

Pupil premium strategy statement – Penbridge School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Penbridge Schools
Number of pupils in school	619 (437 juniors, 182 infants)
Proportion (%) of pupil premium eligible pupils	Juniors 225/437 51% Infant 46/182 25% Overall 271/619 (44%)
Academic year/years that our current pupil premium strategy plan covers	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	Termly in year monitoring including EOY 2024, 2025 and 2026
Statement authorised by	Anna Webb
Pupil premium lead	Ashlee Cole
Governor / Trustee lead	Helen Macdonald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£419,040
Recovery premium funding allocation this academic year	£41,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£460,945

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	
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Statement of intent

At Penbridge Schools, everybody is responsible for socially disadvantaged pupils and we are all committed to meeting children's individual pastoral, social and academic needs within the school environment. Our school serves a diverse community where deprivation is high. Our families are often trying to overcome more than one complex barrier as well as local factors and we understand that a one size fits all approach is not sufficient in meeting the needs of our disadvantaged pupils. All stakeholders work closely together to identify the needs of our children and families and we are very aware that these needs can differ across our families. We ensure good relationships and pastoral support for our families to ensure we know their needs well.

Our Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- To improve our children's cultural capital, providing them with opportunities and experiences they would not normally have
- To ensure disadvantaged children have access to a broad and balanced curriculum
- To ensure our disadvantaged children receive the pastoral and emotional support they require through a relational approach

Our Key Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals; we know that our best practice benefits all of our children.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- High expectations and inclusive teaching are imperative. Classrooms provide challenge and support through building trusting relationships.
- Our approach to teaching meta-cognition builds life-long learning habits such as resilience, self-regulation and resourcefulness. Children build self-esteem and confidence through successful engagement with high quality, challenging tasks.
- We have a strong pastoral team who work with our families to ensure good attendance and to provide emotional support, as well as support with developing socially and self-regulation.
- We use a tiered approach as advised by EEF to ensure that challenges are met using a range of strategies.

Challenges

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

Challenge number	Detail of challenge
1	Some of our children are unable to self-regulate, leading to challenging behaviour which impacts their learning.
2	A lot of children at the juniors join us with poor phonic knowledge, and at the infant school, it takes children longer to fully embed phonics skills. The percentage of children who met ARE for phonics significantly improved from end of 2023 to 2024 but was still below national.
3	Attendance for disadvantaged children for last year was 89.5% compared with 95% for all children at the infants and 93.3% for disadvantaged children compared with 94.7% for all children at the juniors.
4	Our disadvantaged children do not have many opportunities to improve their cultural capital. Some of our children do not visit the local area or have the chance to have experiences which provide them with enrichment.
5	Many of our disadvantaged families have social and emotional needs outside of school as well as in, including mental health, relationships and family disputes and social care involvement. This can have an impact on children's behaviour and attitudes to learning.
6	Children have poor retention of maths skills and gaps in their knowledge from the COVID period, leading to lower maths outcomes at the end of KS1 and KS2.
7	Outcomes for reading and writing are lower for disadvantaged children throughout KS2.
8	Parental engagement has declined for both schools since COVID, leading to impact on attendance, behaviour and outcomes.

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
Children will develop skills to self-regulate, which will improve their behaviour, and then impact their attainment.	<p>Specific children in class for a larger percentage of the day.</p> <p>A lower number of incidents of extreme behaviour. (Violence towards staff)</p> <p>Children being able to use strategies and label their emotions in order to help them</p>

	self-regulate and make appropriate choices.
Phonics will be taught in year 3 and to individual children who need it across the school, improving their fluency and comprehension. A higher percentage of children will pass the phonics screening in year 1. Teaching of phonics across both schools will be high quality.	Children will move through phonics phases in KS2. Children will be able to access books on our Scholastic programme in KS2. Improved phonics results.
Support will be provided to families and communication strong to improve attendance for disadvantaged children.	The average attendance for disadvantaged children will improve.
Ensure children are provided with opportunities to take part in experiences which improve their cultural capital.	Children will take part in activities as outlined on the 'school passport'. The curriculum will have more planned opportunities for enrichment. All children have access to our enrichment activities. The schools will achieve ArtsMark.
Ensure our families are provided with the required social and emotional support. Ensure good relationships with the pastoral team, teaching staff and families.	Attendance of our disadvantaged children will improve. Learning behaviours of disadvantaged children will be positive, allowing them to make good progress across the curriculum. Attainment of disadvantaged children will be in line with all children.
Ensure that children have regular opportunities to practise retrieval of taught objectives in maths, through revisiting, space practice and inter-leaving.	Children's recall of taught objectives will improve as evidenced in assessment outcomes.
Disadvantaged children will improve their reading and writing skills.	% of disadvantaged children achieving age related expectation in reading and writing will be in line with all children.
Parental engagement will improve meaning that parents are more involved with their child's education.	The number of parents attending school topic events will increase. More parents attending parents' evenings. More children completing home learning.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,347

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> • Ensuring teaching in all subjects is of the highest quality and PP pupils make accelerated progress as a result of quality first teaching. * • Staff development and quality CPD * • ECTs are well supported * • Middle leader CPD in order to effectively lead their teams and subjects to ensure high quality teaching * 	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>School continue to support those teachers who took part in the DFE Early Career teachers framework – staff are supported by colleagues across the trust. The school supports x7 ECTs.</p> <p>EEF guidance for Effective Professional Development states ‘ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes’ and ‘research tells us that high quality teaching can narrow the disadvantage gap.’</p>	<p>2, 6, 7</p>
<p>Professional Development for relational practice (evidence based approach for behaviour being used in Portsmouth):</p> <p>Behaviour working party for relational practice and Trust seven principles to be disseminated to other staff. *</p> <p>Behaviour training in staff meetings particularly focussed on specific children and extreme behaviour. *</p> <p>Community circles used weekly with children</p>	<p>The EEF guidance for behaviour recommends that understanding a pupil’s context will inform effective responses to misbehaviour and that every pupil should have a supportive relationship with a member of school staff. (EEF Guidance Reports, Behaviour) This supports a relational practice model</p> <p>Evidence from other schools in the city (E.g. Trafalgar School) that this approach can be successful at improving behaviour</p> <p>The use of circles in our school has ensured children start the week off in a positive way. Pupils in our school say that they enjoy circles and that they have a positive impact.</p>	<p>1, 2, 3, 5, 6, 7, 8</p>
<p>Professional development - phonics training for all teachers</p>	<p>EEF – Phonics</p> <p>Key finding 1: Phonics has a positive impact (+5 months) with very extensive</p>	<p>2</p>

<p>to ensure high quality teaching and fidelity to the scheme *</p>	<p>evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>Ofsted's Education Inspection Handbook <i>'The school has developed sufficient expertise in the teaching of phonics and reading.'</i> SIH p88: 298</p>	
<p>High quality texts in class used in guided reading, across the curriculum and in our library to support high quality teaching of reading *</p>	<p>The Centre for Literacy in Primary Education states that 'the use of high quality books within the reading curriculum is at the heart of a school's successful approach to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers.'</p> <p>Using high quality texts in reading linked to topics in the past has improved children's understanding of the topics they are learning.</p>	<p>2, 4, 7</p>
<p>Coaching to be used throughout the school for support for staff in improving their own practice *</p>	<p>Coaching for Teaching and Learning, gov.uk: 'Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment and coaching can provide a means by which this principle can be achieved and thus teacher learning enhanced.'</p> <p>Teachers in our school have had some coaching training in the past and responded well to peer tutoring with small steps to improve practice.</p> <p>EEF Effective Professional Development – one of the mechanisms of PD is about motivating teachers – setting and agreeing goals. Coaching allows us to do this.</p>	<p>1, 2, 6 and 7</p>

<p>Fortnightly meetings with all year groups with focused support on attainment from SLT, using coaching model *</p> <p>All teachers have a data focus as part of their professional growth targets to improve teaching and learning</p> <p>All teachers have target children for reading, writing and maths in order to accelerate progress</p> <p>Teachers meet termly with leaders for pupil progress review meetings</p>	<p>Y6 children make significantly more progress than other year groups where raising standards meetings have been regular and consistent. Teachers in year 6 have a good knowledge of data and next steps for their children and change their teaching accordingly to meet individual needs. Using this approach across the school will hopefully see an improvement in progress in all other year groups.</p> <p>Coaching for Teaching and Learning, gov.uk:</p> <p>‘Teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment and coaching can provide a means by which this principle can be achieved and thus teacher learning enhanced.’</p> <p>PiXL have shared best practice for improving outcomes and case studies with other schools has shown the impact that regular meetings with staff can have on outcomes.</p> <p>Target children and pupil progress meetings used previously in our school showed that key children made accelerated progress when discussed regularly and when they had a focus.</p>	<p>2, 6 and 7</p>
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NB: * indicates those activities approved in the PP Guidance document “Menu of Approaches”

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

Budgeted cost: £133,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA interventions take place focusing on misconceptions in lessons *</p>	<p>EEF shows +4 months progress and a large positive impact on learner outcomes, as long as they are deployed effectively.</p> <p>We have used same day interventions for maths previously and there is clear evidence of progress in their books when using</p>	<p>2, 6 and 7</p>

	this approach so we will transfer this to other subjects.	
Boosters in maths taught by teachers and targeted at children's specific needs using diagnostic assessment *	EEF – small group tuition has average impact of four months' additional progress over the year	6
PiXL membership to provide targeted intervention *	'PiXL is known for its aim of wanting to improve life chances and outcomes for young people and its focus on equipping school leaders to make that happen. Whether it is a focus on reading, oracy, writing, numeracy, character education or establishing strong cultures, PiXL is committed to providing practical support and strategies to make an impact.' Using PiXL resources and strategies previously has allowed us to identify and target specific needs and help our children, particularly disadvantaged children, make accelerated progress.	2, 6, 7
Teachers to work with children weekly with focused conferencing time to identify gaps and provide individual feedback on next steps *	EEF – providing feedback is well-evidenced and has a high impact on learning outcomes.	2, 6 and 7
Educational Psychologist/ MABS/ Counselling *	Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support	1 and 5
Speech and Language Therapy *	For some children, communication and oracy is poor, and in the past having dedicated SALT time with specific children has improved children's vocabulary as seen in their reading assessments and communication as seen by their teachers	7
Use of Accelerated Reader and intervention using this *	AR identifies children's gaps in reading and allows swift intervention to be made with a focus on their comprehension skills. The EEF literacy guidance shows that reading comprehension strategies have high	

	impact for very low cost based on extensive research.	
All Aboard Premium Subscription and intervention using this *	The All Aboard Premium Subscription allows resources to be used with small groups, and accurate assessment to be made. EEF Literacy Guidance shows that phonics interventions have high impact based on very extensive research.	
Number Sense times tables package and interventions using this *	Number Sense is a daily structured times table session where interventions are used to plug gaps and improve times table knowledge. One of the recommendations from the EEF guidance for maths is 'use structured interventions to provide additional support.	

NB: * indicates those activities approved in the PP Guidance document "Menu of Approaches"
Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £257,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw curriculum to be used across the school for SRE *	The DFE RSE and Health Education guidance states that 'in primary schools, subjects need to put in place the building blocks of healthy, respectful relationships, focussing on families, in all contexts, including online.' We have looked at a range of PSHE schemes to meet the statutory requirements, whilst also meeting the needs of our children and we believe Jigsaw does this: 'The Jigsaw curriculum is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.'	5
Breakfast club places for disadvantaged children and children with poor attendance. *	Gov guidance Breakfast Clubs Programme 2021-2023 states that 'the evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'	3, 5

	From past experience in our school, providing some children with breakfast club places has improved their attendance.	
Pastoral team *	Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support. From our own experience in school, having good communication with families improves their attendance and learning in school.	3, 5, 1, 2, 4, 6, 7 and 8
Visitors, trips and other experiences to be planned throughout the curriculum to enhance children's cultural capital *	Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools' effectiveness. The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	4
ELSA one to one support, social groups and Circle of Friends *	Many of our disadvantaged children have high emotional need – having ELSA support provided them with emotional and pastoral support, on top of the academic support they receive in class or through TA interventions.	1, 3, 5
Places for disadvantaged children in after school clubs *	Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools' effectiveness. The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	4, 8
Subsidising trips *	A lot of our parents struggle with the cost of trips and we believe that trips are crucial in developing cultural capital. A lot of our children don't visit locations in our local area, as well as locations further afield and we aim to provide these experiences for them.	4, 8
Inclusion meetings with pastoral team *	As a large school, weekly meetings have ensured that the high level of needs of our children is understood by the wider pastoral team and this is something we want to continue.	1, 5, 3
Attendance officer *	Having an attendance officer develop strong relationships with the children and families has seen improvements in the attendance of individual children, which we want to continue.	3, 8
Parental engagement – open evenings, engage and topic outcome	EEF – Parental engagement has a positive impact on average of 4 months additional progress	1, 2, 3, 5, 6, 8

events, newsletter and improved lines of communication *		
Attendance rewards *	Through having our attendance rewards in the past we have seen improved attendance of individual children as they are keen to achieve our golden tickets and 100% rosettes	3, 2, 6, 7 and 8
Resources and visitors used across the curriculum to provide enrichment activities *	Pupil interviews with our children have shown us that they are able to recall more knowledge from lessons where they have had a memorable experience and these often involve a range of practical resources or external visitors.	4, 6 and 7

NB: * indicates those activities approved in the PP Guidance document “Menu of Approaches”

Total budgeted cost: £411,170

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 2023 to 2024 academic year.

Assessment of outcomes linked to strategy 2023-2024

A. Children will develop skills to self-regulate, which will improve their behaviour, and then impact their attainment.

Last year's Reception cohort had much lower starting points than the previous year. Their progress was higher than the previous year and they finished with Self-regulation at EYFS in line with previous years. Several children with self-regulation challenges are now in class full time or have transitioned to specialist provision which meets their need.

B. Phonics will be taught in year 3 and to individual children who need it across the school, improving their fluency and comprehension.

**A higher percentage of children will pass the phonics screening in year 1.
Teaching of phonics across both schools will be high quality.**

Phonics groups took place in years 3 and 4 using the All Aboard Scheme from the Infant School. All Aboard assessment showed that children made good progress through the phases. The percentage of children who passed the phonics screening significantly improved on the last academic year. The pace of the teaching in phonics has improved over the year due to the introduction of the premium subscriptions for All Aboard.

C. Support will be provided to families and communication strong to improve attendance for disadvantaged children.

Attendance newsletters and meetings with parents has improved the attendance for some of our persistently absent children. We have ensured we have educated parents on the importance of attendance and now have a whole school approach with teachers discussing attendance with parents at parents evening. The attendance overall for disadvantaged children remained the same at the Junior School but has decreased at the Infant School. One of the reasons for this is due to the level of illness in our Inclusion Centre as well as suspensions of children with self-regulation challenges who are now in specialist provision.

D. Ensure children are provided with opportunities to take part in experiences which improve their cultural capital.

Children took part in a range of enrichment activities and had different visitors and experiences. Lots of these activities took place in the local area improving the children's knowledge of their own environment. The Penbridge Passport has continued, and pupils talk about these activities proudly, explaining what they enjoy about the activities. In pupil interviews, children will often refer to enrichment activities when talking about memorable moments.

E. Ensure our families are provided with the required social and emotional support. Ensure good relationships with the pastoral team, teaching staff and families.

As last year, having a strong pastoral team and weekly inclusion meetings means we are able to swiftly identify where families may require support. We have had MABS support for many families over the year and parents are able to contact individuals within our pastoral team at any time. This will continue.

F. Ensure that children have regular opportunities to practise retrieval of taught objectives in maths, through revisiting, space practice and inter-leaving.

All lessons start with retrieval activities and this is supporting children in their recall of knowledge. When carrying out pupil interviews, children are able to recall facts from their current topics and explain how the knowledge links to prior knowledge. Latest Ofsted recognised as a strength. 'Teachers use frequent recall activities to help pupils secure their understanding.' 74% of disadvantaged children in year 6 met age related expectation in maths compared with 26% at the beginning of the year.

G. Disadvantaged children will improve their reading and writing skills.

79% of disadvantaged children met age related expectation in reading compared with 48% at the beginning of the year. 77% of disadvantaged children met age related expectation in reading compared with 63% at the end of year 5.

H. Parental engagement will improve meaning that parents are more involved with their child's education.

More opportunities were planned this year to ensure parental engagement. This was tracked over the year and showed an increase in the number of parents attending events. Parent forums with the heads showed that parents appreciated the improved curriculum and increased number of opportunities to attend school events. Weekly newsletters also improved communication.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Wellbeing club run by an ELSA as support when needed.
What was the impact of that spending on service pupil premium eligible pupils?	Children were able to meet with other children in similar situations to themselves.