

Pupil premium strategy statement – South Wirral High School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1036
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025, 2026, 2027
Statement authorised by	M Cloherty
Pupil premium lead	G Williams
Governor / Trustee lead	J Quayle

Cohort (25/26)

Whole school	Year Group	PP students	% per Year Group
All students	Year 7	68/167	41%
	Year 8	77/196	39%
	Year 9	90/213	42%
	Year 10	81/209	39%
	Year 11	74/202	37%
	Year 12	3/19	16%
	Year 13	0/30	0%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25/26)	£375 175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£375 175

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 between Pupil premium and non-pupil premium students

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Resilience and character
3	Financial constraints in the home and the barriers this presents
4	Parental engagement in the learning and progress of students
5	Social barriers including technological and economical factors
6	Aspiration and expectations within the home
7	Poor literacy and numeracy within the home
8	Underachievement at KS1/KS2 (impact of the pandemic)
9	Special educational needs, including students with EHCPs
10	Engagement in extracurricular activities, PSHCE & CIAG education to develop resilience and character.

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 diminished in data sets.</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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Responsive teaching, CPD in faculties to develop teachers to respond quickly & efficiently to students gaps in knowledge and close them.	Individualised instruction (+4 months) Feedback (+6 months)	2,3,4,5,6,7,8,9,10
Adaptation of the school curriculum for SEND	Continual review of curriculum maps, knowledge organisers, assessments via faculties QA Individualised instruction (+4 months)	
Homework, renewed focus and rewards/sanctions to support	Students in good working routines of completing homework (+5 months)	2,4,5,6
Oracy language scholars with all of year 7	Students to have specific oral language activities (+6 months)	2,6,8
Sparx for all students	Intelligent tutoring system that scaffolds learning (+7 months)	2,6,8

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close the Literacy gap through small group teaching of Phonics and reading. Some 1:1 teaching of Phonics.	Whole school literacy strategy GL reading data to identify starting points and progress Small group teaching (+4 month) One to one tuition (+5 months) Phonics tuition (+5 months) Teaching assistant intervention (+4 months)	7,8,9
Close the attainment gap in Maths for students who arrive 'not secondary ready' Small group teaching of core maths skills	KS2 data, GL Maths data to monitor progress, internal data to monitor progress Small group teaching (+4 month) Teaching assistant intervention (+4 months)	7 & 8
Year 11 whole school intervention programme	Intervention programme reviewed at each assessment point and altered to focus on key issues arising Small group teaching (+4 months) Feedback informed sessions (+6 months)	1-9
Year 11 'reluctant writers' Small group support to regularly practise writing in order to complete essay questions in exams	Identified from PPE's and faculties, monitored via exams. Small group teaching (+4 month)	2,6,8,9
Coach for Year 11 Pupil premium,	Nurture approach/mentoring to support challenges students face in y11 - link formed with a member of staff to support (+2 months)	1-10
Internal alternative provision, Core Hub, to support vulnerable students at risk of exclusive and poor attenders (EBSA) to gain	Attendance of students improves and therefore their access to qualifications and futures information. Risk of NEET decreases Small group tuition (+ 4 months)	1-10

qualifications and futures support.		
Summer school for KS2/KS3 transition, all PP students invited	Early support of PP students by staff, relationships built, awareness of routines, expectations of a new school.(+3 months)	1-10
Identification & formalising of students SEN needs	Parental support with EHCP forms and understanding of SEN needs to allow student to access full curriculum Parental engagement (+4 months)	2,3,4,5,6,7,9

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of staff with responsibility to improve attendance	Strategies run consistently across the school, staged approach. Statutory guidance followed & applied Identifying of trends Early identification of persistent non-attenders	1-10
Member of staff completing daily attendance calls	Profile of attendance high, expectation that students are in school, early identification of barriers to attending	1-10
Pastoral staff, hour a day solely on attendance	Kept as a priority Year group attendance monitored daily Staged approach to improving attendance and identifying & removing barriers.	1-10
Punctuality	Punctuality focus on ensuring students see the importance of being on time, rewards & sanctions in place to support this. Information shared via Arbor with parents and meeting called if punctuality is constantly an issue via the pastoral team	1 & 4

<p>Funding for PP students to partake in extra curricular activities</p>	<p>Peripatetic music lessons Attending cultural activities (+2 months) eg Theatre trips Outdoor education activities (+4 months) eg; Dof E</p>	<p>3</p>
<p>CIAG activities</p>	<p>Work experience programme for y10/12 - 2 weeks at end of summer term</p> <p>CIAG programme to look at possible futures for all students embedded across school</p> <p>Careers interviews, priority for PP and more than 1 if necessary.</p> <p>Careers fayre & 6th form fayre</p>	<p>4,5,6</p>
<p>Mental health is at the core of the PD/PSHE curriculum planning and lessons for the academic year in all year groups</p>	<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. Social & emotional learning (+4 months)</p>	<p>2</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

