

## Pupil premium strategy 20/21 - review of impact

### Strategy aims for disadvantaged pupils

Aim	Target	Aug 2021 (unvalidated)
Progress 8	0	0.06
Attainment 8	41.47	46.04
Percentage of Grade 5+ in English and maths	20%	45%
Percentage of Grade 4+ in English and Maths	42%	62%

### Monitoring and implementation

Area	Challenge	Mitigating action	Impact
Teaching	To ensure equity of curriculum accessibility for disadvantaged and SEN students	<p>FIP recovery objective outlining how the curriculum gaps created through school closure due to Covid-19 will be addressed.</p> <p>Continuous review of the curriculum in each subject to ensure progress is made for PP/SEN as well as non PP/SEN students.</p> <p>Knowledge organisers and SWW embedded into everyday practice through either face to</p>	<p>FIP objectives in place and actioned in all subject areas</p> <p>Curriculum maps and SOWS continuously reviewed and adjusted to counter impact of lockdown 3. QA analysis shows this is consistent across all subject areas</p> <p>Knowledge organisers and in place and routinely used in every subject</p>

		<p>face teaching or a remote learning programme</p> <p>Funding of curriculum and cultural visits</p>	<p>area and form the basis for routine retrieval practice</p> <p>Due to Covid restrictions no curriculum or cultural visits took place</p>
	<p>All students will have access to Quality First Teaching by all members of staff and subjects</p>	<p>CPD programme including HUBS</p> <p>Teach first programme</p> <p>NPH programme</p>	<p>Full programme of CPD for all staff linked to appraisal targets. Focus on curriculum implementation and the South Wirral Way of teaching is ensuring all disadvantaged students are accessing typically excellent curriculum and teaching.</p> <p>Leading together programme for SLT and middle leaders is ensuring that leaders are clear on how they ensure strategies being implemented the whole school is having impact on disadvantaged students. EEF implementation plan is now being used by all leaders for whole school improvement strategy</p> <p>7 members of staff currently following an NPQ programme - 1 successful completion and 6 extended due to school closure</p> <p>1 member of staff is currently being supported through Additional</p>

		Additional appraisal	Appraisal and this continues into the 21-22 academic year
	Improved literacy and Numeracy	<p>CAT4 and spelling and reading data used to identify intervention groups</p> <p>Year 7 Literacy and Numeracy intervention</p> <p>Purchase of KS2/3 transition novel</p> <p>External intervention provision</p>	<p>CAT4 and GL assessments in place and students requiring intervention identified</p> <p>This group of students have made very little progress in reading, spelling and Maths. Change to intervention programme in place for 21-22</p> <p>Novel purchased for all Y7 PP students which now provides equity of access to challenging reads for all students and improves the cultural capital of PP students</p> <p>Maths academic mentor programme - data shows that this is beginning to have an impact but full analysis is not yet possible as the programme was delayed due to lockdown 3</p>
Targeted support	To ensure students 'catch up' and make progress to achieve full potential in Maths, English and Science	FIP recovery objective: 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	<p>Maths - Year 8 continues to be a concern as do those areas of the curriculum impacted by lockdown 1 and 3</p> <p>English - All year groups are not yet at the National average</p> <p>Science - full analysis is not yet</p>

		<p>to one and small group support (+5 months)</p> <p>Multi agency one to one support for Y11 and 7 students</p> <p>Purchase of GCSEpod for Y10 and 11 (+4 months)</p> <p>Year 11 progress reviews</p> <p>Academic mentors (+5 months)</p>	<p>possible as not enough curriculum time as taken place as yet</p> <p>Academic mentor (Maths) - Data shows that this is beginning to have an impact but full analysis is not yet possible as the strategy was delayed due to lockdown 3</p>
	To ensure Literacy gaps are closed	<p>Whole school Literacy strategy</p> <p>Small group tuition (+6 months)</p> <p>Small teaching group in Year 7 (+3 months)</p>	<p>This group did not meet the target improvement and a change to the literacy programme is planned for 21-22</p>
Wider strategies	Increased levels of attendance for disadvantaged and SEN students	<p>Multi agency approach to attendance monitoring through daily actions, half termly review and interventions</p> <p>Attendance focused Student Welfare Officer</p> <p>Summer school (+ 2months)</p> <p>Transition plus</p> <p>Peripatetic music lessons (+2 months)</p> <p>Rewards programme</p>	<p>SEND and PP students achieving over 96% attendance have both increased despite the pandemic. Students in these categories who do not have other complicated home contexts have responded well to interventions.</p> <p>Students in both groups with complex home lives have been hardest hit by the pandemic. Significant outreach has taken place where families were unwilling to send their children to school during lockdowns - this has impacted total % figures.</p>

	<p>Disadvantaged and SEN students will have access to a wide range of cultural and enriching opportunities as well as CIAG opportunities in all years</p>	<p>Funding for disadvantaged students for curriculum and cultural visits (+2 months)  Outdoor education programme (+4 months)  Extra curricular programme (+2 months)  CIAG programme</p>	<p>Due to Covid restrictions these did not take place</p>
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