

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	33.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	M Cloherty
Pupil premium lead	D Harrison
Governor / Trustee lead	J Clegg

Whole School	Year	PP Students	% Year Group
All Students (2023/2024)	Year 7	66	19.1%
All Students (2023/2024)	Year 8	83	24.0%
All Students (2023/2024)	Year 9	74	21.4%
All Students (2023/2024)	Year 10	63	18.2%
All Students (2023/2024)	Year 11	53	15.3%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (includes LAC)	£329,040
Recovery premium funding allocation this academic year	£81, 972
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£411,012

Part A: Pupil premium strategy plan

Statement of intent

Successful learners, confident & inspired individuals and active, responsible citizens.

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	Attendance & Punctuality
2	Behaviour & Attitudes
3	Quality first teaching and responsive teaching (the South Wirral Way)
4	Parental engagement in the learning and progress of students
5	Impact of pandemic on learning
6	Social barriers including technological and economical factors
7	Aspiration and expectations within the home
8	Underachievement at KS1/KS2 (impact of the pandemic)
9	Special educational needs, including students with EHCPs
10	Financial constraints and the barriers this presents
11	Poor literacy and numeracy within the home
12	Engagement in extracurricular activities, PSHCE & CIAG education
13	Resilience and character development

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 (Linked School Improvement Document - [2c DHA](#))

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 (the South Wirral Way) 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.	<p>Students achieve all LORIC pledges by the end of each key stage</p> <p>Annual Hook survey shows increased participation in extracurricular activities both in and out of school</p> <p>Extra curricular registers show increased participation</p> <p>Increased engagement in CIAG opportunities, including work experience</p>

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, following the EEF wave model.

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)	3 4 5 7 8 9 11 13
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)	3 4 5 7 8 9 11 13

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 Responsive teaching as part of whole school improvement in teaching and learning	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	2 3 4 5 6 7 8 9 11 13



	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)	2 3 4 5 6 7 8 9 11 13

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 VO focus at KS4 and KS5	1 2 5 6 7 10
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	1 2 4 5 6 7 10 12 13

Total budgeted cost: £324 000