



## **South Wirral High School Pupil Premium 2017-18**

### **Section 1: Pupil Premium Introduction**

### **Section 2: Pupil Premium Funding**

### **Section 3: Pupil Premium School Context**

### **Section 4: Current Barriers to Learning at South Wirral High School**

### **Section 5: PP Key Objectives**

### **Section 6: Behaviour and Attendance**

### **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 2017-2018

In 2017-2018 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 2017 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 2017-2018**

Total Number of Students On Roll (October 2017 census)	859
Total number of Ever 6 Students Funded	262
Total Number of Looked After Children	5
Total Number of Service Family Students	16
Funding allocated 2017-2018	£259,270

**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
<b>School</b>	18.90%	27.90%	29.40%	29.50%	31.40%	35.00%	35.64%
<b>National</b>	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:-



2017-2018 KS4	All (No)	% of total cohort	% Boys	% Girls	Pupil Premium (No)	PP %	PP Boys (No)	PP Girls (No)
<b>Cohort Overview (KS4)</b>	305	100%	53%	47%	107	35%	56	51
<b>Year 10</b>	152	50%	59%	41%	49	32%	27	22
<b>Year 11</b>	153	50%	48%	52%	58	38%	29	29

2017-2018 KS3	All (No)	% of total cohort	% Boys	% Girls	Pupil Premium (No)	PP %	PP Boys (No)	PP Girls (No)
<b>Cohort Overview (KS3)</b>	441	100%	56%	44%	175	40%	92	83
<b>Year 7</b>	153	35%	57%	43%	45	29%	24	21
<b>Year 8</b>	148	34%	57%	43%	64	43%	34	30
<b>Year 9</b>	140	32%	52%	48%	66	47%	34	32



#### Section 4: Current Barriers to Learning at South Wirral High School

- Quality first teaching at KS3
- Quality of feedback
- Parental engagement in the learning and progress of students
- Attendance
- lack of aspiration or expectation due to lack of immediate academic role models
- Underachievement at KS1 and 2 in literacy and numeracy
- Special educational needs; including behavioural and emotional, medical or cognitive
- Lack of support/challenge for home learning
- Financial constraints having immediate impact on the ability to resource tools for learning at home
- Resilience and perseverance (Character development)
- Lack of engagement in extra-curricular activities
- Literacy and Numeracy

#### Section 5: PP Key Objectives and Action Plan

**1-Diminish the differences between disadvantaged and non-disadvantaged students through early intervention in Key Stage 3**

**2-Close the whole school progress and attainment gap.**

**3-Improve the quality of opportunity for disadvantaged students to engage in a range of social, educational and cultural activities that broaden not only their experiences, but also their soft skills.**

#### EEF TOOLKIT IMPACT (Quality first teaching: +8 Months)

**Action :** Magenta Principles

All teaching staff receive full day training provided by practitioner Mike Hughes “Magenta Principles” – October 2017

Training serves as catalyst for T&L focus over the academic year

Staff share resources/ideas/approaches

Magenta incorporated into Faculty time agendas

Group of 12 staff apply for further full day training with Mike Hughes as follow on - February 2018

**Rational:** developing teaching and learning and the professional development

Stimulate classroom practice and strategies to raise achievement across the school. Offer staff external C.P.D. specific to classroom practice (not offered for many years). Generate an environment of enquiry, exploration & improved delivery & outcomes for all students, including disadvantaged who make up a large section of the school population.

**Success Criteria:**

- Staff evaluations reflect success of training day in October & impact on staff
- Staff contribute to whole school ‘sharing’ of ideas/strategies/resources
- FAC. Time reflects school priority for T&L
- Active exploration of principles evident in lessons (seen via lesson observation & learning walk & in books)



- Levels of challenge raised at key stage 3
- Disadvantaged benefit from re-invigorated teaching in outcomes – improved ATCL at KS3 and results at KS4& 5

Date	Staff Responsible	Monitoring and Evaluation	Cost
Ongoing	STG And JAR	STG and JAR	£1561
<b>Impact 2017-2018</b>			
See above & ongoing			

**EEF TOOLKIT IMPACT (Quality first teaching: +8 Months)**

**Action 7:** Introduction of strategic (disadvantaged focused) Quality Assurance Processes and external reviews

**Rational:** As part of the schools new strategic quality assurance calendar and in line with Ofsted recommendations around areas for improvement; the school has commissioned an external review of Pupil Premium as well external reviews of both KS5 provision and Pastoral structures. The school has also implemented timely whole school disadvantaged quality assurance focus weeks, using learning walk, book looks and student voice as tools to assess current strengths and areas for improvement and provide effective feedback that will drive improvement and diminish differences

**Success Criteria:**

- Improvements in the consistency of quality first teaching
- Feedback from review provides clear lines for further impact on diminishing differences
- Feedback from quality assurance provides staff with clear line for further impact on diminishing differences
- Attainment gap closed for all disadvantaged students

Date	Staff Responsible	Monitoring and Evaluation	Cost
External Review: Nov/Dec QA: On going	STG/MCL/FPLs	Line management of Faculties, evidence of impact through further QA	TBC
<b>Impact 2017-2018</b>			

**EEF TOOLKIT IMPACT (Mastery Learning: +5 Months)**

**Action :** Introduction of Maths Mastery program in Year 7 which will then feed through keys stages as year groups move up

**Rational:** To work in partnership with Maths Mastery to build solid foundations of conceptual understanding from KS3, ready for GCSE and beyond, via high quality training, cussicul resources and specialist support of all pupils.

**Success Criteria:**

- Increased attainment in Maths



- Increased numerical confidence
- Increased ability to problem solve

Date	Staff Responsible	Monitoring and Evaluation	Cost
On going	PTa/ EHW	Fortnightly collaborative planning and review meetings	£6450 (through LA funding)
<b>Impact 2017-2018</b>			

**EEF TOOLKIT IMPACT (Outdoor Adventure Learning: +4 Months)**

**Action:** Running a 2 day outdoor education project; targeted at disadvantaged students not secondary ready and enabling them to experience unique and memorable activities which are then used as stimulus for developing reading and writing techniques. The residential is followed by a mentoring programme where the skills students have been introduced to at the residential are embedded through mastery learning and personalised feedback.

**Rational:** Based on impact of similar projects in previous years, the outdoor education programme will ensure that students arriving not secondary ready will be given the opportunity to focus on closing the gap in literacy and numeracy in an engaging environment

**Success Criteria:**

- Students make significant progress in literacy and numeracy to ensure gaps are closed towards secondary ready skills
- Soft skills development of students to ensure they develop independent thinking skills, improved communication skills and developed work ethic

Date	Staff Responsible	Monitoring and Evaluation	Cost
Jan-March 2018	JAR/PMc	<ul style="list-style-type: none"> <li>• Impact evaluated from spring assessment data and feedback from mentors</li> </ul>	<b>Approx £1000</b>
<b>Impact 2017-2018</b>			

**EEF TOOLKIT IMPACT (Digital technology +4 Months)**

**Action 6:** The school purchase of SISRA Analytics to improve the quality of data capture and analysis with a focus on detailed analysis of disadvantaged student data

**Rational:** SISRA provides a tool that empowers all staff to take responsibility of their data and, through effective diagnosis-therapy-testing of disadvantaged students; look to implement clear changes in quality first teaching and intervention

**Success Criteria:**

- Staff clarity on disadvantaged student gaps and focus areas for improvement



<ul style="list-style-type: none"> <li>Improved progress and outcomes for disadvantaged students</li> </ul>			
Date	Staff Responsible	Monitoring and Evaluation	Cost
On going	GWi	Through line management of faculties	£2,495
<b>Impact 2017-2018</b>			

<b>EEF TOOLKIT IMPACT (Parental Involvement/Behaviour Intervention: +4 Months)</b>			
<b>Action 9:</b> Multi Agency-Intervention Approach to Attendance monitoring through half termly review and intervention			
<b>Rational:</b> With low attendance/Persistent absence being a key barrier to closing the gap between disadvantaged and non-disadvantaged students, the half termly multi agency review day provides a holistic analysis of all aspects of each student in KS3-5 with a targeted action plan implemented were required			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>Persistent absence % reduces for disadvantaged students</li> <li>Attendance improves for disadvantaged students</li> <li>Improved rates of progress and attainment for disadvantaged students</li> </ul>			
Date	Staff Responsible	Monitoring and Evaluation	Cost
Half termly	H.Cottrel/R.Dutton	Reviewed at each half termly multi agency meeting	N/A
<b>Impact 2017-2018</b>			

<b>EEF TOOLKIT IMPACT (Feedback: +8 Months, Parental Involvement: +3 Months)</b>			
<b>Action:</b> Employment of two pupil premium coaches with the objective of meeting each disadvantaged KS3 student on a termly basis with parents to review progress and set specific SMART targets and actions relating to engagement and progress in school			
<b>Rational:</b> Tool kit findings relating to feedback and parental involvement all being drivers in diminishing differences between non disadvantaged and disadvantaged students. Engagement of parents and clear SMART targets will ensure students have clarity in what they need to prioritise for improvement and support in order to meet targets			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>Parental attendance high to progress review meetings</li> <li>Student attitude to class and home learning improves</li> <li>Diminished differences</li> </ul>			
Date	Staff Responsible	Monitoring and Evaluation	Cost
	ARJ/SHO	<ul style="list-style-type: none"> <li>Termly review meeting with MCL</li> </ul>	£7,300
<b>Impact 2017-2018</b>			



**EEF TOOLKIT IMPACT (Summer Schools +2 Months)**

**Action:** Funded Year 11 Easter School where teachers will be paid for offering additional learning and revision opportunities to students where the number of students in attendance is proportionate to the % of disadvantaged students in the cohort

**Rational:** Tool kit findings relating to summer/Easter schools being drivers in diminishing differences between non disadvantaged and disadvantaged students. With disadvantaged students arriving to secondary school with a clear attainment gap, if the gap has not closed, The Easter school will provide additional opportunity for intervention

**Success Criteria:**

- High attendance numbers of disadvantaged students to the Easter School
- Improved outcomes in Summer 2018 exams and gaps closed

Date	Staff Responsible	Monitoring and Evaluation	Cost
April 2018	MCL	Attendance monitored throughout Easter school and summer exam data analysed to review outcomes	<b>£1,265</b>

**Impact 2017-2018**

**EEF TOOLKIT IMPACT (Summer Schools +2 Months)**

**Action:** Summer School-One week Learning and Activities week at the start of the summer holiday for disadvantaged Year 6 students starting at SWHS in Year 7

**Rational:** Tool kit findings relating to summer schools being drivers in diminishing differences between non disadvantaged and disadvantaged students. Engagement of students in the school environment and acclimatising them to how additional work will benefit them,

**Success Criteria:**

- Students experiencing a positive start to Year 7
- Improved outcomes and clear accelerated progress at first assessment point in year 7
- Attitude to class and home learning shows positive outcomes
- Students who attended summer school engaging in high numbers in extra-curricular activities

Date	Staff Responsible	Monitoring and Evaluation	Cost
July 2018	G.Wallace	Measured impact through school assessment data in October 2018	<b>£6,372</b>

**Impact 2017-2018**





**EEF TOOLKIT IMPACT (Sports Participation +2 Months)**

**Action:** Introduction of an RFU Engagement Project aimed at introducing students who have not played Rugby before to the Sport, and also provide opportunity to engage with their local professional Rugby club

**Rational:** Working in collaboration with the RFU, the project will provide disadvantaged students with the opportunity to broaden their experiences both in and out of school of a positive social culture that will also look to engage parents as part of this experience

**Success Criteria:**

- Increased number of students attending extra-curricular sports clubs
- Increased number of students joining school Rugby teams
- Increased number of students and parents joining the local professional rugby club

Date	Staff Responsible	Monitoring and Evaluation	Cost
On going	D.Bell/MCL	Termly review meetings with data analysis of student and parent engagement	£8000 (Through funding)

**Impact 2017-2018**

**EEF TOOLKIT IMPACT (Extended School Time: +2 Months)**

**Action :** Assigned study support for all key stages during lunch/PM slots to enable students who are below targets to diminish the differences towards attaining in line with target

**Rational:** Pastoral team focus on supporting students who are below target in numerous subjects to be given the time and guidance to close gaps

**Success Criteria:**

- Improved progress and attainment of students at all key stages following a period of time working in study support

Date	Staff Responsible	Monitoring and Evaluation	Cost
On going	HOH/AHOH/GWi	Half termly review of students on study support	£7114

**Impact 2017-2018**

**EEF TOOLKIT IMPACT (Mentoring: +1 Months)**

**Action:** Appointment of KS4 Co-ordinator with focus on mentoring of disadvantaged students

**Rational:** Tool kit findings relating to feedback through mentoring and parental involvement all being drivers in diminishing differences between non disadvantaged and disadvantaged students. Engagement of



parents through blue report system for underachieving disadvantaged year 11 students through SMART targets will ensure students have clarity in what they need to prioritise for improvement and parents will be clear in how they can support

**Success Criteria:**

- Improved progress and attainment of students being mentored at PPEs and Summer exams

Date	Staff Responsible	Monitoring and Evaluation	Cost
On going	CAJ/MCL	KS4 co-ordinator to review reports weekly. Progress reviewed at each assessment point	<b>£2500</b>
<b>Impact 2017-2018</b>			

**EEF TOOLKIT IMPACT (Aspiration Intervention and extended school time: +2 Months)**

**Action:** Introduction of a Year 11 'Aspire to Higher Programme'

**Rational:** The school has highlighted the performance of high prior attainers and those students targeted to attain a grade 7+ in English, Maths and Science as a key area for diminishing differences. The Aspire to Higher programme will provide students with a full experience in what is required to achieve grades that would enable them to go to a 'Russell Group' University. The programme includes 1-1 mentoring, visits from guest speakers, a Wednesday P6 session on a weekly basis and parental engagement through an MOT evening

**Success Criteria:**

- Improved progress and attainment of students in Aspire to Higher group and being mentored at PPEs and Summer exams

Date	Staff Responsible	Monitoring and Evaluation	Cost
On going	CAJ/MCL	KS4 co-ordinator to review reports weekly. Progress reviewed at each assessment point	<b>£2500</b>
<b>Impact 2017-2018</b>			

**Section: Allocation of Funding 2017-2018**

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