

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | South Wirral High School |
| Number of pupils in school | 997 |
| Proportion (%) of pupil premium eligible pupils | 35 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020-2023 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | S Goodwin |
| Pupil premium lead | G Williams |
| Governor / Trustee lead | T Murphy |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year (includes LAC) | £290 410 |
| Recovery premium funding allocation this academic year | £38 135 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £328 545 |

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Impact of closure on learning: forgetting and loss of new learning |
| 2 | Quality first teaching |
| 3 | Quality of feedback |
| 4 | Parental engagement in the learning and progress of students |
| 5 | Poor attendance/punctuality |
| 6 | Lack of aspiration or expectation due to lack of immediate academic role models |
| 7 | Underachievement at KS1 and 2 in literacy and numeracy |
| 8 | Special educational needs; including behavioural and emotional, medical or cognitive. |
| 9 | Impact of school closure on health and well being |
| 10 | Lack of support/challenge for home learning |
| 11 | Financial constraints having immediate impact on the ability to resource tools for learning at home |
| 12 | Resilience and perseverance (character development) |
| 13 | Lack of engagement in extra-curricular activities |

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 |
|--|---|
| Diminishing the differences between disadvantaged and non-disadvantaged students by ensuring equitable access to the curriculum through developing literacy, quality first teaching and early intervention. | Progress 8 for PP in line with non PP |
| Closing the whole school progress and attainment gap by improving progress and attainment in Maths and Science. | Progress 8 for Maths and Science in line with English |
| Focusing on character education for all, ensuring disadvantaged students have every opportunity to engage in a range of social, educational and cultural activities that broaden not only their experiences, but also their soft skills. | Students achieve all LORIC pledges by the end of each key stage Annual Hook survey shows increased participation in extra curricular activities both in and out of school Extra curricular registers show increased participation |

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: £184 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Curriculum recovery through the SWW and the implementation of knowledge organisers and independent study logs | Curriculum review and GL progress tests data to determine gaps in curriculum and knowledge - review of curriculum maps and development of an Intervention programme for one to one and small group support (+5 months) | 1, 9 |
| Adaptation of the school curriculum for SEN | Curriculum review and GL progress tests data to determine gaps in curriculum and knowledge - review of curriculum maps and development of an Intervention programme for one to one and small group support (+5 months) | 8 |

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

Budgeted cost: £80 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Close the progress and attainment gap in Maths and Science | Curriculum review and GL progress tests data to determine gaps in curriculum and knowledge - review of curriculum maps and development of an Intervention programme for one to one and small group support (+5 months) Multi agency one to one support for Y11 and 7 students | 1, 2, 3, 4, 5, 6, 7, 8, 10 |

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|------------------------|--|----------------------------|
| | Purchase of GCSEpod for Y10 and 11 (+4 months) Academic mentors (+5 months) Tutoring programme (+5 months) | |
| Close the Literacy gap | Whole school Literacy strategy Small group tuition (+6 months) Small teaching group in Year 7 (+3 months) Intensive 1:1 phonics intervention in KS3 (+5 months) 1:1 reading comprehension intervention (+6 months) | 1, 2, 3, 4, 5, 6, 7, 8, 10 |

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

Budgeted cost: £60 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| Reduce PP and SEN students persistent absenteeism | Multi agency approach to attendance monitoring through daily actions, half termly review and interventions Summer school (+ 2months) Transition plus Peripetic music lessons (+2 months) Rewards programme | 3, 8 |
| CIAG and extra curricular programme | Funding for disadvantaged students for curriculum and cultural visits (+2 months) Outdoor education programme (+4 months) Extra curricular programme (+2 months) CIAG programme | 10, 11, 12 |

Total budgeted cost: £324 000

Part B: Review of outcomes in the previous academic year

Strategy aims for disadvantaged pupils

| Aim | Target | Aug 2021 (unvalidated) |
|---|--------|------------------------|
| Progress 8 | 0 | 0.06 |
| Attainment 8 | 41.47 | 46.04 |
| Percentage of Grade 5+ in English and maths | 20% | 45% |
| Percentage of Grade 4+ in English and Maths | 42% | 62% |

Monitoring and implementation

| Area | Challenge | Mitigating action | Impact |
|----------|---|---|---|
| Teaching | To ensure equity of curriculum accessibility for disadvantaged and SEN students | <p>FIP recovery objective outlining how the curriculum gaps created through school closure due to Covid-19 will be addressed.</p> <p>Continuous review of the curriculum in each subject to ensure progress is made for PP/SEN as well as non PP/SEN students.</p> <p>Knowledge organisers and SWW embedded into everyday practice through either face to face teaching or a remote learning programme</p> <p>Funding of curriculum and cultural visits</p> | <p>FIP objectives in place and actioned in all subject areas</p> <p>Curriculum maps and SOWS continuously reviewed and adjusted to counter impact of lockdown 3. QA analysis shows this is consistent across all subject areas</p> <p>Knowledge organisers and in place and routinely used in every subject area and form the basis for routine retrieval practice</p> <p>Due to Covid restrictions no curriculum or cultural visits took place</p> |
| | All students will have access to Quality First Teaching by all | CPD programme including HUBS | Full programme of CPD for all staff linked to appraisal targets. Focus on curriculum implementation and the South |

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| | members of staff and subjects | <p>Teach first programme</p> <p>NPH programme</p> <p>Additional appraisal</p> | <p>Wirral Way of teaching is ensuring all disadvantaged students are accessing typically excellent curriculum and teaching.</p> <p>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</p> <p>7 members of staff currently following an NPQ programme - 1 successful completion and 6 extended due to school closure</p> <p>1 member of staff is currently being supported through Additional Appraisal and this continues into the 21-22 academic year</p> |
| | Improved literacy and Numeracy | <p>CAT4 and spelling and reading data used to identify intervention groups</p> <p>Year 7 Literacy and Numeracy intervention</p> <p>Purchase of KS2/3 transition novel</p> | <p>CAT4 and GL assessments in place and students requiring intervention identified</p> <p>This group of students have made very little progress in reading, spelling and Maths. Change to intervention programme in place for 21-22</p> <p>Novel purchased for all Y7 PP students which now provides equity of access to challenging reads for all students and</p> |

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| | | External intervention provision | improves the cultural capital of PP students Maths academic mentor programme - data shows that this is beginning to have an impact but full analysis is not yet possible as the programme was delayed due to lockdown 3 |
| Targeted support | To ensure students 'catch up' and make progress to achieve full potential in Maths, English and Science | FIP recovery objective: curriculum review and GL progress tests data to determine gaps in curriculum and knowledge - review of curriculum maps and development of an Intervention programme for one to one and small group support (+5 months) Multi agency one to one support for Y11 and 7 students Purchase of GCSEpod for Y10 and 11 (+4 months) Year 11 progress reviews Academic mentors (+5 months) | Maths - Year 8 continues to be a concern as do those areas of the curriculum impacted by lockdown 1 and 3 English - All year groups are not yet at the National average Science - full analysis is not yet possible as not enough curriculum time as taken place as yet Academic mentor (Maths) - Data shows that this is beginning to have an impact but full analysis is not yet possible as the strategy was delayed due to lockdown 3 |
| | To ensure Literacy gaps are closed | Whole school Literacy strategy Small group tuition (+6 months) Small teaching group in Year 7 (+3 months) | This group did not meet the target improvement and a change to the literacy programme is planned for 21-22 |
| Wider strategies | Increased levels of attendance for disadvantaged and SEN students | Multi agency approach to attendance monitoring through daily actions, half termly review and interventions Attendance focused Student Welfare Officer Summer school (+2months) | SEND and PP students achieving over 96% attendance have both increased despite the pandemic. Students in these categories who do not have other complicated home contexts have responded well to interventions. |

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|--|---|---|---|
| | | <p>Transition plus</p> <p>Peripatetic music lessons (+2 months)</p> <p>Rewards programme</p> | <p>Students in both groups with complex home lives have been hardest hit by the pandemic. Significant outreach has taken place where families were unwilling to send their children to school during lockdowns - this has impacted total % figures.</p> |
| | <p>Disadvantaged and SEN students will have access to a wide range of cultural and enriching opportunities as well as CIAG opportunities in all years</p> | <p>Funding for disadvantaged students for curriculum and cultural visits (+2 months)</p> <p>Outdoor education programme (+4 months)</p> <p>Extra curricular programme (+2 months)</p> <p>CIAG programme</p> | <p>Due to Covid restrictions these did not take place</p> |