

Pupil Premium Strategy 23/34 - Review of Impact

Strategy aims for disadvantaged pupils

Aim	Aug 2019 (pre-covid)	Aug 2022	Aug 2023	Aug 2024
Progress 8	-0.29	-0.68	-0.79	-1.04
Attainment 8	38.00	34.47	32.39	29.5
Percentage of grade 5+ in English and Maths	20%	19.7%	11.7%	8.3%
Percentage of 4+ in English and Maths	47.3%	39.3%	36.7%	29.2%

Monitoring and Implementation

Area	Challenge	Mitigating Action	Impact
Teaching	Curriculum recovery through the South Wirral Way and the implementation of knowledge organisers and independent study logs	Curriculum review and use of GL assessment data to identify gaps in the curriculum and knowledge at KS3 Informed intervention programme for small group support	Routine curriculum reviews in place. Quality assurance processes show that GL assessment data for English & Maths is routinely used to make curriculum changes. It informs small group programmes of study delivered by academic mentors & TA's

			<p>Year 7 GL assessment (national = 100)</p> <table border="1"> <thead> <tr> <th></th> <th>Oct 2023</th> <th>July 2024</th> </tr> </thead> <tbody> <tr> <td>English (PP)</td> <td>97.6</td> <td>100</td> </tr> <tr> <td>Maths (PP)</td> <td>92.9</td> <td>95.5</td> </tr> </tbody> </table>		Oct 2023	July 2024	English (PP)	97.6	100	Maths (PP)	92.9	95.5								
	Oct 2023	July 2024																		
English (PP)	97.6	100																		
Maths (PP)	92.9	95.5																		
Adaptation of the school curriculum for SEND	Adaptation of the school curriculum for SEND.	<p>K code document for all students in place, stating most effective methods to teach each SEND student</p> <table border="1"> <thead> <tr> <th>P8</th> <th>All</th> <th>SEN</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>-0.37</td> <td>-0.18</td> </tr> <tr> <td>Maths</td> <td>-0.28</td> <td>-0.2</td> </tr> <tr> <td>English</td> <td>-0.26</td> <td>0.03</td> </tr> <tr> <td>EBacc</td> <td>-0.67</td> <td>-0.46</td> </tr> <tr> <td>Open</td> <td>-0.22</td> <td>-0.03</td> </tr> </tbody> </table>	P8	All	SEN	Overall	-0.37	-0.18	Maths	-0.28	-0.2	English	-0.26	0.03	EBacc	-0.67	-0.46	Open	-0.22	-0.03
P8	All	SEN																		
Overall	-0.37	-0.18																		
Maths	-0.28	-0.2																		
English	-0.26	0.03																		
EBacc	-0.67	-0.46																		
Open	-0.22	-0.03																		
Responsive teaching as part of the new assessment model and framework at KS3	Use of KS3 assessment data to inform next steps of teaching and adapting the curriculum to meet these needs whilst adhering to the National curriculum	The quality assurance process has monitored all assessments at KS3 so that they now have interventions and actions afterwards to enable students to improve and make progress																		
Academic mentor programme to	Academic mentors used to support the most vulnerable PP	All graded in English Language, Maths & Science. Two students gained a 4 in Maths and 1 a 4-4 in Science.																		

	<p>support KS4 students where knowledge gaps are identified.</p> <p>Core Hub is an effective internal provision in Core GCSE subjects to support vulnerable students and students at risk of exclusion.</p>	<p>students and deliver a reduced curriculum offer of English, Maths & Science in order to enable students to gain GCSE's and support with choices (CIAG) post 16.</p>																									
Targeted support	<p>Close the progress and attainment gap in Maths and Science</p> <p>Responsive teaching as part of whole school school improvement in teaching and learning</p>	<p>PP students included in extra support sessions.</p> <p>Bespoke small group sessions for PP students.</p> <p>Dynamic setting after PPEs to support closing knowledge gaps in maths</p> <p>Science intervention focussed on key gaps and losing them.</p>	<p>Year 11 results and impact attendance has on attainment of PP students</p> <table border="1"> <thead> <tr> <th></th> <th>Overall</th> <th>PP</th> <th>PP with Attendance above 92%</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>-0.32</td> <td>-1.21</td> <td>-0.83</td> </tr> <tr> <td>Biology</td> <td>-0.83</td> <td>-1.36</td> <td>-1.37</td> </tr> <tr> <td>Chemistry</td> <td>-1.13</td> <td>-1.53</td> <td>-1.72</td> </tr> <tr> <td>Physics</td> <td>-0.51</td> <td>-1.29</td> <td>-1.45</td> </tr> <tr> <td>Science</td> <td>-0.66</td> <td>-1.2</td> <td>-0.68</td> </tr> </tbody> </table>		Overall	PP	PP with Attendance above 92%	Maths	-0.32	-1.21	-0.83	Biology	-0.83	-1.36	-1.37	Chemistry	-1.13	-1.53	-1.72	Physics	-0.51	-1.29	-1.45	Science	-0.66	-1.2	-0.68
		Overall	PP	PP with Attendance above 92%																							
Maths	-0.32	-1.21	-0.83																								
Biology	-0.83	-1.36	-1.37																								
Chemistry	-1.13	-1.53	-1.72																								
Physics	-0.51	-1.29	-1.45																								
Science	-0.66	-1.2	-0.68																								
	<p>Close the Literacy gap</p>	<p>Whole school reading strategy.</p>	<p>Interventions impact on reading ages:</p>																								

	<p>Reading ages assessed by GL assessment</p> <p>Interventions in place for students behind their chronological reading age.</p>	<p>Year 9 small group reading: 1 year 5 months average progress</p> <p>SWW Reciprocal reading: Year 8 - 9 months average progress Year 7 - 8.8 months average progress</p> <p>Phonics: Year 8 - 13 months average progress Year 7 - 18 months average progress</p>
<p>Easter School/Summer School programmes to support PP student progress post PPE2 and in the transition programme for Y6>Y7.</p>	<p>Year 11 Easter School</p> <p>Transition summer school</p>	<p>35% of students who attended Easter school were eligible for Pupil Premium</p> <p>33% of students who attended Summer school were eligible for Pupil Premium. 48 out of 72 Y7 students who are pupil premium eligible attended Summer School (66%)</p>
<p>External resources to provide interventions for students where there is underperformance, with a focus on Maths/Science</p>	<p>Pet-Xi used to support Science. 1 day Higher Chemistry 1 day Foundation Chemistry 1 day Physics PP represented proportionally in each session</p>	<p>All PP students on Chemistry received a day of tuition, one stayed the same, 3 improved by 4 grades and 3 dropped a grade from December PPE's</p>
<p>Pupil Premium coaches for Y11 students with a focus on progress and wellbeing(P8).</p>	<p>Nurture approach to support challenges students face in Year 11 over the course of the academic year. Allow students a forum to link</p>	<p>All PP students had regular meetings with either the Year 11 pastoral team or an SLT mentor over the year.</p>

		<p>with a member of staff to identify successes and areas to improve. Appropriate pathways for PP students</p> <p>48 PP students in year 11: 7 with SLT mentors 32 with pastoral team mentors 4 Full time alternate provision 5 in CoreHub</p>		Overall	PP	PP with Attendance above 92%
			English language	-0.23	-0.65	-0.36
			English Literature	-0.47	-0.96	-0.43
			Geography	-0.79	-1.35	-1.42
			History	-0.29	-1.05	-1.15
			French	-0.65	-1.69	n/a
	Whole school intervention programme	<p>Intervention timetable ran for year 11 from October until the summer exams. Reward structure in place to support good attendance. Both specific & generic interventions ran to support students with revision, organisation, resilience & character.</p>	Attendance to specific sessions where a gap had been identified was better than generic interventions.			
Wider strategies	Reduce PP and SEN	Multi agency approach to	Attendance figure for whole school 2023/24: 89%			

	<p>students persistent absenteeism</p>	<p>attendance monitoring through daily actions, half termly reviews and interventions</p> <p>Transition plus</p>	<p>Attendance figure for PP students 2023/24: 82.6%</p> <p>The attendance of PP students is lower than the whole cohort.</p> <p>The 'change' is the change in attendance from year to the next. This remains similar in the majority of year groups.</p> <table border="1" data-bbox="1279 445 2018 836"> <thead> <tr> <th></th> <th>8 PP (all)</th> <th>9 PP (all)</th> <th>10 PP (all)</th> <th>11 PP (all)</th> </tr> </thead> <tbody> <tr> <td>2022/23</td> <td>87.7 (92)</td> <td>86.5 (91)</td> <td>84.3 (88.7)</td> <td>77.8 (87.6)</td> </tr> <tr> <td>2023/24</td> <td>82.5 (87.9)</td> <td>78.9 (86.2)</td> <td>82.4 (87.4)</td> <td>77 (87.9)</td> </tr> <tr> <td>Change</td> <td>-5.2 (-4.1)</td> <td>-7.6 (-4.8)</td> <td>-1.9 (-1.3)</td> <td>-0.8 (0.3)</td> </tr> </tbody> </table> <p>Attendance in percentage</p>		8 PP (all)	9 PP (all)	10 PP (all)	11 PP (all)	2022/23	87.7 (92)	86.5 (91)	84.3 (88.7)	77.8 (87.6)	2023/24	82.5 (87.9)	78.9 (86.2)	82.4 (87.4)	77 (87.9)	Change	-5.2 (-4.1)	-7.6 (-4.8)	-1.9 (-1.3)	-0.8 (0.3)
	8 PP (all)	9 PP (all)	10 PP (all)	11 PP (all)																			
2022/23	87.7 (92)	86.5 (91)	84.3 (88.7)	77.8 (87.6)																			
2023/24	82.5 (87.9)	78.9 (86.2)	82.4 (87.4)	77 (87.9)																			
Change	-5.2 (-4.1)	-7.6 (-4.8)	-1.9 (-1.3)	-0.8 (0.3)																			
	<p>CIAG and extra curricular programme</p> <p>Careers Fair (Autumn Term)</p> <p>Rewards Trips and Breakfast Rewards</p>	<p>Funding for curriculum and cultural visits</p> <p>Peripatetic music lessons</p> <p>Work experience for year 10 & 12</p> <p>Careers meeting for all students at KS4 & 5</p> <p>CIAG programme</p> <p>Year group rewards programme</p>	<p>PP students engaged with all activities.</p> <p>Extra curricular clubs ran across all faculties, 27 at lunchtime and 25 afterschool.34% of the whole school cohort attended at least one of these clubs and 37% of the PP cohort attended.</p>																				

		in place	
	Mental health is at the core of the PD/PSHE curriculum planning and lessons for the academic year	Curriculum in place to ensure students are exposed to resources to support mental wellness.	PSHE curriculum in place
	Absence, punctuality and attendance	Whole school punctuality focus, students see the importance of being punctual and the impact of lost learning. Sanctions in place for students who aren't punctual	Punctuality to school and lessons improved

We have analysed the performance of the school's disadvantaged pupils during the previous year, drawing on national data and our own internal summative and formative assessments and we have found there are shoots of improvement at KS3, GL data on Maths, English and Reading shows the progress of PP students is improving. The phonics intervention is supporting students to access the full curriculum.

Disadvantaged students are fairly represented in all activities and barriers are removed to allow them to engage with trips, extra lessons and 1-2-1 support when appropriate.

Students with SEN needs are performing better than the whole cohort at GCSE, so the provision of support is working.

Our evaluation of students with PP needs at GCSE shows that they are performing significantly worse than the rest of the cohort, despite the extra support listed above,-1.04 compared to -0.37.

Strategies that were successful previously have not had the impact we would have expected. This follows the National picture regarding PP students.

National Audit Report July 2024 'Despite this investment, disadvantaged children performed less well than their peers across all areas and school phases in 2022/23. The gap in children's attainment had been narrowing before the COVID-19 pandemic, which then had a detrimental impact. The gap continues to widen for key stage 4, which is when children leave school'

Our gap has widened between PP and non-PP students but the improvements shown in the review at KS3 should start to reverse this trend, along with a clear focus on attendance, punctuality, routine and meeting needs quickly and effectively of PP students in the updated strategy plan.