Careers Advice was made available on an advertised drop-in basis in Room1392 throughout the school year. Along with this

	<p>our PP students were prioritised for their targeted careers interviews and participated in our school wide careers events.</p> <p>Visits to local universities were undertaken by our Y8 and Y9 students.</p> <p>Y10 students participated in the Cutlers' Education for Work programme "Better Learners, Better Workers". This aspirational programme embeds work skills through real-life projects and engagement between businesses and schools.</p> <p>Y7 &amp; 8 PP students visited the Lyceum theatre in Sheffield to watch "Gangsta Granny". For most this was the first experience of this type and the cultural capital value of this visit was reinforced by each student being gifted a copy of the original book by David Walliams.</p> <p>Break and lunchtime enrichment opportunities have been made available to students.</p>
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## 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
GCSE Pod	GCSE Pod
Accelerated Reader	Renaissance Learning
Dreams2Reality	Cameron Parker

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupils at Penistone Grammar School received the same offering as pupils for whom we received the Pupil Premium

## Further information (optional)

PP funding was used to supply FSM families with Tesco vouchers to support over holiday periods. We also offered vouchers to purchase PP branded uniform items for our new Y7 students to ease the cost of transition. Families with students studying DT Food were supported in purchasing the ingredients necessary to complete the lesson.