

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.

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

School overview

Detail	Data
School name	Penn Fields School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised	Laura Thackaberry
Pupil premium lead	Nicky Payne
Chair of Governor	Viv Bunce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

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

We have set out how we will allocate the funding for this academic year, and how this supports the longer-term plan for sustaining improvement and development that is based around the EEF guidance and the use of a 3-tier approach:

Tier 1: Teaching

- Raising the quality of teaching & learning through supporting projects identified by the QoLTA team including the sustained development of SOLO Taxonomy – maintaining a whole school approach to teaching and learning; to identify and utilise evidence based high impact habits in the classroom, focussing on a trauma aware response.
 - Involvement in specific projects such as Penn Fest & Enterprise projects to enable students to showcase their work and develop their wider communication & social skills in the process.
 - Focusing on professional development to ensure staff are highly trained with a range of CPD to support their subject knowledge, as well as enhancing their skills in responding to developmental trauma, and the learning & emotional needs of severe & complex learners. Within staff development using and reflecting on Clifton Strengths when working collaboratively.

Tier 2: Targeted academic support

- Good quality one to one and small group interventions.
- Enhancing intervention teams to offer ‘targeted support’ & bespoke learning opportunities.

Tier 3: Wider strategies

- Supporting student’s wellbeing, behaviour, social & emotional needs through mentoring support, social learning activities & a holistic approach.
 - Providing bespoke parent / carer support with welfare, home learning & well-being support.
 - Extend and provide quality real life experiences within the local community & across the wider demographics, involving contributions from student & parent/carers voice.
 - Focus on deepening our Trauma Aware Environment to continue to support students who have experienced trauma, and to extend our developmentally sensitive approach across school, and achieve our Silver Trauma Sensitive Schools Award.

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Challenges

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

Challenge number	Detail of challenge
1	<p>All our students have an EHC Plan identifying their primary SEN area of need, and many have multiple areas of needs; the % of students that fall in each of the areas are as follows:</p> <p>Severe Learning Difficulty (SLD) 11%, Speech, Language & Communication (SLCN) 20% / Autistic Spectrum Disorder (ASD) 18% / Moderate Learning Difficulty (MLD) 17% / Profound & Multiple Learning Difficulty (PMLD) 2%, Hearing Impairment (HI) 1%, Physical Disability (PD) 2%, Complex Learning Difficulty (CLD) 18%, Specific Learning Difficulty (SpLD) 3%, Social, Emotional, Mental Health (SEMH) 4%, Other disability (OD) 3%, Blank 1%</p> <p>31% have multiple areas of need</p>
2	<p>External factors can impact on a learners start to their school day with multiple issues posing a challenge to their ability to focus, concentrate & be actively engaged in their learning.</p> <p>Many families face challenges due to their social and economic situation, with some families facing housing issues due to poor living conditions and living in areas of deprivation. Some families are on low incomes with this impacting on providing basic essentials such as food and clothing.</p> <p>52% of our students are on FSM.</p>
3	<p>Contrasting experiences with students from different backgrounds; some students experience limited or minimal real-life opportunities outside of school, which will impact on their attainment, confidence & attitude.</p>
4	<p>Some of the students experiencing communication difficulties, have some generic commonalities such as problems with their attention, turn taking, looking and listening as well as using language in a functional and social way. The difficulties experienced by the students impact on their ability to retain information, express themselves due to word find problems, dysfluency and difficulties making speech sounds.</p> <p>32% of students have SLCN identified as being an area of need.</p>

5	18% of our students have complex & severe learning needs so this significantly impacts on the rate the learners progress, and they demonstrate a spikey learning profile against our school data analyst.
6	35% of our students have experienced 1 or more Adverse Childhood Experiences (ACEs) and had many of the vulnerabilities listed in Keeping Children Safe in Education, these are as selected from the 10 identified ACEs; including mental illness, drug addicted or alcoholic member, domestic abuse, physical and emotional abuse.

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
Develop a culture of compassion and nurture, through being a trauma aware environment to enable our students to be at a state of readiness for learning.	Achieve the expectations of the silver criteria for being a Trauma Sensitive School.
Embed SOLO taxonomy to ensure a common teaching & learning approach; incorporating it as a method of evaluation of the implementation of intentional and habitual excellence.	Evidence from Quality of Teaching Team (QoLTA) will identify high quality teaching & learning taking place, with examples of a consistent approach to learning and establishing impactful classroom habits to support the learning of all students.
Effective data analysis will enable carefully supported & high-quality interventions to support student progress.	Implementation of interventions will raise performance to demonstrate improvement in attainment, mental well-being & communication.
Increase opportunities to support confidence & independence by enabling students to engage with local & wider community as they prepare for adulthood.	Access opportunities within local & wider community, to support real experiences, social involvement & greater independence which may not be likely for some students.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Tier 1 - Teaching

Estimated cost: £69,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting the developments identified by the Quality of Teaching & Learning Team (QOLTA) as identified below:</p> <p>SOLO Continuation of teaching & learning development using SOLO taxonomy.</p> <p>Plan for Impact with SOLO taxonomy, will focus on developing high impact habits in the classroom, supported by Craig Parkinson & QOLTA team.</p> <p>Professional Learning Embed the use and reflection of Clifton Strengths in teaching and learning teams across school.</p>	<p>Solo taxonomy provides a systematic way to describes how learners build from easy to difficult while learning tasks & subjects.</p> <p>Solo indicates student learning using visual materials in levels of increasing structural complexity & these levels show similar patterns across tasks, which enables familiarity & consistency for our students.</p> <p>There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and student outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful CPD.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5,6</p>

<p>Provide CPD to develop and improve professional practice, and specialisms.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-benefit-of-professional-development?utm_source=/ne</p>	
<p>English</p> <p>RWI</p> <p>Sustain quality phonics across primary to include a multisensory approach to support a range of learners.</p> <p>Fresh Start</p> <p>Develop the phonics provision for older learners through implementing the Fresh Start phonics' programme.</p> <p>Links to Wider Strategies:</p> <p>English Team to offer workshops to guide parents in how to support their children with reading and writing.</p> <p>Offer parent literacy workshops to support parents who have difficulties with literacy themselves.</p>	<p>Supporting high quality teaching is pivotal in improving student outcomes, with research identifying high quality teaching can narrow the disadvantage gap.</p>	<p>1, 2, 3, 4, 5</p>
<p>Drop Down Days</p> <p>Support termly curriculum focus days across the academic year, to engage in different cultural, creative and social experiences.</p>	<p>Drop Down Days are provided regularly each term and form an important part of the school curriculum offer. They enable rich wider learning experiences, through a multi-sensory approach.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>School Wide Events</p>	<p>The EFF identify overall, the average impact of arts participation on other areas of academic learning appears to be positive. The wider</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Supporting Core Subject/Creative learning opportunities.</p> <p>Penn Art Fest Event, to exhibit elements of our creative arts curriculum in a community event, providing the opportunity for workshops, volunteering, supporting career skills, knowledge & preparation for adulthood.</p> <p>Enterprise initiatives / Bilston Market Project Support a program of enterprise education to enable students from primary upwards to develop their enterprise capabilities through supporting the ability to be innovative, creative, to take risks & manage them, to have a can-do attitude and the drive to make things happen.</p> <p>Science Events Support science program of internal visitors / events to foster curiosity, hands on opportunities for whole school community.</p> <p>Literary Fest Support the developments of reading for pleasure, author experiences and a reading café for families.</p>	<p>benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Initiative & enterprise projects are important skills to help support attitude, enthusiasm as well as linking to a number of curriculum and core skill development areas including creativity and leadership, enterprise and communication skills as well as problem solving and team work; preparing young people with skills for learning, skills for life and work.</p> <p>Enterprise in Education Learning resources National Improvement Hub Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	
<p>Trauma Sensitive Approach Developing Attachment & Trauma informed approach to respond to the emotional needs of students who have experienced developmental</p>	<p>The EFF identify social and emotional learning programmes appear to be more effective when approaches are embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>1,2 ,3, 4,6</p>

<p>trauma and adversity, this will be developing a culture of compassion and nurture, which plays a pivotal role in getting children and young people into a state of 'learning readiness'.</p>	<p>Following the criteria to achieve Attachment & Trauma Friendly Award – Silver Level, will ensure trauma sensitive strategies will become embedded into the school practice.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	
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Tier 2 - Targeted academic support

Estimated Budgeted cost: £34,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop staff expertise and establish a specialist intervention program to support students with specific literacy difficulties.</p>	<p>Dyslexia Pathways programme has supported in the identification of two students who now have a dyslexia diagnosis and have been issued with assistive technology and modified texts to support their specific learning difficulty. Another student is also currently being assessed.</p> <p>CPD has been provided for all staff to gain an understanding of strategies to support Dyslexia friendly classrooms, in addition the Head of English is undertaking a Masters in Dyslexia; her knowledge is supporting colleagues to understand Digital Literacy and implement appropriate software to aid reading and writing skills.</p>	<p>3, 4</p>
<p>English team member to work with targeted secondary groups of readers during daily reading time. In addition, reading mentors to be used to support weaker readers and provide more competent readers to have roles of responsibility.</p>	<p>One of the key findings of the EEF in relation to the teaching of phonics acknowledges the positive impact overall (+5months) with very extensive evidence and is an important component in the development of early reading skills, particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 5</p>

<p>Development of a rigorous screening approach for reading. 1-2-1 Accelerated reader sessions & relevant standardised tests will be used to identify areas of need; and subsequently implement teaching interventions to be administered accordingly.</p> <p>Continue a whole school approach to reading domains. Each term there will be a focus on a reading domain using the “Pawsome Gang” with students.</p> <p>Develop the monitoring and tracking of reading across the school through rolling out an online reading record.</p>		
<p>Extending maths intervention team, to focus on supporting students with gaps in their maths knowledge and improve their basic maths skills.</p>	<p>EEF identifies eight key recommendations for improving the outcomes in mathematics in Key Stage 2 & 3, with one of the eight being the use of structured interventions to provide additional support that have been guided by student assessment.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5</p>
<p>Extend SALT team service to have more frequent availability of specialist staff to support communication, language development & social interaction.</p>	<p>The goal of the EEF is to break ‘the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfil their potential and make the most of their talents’: oral language skills are clearly central to that link.</p> <p>Law_et_al_Early_Language_Development_final.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 5</p>

Tier 3 - Wider strategies

Estimated Budgeted cost: £34,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Involvement with specialist professionals who can support the cognitive, emotional, and social levels of individual students.</p>	<p>The detailed cognitive assessments provide a profile of an individual's strengths and difficulties in relation to their learning, and how they are managing within the environment. The report provides impactful information to support the next steps for an individual (and their family)</p>	<p>1,2,3,4,6</p>
<p>Increased emotional support & expertise of a school-based well-being mentor.</p> <p>Access to external therapeutic services to support individual students, through a personalised support pathway.</p>	<p>The DFE acknowledge the need to improve well-being & mental health support in schools. It is a national priority to invest in supporting students effectively to ensure students are supported effectively.</p> <p>The role of the school-based mentor & access to specialist therapeutic services as guided by external professionals, to help contribute to the well-being, & emotional security of our students.</p>	<p>2,3,6</p>
<p>Establish a comprehensive program of parental / carer opportunities to build effective relationships between home & school. This will include workshops, informal drop in opportunities, events & social gatherings.</p>	<p>EEF acknowledge parental engagement in children's learning & the quality of the home learning environment are associated with improved academic outcomes at all ages.</p> <p>EEF Parental Engagement Guidance Report.pdf</p>	<p>2,3,6</p>
<p>Extend and provide quality real-life experiences within the local community & across the wider demographics.</p>	<p>The EEF, acknowledge an enriching education has intrinsic benefits, with all students, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Life skills and enrichment EEF</p>	<p>2,3,6</p>

Total estimated budgeted cost: £103,875