

# 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	1052
Proportion (%) of pupil premium eligible pupils	35
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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)	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£328 545</b>

## 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 SSW 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 Purchase of GCSEpod for Y10 and 11 (+4 months)	1, 2, 3, 4, 5, 6, 7, 8, 10

	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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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**

