

Pupil premium strategy - review of impact

Monitoring and implementation

Area	Challenge	Mitigating action	Impact
Teaching	To ensure equity of curriculum accessibility for disadvantaged and SEN students	<ul style="list-style-type: none"> ● Continuous review of the curriculum in each subject to ensure progress is made for PP/SEN as well as non PP/SEN students. ● Funding of curriculum and cultural visits ● External consultant and SLE support for curriculum development ● Knowledge organisers 	<ul style="list-style-type: none"> ● Curriculum maps and SOW reviewed by the end of 2020. KS3, 4 and 5 handbooks in place for every subject (Curriculum aims, maps, SOW, knowledge organisers). Curriculum now implemented to ensure that all students are challenged equally and accessing an outstanding curriculum <p>QA analysis shows consistent implementation of curriculum for all students across all subject areas. Book look and Student voice activities target PP students proportionally. Evidence showing that there is a significant reduction in gap between the quality of outcome in PP students books/folders and non PP. A recent parental survey confirms this.</p> <ul style="list-style-type: none"> ● 6 students were funded for 5 curriculum/cultural visits. The cultural capital of students has increased significantly. ● All SLE recommendations put in place Chemistry consultant - Chemistry SOW now in place which has now ensured that the implementation of the curriculum is ensuring all students are being effectively targeted. ● Knowledge organisers are in place for all year groups in all subjects. Curriculum now implemented to ensure that all students are challenged equally and accessing an outstanding curriculum. A recent student voice exercise confirms consistent implementation.

		<ul style="list-style-type: none"> • CPD programme • Teach first programme • NPQ programme 	<ul style="list-style-type: none"> • Full programme of CPD for all staff linked to appraisal targets. Focus on curriculum implementation and the South Wirral Way of teaching is ensuring all disadvantaged students are accessing typically excellent curriculum and teaching. • Leading together programme for SLT and middle leaders is ensuring that leaders are clear on how they ensure strategies being implemented the whole school is having impact on disadvantaged students. EEF implementation plan is now being used by all leaders for whole school improvement strategy • 7 members of staff currently following an NPQ qualification - all extended due to school closure
	Improved literacy	<ul style="list-style-type: none"> • Year 7 Literacy intervention • Purchase of KS2/3 transition novel 	<ul style="list-style-type: none"> • 91% of students were working on or above target at the end of the programme • Novel purchased for all Y7 PP students which now provides equity of access to challenging reads for all students and improves the cultural capital of PP students
Targeted support	To ensure underachieving Year 11 students make progress to	<ul style="list-style-type: none"> • Multi agency one to one support for Y11 and 7 students • Intervention programme for one to one and small group support 	<ul style="list-style-type: none"> • Av SPI at Autumn assessments = -0.86 Av SPI at Spring assessments = -0.42 An improvement of 0.44 grades Project stopped at time of school closure • Small teaching group for English with TA for Literacy support ensures the ratio of adult professional v student is much higher for a larger proportion of disadvantaged SEN

	achieve full potential in Maths	<ul style="list-style-type: none"> ● Funded Easter school ● Purchase of revision guides ● PETXi programme 	<p>students. Proposed impact will be measured further at next GL assessment point to compare raw score data improvement</p> <ul style="list-style-type: none"> ● Easter school did not take place due to Covid19 school closure ● Revision guides purchased for all PP students ● This was scheduled for April 2020 and was cancelled due to Covid19 school closure
	To ensure underachieving Year 11 students make progress to achieve full potential in Science	<ul style="list-style-type: none"> ● Intervention programme for one to one and small group support ● Funded Easter school ● Purchase of revision guides ● PETXi programme 	<ul style="list-style-type: none"> ● Av SPI (predicted grade) at Autumn assessments = -0.28 Av SPI (predicted grade) at Spring assessments = -0.07 An improvement of 0.21 grades ● Easter school did not take place due to Covid19 school closure ● Revision guides purchased for all Y11 students ● Av SPI (predicted grade) at Autumn assessments = -0.40 Av SPI (predicted grade) at Spring assessments = 0.21 An improvement of 0.61 grades ● Av SPI (predicted grade) at Autumn assessments = -0.51 Av SPI (predicted grade) at Spring assessments = -0.06 An improvement of 0.45 grades

		<ul style="list-style-type: none"> Multi agency one to one support for Y11 and 7 students 	Project stopped at time of school closure
Wider strategies	Increased levels of attendance for disadvantaged and SEN students	<ul style="list-style-type: none"> Multi agency approach to attendance monitoring through daily actions, half termly review and interventions Summer school Transition plus Peripatetic music lessons 	<ul style="list-style-type: none"> Approximately 252 students monitored Average attendance 18/19 = 91.59% (to end of Spring term) Average attendance 19/20 = 87.51% (to end of Spring term) This shows how Covid 19 was beginning to impact before lockdown. All students attended the Summer school transition days. As a consequence, all students have an equitable induction into school standards and expectations which has ensured that the Year 7 start has increased engagement of PP students and reduced behaviour/persistent absence All students have now been exited from the formal transition plus programme. All continue to receive additional support Year 7 attendance since September = 90% 6 students: GW (98.32% 21/3/20, 94.84% Spring 2019) AM (94.12% 21/3/20, 99.21% Spring 2019) NC (100% 21/3/20, N/A Spring 2019) AS (97.9% 21/3/20, 99.20% Spring 2019) RR (86.32% 21/3/20, N/A Spring 2019) LW (86.13 21/3/20, 87.20% Spring 2019)
	Disadvantaged and SEN students will have access to a wide range of	<ul style="list-style-type: none"> Funding for disadvantaged students for curriculum and cultural visits 	<ul style="list-style-type: none"> Trips funded as follows: SA Outdoor Education visit SA Pantomime SO'B Outdoor education visit

	cultural and enriching opportunities as well as CIAG opportunities in all years	<ul style="list-style-type: none">• Outdoor education programme• Extra curricular programme	<ul style="list-style-type: none">• Funding for other curriculum and cultural visits were subsidised for disadvantaged students• 30% of the cohort participating in the extra curricular programme were PP students
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