

Pupil premium strategy statement

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. As outlined as good practice, we have adopted an approach of a three year strategy, this represents the second year of this approach.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year. There is also a separate report outlining the impact of the spend last year.

School overview

Detail	Data
School name	Penistone Grammar School
Number of pupils in school	1888 Y7 to Y14 1599 Y7 to Y11 289 Y12 to Y14
Proportion (%) of pupil premium eligible pupils	14.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	First published 15/12/2021 Second published 16/9/2022 Third published 18/9/23
Date on which it will be reviewed	First review will take place in September 2022. Second review September 2022. Third Review September 2023 Final review September 2024.
Statement authorised by	Paul Crook (Principal)
Pupil premium lead	Graham Teasdale (Assistant Principal) Katie Crook (Associate Vice Principal)

Governor / Trustee lead	TBC (Governor)
-------------------------	-------------------

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 209,225
Recovery premium funding allocation this academic year	£ 65,136
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 274,361

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are 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 and progress to the next stage of their life, supporting them in having high aspiration. We believe in them and want them to believe that through embracing our core values they can turn their dreams in to reality. Ensuring we challenge them to challenge their own aspirations is critical, we want them to Aim High.

Through all our Core Values we will support our disadvantaged students in various ways. We want them to enjoy reading, but before that we want them to be able to access varying texts, having the skills to be able to understand them and then decide what they enjoy. We will support them to access the breadth of a varied curriculum and ensure no assumptions are made about their ability. We will support our students when things are not going as they would like and ensure they have the skills to drive on through this. Our students will feel cared for and know that the school is willing them to succeed so that they can leave us, not only with a set of qualifications that open the door to the next steps, but also as confident and well-rounded people who will contribute to a better tomorrow.

The plan has goals that we want to achieve within the next three years. Ensuring we have subject specialists in front of our students is a priority for the school. High quality teaching and learning is a school wide focus and paired with this we have a focus on our disadvantaged students' attendance to ensure they are receiving the benefit of this expertise.

Through the use of a new provision 'Room 1392' there is a professional who has an overview of all disadvantaged students to really personalise support if and when required. This can be any walk of school life – academic or more personal needs.

Our strategy is rooted in the in the following principles:

1. Students have the right to succeed, no matter what their home circumstances are.
2. We do not equate 'disadvantaged' students with students who are 'LoE' or of 'low ability'.
3. Teachers of our disadvantaged students should be held accountable for their progress.
4. High quality teaching and learning is at the forefront of ensuring gaps are lessened and removed.
5. Disadvantaged students feel as much a part of our school as any other student.

Penistone Grammar School is a large secondary comprehensive with year groups having an admission number of 320 children. The challenge is to keep a sharp focus on disadvantaged students to ensure that there is a dedicated and personalised approach,

and our ultimate goal is that Penistone Grammar School students leave with the same opportunities, regardless of barriers they may face outside of school.

Challenges

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

Challenge number	Detail of challenge																					
1	<p><u>Academic (Progress)</u></p> <p>Historically, disadvantaged students have not progressed as well as their counterparts with the same KS2 starting point. The last five years show the following:</p> <table border="1" data-bbox="384 808 1412 1305"> <thead> <tr> <th></th> <th>PGS Disadvantaged</th> <th>PGS Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>-0.22</td> <td>0.46</td> </tr> <tr> <td>2019</td> <td>-0.31</td> <td>0.23</td> </tr> <tr> <td>2020</td> <td>-0.08</td> <td>0.78</td> </tr> <tr> <td>2021</td> <td>0.20</td> <td>0.48</td> </tr> <tr> <td>2022</td> <td>-0.11</td> <td>0.50</td> </tr> <tr> <td>2023*</td> <td>0.25</td> <td>0.48</td> </tr> </tbody> </table> <p>*please note the measures recorded for 2023 are based against the 2023 provisional attainment estimates.</p>		PGS Disadvantaged	PGS Non-Disadvantaged	2018	-0.22	0.46	2019	-0.31	0.23	2020	-0.08	0.78	2021	0.20	0.48	2022	-0.11	0.50	2023*	0.25	0.48
	PGS Disadvantaged	PGS Non-Disadvantaged																				
2018	-0.22	0.46																				
2019	-0.31	0.23																				
2020	-0.08	0.78																				
2021	0.20	0.48																				
2022	-0.11	0.50																				
2023*	0.25	0.48																				
2	<p><u>Mental Health</u></p> <p>Young people’s mental health is known to have suffered as a result of the pandemic and enforced time out of school, away from their social norms. We still see the result of this, alongside the pressures of day to day life and growing up. We will work to ensure targeted mental health/counselling support will be available at the appropriate level with increased capacity at each tier of intervention meaning reduced waiting times in school.</p>																					
3	<p><u>Attendance</u></p>																					

	<p>The attendance of Pupil Premium students compared to non-PP students shows us that PP students are more likely to be absent than their non-PP peers. PP attendance levels at PGS at the end of the last school year not affected by the lockdown were significantly higher than national figures although the gap to the whole school cohort was slightly wider than that found nationally.</p> <p>The attendance gap between our PP students and our “All Students” cohort has grown over the years affected by school closures due to the pandemic and those difficulties continued in 2021/22 where the gap between All PGS students and PP PGS students was 4.4% (3.4% gap to National average attendance figure).</p> <p>Our aim for 2023/24 is to close the gap to All PGS students to 3.5% and to move our PP students’ attendance levels closer to National average figures as a minimum. Changes implemented around attendance management and accountability structures will enable us to have impact on overall attendance levels but specifically allow focus on PP attendance levels.</p>
4	<p><u>Behaviour</u></p> <p>PP students historically encounter more difficulties with school behaviour systems than their non-PP peers.</p> <p>Since its introduction our Values Driven Expectations system has allowed us to support PP students so that they have had 73% fewer visits to Supporting Expectations (64% reduction for all students) however we have only reduced after school detentions by 56% (60% for all students). We will work with mentors, teachers, families and students to identify where lines are repeatedly being incurred leading to after school detentions and reduce these, thus reducing the number of after school detentions.</p> <p>Steps taken in 2021/22 have increased the reduction in after school detentions for PP students at a faster rate than for the “all students” cohort. For other behaviour measures (SE and exclusions) the number has fallen but at a slower rate for PP students than for all students.</p> <p>In 2023/24 VDE data will be collated daily with greater detail provided about the behaviour, allowing the team to review and support more appropriately, reducing future visits to SE.</p>

5	<p><u>School Support for Students/Parents</u></p> <p>Our own survey of our students, their parents and carers and their teachers showed us that our students and their parents/carers value PGS but do not always feel valued by it. There is an issue of preparedness for learning and also a lack self-confidence/self-belief required to take risks in the classroom. Our PP students also do not display a feeling of “belonging” in school, which is vital if students are to engage fully and believe that they have an equal part in our school community.</p> <p>During 2023/24 linked to the school’s whole priority around community engagement, The Bridge will provide opportunities families of PP students to visit school and build relationships with staff alongside their child. The school’s new provision ‘The Bridge’ is situated in the heart of the school supporting students with learning and mental health.</p>
6	<p><u>Y7 reading comprehension</u></p> <p>Data from our disadvantaged students’ flight path suggests that some of our disadvantaged students join us with limiting comprehension skills. This challenge impacts on academic attainment in all subjects and eventual life chances. We intend to accelerate a students’ learning through reading and targeted intervention proved by ‘The Bridge’ supported by SATS outcomes and internal reading tests.</p>

7	<p><u>Personal Development</u></p> <p>Our survey of our PP students/parents/carers and our staff showed our PP students are not adequately prepared for their future; students say they know what they are going to do but our teachers and their parents/carers are less sure that this is the case. They say they have a clear plan and know what qualifications they will need but they are less sure about the possibility of being able to do anything they want when they leave.</p> <p>We recognise that strong careers guidance is needed and will undertake investigation into the degree of ambition being shown as well as a programme of aspirational university visits to broaden horizons.</p> <p>PP students are prioritised for careers meetings and can have as many as they feel they need. Parents are informed of when these take place and are welcome to attend if they wish. We also run Careers drop-in sessions in The Bridge at lunchtime on a regular basis so that students can have less formal access to this service.</p> <p>Guidance/opportunities will be given to Pupil Premium students to support them in becoming confident leaders and participating in leadership within school.</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
<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>By 2024 we want our disadvantaged students to be able to complete their exams and be in line with, at least, the national average progress score for their non-disadvantaged counterparts. This would represent a positive shift for our children.</p> <p>Target overall Progress 8 of 0.13 – this is based on 2019 outcomes and will be reviewed annually to ensure it remains challenging.</p> <p>Target disadvantaged students Attainment 8 of 47.75.</p>

<p>Mental Health</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>Students will be engaged in their learning and in school. They will grow to speak openly about their emotional wellbeing and will seek support when they identify an issue.</p>	<p>A survey of the state of the mental health of our students will be undertaken twice a year in conjunction with the school Mental Health Practitioner. Interventions will be planned based on the outcome of these surveys and the entry/exit questionnaires for these interventions will show an improvement in the overall emotional wellbeing of our PP students.</p>
<p>Attendance</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 Covid19 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>

Overall it is our aim that our PP students should be attending school at a rate equal to the national average school attendance as a minimum.

School attendance data for the past 4 years is shown below:

Academic Year	All Students PGS	All National	PP Students PGS	PP Students National	Gap PGS All to PGS PP	Gap National All to PGS PP
2018/19	96	94.5	93.1	91.8	-2.9	-1.4
2019/20	95.4	n/a	91.7	n/a	-3.7	n/a
2020/21	95.2	94.5	90.8	91.1	-4.4	-3.4
2021/22	92.7	n/a	88.4	n/a	-4.3	n/a

Based on information provided by our Local Authority, PGS attendance levels in 2021/22 were above national average; the gap between PGS All students and PGS PP students was higher than anticipated and steps have been taken to close this gap in 2023/24, target level in SIP is 3.5%.

	Attendance 5 Half Terms 2021/22	Attendance 5 Half Terms 2022/23	Difference
<i>National*</i>	86.9%	94%	+7.1%
<i>Barnsley*</i>	86.9%	TBC	
<i>PGS All students**</i>	92.95%	93.5%	+0.55%
<i>PGS Pupil Premium**</i>	89.12%	88.4%	-0.72%

**based on data received from the LA, compiled from average of Thursday returns to the DfE*

***PGS figures based on actual data*

Changes to attendance which are intended to have impact on overall attendance levels but specifically allow focus on PP attendance levels are:

- SLT attendance lead will have more operational involvement with the Head of Attendance to provide another strategic viewpoint
- The responsibilities within the attendance team have been redistributed with the creation of an Attendance Co-ordinator to oversee the day-to-day running of the attendance system, thus allowing the Head of Attendance to assign more time to building

	<p>relationships with families and working to remove barriers to regular school attendance</p> <ul style="list-style-type: none">- The introduction of the internal registration Attendance trackers and accountability structure will facilitate tighter tracking of student attendance and clearer accountability for actions around the improvement of this- The implementation of the suggested support structure in the DfE publication “Working Together to Improve School Attendance”
--	---

Behaviour

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.

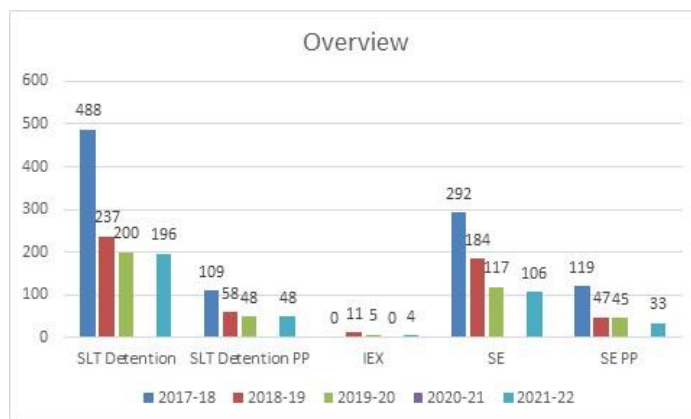
Consequently, students will access learning at the same rates as their peers. Their self-confidence and self-esteem will rise as their behaviour issues in school reduce and the praise they receive grows. The positivity this will bring to them will be reflected in their engagement in our school community.

Pupil Premium students will have reduced the amount of time they spend in after school detentions. This will largely be achieved by working with students to reduce the number of lines they are receiving for issues which our support provision (Room 1392) can affect:

- Home learning
- Organisation
- Uniform

We will work with mentors to achieve quicker intervention in the mornings to address issues around equipment and uniform.

Our student resources survey identified students who did not have an appropriate device at home to complete home learning as well as not having all equipment/uniform items required. We will work to fill the gaps in items required and we will carry out the survey each school year.



We will also provide facilities for tasks to be completed in school where this is more appropriate than expecting this to be done at home.

<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 their experience.</p> <p>Overall, the impact will be positive on the outcomes at GCSE level and so also on future life chances.</p>	<p>The Bridge (Room 1392 and The Hive) is a dedicated resource focussing on the needs of our Pupil Premium students across Y7 – 11. The engagement of our PP Students and their families will be improved thus impacting positively on outcomes and eventual life chances.</p> <p>Through the provision offered by The Bridge, the barriers to attending school and accessing learning which can be posed by financial disadvantage will be reduced/removed.</p> <p>Parents/carers will be aware of the support we can offer them and their child. The attendance of the parents and carers of our PP students at Open Evenings and Parent/Student Evenings will be maximised through our offer of support to remove barriers such as transport and childcare where necessary so that our teachers can have appropriate conversations with our students.</p> <p>Through the interventions of the Student Engagement Officer who will support The Bridge provision and AL/SSOs but work under the strategic direction of the AP: PP Lead.</p> <ul style="list-style-type: none"> • The gap between the attendance of PGS PP and PGS All students will be reduced by the end of 2023/24 to 3.5%. It is our aim that PGS PP attendance will move to the National level of attendance of all students thus ensuring an equality in the learning opportunities for all • The number of visits to SE will reduce • The strong position of parental engagement at sign up for Parents' Evenings, Y9 Options Evening and GCSE Success evening will continue and the tracking of attendance at the events will continue with steps introduced to ensure parents attend. • Transition from Y6 to Y7 will be eased through support with purchasing uniform items for FSM families and introductory evenings at PGS in July • Parental engagement particularly of our Y11 students will be developed so that their full participation in interventions and exam support can be achieved thus enhancing our Y11 students' eventual outcomes and life chances. Additional in school events will be hosted to develop community links, linked to whole school priorities.
--	---

<p>Y7 Reading Comprehension</p> <p>As a minimum we expect that students reach a minimum of their age-expected reading age.</p>	<p>Retrieval of knowledge and comprehension through reading will be enhanced for our students.</p> <p>Students will accelerate in their reading age, Zone of Proximal Development and Normed Referenced Standardised Score and will thus be allowed opportunities to develop and improve in every subject.</p> <p>Good comprehension will be achieved through focus on critical skills students are expected to be working at by the time they reach Y7. These are focused around: vocabulary, discussion skills, understanding and interpreting texts and engaging and responding to texts.</p>
--	--

<p>Personal Development</p> <p>Increased levels of aspiration enable students to access higher grades and to feel empowered in their future lives.</p>	<p>Careers</p> <p>Our PP students will be prioritised for careers support, which will support increased levels of aspiration that will enable students to access higher grades and to feel empowered in their future lives. They will have 1:1 career interviews and lunchtime drop-in sessions in The Bridge will be available.</p> <p>University Visits</p> <p>Students will participate in visits to local universities as well as key students engaging in Oxbridge outreach programmes.</p> <p>Enrichment</p> <p>After school enrichment opportunities will be developed and made available to all. These will be based around problem solving working to build resilience, broad mindedness, openness to different approaches and team working.</p> <p>Cultural Capital (2023/24)</p> <p>A programme of events will be organised to expose our PP students to different experiences including theatre trips, city exploration, in school and out of school workshops. These trips will be free to students to encourage maximum participation.</p> <p>The PP budget will contribute towards the cost of school trips for PP students on a graduated scale depending on the nature of the trip.</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.

Academic (Teaching) (for example, CPD, recruitment and retention)

Budgeted cost: £ 103,550.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subject specialist teachers teaching groups</i>	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. 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.	1
<i>Second in Department responsibility</i>	When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical. Through clear focus on our disadvantaged students driven by our second in department there will opportunity to consider what targeted support is required.	1
<i>Achievement Leaders</i>	When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical. Through clear focus on our disadvantaged 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.	1, 3, 4, 5, 6, 7

<i>HLTA</i>	When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical. 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 Covid, and support given to close these.	1, 2, 3, 4, 5, 6, 7
<i>Alternative provision</i>	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.	1, 2, 3, 4, 5, 7
<i>Tutoring</i>	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 a tutoring programme for key groups of students to help close the attainment gap.	1

Pastoral support

Budgeted cost: £ 45,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School Support for Students and Parents (The Bridge)</i></p>	<p>We conducted a survey of our PP students and their parents/carers and teachers. We also surveyed a control group of non-PP students/parents/carers.</p> <p>The responses received showed us the barriers we need to overcome to enable our PP students to access our school community and its offerings in the same way as their non-PP counterparts.</p> <p>The strongest barriers which were evident from the responses received were:</p> <ul style="list-style-type: none"> • There is a lack of self-confidence/self-belief amongst PP students – this can be seen in their strong statements that “mixing with other people makes me anxious”, “I find break and lunchtime difficult”, “I do not fit in at school”, “I am afraid to answer questions in class”, “I feel awkward around my peers” • PP students also acknowledge that they may not do as well as they possibly can as they “do not understand what is happening in lessons” due to absence • Several issues at home appear to have a greater impact on PP students than on their non-PP peers – no equipment, have to help family, no quiet space to study, no money for bus fare/petrol – although it should be noted that these are 	<p>1, 2, 3, 4, 5, 7</p>

minor features of the results of the survey

- For all students (PP and nonPP) knowing how to organise selves or revise for tests/exams was indicated as a strong factor which stops them achieving as well as they can, but this was 7.8% higher for PP students (43.9% indicated this as an issue whereas it featured as a response for 36.1% of non PP students). For PP students this **lack of organisation/revision skills** was exacerbated by a recognition that they do not work at home, preferring to be with friends, on social media or gaming and not always wanting to come to school as homework not done so there is a fear of getting a line

We also surveyed our teaching staff about gaps between the attitudes of our whole school and those of our Pupil Premium cohort. The main points drawn from their responses are as follows:

- Largely the attitudes of our teaching staff towards PP students follow a similar trend as those towards non-PP students but they start from a more negative position on the scale – we saw in the student survey that our PP students hovered around the middle of the scale where their non-PP peers were more to the positive ends and this is echoed in the opinions of our staff
- Responses showed strongly that our staff believe there is an issue with home learning for our PP students
- Our staff believe that probably our PP students feel the weight

	<p>of expectation more heavily than our non-PP students</p> <ul style="list-style-type: none">• There is a strong belief amongst our staff that our PP students are not so aware of what their options for the future are and this is born out in further comments where staff feel strong career advice is necessary• Our staff do not feel as supported or see as high a level of encouragement towards PP students from PP parents/carers• Attendance is highlighted as an issue which staff feel needs to be addressed and this is exacerbated by their belief that PP students do not know how to catch up on work missed• There is a gap between the readiness for learning (resources/equipment) of our PP students and our non-PP students• Our student survey exposed a confidence issue for our PP students, and this is supported by our teaching staff who state that their participation and confidence levels are lower than those of their non-PP colleagues	
--	---	--

<p><i>Mental Health support</i></p>	<p>In the area of the survey which addressed “feelings”, our students told us that they suffer from</p> <ul style="list-style-type: none"> • Too much stress/pressure to do well • Fear of other people’s opinions, issue of self-image • Mental health difficulties <p>This survey took place prior to the first lockdown, and it is widely acknowledged that the mental health of young people has suffered during the pandemic.</p>	<p>2, 3, 4, 5, 7</p>
<p><i>Mentoring</i></p>	<p>1st 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>2, 3, 4, 5, 7</p>
<p><i>Transition Support KS2 – KS3</i></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 in 2021/2022, leading to parents being more willing to reach out and request support than in previous years thus enabling students to transition successfully.</p>	<p>2, 3, 4, 5, 6</p>

Wider strategies – Personal Development (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 75,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Assistant Principal: PP Lead</i>	Gov.Uk guidance highlights the need to develop an understanding of the needs of our disadvantaged students, both academic and nonacademic. Through the creation of this post there is a professional in the school who has a dedicated focus in driving forward the school focus on our disadvantaged students, this is vital.	1, 2, 3, 4, 5, 6, 7
<i>Attendance</i>	EEF and Gov.uk both address the most successful strategies being based around high quality teaching and learning. To ensure this can be effective our disadvantaged 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.	1, 2, 3, 4, 5, 6, 7
<i>Careers Guidance/University Visits/Cutlers programme</i>	<p>We use the Gatsby Benchmarks to measure how we are supporting students. TES stated that, 'children cannot be what they cannot see'. The TES stated that the evidence suggests that children who have a broader understanding of options when they leave school will experience higher motivation in school and increased earnings when they leave.</p> <p>Our intelligence shows that our disadvantaged students have a mixed progression route, sometimes this is the correct route but others we believe could strive to move on to a higher-level course.</p> <p>17% of 22/23 PP students continued their education at PGS. The goal in 23/24 is to increase the number of PP continuing their education at PGS.</p>	1, 2, 3, 4, 5, 7

<p><i>Trips, visits & workshops (cultural capital)</i></p>	<p>Providing greater opportunities and experience will develop our students cultural capital, helping increase aspirations. Opportunities include external visits and experiences led in school that development relationships and friendships.</p>	
--	---	--

Total budgeted cost: £ 236,516.50

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 2022/23 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 2023 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. In 2023 examinations returned to pre-covid expectations.</p> <table border="1" data-bbox="384 589 1406 1077"> <thead> <tr> <th></th> <th>PGS Disadvantaged</th> <th>PGS Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>-0.22</td> <td>0.46</td> </tr> <tr> <td>2019</td> <td>-0.31</td> <td>0.23</td> </tr> <tr> <td>2020</td> <td>-0.08</td> <td>0.78</td> </tr> <tr> <td>2021</td> <td>0.20</td> <td>0.48</td> </tr> <tr> <td>2022</td> <td>-0.11</td> <td>0.50</td> </tr> <tr> <td>2023*</td> <td>0.25</td> <td>0.48</td> </tr> </tbody> </table> <p>*please note the measures recorded for 2022 are based against provisional 2022 attainment estimates.</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 2022/23, driven in school by the HLTA Intervention. During HT1 the HLTA was intervening with twelve, year 10 PP students to build momentum and establish and develop a routine for them to use GCSEpod throughout KS4. The intended outcome was to consolidate their learning, develop revision strategies and learn new material. Data from week 16B to 18B shows that this group of students have accessed 65 Pods and 32 Check and Challenges. Check and Challenge tests students knowledge and Pods are videos explaining subject material. The majority of Pods watched are Maths, then study smart followed by English literature. In addition to the interventions, I am also a friendly competition: Pod Games. The intended outcome of the competition is to encourage student usage.</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>		PGS Disadvantaged	PGS Non-Disadvantaged	2018	-0.22	0.46	2019	-0.31	0.23	2020	-0.08	0.78	2021	0.20	0.48	2022	-0.11	0.50	2023*	0.25	0.48
	PGS Disadvantaged	PGS Non-Disadvantaged																				
2018	-0.22	0.46																				
2019	-0.31	0.23																				
2020	-0.08	0.78																				
2021	0.20	0.48																				
2022	-0.11	0.50																				
2023*	0.25	0.48																				

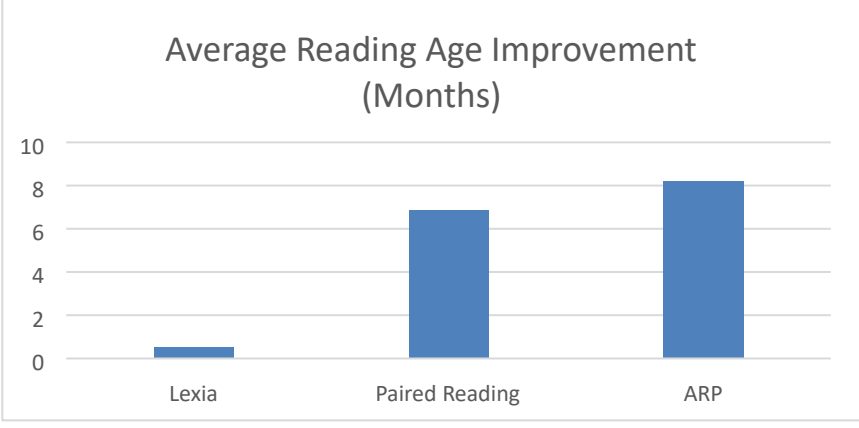
	<p>HLTA delivered CPD to ITT cohort on what Pupil Premium is and to address the gap between their preconceived ideas and reality.</p> <p>Revision guides were issued to all PP students to support them throughout KS4.</p> <p>Vouchers were issued to those studying practical subjects (Food Tech, Textiles etc) to support students in their practical lessons.</p>
--	--

<p>Mental Health</p>	<p>The Student Engagement Officer (SEO) conducts formal 1:1 mentoring sessions under the guidance of the School Mental Health Practitioner as well as the Head of Pastoral Care. The impact of these is measured through entry and exit questionnaires. For half term 2 2022/23 the average entry score was 5.75 and the average exit score was 8 (on a scale of 1-10 where 1 is extremely poor and 10 excellent).</p> <p>Another element of impromptu feedback and a measure of impact was experienced in an attendance meeting with a Y7 student and his mum, where the student has been struggling to attend school due to anxiety. Having commenced a programme of 1:1 mentoring with the SEO the student commented that he feels the interventions/ intervention strategies for worry and anxiety is helping him feel better about school in a morning and had told his mum at home that he feels happier.</p> <p>In HT3 2022/23 the Student Engagement Officer also conducted group work to address shared issues. The impact of this was measured in a similar way. There were three students involved in the programme which lasted five weeks. This covered:</p> <ul style="list-style-type: none"> • Introduction/All About Us • Anxiety Management • Healthy Coping Mechanisms • Sleep Hygiene and • Changing Thought Patterns/Positive Thinking. 												
<p>Attendance</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 has improved since the impact of COVID. Greater use of in school provisions support getting students in to school and to remain in school</p> <p>School attendance for 2022/23 was 94% with Disadvantaged attendance at 86.9%, down 1.5% on the previous year. From the figures received from our Local Authority this is in line with National Average.</p> <table border="1" data-bbox="360 1720 1305 2038"> <thead> <tr> <th></th> <th>Attendance 5 Half Terms 2021/22</th> <th>Attendance 5 Half Terms 2022/23</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td><i>National*</i></td> <td>86.9%</td> <td>94%</td> <td>+7.1%</td> </tr> <tr> <td><i>Barnsley*</i></td> <td>86.9%</td> <td>TBC</td> <td></td> </tr> </tbody> </table>		Attendance 5 Half Terms 2021/22	Attendance 5 Half Terms 2022/23	Difference	<i>National*</i>	86.9%	94%	+7.1%	<i>Barnsley*</i>	86.9%	TBC	
	Attendance 5 Half Terms 2021/22	Attendance 5 Half Terms 2022/23	Difference										
<i>National*</i>	86.9%	94%	+7.1%										
<i>Barnsley*</i>	86.9%	TBC											

	<p><i>PGS All students**</i></p>	<p>92.95%</p>	<p>93.5%</p>	<p>+0.55%</p>																																			
	<p><i>PGS Pupil Premium**</i></p>	<p>89.12%</p>	<p>88.4%</p>	<p>-0.72%</p>																																			
	<p><i>*based on data received from the LA, compiled from average of Thursday returns to the DfE</i></p> <p><i>**PGS figures based on actual data</i></p>																																						
	<p>Attendance incentives focusing on PP students are being used to attempt to change this position. All PP students were entered for a draw to win an iPad at the end of Term 2; the more complete weeks they attend, the more entries into the draw they had. Also, we have a tiered incentive involving vouchers to Meadowhall/Amazon aimed specifically at Y10/11 students with attendance between 85 and 92% to try to change habits and boost attendance over a 4-week period.</p> <p>The Education Welfare Officer works with families and students on a one-off basis as well as those who are referred to her; she is also pivotal to our contact protocol for students who are not in school.</p> <p>Attendance calls are made to PP students on the first day of absence to allow early identification of issues and encourage a return to school as soon as possible.</p> <p>Parental engagement and understanding of the support available is also very important to the success at school of our PP students. For the first time ever, in July 2022 we hosted 2 transition evenings for Y6 PP students about to join PGS and their parents/carers. A short presentation was given by the ASL:Pupil Premium, HLTA and SEO and then a more relaxed introduction to Room1392 (a provision in which we offered academic and pastoral support) was offered. We also supported families with vouchers to buy PGS branded uniform items and provided essential equipment.</p>																																						
<p>Behaviour</p> <p>Students in lessons will be 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.</p> <p>For reference, 14% of our "All Student" cohort is made up of Pupil Premium students.</p> <table border="1" data-bbox="360 1601 1308 2060"> <thead> <tr> <th>Sanction</th> <th>17/18</th> <th>18/19</th> <th>19/20</th> <th>20/21</th> <th>21/22</th> <th>22/23*</th> </tr> </thead> <tbody> <tr> <td>SLT DT (All)</td> <td>1368</td> <td>1121</td> <td>949</td> <td>771</td> <td>719</td> <td></td> </tr> <tr> <td>SLT DT PP</td> <td>324</td> <td>270</td> <td>209</td> <td>118</td> <td>147</td> <td></td> </tr> <tr> <td>IEX</td> <td>0</td> <td>38</td> <td>42</td> <td>2</td> <td>16</td> <td></td> </tr> <tr> <td>SE (all)</td> <td>861</td> <td>822</td> <td>582</td> <td>80</td> <td>467</td> <td></td> </tr> </tbody> </table>				Sanction	17/18	18/19	19/20	20/21	21/22	22/23*	SLT DT (All)	1368	1121	949	771	719		SLT DT PP	324	270	209	118	147		IEX	0	38	42	2	16		SE (all)	861	822	582	80	467	
Sanction	17/18	18/19	19/20	20/21	21/22	22/23*																																	
SLT DT (All)	1368	1121	949	771	719																																		
SLT DT 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	
	Excl (all)	180	94	37	38	48	
	Excl (PP)	17	15	5	17	8	
	<p>Across the academic 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>						
<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 their experience.</p> <p>Overall, the impact will be positive on the outcomes at GCSE level and so also on future life chances.</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 continued to strengthen through 2022/23.</p> <p>Student voice told us that students engaged with the provision, and they believed that they would receive the support they require from this team (HLTA, SEO). The support offered to support learning and development 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 student who otherwise would not have attended school to attend, receive 2s and 3s in GCSE and secure a place at college</p> <p>School attendance interventions/reward incentives continued in provision lead by the Student Engagement Officer working from 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, however we saw a dip in PP parental engagement. A focus during 23/24 academic year will be to increase parental engagement via our online platform.</p>						
	Event	Parental Engagement 21/22		Parental Engagement 22/23			

	Y7 Evening	Parents'	93.3%	90.4%
	Y8 Evening	Parents'	94.1%	88.7%
	Y9 Evening	Parents'	93%	84.9%
	Y10 Evening	Parents'	93.8%	87%
	Y11 Evening	Parents'	96.2%	90%

<p>Y7 Reading Comprehension</p> <p>As a minimum, we expect that students reach a minimum of their age-expected reading age.</p>	<p>The improvement made using the Accelerated Reader programme when compared to other reading interventions in school is shown below:</p>  <table border="1"> <caption>Average Reading Age Improvement (Months)</caption> <thead> <tr> <th>Intervention</th> <th>Average Improvement (Months)</th> </tr> </thead> <tbody> <tr> <td>Lexia</td> <td>1</td> </tr> <tr> <td>Paired Reading</td> <td>7</td> </tr> <tr> <td>ARP</td> <td>8</td> </tr> </tbody> </table> <p>Improved Reading Comprehension was further supported by reading intervention in the library, puzzle of the week and a reading challenge which promoted literacy</p> <p>Using the Accelerated Reader Programme, reading comprehension intervention sessions were scheduled for Y7, Y8 & Y9 students during mentor time once a week. 17 students participated in the programme and to accelerate reading growth and to ensure our students had the necessary time and support to further develop and improve their reading knowledge, comprehension, and fluency the Reading Enhancement Intervention took place over one and half term. It was intended to make impact by focusing on critical skills students are expected to be working at by the time they reach KS3. These are focused around: vocabulary, discussion skills, understanding and interpreting texts and engaging and responding to texts.</p> <p>It has been observed that these students have really bought into the interventions and have subsequently engaged with library usage, and some have even become librarians. Similarly, data shows from the summary report on Renaissance Accelerated Reader that it is proven to have had significant impact on the reading ages and culture towards reading of the participants.</p> <p>Out of 17 students who took part, 15 had improved their reading ages from their entry point to their exit point.</p> <p>The average improvement in their reading age was 1 year and 9 months.</p>	Intervention	Average Improvement (Months)	Lexia	1	Paired Reading	7	ARP	8
Intervention	Average Improvement (Months)								
Lexia	1								
Paired Reading	7								
ARP	8								
<p>Personal Development</p> <p>Increased levels of aspiration enable students to access higher grades and to feel empowered in their future lives.</p>	<p>External speaker Cameron Parker continued to work 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.</p> <p>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.</p> <p>Careers Advice was made available on an advertised drop-in basis in Room1392 throughout the school year. Along with this our PP students</p>								

were prioritised for their targeted careers interviews and participated in our school wide careers events.

Visits to local universities were undertaken by our students led by Careers. Students also go the chance to visit the Space Centre, attend a theatre trip to see Demon Dentist and visit The Deep as part of English.

Y9 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. Following the visit students were awarded an ambassadors badge.

Students as part of developing cultural capital attended visits too Ardagh Glass, National Space Centre, Demon Dentist Theatre Show and The Deep.

Following on from this success there will be a fuller and more diverse programme of enrichment for each year group throughout the year. Many of these events will be free of charge for PP students, paid for from the PP budget. For non-educational trips, a 20% contribution to the cost will be made. Participation will be encouraged by seconds in department who have responsibility for the PP cohort of students.

Break and lunchtime enrichment opportunities had been made available to students. These include HL club and a Hot Chocolate Friday event.

Room1392 ambassadors were also successfully recruited to support the HLTA and the SEO with the running of the provision during breaks and lunchtimes.

The ambassador, represented and demonstrated our school core values, volunteered for afterschool events in Room1392, lead our student voice sessions and feedback, built upon their leadership qualities alongside developing and learning new life-skills and personal development.

Prefect workshop sessions were also delivered by the HLTA to support our PP students applying for the role of prefect and practicing interview techniques.

HLTA Intervention

The HLTA worked individually with KS3 students to support academic progress.

During the Autumn term, 11 of the KS3 students have shown positive progress since their 1st intervention.

Sessions were designed and delivered to boost students knowledge and build self-confidence.

YEAR	SEND	INT FOCUS	ENTRY RESULT	EXIT ASSESSMENT	PROGRESS MADE	COMMENTS
7	K	Math	20%			
7	K	Math	12%	50%	38%	
7	K	Math	12%	42%	20%	
7	K	Math	32%			Did not complete intervention (See CPOMS)
7		Math	28%			Did not complete intervention (See CPOMS)
7		Math	36%	94%	58%	
7		Math	20%	39%	19%	
7	K	Math	56%	40%	-16%	BH effort during interventions was unacceptable and he completed the bare minimum in the exit assessment
7		Math	44%	53%	9%	
7		Math	48%	80%	32%	
7	K	Math	24%			(still working on content)
7	K	Math	60%	95%	35%	
7	K	Math	7%	82%	75%	
8		Math	58%	86%	28%	
8		English				Did not capture progress as sessions were on proofreading strategies
9		Math	64%	52%	-12%	prolonged absences from intervention has impacted HF knowledge consolidation.
9	K	Math	24%			(still working on content)
9	K	Math	20%	90%	70%	
9		Math	33%	53%	20%	

The focus of the intervention was focused on Maths/English, with sessions designed for retrieval, interleaving and space practice.

Students who engaged in intervention during HT2 and HT3 also made progress from their starting assessment to their exit assessment.

The HLTA also supported students during KS4 lessons. The HLTA supported 8 PP students in Construction lessons alongside running after-school intervention for this subject. The focus of the attendance was to support and encourage PP students to complete tasks for their coursework and the intended outcome of attending these sessions is for all PP students to complete the mandatory tasks within the qualification specification and achieve at least a PASS. The HLTA also supported 6 PP students during H&SC lessons in a similar way to Construction. The intended outcome of attending these sessions is to support closing any gaps they may have in their learning.

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
Cutlers Programme	Cutlers Programme

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)

Room 1392 ran coffee mornings for families to drop in and network with the team alongside continuing to support students with PE Kit, Uniform, lesson resources and breakfast items. 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.