

# Pupil premium strategy statement – Penistone Grammar School

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	1927 (Y7-Y13) 1613 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	Overall – 15.8% Y7 – 13.7% Y8 – 17.3% Y9 – 17.2% Y10 – 16% Y11 – 14.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 -25 to 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Paul Crook, Head Teacher
Pupil premium lead	Graham Teasdale, Assistant Principal
Governor / Trustee lead	Heather Haigh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,750
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£258,750</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their socio-economic background or the challenges they face, make good progress and achieve high attainment across the curriculum. No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe a multi-faceted approach offers the best opportunity for our students to improve. Our ultimate objective is to bring to life the belief that there is no limit to a student achieving. We will empower our disadvantaged students to succeed in school by having high expectations of all students, supporting them in having high aspirations.

The Education Endowment Fund states that the “Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development and effective feedback methods.” Quality first teaching is at the heart of our approach, following a learning led, not label led model to ensure all students can strive to achieve the best of their ability. We will focus on areas in which disadvantaged students need support as this is proven to have the greatest impact on closing the disadvantage attainment gap.

In order for our students to succeed we need to know our pupils and show them that we care. Providing teaching and associate staff with detailed information about student’s socio-economic background alongside teaching strategies will support future outcomes. We will consider the challenges faced by vulnerable pupils, those in care and who have a social worker. The activity outlined in this statement is intended to support their needs.

Through an on-site provision, The Bridge, disadvantaged students have a greater level of support beyond teaching and associate staff in which personalised support is available for academic and SEMH.

The Ofsted report entitled *‘The pupil premium: what Ofsted looks at’*, states that *‘successful schools do not treat pupils eligible for the pupil premium as one homogeneous group’*. Each of our pupil premium students faces varying degrees of academic and pastoral challenge.

Our aim is to understand these potential barriers to learning and to enable students from disadvantaged backgrounds to achieve as well as all students, by benefitting from:

- A broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital.
- Continued approach of all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- Pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all.
- Individualised pastoral support following a ‘team around the child’ approach with high levels of parental engagement
- Early interventions to close the gap in achievement and address barriers to learning and progress.
- Access to funding for those suffering hardship to meet costs for access to enrichment opportunities.

## Challenges

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

Challenge number	Detail of challenge	Greater detail
1	Historically at PGS, pupil premium students with low and mid-on entry starting points have tended to make less progress than their non-pupil premium peers at KS4.	In the 22/23 exam series our disadvantaged LoE had an SPI on 0.16 inline with non-PP with MoE at 0.28 compared to non-PP at 0.78. In the 23/24 exam series our LoE PP SPI was -0.17 compared to 0.42 for non-PP. MoE PP was lower at -0.23 with non-PP at 0.52.
2	Assessments, observations and discussions with KS3 pupils indicates that disadvantaged students have lower levels of reading comprehension which impacts on progress.	49% of our year 7 cohort (Sept 2023) had a reading age below their chronological age.  Y7 reading age data in 2024 shows 41% of PP students have a reading age below chronological age.
3	Through observations and discussions with students and families we have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professional) and low self-esteem. This is linked to catching up lost learning and exams. Children with SEMH needs often have difficulties in managing their emotions or their behaviour which can be a barrier to learning. Teacher referrals for support remain high.	59 pupils, (28 of whom are disadvantaged) required additional support during the 23/24 academic year.
4	We need to recruit and retain the very best staff as this is key to consistent quality first teaching for all.	A lack of consistency can lead to unsettled students who before to be taught by familiar faces.
5	Our attendance data over the last 2 year indicates that attendance among disadvantaged pupils has been on average, 5.9% lower than for non-disadvantaged pupils.	45.1% of disadvantaged students were persistently absent (<90%) in the 23/24 academic year compared to their non-pp counterparts at 27.7% (<17.4%)
6	The behaviour of a minority of pupil premium students is a focus for pastoral and school staff.	Poor behaviour can lead to disengagement and

	Data shows that PP students are more likely than non-PP students to have multiple occasions in SE.	ultimately less successful outcomes. Suspensions at PGS are used as a last resort.
7	Increasing opportunities and broadening pupil experiences continues to remain a priority for our pupil premium students.	
8	<p>Close monitoring.</p> <p>A. The number of disadvantaged students accessing off site provisions. Constant review of impact.</p> <p>B. The number of disadvantaged students working in our on-site provision (The Bridge) and ensure they are making progress academically and pastorally.</p>	<p>In 23/24, 3 disadvantaged students accessed an offsite provision.</p> <p>In 23/24 we had 28 disadvantaged students use our on-site provision.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on English.	<p>By the end of our current plan in 2026/27, KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>- An average progress 8 score of at least 0.15</li> <li>- At least 71% passing GCSE Maths &amp; English at grade 5 or above (in line with non-PP for 23/24 outcomes)</li> </ul> <p>In the 22/23 academic year, the progress 8 was 0.21. In the 23/24 academic year, the progress 8 was -0.4.</p> <p>Use of the following to support outcomes;</p> <ul style="list-style-type: none"> <li>- Closing the Gap strategies/QA (Departmental/SLT)</li> <li>- CPD in the form of TDP</li> <li>- SCDS (departmental CPD)</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Students identified for reading comprehension support will receive more robust wave of intervention including Fresh Start, Lexonik Advanced, Lexia and Sparx Reader led by the schools Literacy Lead. This will be identified through yearly online reading assessment and teacher identification.</p> <p>Student reading ages for disadvantaged students will be in line with their non-disadvantaged counterparts.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>- The overall unauthorised absence rate for all pupils being no more than 8%, and the attendance gap between disadvantaged and</li> </ul>

	<p>their non-disadvantaged peers being reduced to 4%</p> <ul style="list-style-type: none"> <li>- The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul> <p>To provide PP students with a 'Return to school touchdown' with a member of SLT to support return to the classroom.</p> <ul style="list-style-type: none"> <li>- Greater understanding of why students are absent</li> <li>- Provide additional well being support for students.</li> </ul>
<p>Improve the attendance of parents/carers of disadvantaged pupils to Parents Evenings and other events to bring it in line with that of non-disadvantaged pupils.</p> <p>Have good positive relationships with the parents/carers of all disadvantaged pupils.</p>	<p>Parent/carer attendance of PP students is in line with attendance of their non-PP counterparts.</p> <p>Parent/carer voice for PP families confirms relationship with school are good and they feel able to approach the school for support.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>- Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>- A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To improve and reduce behaviour and student disengagement</p>	<p>A sustained reduction in disadvantaged students attending SE (Supporting Expectations) with a reduction of BiL and HL lines, resulting in reduced number attending further behaviour sanctions.</p> <p>Suspensions for disadvantaged and non-disadvantaged is a last resort and are re-integrated well post suspension so that they have the tools to prevent their behaviour escalating again.</p> <p>Teaching and associate staff will be trained in a relationship-based approach to support the development of a calm learning environment.</p>
<p>Develop opportunities in and out of school to support pupils' cultural capital experiences.</p>	<p>Greater opportunities and pupil uptake by providing opportunities in and out of school to develop disadvantaged students' cultural capital through:</p> <ul style="list-style-type: none"> <li>- Guest speakers</li> <li>- Trips</li> <li>- Professional Development curriculum</li> </ul>
<p>A clear line of communication between academic and pastoral teams to support our pupil premium cohort who have significant challenges often linked to having SEND need (SEMH)</p>	<ul style="list-style-type: none"> <li>- Weekly SSO pastoral meeting act as a platform to put students concerns forward for wellbeing support, SEND referral or additional SEND support required, counselling or mentoring. Opportunity to discuss behaviour hotspots which is then disseminated to middle leaders and ITT/ECT mentors to ensure bespoke BfL support is put in place.</li> </ul>

	<ul style="list-style-type: none"> <li>- Fortnightly year team meetings reviewing progress of all students with a greater focus on disadvantaged student behaviour and progress.</li> <li>- Essential student updates are shared weekly during staff briefing.</li> <li>- Half termly digital communication for departmental Pupil Premium champions outlining key information to support student progress.</li> <li>- Pupil passports for key disadvantaged students alongside SEN students, updated mid-year providing socio-economic information, student details and T&amp;L support.</li> <li>- RAP meetings to review student progress after data entries. KS3 pastoral team review student progress focusing on disadvantaged students with KS4 meeting with core leaders focusing on all students.</li> </ul>
Continuation of hardship funding so that students who need the basics (such as uniform/equipment/laptops for home study), get it in a timely manner.	<ul style="list-style-type: none"> <li>- A pencil case, and equipment is given to all Year 7 students at the start of the academic year. This includes a scientific calculator, reading book, water bottle, music folder and PE kit bag. Equipment is made available from The Bridge for all disadvantaged students across all year groups.</li> <li>- Laptops are made available for any student who may need them due to inability to complete online homework due to lack of IT equipment at home.</li> <li>- Mentors check students' equipment daily and if a concern is raised about missing equipment, it will be followed up by the PP Engagement Officer.</li> <li>- Uniform and PE kit will be provided on a temporary or permanent basis.</li> <li>- Food parcels/vouchers are available to families who ask or are identified as needing support.</li> </ul>
To fill any gaps in learning from absence.	Providing additional opportunities for disadvantaged students led by a specialist teacher or via support from The Bridge.

## 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: £91,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<p>Developing metacognitive and self-regulation skills in all our pupils. This will involve ongoing teacher training to support students to become independent learners.</p> <p><a href="#">EEF; Metacognition and self-regulation</a></p>	1, 6
Recruitment with a focus on Quality First Teaching & CPD - Subject specialists teaching groups	<p>Basing lots of our approach around The EEF Guide to The Pupil Premium, we have focused in on key areas. The Education Endowment Foundation clearly states the importance of an effective teacher is in front of every class.</p> <p>To support this the specialism in the subject area is critical and will ensure secure knowledge of both content and exam criteria to support our students.</p> <p>Staff are also provided with a bespoke CPD programme; Teacher Development Programme focused on developing their teaching pedagogy</p> <p><a href="#">EEF; Quality First Teaching</a></p>	1, 8
<p>Developing Pupil Premium Champions – led by 2<sup>nd</sup> in department (CPD).</p> <p>We will fund additional teacher release time to allow to support PP students and prepare departmental CPD.</p>	<p>When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical.</p> <p>Through clear focus on our Pupil Premium students driven by our second in department there will opportunity to consider what targeted support is required. The best CPD comes within, with 2<sup>nds</sup> delivering CPD during SCDS meetings to support teachers when teaching disadvantaged pupils.</p>	1, 3, 5
<p>Developing Achievement Leaders/Head of Years to support Pupil premium students.</p> <p>We will fund additional teacher release time to allow to support PP students.</p>	<p>When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical.</p> <p>Through clear focus on our Pupil Premium students driven by our Achievement Leaders there will a professional who has an overview of the whole student across all subject areas and school life.</p>	3, 5, 6, 7 & 8
Employment of 2 HLTAs to deliver bespoke 1-1 support	<p>When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical.</p>	1, 2, 3 & 8



for disadvantaged students in KS3.	Through interactions between the HLTA, Seconds in Department and Achievement Leaders there will be a focus on gaps in learning, including those generated as a result of poor attendance, and support given to close these. <a href="#">EEF - 1-1 support</a> <a href="#">EEF; Teaching Assistant interventions</a>	
Support with additional recruitment in core subjects.	Additional teaching capacity in core subjects to allow for smaller teaching groups to improve GCSE outcomes. This will allow for teaching staff to be timetabled in on the on-site provision to deliver bespoke 1-1 support. <a href="#">EEF; reducing class sizes</a>	1, 4, 5, 6, 8
Redeployment of seating software and pupil passports	The EEF states individualised instruction can be an effective approach to increasing pupil attainment. Teachers and associate staff are able to provide better support when given student information that can be used in and out of the classroom. <a href="#">EEF; Individualised instruction</a>	1, 2, 3, 5, 6, 7

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support disadvantaged students with bespoke 1-1 tutoring led by specialist teachers.  Use national tutoring providers to support KS3 students, focusing on LAC, PLAC and EAL pupils.	Within the EEF, schools are asked to consider wider strategies. Student knowledge retention is vital for students during examinations. Providing further opportunities on a 1 to 1 basis through tutoring will support student progress and outcomes. PGS will offer an internal tutoring programme led by specialist teachers for key groups of students to help close the attainment gap. PGS will also work with external providers to support where school cannot.  <a href="#">EEF; 1-1 Tuition</a>	1, 2
Improve literacy in all subject areas in line	Encouraging students to read for pleasure is shown to have beneficial	1, 2, 4



<p>with the recommendations in the EEF.</p> <p>We will fund professional development and software packages.</p>	<p>impact on life chances and education outcomes.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Key staff will be trained to support Lexonik Advanced, Fresh Start and Lexia.</p> <p><a href="#">EEF; Reading Comprehension</a></p>	
<p>Fund alternative provision opportunities</p>	<p>Ensuring students have every opportunity in school is vital, but we also consider whether opportunities in other educational establishments may suit our students on occasions. Working with a local provider we review what pathway a student wants to follow once they progress from Penistone Grammar School and support the students in Aiming High. We support students accessing courses that Penistone do not offer, such as Mechanics, so that they can progress on to full time training and then employment. This is supported by research conducted by the EEF around wider strategies.</p>	<p>1, 3, 5, 6</p>

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

Budgeted cost: £ 137,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund the on-site provision, The Bridge to support students and parents. This will provide SEMH support alongside resources to support students in school (learning resources, uniform, PE kit and well being products)</p>	<p>During the 23/24 academic the on-site provision The Bridge was introduced to support pupils academic and SEMH. The provision has supported over 60 students (28 of these were disadvantaged) to re-engage with school and access mainstream lessons. This has helped reduce persistence absence.</p> <p>Alongside the academic support, 1363 requests were made for equipment support from disadvantaged students. Year 7 – 211 requests</p>	<p>5, 8</p>

	<p>Year 8 – 404 requests  Year 9 – 277 requests  Year 10 – 263 requests  Year 11 – 208 requests</p> <p>The requests are broken down into the following 4 categories.  Lesson Resources – 644 requests  PE Kit – 92 requests  School uniform – 507 requests  Well-being – 120 requests.  Of these, 313 were loans and 1050 replacements.</p> <p>This allows further support from 2 dedicated HLTA's and an Engagement Officer based in The Bridge.</p> <p><a href="#">EEF; Small group tuition</a>  <a href="#">EEF; 1-1 Tuition</a></p>	
<p>Adoption of a relational behaviour (CBT) approach for specific pupils who require support regulating their behaviour and emotions.  This will include training for staff.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties.  <a href="#">Youth Endowment Fund</a></p> <p>Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a></p>	5, 6
<p>Employment of an Engage Officer to provide mentoring to our more vulnerable students.</p>	<p>1<sup>st</sup> tier interventions can help young people learn resilience and how to deal with issues with minimal intervention rather than having to access mental health support or our school counsellor.</p> <p><a href="#">EEF; Mentoring</a></p>	3, 5, 6
<p>Provide a bespoke transition offer of support from KS2 – KS3 and KS3 into KS4.</p>	<p>Working with students and their parents/carers as part of the transition process so that they are all aware of the support which is available was trialled successfully in 2020/21 and continued with a more personal approach, leading to parents being more willing to reach out and</p>	3, 5

	request support than in previous years thus enabling students to transition successfully.	
Embedding good practice set out in the DFE's guidance on working together to improve attendance.	EEF and DFE both address the most successful strategies being based around high quality teaching and learning. To ensure this can be effective our Pupil Premium students have to have high levels of attendance in order to access this teaching. Our tracking still shows this to be an area for improvement in terms of attendance. We need to spend times with pupils and their families to explore 'push' and 'pull' factors on pupils.  <a href="#">DFE Guidance on working together to improve attendance</a>	5
Implement Arts participation through extra-curricular and cultural trips	The Arts as well as being valuable, arts participation can have a positive impact on education outcomes when interventions are linked to academic targets. <a href="#">EEF; Arts Participation</a>	3, 5, 6
Contingency fund for acute issues	Based on our experiences we have identified a small amount of funding aside to respond quickly to needs not yet identified.	3, 5, 6

**Total budgeted cost: £ 258,750**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our GCSE results of the summer 2024 reveals the performance of disadvantaged students was lower than previous years across the curriculum.

This was due to the following, but not limited to.

- Multiple students not attending school or GCSE examinations
- 16 students sitting exams on the home.

The help gauge the performance of our disadvantaged students we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

***Add comment here about final outcomes compared to national figures.***

A continued focus will be on Pupil Premium students, following a learning led, not label led strategy alongside a developed Closing the Gaps departmental strategy. We believe that by removing the label and delivering quality first teaching we can impact on the outcomes of our most vulnerable students.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance and behaviour.

The average attendance for all Y11 pupils last year was 91.7% with disadvantaged students' average attendance at 85.8% (an increase of 0.9% since last year) but lower than national average. Attendance remains our priority when working towards reducing the gap between our PP and non-PP students.

Our behaviour records indicate 13533 behaviour incidents, with 3177 incidents from our pupil premium cohort, 23.4% of all behaviour incidents. Our focus will be to reduce behaviour incident which result in students attending the school's behaviour hub (SE) in which further loss of learning occurs. Of HL incidents logged, 27.9% were from a disadvantaged student. A further focus will be to reduce HL incidents as evidence has shown the impact on progress can be up to 6 months.

Based on all the information above, the performance of our disadvantaged students did not meet expectations. The information above will help outline our new PP strategy starting from September 2024.

Our evaluation of the approaches delivered last academic year indicates that further guidance on departmental PP strategies and Closing the Gap strategies required further support. However, the introduction of the in-school provision The Bridge as well as 1-1 tutoring were effective in supporting students to access learning but also increase student outcomes. As we move into the new academic year at PP strategy, a greater focus will be placed on supporting those with a low reading age and subject tutoring.

We have reviewed our strategy plan and made changes to how we intend to use some of the budget this academic year.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Tutoring	MyTutor

## Service pupil premium funding (optional)

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

## 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 or recovery premium funding.*