

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Pendle Community High School & College
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	43.83 (71 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans recommended)	2024-2027
Current year	2024_2025
Date this statement was published	June 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Debra Grogan Headteacher
Pupil premium lead	Jenny Nelson (DHT)
Governor / Trustee lead	Ken Simmons

Funding overview

Detail for 24_25 academic year funding	Amount
Pupil premium funding allocation this academic year 24/25 based on 57E6FSM	£67,200
Pupil Premium Plus - (8 post LAC)	£12,850
Recovery premium funding allocation this academic year	£33,396
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,596
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	£116,042
Detail for 23_24 academic year funding	Amount
Pupil premium funding allocation this academic year 23/24 based on 57E6FSM	£53,820
Pupil Premium Plus - (8 post LAC)	£17,710
Recovery premium funding allocation this academic year	£66,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,985
Total budget for this academic year	£158,755

Detail for 22_23 academic year funding	Amount
Pupil premium funding allocation this academic year – 22_23 – based on 57E6FSM	£56,145
Pupil Premium Plus - (8 post LAC)	£19,280
Recovery premium funding allocation this academic year	£16,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,024

Part A: Pupil premium strategy plan

Statement of intent

Pendle Community High School aims to use its pupil premium funding allocation to help achieve and sustain positive outcomes for disadvantaged pupils by addressing the challenges identified in this strategy.

Whilst socio-economic disadvantage, upon which this funding is based, does have a role to play in the challenges our students face, it is not always the primary cause of the gaps that exist in their attainment when compared to their peers, particularly in terms of academic attainment, progression to further and higher education, employability and social opportunities.

All students have an EHC plan, and as such, experience a range of barriers to attainment which reflect the wide range of social, emotional, learning and physical disabilities present in the cohort as a whole. At the heart of the school's approach are strategies which focus on high quality teaching in areas that are appropriate to the abilities of each individual student and by providing additional targeted support based on robust diagnostic assessment of need to help pupils access a broad and balanced, highly individualised curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is that outcomes for non-disadvantaged pupils will be improved alongside progress for their more disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the need to be sympathetic, accommodating and understanding of the needs and strengths of each pupil, based on formal and informal assessments, not assumptions or labels. The aim is to support each pupil to develop in a manner and direction that is suitable to their individual needs, furnishing them with knowledge, skills and qualifications so that they can lead a fulfilling life that is as independent as is feasibly possible.

This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for their pathway into adulthood

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress is lower than their mainstream peers
2	The impact of emotional and sensory dysregulation which potentially lead to disruptive behaviours which affect disadvantaged pupils and their peers
3	Low self-esteem, confidence and poor mental health/well-being, Pupils are showing greater challenge around mental health and wellbeing following the pandemic. These findings are backed up by many national studies

4	Disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. Social isolation, lack of enrichment opportunities and limited life skills as many pupils have little access to social activities beyond the school day.
5	Limited parental engagement and participation in school life which can affect a child's ability to engage and flourish in school.
6	Speech, language and social communication needs including difficulties with social interaction. Pupils have greater challenges around communicating and expressing their needs, including non-verbal and those with limited language.
7	Disadvantaged pupils generally have less opportunities to take part in personal development activities linked to successful transitions and often need support to access open days, employability awareness, travel training etc

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment across the core curriculum for disadvantaged pupils relative to their starting points as identified through baseline assessments. All PP students continue to make excellent academic progress and there is no gap in their attainment compared to their peers. Focus on phonics and reading Focus on writing	Progress and attainment will be comparable or better than non-PP pupils from similar start points. This will be supported by half termly data checks. Pupils continue to be assessed according to phonics level, staff provided with training updates to support consistency and pupils' reading data will meet expectations as a result: Reading, writing & phonics assessment levels will be comparable or better than non-PP pupils from similar start points.
Improved emotional and sensory regulation with reduced disruptive behaviours Identified pupils will have had access to wellbeing interventions and/ or other relevant therapies	Increased ability to express feelings and manage emotions leading to a reduction in recorded behaviour incidents. Pupils regularly access activities that help to meet sensory needs – sensory diet feedback shows that they are calmer and more focussed in lesson times HLTA feedback on use and impact of sensory diets. An increasing number of students recognise when they need to access regulatory activities. Identified pupils make progress on their Thrive profiles each term
Improved self-esteem, confidence and mental health/well-being. Identified pupils will have had sessions with a school counsellor. Identified pupils will have had access to a wellbeing intervention and/ or other relevant therapies All students will have access to high quality pastoral care	Students will demonstrate improved positive health and wellbeing and a readiness to engage with learning, as identified by teachers. A willingness to participate in more school activities, assemblies etc. More pupils involved in being friendship and wellbeing buddies. Positive reports from counsellor (feedback after 6 sessions) – students feedback that they can identify the benefits of the sessions Pupils make progress on their Thrive/personal profiles each term. Pupils develop friendships with others and better understand social expectations – evidenced through observations and discussions with colleagues, pupils and their families/ records of discussions Pupils will have improved attendance and a reduction in behavioural/safeguarding incidents where appropriate

	Reduced need to refer into other higher-level services
Increased opportunities for social activities and enrichment and further developed life skills	Students will have been given opportunities to participate in and experienced a wide variety of enriched activities Records of attendance demonstrate that the PP cohort have experienced an equal and comparable number of educational visits and enriched curriculum activities as the rest of their peer group. Increased attendance in educational visits, enriched curriculum activities Increased participation in clubs through introducing more opportunities during the school day. Pupils in receipt of pupil premium are as likely as their peers to attend a residential, having been offered a place at a reduced rate
Increased parental engagement and participation in school life. Increased attendance at appointments and confidence to support their child with their development	Parental questionnaires and advice report positive comments and indicate that parents are more confident in supporting their child in all aspects of their lives. Tracking & monitoring of students' attendance and academic progress shows they are doing as well as their non-PP peers. Parents of pupils on pupil premium as likely to attend events in school Identified parents to attend additional coffee mornings etc.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. Pupils will demonstrate improved speech, language and social communication skills including positive social interaction Targeted pupils will have independent speech and language input	Pupils make good progress towards EHCP outcomes and IEP targets. Increased confidence in communicating, evidenced through observations and discussions with pupils and their families. Increased referrals to the ACE Centre and more pupils using communication aids. Learning walks and observations will show strategies being effectively implemented in classrooms. Reports from Salt reflect progress made. Fewer behavioural incidents recorded due to reduced frustrations. Increase in ability to maintain friendship groups as reported by teachers and pupils HLTA feedback on use of communication in classes.
Increased attendance at college open days and taster sessions Increased opportunities for pupils to meet employers and experience different workplaces, including access to meaningful work experience opportunities where relevant Pupils have the opportunity to take part in independent travel training	Targeted pupils attend open days and taster sessions at local colleges to explore future learning pathways Pupils experience at least 2 employer encounters by the end of KS4 Where relevant, pupils access at least 1 work experience opportunity by the end of KS4 Pupils are able to travel independently in the local community, including being able to get to a local college (where relevant)

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: £22,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLR for Enriched curriculum and cultural capital opportunities	A TLR will have dedicated time to seek out opportunities and also grant funding to enable students access to opportunities and experiences that would otherwise be inaccessible.	1,4

TLR - £3169		
National College subscription £764.83	Access to hundreds of expert-led webinars and courses, available on demand and constantly updated to reflect changes in education; full access to online hub where there are courses on many aspects of SEND, mental health & wellbeing, teaching and learning and subject specific content	1,2,3,6
Thrive subscriptions, training and membership £471.15 Staff Training - £900	All CLA and some PP funded students have experienced social and emotional trauma leading to attachment difficulties and low self - esteem and confidence. Several have associated behavioural issues and poor social skills. Training staff and providing resources for activities increases the support available to enhance social development and interaction and improved emotional well-being. This will lead to reduction in frequency, severity and generalisation of inappropriate behaviour.	2,3
HLTA for PD and sensory diets £31501 x 20.37% £6416.75	Targeted support for PP students who need to access sensory diets to regulate themselves. Also to enable pupils to access therapies such as hydrotherapy and rebound.	1,2,3
HLTA for communication £31501 x 17.28% £5443.36	Targeted support for PP students to improve communication skills. Updating resources and training staff in communication methods.	1,6
HLTA for cooking and nutrition £31501 x 16.05% £5055.91	Targeted support for PP students to access more work-related learning opportunities including work experience in catering.	1,4,7

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

Budgeted cost: **£11,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions linked to Speech and Language Therapy (SALT) and Alternative and Augmentative Communication (AAC) equipment and Apps Everyone Communicates - Purchase of 1 day per week of Speech and Language Therapist (SALT) time (£300 per day x 1 day per week 38) £11,400	A large number of students have speech, language and communication difficulties. This is naturally a significant educational barrier. Whilst the school does receive some support from the LA and NHS, the sheer number of pupils who require assistance and intervention justifies an additional investment in order to support students to develop, cement and retain these skills. Funding will be used to buy in additional SALT support where required, and to partner with third party organisations in the assessment for, provision of, and training to support the use of AAC technologies and resources for identified students, and across the school more broadly. The Communication Trust worked with the Better Communication Research Programme What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists	1,5,6

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

Budgeted cost: £66,624.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training. £11,590	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3
Family Liaison Officer £45572 – 43.83 £19974	The FLO will assist in tackling underachievement by working in partnership with families to support them in accessing external services and support where needed. Home circumstances are often a factor in absenteeism, and therefore a barrier to achievement. Building strong relationships is essential if the school is to challenge some of the issues at the very heart of underachievement, such as attendance and welfare/safeguarding issues. The FLO will work closely with colleagues to identify families who are deemed vulnerable, allowing early intervention to address concerns and issues prior to them having a negative impact on pupil wellbeing and attainment	1,5
Senior Learning Mentors and a TA2B, who run targeted therapy sessions and lunchtime clubs etc 4 hours per week at £13.02 per hour (TA2B midpoint) +oncosts £2572.75	All CLA and some PP funded students have experienced social and emotional trauma leading to attachment difficulties and low self - esteem and confidence. Several have associated behavioural issues and poor social skills.	2,3
Subsidised after school clubs 8 students @ £20 per week £4800	Subsidised after school clubs for students on pupil premium.to encourage engagement in enrichment opportunities	3,4,5
Enrichment activities - Limitless Clarets £2959	PE activities organised/supported by BFC to encourage pupils to engage in sports and access community facilities	1,2,3,4
Ark Education Barn £12:50 per student – 6 weeks year - £75 per year x 50 students £3,750	Students will access Ark Education Barn for a block of 6 weeks throughout the year. Social interaction and communication skills will be a focus as well as animal and nature therapy.	2,3,4
Music therapy and individual sessions £19334 – 84.49% £16335	To address numerous social interaction and communication needs through the medium of music, including singing and signing.	1,2,3
Residential Visit to Ullswater Outward Bound Centre x 2 and one residential to Calvert Trust. April 24 - £4164 Oct 24 - £4000 TBC Nov 24 - £4000 TBC	Students will access 3 day, 2 night residential. Social interaction and communication skills will be a focus as well as nature therapy.	2,3,4
Uniform Vouchers £480	Vouchers for sweatshirts beginning of academic year – going to a new colour.	

Total budgeted cost: £100,245.75

Pupil Premium + for children who are looked after (CLA)

Activity	Evidence that supports this approach
Individually targeted interventions for CLA	PCHS has a small cohort of students who are in the care of the local authorities, and who are therefore entitled to Pupil Premium + funding to support them in attaining educational outcomes. CLAs are seen to be at additional disadvantage when compared to their peers, and as such additional funding is made available to local authorities, through Virtual Schools, to support them. LAs utilise these funds in different ways, with most retaining some of the funding for centrally administered strategies and the rest being devolved to Schools for the direct benefit of CLA. At current, PCHS has students in the care of separate local authorities. In most cases, the schools designated teacher for CLA completes regular personal education plans (PEPs) which are submitted to the relevant LA. These PEPs detail what interventions the school deems necessary to support CLA in meeting their outcomes, and where relevant, what additional funding we are requesting to achieve this. PEPs are then reviewed by the relevant Virtual School, and funds released accordingly, subject to the relevant out of county authority and their policy to accommodate this. <i>This funding falls outside of statutory reporting framework for Pupil Premium, however we have included this additional information for completeness and transparency</i>

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.

23/24 Assessment Data Table

From the percentage figures below, the data is comparable for those students with or without PP in Maths and for English, Reading and writing show as higher for those on PP. Spoken has a –8% difference and this will be scrutinised and interventions put in place where required.

Summer 2024 Maths (expected progress or beyond)				
Maths	Number	Measure	Geometry	Average
KS3	94	88	83	88
KS4	80	89	71	80
7	100	100	94	98
8	100	88	88	92
9	87	82	73	81
10	67	83	71	74
11	100	92	64	85
Male	89	88	79	85
Female	91	88	78	86
Pupil Premium	86	86	77	83
<u>Non PP</u>	90	88	79	86

Summer 2024 English (expected progress or beyond)				
English	Reading	Writing	Spoken	Average
KS3	66	78	80	75
KS4	53	74	47	58
7	86	95	94	92
8	44	76	71	64
9	74	68	77	73
10	52	71	40	54
11	50	67	57	58
Male	61	74	73	69
Female	62	81	62	68
Pupil Premium	64	79	62	68
<u>Non PP</u>	61	76	70	69

Teaching CPD, recruitment and retention – as with previous years, investment in the National College has allowed all staff to access online learning to develop their knowledge and skills in a range of topics. Those skills are then used in class and shared with other staff.

Whole school phonics training has been delivered to increase staff confidence and has supported the delivery of phonics and reading. Guided reading training will take place in June 2024.

Our HLTA for neurodiversity has provided autism awareness training to enable staff to support pupils with autism effectively and has also run a series of courses for parents.

The independent SaLT has provided staff with training around communication approaches in order to improve communication opportunities for all pupils. Training in AAC has also been accessed by the lead teacher to help her develop pupils' communication skills.

Staff training in sensory integration strategies has been delivered to staff by Julia Dyer. Some staff have also attended a more advanced sensory integration course with her. This has supported staff to understand the sensory needs of pupils and the importance of implementing sensory diets.

The TLR for the thematic curriculum has continued to develop schemes of learning for pupils working below N/C levels, which has ensured that the curriculum for those learners is relevant and engaging. The equipment in the sensory room has been updated and staff have been given training in how to use it to support pupils' learning.

Targeted academic support – The NTP has been offered to pupils in receipt of PP, but this year, 0 pupils have wanted to take up that opportunity.

We have employed an independent SaLT who is working with students to develop better communication skills, including being more confident in using communication aids to make comments and choices. We have referred pupils to the ACE centre and more pupils are now using AAC technology to aid communication.

Wider strategies - Residential – Three residential opportunities have been offered to the students this year, two at The Outward Bound Trust, Ullswater and one at The Lake District Calvert Trust, Keswick. These residential were offered to pupils on PP at a significantly reduced rate meaning that they were able to access these fantastic opportunities to develop learning outside of the classroom and experience a wide variety of activities that they would not ordinarily be able to access. The students who accessed the residential reported improved self-confidence and self-esteem.

Individual music sessions have been offered to some pupils in receipt of PPG. Each of those pupils has accessed at least 12 weeks of 1:1, 25 minute sessions with our qualified music therapist. Pupils were able to learn a new musical instrument of their choice or could choose to access singing lessons. There has been a noticeable improvement in the self-esteem and educational engagement of those students who have accessed the music therapy sessions. Students have developed a good rapport with the therapist. This has encouraged some students to be more open with their feelings when in receipt of therapy and has subsequently had a positive impact on their emotional well-being. Some students have also demonstrated improved self confidence by performing in front of their peers.

Weekly THRIVE sessions with our trained staff have been offered to students who have been identified as requiring emotional and wellbeing support. The 1:1 sessions have supported students to better manage their own emotions and have allowed them to proactively reflect on their own sense of self. This has been observed through conversations with and observations of students themselves, as well as positive interactions with parents who have communicated the improvements and development their children have made.

Ark Barn – some students have been given the opportunity to access enrichment at The Ark Education Barn, a local farm school. Students have experienced working on a farm by feeding and tending to animals. Students that attended the sessions have demonstrated a keen interest in this topic and have helped some students consider animal care at their next college. Students have increased confidence around animals and have overcome some anxieties and concerns.

Subsidised after school clubs were offered to all students on PPG. The clubs have taken place twice per week from 3.20-4.20 and have included art and sports. Clubs have enabled students to socialise with different peers and also experience new activities which has improved social interaction skills. Records of attendance demonstrate that all KS3 PP cohort have all experienced at least one educational visit and participation in at least 2 enriched curriculum activities

The Family Liaison Officer (FLO) is an invaluable member of the school team and has supported large numbers of families throughout the year. The FLO directly responds to concerns raised both in school and by other agencies and supports families/pupils with attendance, access to early Help and sign posting to services. This has resulted in improved attendance for those students where the FLO has intervened, and also significant improvements in some families' home circumstances and access to services

and external support. The FLO is also a key member of the safeguarding team, and her knowledge and expertise continues to be invaluable.

Students' sensory needs continue to be assessed and sensory diets put in place as needed. Students have been able to engage with sensory regulation equipment, which has supported their emotional well-being. Staff have also received training in sensory integration to help them better meet the needs of students in their class.

Our Forest School was established in nearby woodland which has shown increased engagement in learning and enriched learning experiences. Outdoor learning is proven to activate feel good chemicals and promote better learning. Students have developed problem-solving skills and social interaction is encouraged. Students have been encouraged to learn through hands-on experiential learning in a natural setting which is proven to help develop their confidence and self-esteem.

Individualised bespoke professional counselling and support has been tailored to the individual social, emotional and behavioural needs of students e.g. anger management and emotional well-being. These sessions have helped to enhance social development and interaction and improved emotional well-being. This has resulted in a reduction in the frequency and severity of inappropriate behaviour for those students.