

Pupil Premium Strategy 24/25 - Review of Impact

Strategy aims for disadvantaged pupils

Aim	Aug 2019 (pre-covid)	Aug 2022	Aug 2023	Aug 2024	Aug 25
Progress 8	-0.29	-0.68	-0.79	-1.04	-0.96
Attainment 8	38.00	34.47	32.39	29.5	28.46
Percentage of grade 5+ in English and Maths	20%	19.7%	11.7%	8.3%	10.7%
Percentage of 4+ in English and Maths	47.3%	39.3%	36.7%	29.2%	32.10%

Monitoring and Implementation

Area	Challenge	Mitigating Action	Impact
Teaching	Curriculum recovery through the South Wirral Way and the implementation of knowledge organisers and independent	Curriculum review and use of GL assessment data to identify gaps in the curriculum and knowledge at KS3 Informed intervention	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

study logs	programme for small group support	<p>Year 7 GL assessment (national = 100)</p> <table border="1" data-bbox="1066 309 2022 504"> <tr> <td></td> <td>Oct 2023</td> <td>Nov 2025</td> </tr> <tr> <td>English (PP)</td> <td>97.6</td> <td>95.2</td> </tr> <tr> <td>Maths (PP)</td> <td>92.9</td> <td>91.1</td> </tr> </table>		Oct 2023	Nov 2025	English (PP)	97.6	95.2	Maths (PP)	92.9	91.1																					
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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" data-bbox="1066 671 2022 1054"> <thead> <tr> <th>P8</th> <th>All (2024)</th> <th>SEN (2024)</th> <th>All (2025)</th> <th>SEN (2025)</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>-0.37</td> <td>-0.18</td> <td>-0.34</td> <td>-0.94</td> </tr> <tr> <td>Maths</td> <td>-0.28</td> <td>-0.2</td> <td>-0.26</td> <td>-0.63</td> </tr> <tr> <td>English</td> <td>-0.26</td> <td>0.03</td> <td>0</td> <td>-0.77</td> </tr> <tr> <td>EBacc</td> <td>-0.67</td> <td>-0.46</td> <td>-0.55</td> <td>-1.10</td> </tr> <tr> <td>Open</td> <td>-0.22</td> <td>-0.03</td> <td>-0.40</td> <td>-1.09</td> </tr> </tbody> </table>	P8	All (2024)	SEN (2024)	All (2025)	SEN (2025)	Overall	-0.37	-0.18	-0.34	-0.94	Maths	-0.28	-0.2	-0.26	-0.63	English	-0.26	0.03	0	-0.77	EBacc	-0.67	-0.46	-0.55	-1.10	Open	-0.22	-0.03	-0.40	-1.09
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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																														

	<p>Academic mentor programme to 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>Academic mentors used to support the most vulnerable PP 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>	<p>All graded in English Language, Maths & Science. Two students gained a 4 in Maths and 1 in English</p>																																									
<p>Targeted support</p>	<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" data-bbox="1061 743 2022 1233"> <thead> <tr> <th></th> <th>Overall (24)</th> <th>PP (24)</th> <th>Overall (25)</th> <th>PP (25)</th> <th>PP with Attendance above 92% (25)</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>-0.32</td> <td>-1.21</td> <td>-0.27</td> <td>-0.8</td> <td>-0.18</td> </tr> <tr> <td>Biology</td> <td>-0.83</td> <td>-1.36</td> <td>-0.8</td> <td>-1.40</td> <td>-0.03</td> </tr> <tr> <td>Chemistry</td> <td>-1.13</td> <td>-1.53</td> <td>-1.19</td> <td>-1.61</td> <td>-1.13</td> </tr> <tr> <td>Physics</td> <td>-0.51</td> <td>-1.29</td> <td>-1.00</td> <td>-1.36</td> <td>-0.38</td> </tr> <tr> <td>Science</td> <td>-0.66</td> <td>-1.2</td> <td>-0.44</td> <td>-0.74</td> <td>-0.28</td> </tr> </tbody> </table>							Overall (24)	PP (24)	Overall (25)	PP (25)	PP with Attendance above 92% (25)	Maths	-0.32	-1.21	-0.27	-0.8	-0.18	Biology	-0.83	-1.36	-0.8	-1.40	-0.03	Chemistry	-1.13	-1.53	-1.19	-1.61	-1.13	Physics	-0.51	-1.29	-1.00	-1.36	-0.38	Science	-0.66	-1.2	-0.44	-0.74	-0.28
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	Close the Literacy gap	Whole school reading strategy. Reading ages assessed by GL assessment Interventions in place for students behind their chronological reading age.				
				2023	2024	2025
			Phonics - Y7	+15 months	+18 months	+12 months
			Phonics - Y8	+9 months	+13 months	+12 months
			Reciprocal Reading - Y7	-	+8.8 months	+10 months
			Reciprocal Reading - Y8	+12 months	+9 months	+12 months
	Easter School/Summer School programmes to support PP student progress post PPE2 and in the transition programme for Y6>Y7.	Year 11 Easter School Transition summer school	35% of students who attended Easter school (Apr 2024) were eligible for Pupil Premium 66% of students who attended Summer school 2024 and 45% in 2025 were eligible for Pupil Premium. 48 out of 72 Y7 students who are pupil premium eligible attended Summer School (66%) in 2024 and 39 out of 115 (45%) in 2025			
	External resources to provide interventions for students where there is underperformance, with a focus on	Pet-Xi used to support Science. 1 day Higher Chemistry 1 day Foundation Chemistry 1 day Physics	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			

Maths/Science	PP represented proportionally in each session						
Pupil Premium coaches for Y11 students with a focus on progress and wellbeing(P8).	<p>Nurture approach to support challenges students face in Year 11 over the course of the academic year. Allow students a forum to link 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>	All PP students had regular meetings with either the Year 11 pastoral team or an SLT mentor over the year.					
			Overall (2024)	PP (2024)	Overall (2025)	PP (2025)	PP with Attendance above 92% (2025)
		English language	-0.23	-0.65	-0.10	-0.70	-0.20
		English Literature	-0.47	-0.96	0.06	-0.78	0.02
		Geography	-0.79	-1.35	-0.25	-0.68	-0.33
		History	-0.29	-1.05	-0.20	-0.70	-0.16
		French	-0.65	-1.69	0.58	0.86	1.12
Whole school	Intervention timetable	Attendance to specific sessions where a gap had been identified was					

	intervention programme	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.	better than generic interventions.																									
Wider strategies	Reduce PP and SEN students persistent absenteeism	Multi agency approach to attendance monitoring through daily actions, half termly reviews and interventions Transition plus	<p>Attendance figure for whole school 2023/24: 89% Attendance figure for PP students 2023/24: 82.6%</p> <p>The attendance of PP students is lower than the whole cohort. 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="1064 815 1803 1305"> <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>2024/25</td> <td>87 (90.5)</td> <td>82.2 (87.9)</td> <td>82.6 (87.2)</td> <td>76.5 (81.8)</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)	2024/25	87 (90.5)	82.2 (87.9)	82.6 (87.2)	76.5 (81.8)	Change	-5.2 (-4.1)	-7.6 (-4.8)	-1.9 (-1.3)	-0.8 (0.3)
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	<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 in place</p>	<p>PP students engaged with all activities. 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>
	<p>Mental health is at the core of the PD/PSHE curriculum planning and lessons for the academic year</p>	<p>Curriculum in place to ensure students are exposed to resources to support mental wellness.</p>	<p>PSHE curriculum in place</p>

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.