



South Wirral High School Pupil Premium 2016-17

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Section 1: Pupil Premium Introduction

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to:

- schools maintained by the local authority, including:
 - special schools, for children with special educational needs or disabilities
 - pupil referral units (PRUs), for children who can't go to a mainstream school
 - academies and free schools, including:
 - special academies, for children with special educational needs or disabilities
 - alternative provision (AP) academies, for children who can't go to a mainstream school
- voluntary-sector AP, with local authority agreement
- non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under section 342 of the Education Act 1992

Section 2: Pupil Premium Funding

Funding for financial year 2016 to 2017

In the 2016 to 2017 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11

Schools will receive £1,900 for any pupil:



- identified in the January 2016 school census or the alternative provision census as having left local-authority care as a result of one of the following:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
- who has been in local-authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care)

Allocation of Funding 2016-2017

Total Number of Students On Roll (January 2016 census)	885
Total number of Ever 6 Students Funded	256
Total Number of Looked After Children	8
Total Number of Service Family Students	15
Funding allocated 2016-2017	£259,060

Section 3: Pupil Premium School Context

South Wirral High School is a secondary modern (non-selective) mixed foundation school with 881 students on roll. Of which, 120 are on roll in 16-19 study programmes.

The proportion of students known to be eligible for Free School Meals is as follows:-

	% of Students known to be eligible for Free School Meals (FSM)						
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
School	18.90%	27.90%	29.40%	29.50%	31.40%	35.00%	35.64%
National	15.90%	26.70%	28.20%	28.50%	28.70%	28.90%	Not Yet known

Data Source: Raise Online Summary

The breakdown of the pupil premium cohort for key stage 3 and key stage 4 is as follows:-

2016-2017 KS4	All (No)	% of total cohort	% Boys	% Girls	Pupil Premium (No)	PP %	PP Boys (No)	PP Girls (No)
	305	100%	49	51	58	38%	56	51



Cohort Overview (KS4)								
Year 10	152	50%	58	42	49	32%	27	22
Year 11	153	50%	48	52	58	38%	29	29

2016-2017 KS3	All (No)	% of total cohort	% Boys	% Girls	Pupil Premium (No)	PP %	PP Boys (No)	PP Girls (No)
Cohort Overview (KS3)	441	52	55	45	175	39%	92	83
Year 7	153	35	57	43	45	30%	24	21
Year 8	148	33	57	43	64	43%	34	30
Year 9	140	32	52	48	66	47%	34	32

Section 4: PP Key Barriers to learning

- Quality first teaching; including literacy and numeracy
- Parental engagement in the learning and progress of students- home learning
- Low attendance
- Special educational needs; including behavioural and emotional, medical or cognitive
- Financial constraints on families having immediate impact on the ability to resource learning
- Lack of resilience
- Lack of engagement in extra-curricular activities
- Underachievement at KS1 and 2 in literacy and numeracy (Year 7 catch Up)



Section 5: Barriers to learning Action Plan

Quality first teaching (Inc. literacy and numeracy)	Action	Impact
Professional Development for staff to improve quality first teaching	<p>A focus on marking and feedback in order to promote independent learning and achievement</p> <p>An Outstanding Teaching Programme to increase the proportion of lessons delivered across the school that are “Outstanding” through Pathfinder groups and Performance Development and Peer Observation</p> <p>Classroom Observation training to all staff including supply staff in order to ensure that all students receive learning from teachers who consistently deliver “Good” or Outstanding lessons</p> <p>Develop an intervention programme specifically targeted at KS3 PP students who start KS3 below expectation.</p>	<p>Improved quality of feedback to students in line with EEF toolkit +8 Months</p> <p>Progress 8 for disadvantaged students improved from -0.58 in 15/16 to -0.33 in 16/17</p> <p>Attainment moved from average C- in 15/16 to C in 16/17</p>
Additional needs classroom (Learning Base)	Implementation of a class for students were required catch up, 1-1 support or additional intervention takes place to support disadvantaged students in diminishing differences	Progress 8 for disadvantaged students improved from -0.58 in 15/16 to -0.33 in 16/17
Alternative Curriculum Provision	Alternative provision support through partnership with West Cheshire College	100% alternative students received successful destinations
Additional staffing to reduce class sizes to 23	Employing additional members of staff in core areas of the curriculum to reduce class sizes to 23	English Progress 8 for disadvantaged students improved from -0.50 in 14/15 to -0.38 in 16/17. In Maths, from -0.89 in 15/16 to -0.5 in 16/17
Implementation of DTT Pixl strategy and tools for analysis and targeted intervention	<p>A focus on target setting assessment and tracking (TTVA) in order to provide effective intervention for students to achieve aspirational grades.</p> <p>A broad programme of intervention was delivered to a range of students including;</p> <ul style="list-style-type: none"> • Those not making expected progress in English and Maths • Low reading ages • EAL • Those who experienced difficulties with comprehension and accuracy in both reading and writing • Those who need support to develop motivation for learning through Brief Focussed Solution Therapy 	<p>Progress 8 for disadvantaged students improved from -0.58 in 15/16 to -0.33 in 16/17</p> <p>Attainment moved from average C- in 15/16 to C in 16/17</p> <p>English Progress 8 for disadvantaged students improved from -0.50 in 14/15 to -0.38 in 16/17. In Maths, from -0.89 in 15/16 to -0.5 in 16/17</p>



	These interventions were delivered in a number of creative ways to maximise engagement and to best suit the needs of each learner.	
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Low Attendance	Action	Impact
Learning mentor interventions for PP students	Additional staffing to track attendance, working with parents through targeted support plan, attendance monitoring meetings and close home school liaison	KS3 & 4 Attendance of disadvantaged students improved from 91% 15/16 to 91.7% KS5 attendance improved from 93% to 94.5%
Attendance monitoring and intervention	Targeting the attendance of these students and their families at whole school events to ensure that parents were engaged and involved in their child's education, including careers guidance, parents evenings and school events	PA figures for full school reduced although slight increase in number of PA students at PA status

Parental engagement in the learning and progress of students – home learning	Action	Impact
Online reporting and VLE	Use of Moodle to improve the communication lines for parents so that there is complete clarity of student reports and next steps advice. All parents with full access to most up to date analysis	Improved quality of feedback to students in line with EEF toolkit +8 Months
Easter School for Pupil Premium students	Funded Year 11 Easter School were teachers were paid for offering additional learning and revision opportunities to students were the number of students in attendance is proportionate to the % of disadvantaged students in the cohort	Progress 8 for disadvantaged students improved from -0.58 in 15/16 to -0.33 in 16/17
Study Support for Pupil Premium students	Disadvantaged students are identified were they are not on target in more than three subjects and, working in collaboration with parents, disadvantaged students will additional small group study support sessions to ensure they are working at pace and with clarity	Reduction in the number of disadvantaged students identified as being behind in more than three subjects
V3 mentoring in year 11	One to one and group mentoring support for students with emotional, behavioural and/or social issues, monitored through Multi Agency work, Heads of House, and the SEN support team.	Progress 8 for disadvantaged students improved from -0.58 in 15/16 to -0.33 in 16/17



Special educational needs; including behavioural and emotional, medical or cognitive	Action	Impact
Teaching Assistants class support and intervention for individuals	Assessment data analysed of disadvantaged students and action plan implemented of support for specific students. This includes 1-1 support or additional intervention, in class support, learning base support, allocation of additional intervention time within the school day and mentoring	Progress 8 for disadvantaged students improved from -0.58 in 15/16 to -0.33 in 16/17 (See additional case studies)

Financial constraints on families having immediate impact on the ability to resource learning	Action	Impact
School Bidding Process	Formal bidding process for all staff to request additional PP funding for an activity, task or resource which should have impact on diminishing differences between PP and Non PP students	Varied impact across a diverse range of bids. Impact included improved outcomes on academic qualifications, improved attendance and punctuality as well as increased engagement in aspects of the school

Lack of resilience	Action	Impact
The Pledges	The Pledge system is recognised in the Henley Report as national good practice. It is a contracted offer of cultural entitlement that all students engage in through their time in KS3 & 4. All disadvantaged students are funded to complete all pledges in this time. The Pledge system ensures we monitor that Pupil Premium students achieve their cultural entitlement.	Development of students characters as responsible citizens in society is long term vision with pledge system part of process



Lack of engagement in extra-curricular activities	Action	Impact
Extra-Curricular activities for PP students	We also delivered a wide range of extra-curricular activities to engage students during lunch time and after school. These included sports clubs, academic clubs, breakfast clubs and many more. Where appropriate we utilised Pupil Premium to help contribute towards the cost of some educational visits.	Progress 8 for disadvantaged students improved from -0.58 in 15/16 to -0.33 in 16/17

Underachievement at KS1 and 2 in literacy and numeracy (Year 7 Catch Up)	Action	Impact
English & Maths outdoor education intervention	25 students identified from CATS and early assessment who require further intervention with literacy and numeracy to take part in 3 day outdoor education project that focuses on developing resilient and effective communicators whilst also diminishing differences between students who are secondary ready and those that are not.	Improved reading ages evidenced for 25 students at more accelerated rate. Improved outcomes in English and Maths
Summer School	A two week Summer School programme involved 30 staff working with 47 PP students 24th July - 4th August. In addition to Maths and English, students took part in challenging Arts and Sports activities, culminating in a presentation of work to parents on the last day.	Increased engagement in disadvantaged students taking part in Easter school. Progress 8 for disadvantaged students improved from -0.58 in 15/16 to -0.33 in 16/17
Early intervention at year 7 – CATS	Programme of literacy and numeracy support through targeted support based on highlighted disadvantaged students who are not secondary ready.	Diminished difference across a broad range of data including reading ages, subject assessment grades, and attitude to class and home learning
Year 6-7 transition programme	A targeted transition programme for Year 6 students takes place during each summer term. This allows those eligible students to gain additional support and guidance during the transition phase to Year 7. Students bring a folder of work in order to ensure that in all subjects, students make immediate progress from Primary Year 6.	Staff clarity on standards and expectations of disadvantaged students on entry into KS3. QA process ensures that standard does not drop and challenge increases appropriately



Section 6: Closing the Gap 2016/2017 KS4 Analysis Overview

BTEC Single (Att8 Points)

Name	Pupil Premium	D* %	D* - M %	D* - P %	D* - P1 %
Business BTEC	All	9.4	78.1	100	100
	N	8.3	83.3	100	100
	Y	12.5	62.5	100	100
	GAP	-4.2	20.8	0	0
Construction BTEC	All	0	0	0	100
	N	0	0	0	100
	Y	0	0	0	100
	GAP	0	0	0	0
H&SC BTEC	All	16.3	67.4	88.4	100
	N	15.8	73.7	89.5	100
	Y	16.7	62.5	87.5	100
	GAP	-0.9	11.2	2	0
Music BTEC	All	12.5	50	87.5	100
	N	25	75	75	100
	Y	0	25	100	100
	GAP	25	50	-25	0
Summary	All	12	63	83.7	100
	N	11.5	71.2	84.6	100
	Y	12.5	52.5	82.5	100
	GAP	-1	18.7	2.1	0

Average Grade	Average Points
M+	5.78
M+	5.94
M=	5.31
	0.63
P1=	1.75
P1=	1.75
P1=	1.75
	0
M=	5.45
M=	5.66
M=	5.28
	0.38
M-	4.84
M=	5.31
P+	4.38
	0.93
M=	5.15
M=	5.38
M-	4.84
	0.54



GCSE 9-1 Single (Att8 Points)

Name	Pupil Premium	9 %	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Average Grade	Average Points
English Language	All	0	7.1	50	67.5	97.4	4+	4.27
	N	0	8.3	56.3	72.9	100	5-	4.5
	Y	0	5.2	39.7	58.6	93.1	4=	3.88
	GAP	0	3.1	16.6	14.3	6.9		0.62
English Literature	All	0.6	3.2	46.8	65.6	98.1	4=	4.12
	N	1	4.2	53.1	68.8	100	4+	4.31
	Y	0	1.7	36.2	60.3	94.8	4-	3.81
	GAP	1	2.5	16.9	8.5	5.2		0.5
Maths	All	1.3	5.8	35.1	65.6	97.4	4=	3.94
	N	1	4.2	41.7	74	97.9	4+	4.19
	Y	1.7	8.6	24.1	51.7	96.6	4-	3.53
	GAP	-0.7	-4.4	17.6	22.3	1.3		0.66
Summary	All	0.6	5.4	43.9	66.2	97.6	4=	4.11
	N	0.7	5.6	50.3	71.9	99.3	4+	4.33
	Y	0.6	5.2	33.3	56.9	94.8	4-	3.74
	GAP	0.1	0.4	17	15	4.5		0.59



GCSE A*-G (Att8 Points)

Name	Pupil Premium	A* %	A* - B %	A* - C %	A* - G %
Art	All	4	68	88	100
	N	6.7	86.7	100	100
	Y	0	40	70	100
	GAP	6.7	46.7	30	0
Citizenship	All	0	53.3	73.3	100
	N	0	62.5	75	100
	Y	0	42.9	71.4	100
	GAP	0	19.6	3.6	0
Computer Science	All	0	33.3	66.7	100
	N	0	20	50	100
	Y	0	50	87.5	100
	GAP	0	-30	-37.5	0
Dance	All	12.5	75	81.3	100
	N	15.4	84.6	92.3	100
	Y	0	33.3	33.3	100
	GAP	15.4	51.3	59	0
Digital Photography	All	0	33.3	70	100
	N	0	38.5	76.9	100
	Y	0	29.4	64.7	100
	GAP	0	9.1	12.2	0
Drama	All	0	47.9	75	100
	N	0	54.3	82.9	100
	Y	0	30.8	53.8	100
	GAP	0	23.5	29.1	0

Average Grade	Average Points
B=	5.5
B+	6.1
C+	4.6
	1.5
C+	4.67
B-	5.06
C=	4.21
	0.85
C=	4
C-	3.5
C+	4.63
	-1.13
B=	5.69
B+	6.12
C-	3.83
	2.29
C=	3.97
C=	4.27
C-	3.74
	0.53
C+	4.71
B-	5.04
C-	3.81
	1.23



DT Food Technology	All	0	17.2	48.3	100
	N	0	27.8	44.4	100
	Y	0	0	54.5	100
	GAP	0	27.8	-10.1	0
DT Resistant Materials	All	0	10.3	62.1	100
	N	0	5.9	70.6	100
	Y	0	16.7	50	100
	GAP	0	-10.8	20.6	0
Geography	All	8.3	39.6	72.9	100
	N	13.3	40	73.3	100
	Y	0	38.9	72.2	100
	GAP	13.3	1.1	1.1	0
History	All	1	25.7	58.4	99
	N	1.5	28.4	65.7	100
	Y	0	20.6	44.1	97.1
	GAP	1.5	7.8	21.6	2.9
ICT	All	0.8	46.2	71.2	100
	N	1.2	56.6	74.7	100
	Y	0	28.6	65.3	100
	GAP	1.2	28	9.4	0
MFL French	All	0	6.7	26.7	100
	N	0	0	8.3	100
	Y	0	33.3	100	100
	GAP	0	-33.3	-91.7	0
MFL German	All	0	36.8	89.5	100
	N	0	33.3	100	100
	Y	0	40	80	100

D+	3.48
C-	3.56
D+	3.36
	0.2
C-	3.59
C-	3.82
D+	3.25
	0.57
C+	4.49
C+	4.7
C=	4.14
	0.56
C-	3.8
C=	4.08
D+	3.25
	0.83
C+	4.49
C+	4.77
C=	4.01
	0.76
D+	3.17
D=	2.83
C+	4.5
	-1.67
C+	4.61
C+	4.67
C+	4.55



	GAP	0	-6.7	20	0
Music	All	0	50	75	100
	N	0	80	80	100
	Y	0	0	66.7	100
	GAP	0	80	13.3	0
PE	All	0	24.5	59.2	100
	N	0	29.4	64.7	100
	Y	0	13.3	46.7	100
	GAP	0	16.1	18	0
Philosophy	All	8	40	76	96
	N	14.3	42.9	71.4	100
	Y	0	36.4	81.8	90.9
	GAP	14.3	6.5	-10.4	9.1
Psychology	All	3.4	86.2	96.6	100
	N	5	90	95	100
	Y	0	77.8	100	100
	GAP	5	12.2	-5	0
RE	All	3.3	34.7	58	94
	N	4.3	35.5	59.1	97.8
	Y	1.8	33.3	56.1	87.7
	GAP	2.5	2.2	3	10.1
Sci Biology	All	9.1	59.1	95.5	100
	N	6.7	53.3	93.3	100
	Y	14.3	71.4	100	100
	GAP	-7.6	-18.1	-6.7	0
Sci Chemistry	All	9.1	63.6	86.4	100
	N	13.3	60	86.7	100
	Y	0	71.4	85.7	100
	GAP	13.3	-11.4	1	0

	0.12
C+	4.5
B-	5.3
D+	3.17
	2.13
C-	3.9
C=	4.1
D+	3.43
	0.67
C+	4.6
B-	5
C=	4.09
	0.91
B+	6.09
A-	6.35
B=	5.5
	0.85
C-	3.93
C=	4.12
C-	3.61
	0.51
B=	5.48
B-	5.27
B+	5.93
	-0.66
B=	5.43
B=	5.47
B=	5.36
	0.11



Sci Physics	All	4.5	63.6	95.5	100
	N	6.7	53.3	93.3	100
	Y	0	85.7	100	100
	GAP	6.7	-32.4	-6.7	0
Science Additional	All	0	18.5	57.7	99.2
	N	0	21.3	66.3	100
	Y	0	14	44	98
	GAP	0	7.3	22.3	2
Science Core	All	0	31.3	68.7	99.2
	N	0	37	77.8	100
	Y	0	22	54	98
	GAP	0	15	23.8	2
Summary	All	2	36.6	67.5	98.8
	N	2.8	40.6	71.5	99.7
	Y	0.5	29.7	60.6	97.3
	GAP	2.3	10.9	10.9	2.4

B=	5.39
B-	5.13
B+	5.93
	-0.8
C-	3.67
C-	3.91
D+	3.29
	0.62
C=	4.08
C=	4.33
C-	3.66
	0.67
C=	4.25
C+	4.48
C-	3.85
	0.63