

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	% per Year Group
All Students (2023/2024)	Year 7	66/212	31%
All Students (2023/2024)	Year 8	83/212	39%
All Students (2023/2024)	Year 9	74/212	35%
All Students (2023/2024)	Year 10	63/135	46%
All Students (2023/2024)	Year 11	53/175	30%
All Students (2023/2024)	Year 12/13	Y12 6/47 & Y13 6/36	Y12 - 12.7% Y13 - 16.7%

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	£422, 012

Part A: Pupil premium strategy plan

Statement of intent

We want our young people to be successful learners, confident & inspired individuals and active, responsible citizens; a school where every child matters and every child thrives.

South Wirral believes in an inclusive education and we endeavour to remove barriers to learning to support students from all backgrounds. Our quality first teaching is at the heart of every child's educational journey and we hope to inspire our learners to maximise all their potential, across the course of their time at South Wirral.

The intent of our pupil premium strategy is to support disadvantaged learners to achieve good outcomes and to ensure at any attainment level on entry at Key Stage 3, our learners are provided with a quality curriculum where they can excel.

South Wirral have identified key challenges to our disadvantaged learners and have outlined them below. In the strategy document we endeavour to ensure the strategies in place act as a foundation for closing the attainment gap at KS4 and ensure that the progress 8 outcome for Pupil Premium students is 0 or positive.

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
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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 (the South Wirral Way) and early intervention.	<p>Progress 8 for PP and non PP to be the same or the gap is minimal in data sets. Progress 8 to improve from the data set of 2023.</p> <p>Interventions reviewed alongside SEND interventions to identify knowledge gaps. Reading ages support an understanding of the interventions required also.</p>
Attendance rates will recover from pandemic and be the same or above national average (pre- pandemic national average of 94.7%).	<p>Attendance officer and new pastoral structure to ensure PP students are a focus in attendance meetings.</p> <p>Transition programme supports students with persistent absenteeism in primary schools and meetings begin at this point to address attendance concerns as well as support.</p>
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 for PP students.
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> <p>Student voice is positive in all quality assurance snapshots across the academic year</p> <p>Student leaders develop student leadership, including those students who are PP (Form Captains)</p>
High quality support for pupils with social, emotional and mental health issues.	Students welfare officers and SEND teams to support students with SEMH

Improve progress and outcomes for all students with a focus on standards and routines for student success.	Behaviour systems in school support PP students to excel in learning. Meetings with PP parents/families to identify any barriers to learning and support, where required, during the cost of living 'crisis'.
Support families in our community in ensuring that wellbeing and barriers financially are supported socially and in learning too.	Resourcing students who are PP with revision guides and technology if required, alongside the social supermarket.

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 South Wirral Way 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 SEND	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
Responsive teaching as part of the new assessment model and framework at KS3	Exploring KS3 % data on assessment and adapting curriculums alongside the national curriculum to ensure that students are being provided with interventions and actions on how to progress and improve - this can be evidenced in the assessment QA, reporting	2 3 5 8 9 13



	processes and average %s for students in KS3	
Academic mentor programme to support KS4 students where knowledge gaps are identified.	Improvement in PP P8 at KS4 where students are provided with interventions based on underperformance - this may be due to poor attendance/engagement.	2 3 5 6 7 8 9 13
Core Hub is an effective internal provision in Core GCSE subjects to support vulnerable students and students at risk of exclusion.	Attendance improvements for students who are selected for Core Hub which therefore support improvement in attainment Risk of NEET students are supported through Core Hub lead and vulnerables meetings identify the CIAG support required in preparing students for post 16.	1 2 3 4 5 7 8 9 12 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 Purchase of GCSEpod for Y10 and 11 (+4 months) Academic mentors (+5 months) Tutoring programme (+5 months)	2 3 4 5 6 7 8 9 11 13
Close the Literacy gap	Whole school Literacy strategy Small group tuition (+6 months) Small teaching group in Years 7-9 (+3 months) Intensive 1:1 phonics intervention in KS3 (+5 months)	2 3 4 5 6 7 8 9 11 13



	1:1 reading comprehension intervention (+6 months)	
Easter School/Summer School programmes to support PP student progress post PPE2 and in the transition programme for Y6>Y7.	Improved grades for PP students (P8) Attendance to programmes evidence student engagement in school incentives to improve attainment leading to Y11	2 3 4 5 6 7 8 9 11 13
External resources to provide interventions for students where there is underperformance, with a focus on Maths/Science	Utilisation of PetXi to improve attainment in Maths/Science. Identification of students where there is underperformance and improve knowledge gaps/revision strategies to improve. 3 days across the course of the academic year - post PPEs.	2 3 5 13
Pupil Premium coaches for Y11 students with a focus on progress and wellbeing(P8).	Nurture approach to support challenges students face in Y11 over the course of the academic year. Allow students a forum linking with a member of staff to identify successes and areas to improve.	2 3 4 5 6 7 8 9 11 13
Whole school intervention programme	Intervention programme is reviewed at each assessment point and the offer supports students from October through to the external summer examinations. Evidence supporting this approach improves outcome and student organisation, resilience and character.	2 3 4 6 7 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	1 2 5 6 7 10



	<p>Summer school (+ 2months)</p> <p>Transition plus</p> <p>Peripetic music lessons (+2 months)</p> <p>Rewards programme</p> <p>VO focus at KS4 and KS5</p> <p>Attendance officer within the school staffing structure to support improving attendance for PP/SEND</p>	
CIAG and extra curricular programme	<p>Funding for disadvantaged students for curriculum and cultural visits (+2 months)</p> <p>Outdoor education programme (+4 months)</p> <p>Work experience programme for Y10/Y12 - 2 weeks at the end of summer term 2.</p> <p>Extra curricular programme (+2 months)</p> <p>CIAG programme</p> <p>TCAT links with extra curricular, an example being the Rowing programme</p>	1 2 4 5 6 7 10 12 13
Careers Fair (Autumn Term)	Supports students in providing them with access to careers information and careers education on external providers in education and careers	1 2 4 5 6 7 10 12 13
Rewards Trips and Breakfast Rewards	Students, throughout the course of the year, will be provided the opportunity to attend rewards trips should they meet the criteria. The pastoral team runs a rewards breakfast in school - half termly.	1 2 4 5 6 7 10 12 13
Mental health is at the core of the PD/PSHE curriculum planning and lessons for the academic year	<p>(mind.org) 1 in 4 people in the UK will experience a mental health problem each year. Covid 19 has also had a negative impact with 54% of children and young people.</p> <p>Wellbeing and welfare teams within the school, alongside the PD team will ensure students are exposed to resources to support mental wellness.</p>	1 2 3 4 5 13
Absence, punctuality and attendance	Punctuality focus on ensuring students see the importance of being on time and punctual.	1 2 3 4 5 6 9 13



	Communication through Arbor to highlight punctuality/attendance statistics to families.	
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Total budgeted cost: £324 000