



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2022 to 2023 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	Maricourt High School
Number of pupils in school	1166 (1033 yr7-11)
Proportion (%) of pupil premium eligible pupils	22.5% (yr7-11) (233 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 – 2024-2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	T Hatton, Headteacher
Pupil premium lead	L O'Meara Day, Assistant Headteacher
Governor / Trustee lead	Mrs A Dimeck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,665
Recovery premium funding allocation this academic year	£60,720
Pupil premium funding carried forward from previous financial years (enter £0 if not applicable)	£39,789.45
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£325174.45

Part A: Pupil Premium Strategy Plan

Statement of intent

Whilst elements of our pupil premium strategy will change from year to year, the broad principles behind the strategy focus on the aspects outlined below. Research from The Educational Endowment Foundation (EEF) has been used to support this strategy. Professor Becky Francis, The Chief Executive of the EEF, has said that:

“The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery.”

This strategy aims to reverse this trend and close the gap.

- 1. Ensuring that teaching & learning is the highest quality:** The provision of high-quality teaching targeted on areas in which disadvantaged pupils require the highest level of support. These weak areas of the curriculum will be identified through accurate diagnostic assessment. Disadvantaged pupils will be a priority group during the 2023/2024 curriculum review cycle.
- 2. Ensuring that the curriculum is right for all pupils:** Disadvantaged pupils have access to a broad and balanced curriculum which enables them to study courses which are relevant to their ability and aptitude. At KS3, we will ensure literacy and numeracy skills are developed to ensure all pupils can access the broader curriculum. All option subjects are available to all pupils. The curriculum offer is responsive to the local context. Therefore, beginning in 2023/24, additional courses have been added to the curriculum in Technology and Hospitality and Catering to meet pupil demand and the local context. This will improve outcomes for all pupils including disadvantaged pupils. At the same time, entries to each (and all) of the 5 elements of the EBAC suite of subjects by disadvantaged pupils will continue to increase. Curriculum changes in the sixth form will support our ambition for disadvantaged pupils: Applied General courses, where disadvantaged student out-perform their peers remain popular. Added to these is Hospitality and Catering from September 2023.
- 3. Ensuring that disadvantaged pupils have access to the best career education advice:** Disadvantaged pupils are supported through careers advice so that they are in education, training, or employment when they leave school. All pupils possess different aspirations but sometimes, disadvantaged pupils do not perceive their own potential and are limited by other factors beyond school. Disadvantaged pupils are encouraged and guided to take study routes appropriate to their ability and aptitude.
- 4. Ensuring that disadvantaged pupils maintain high rates of attendance and punctuality:** Rigorous monitoring and tracking of attendance, particularly of disadvantaged pupils helps them to make progress in their learning, supports the overall safeguarding agenda of all pupils and helps to instil positive attitudes towards working life in the future. Attendance including persistent and extreme absence of is a key school improvement priority.
- 5. Ensuring that rates of exclusion for disadvantaged pupils are the same as the low rates for other pupils:** An inclusive approach helps to ensure pupils are not further disadvantaged. It is possible to create systems for all pupils which are fair and reduce the need to exclude from school, so that progress is maintained and children are not placed at risk.
- 6. Ensuring that we develop a better dialogue and engagement with parents and carers of disadvantaged pupils:** It is difficult for some families to visit school and engage in their child's learning. It is important to work with these families to overcome these barriers.
- 7. Ensuring that disadvantaged pupils experience a nurturing, caring and supportive Catholic ethos:** Maricourt is a safe, caring, and nurturing environment and the family ethos we have at Maricourt helps disadvantaged pupils overcome the barriers they may be faced with. We will prioritise, fund, and target specific well-being interventions for disadvantaged pupils. We will continue to establish, build, and strengthen relationships with parents and carers of disadvantaged pupils, working together supporting the whole child.

Challenges

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

Challenge number	Key Challenges
1	Gaps in subject knowledge and understanding
2	Gaps in reading comprehension for all pupils, particularly disadvantaged pupils
3	Gaps in Attendance
4	Attitudes to learning and behaviour.
5	Mental health and wellbeing

Challenge number	Detail of challenge																																		
1	<p>Gaps in subject knowledge and understanding.</p> <p>GCSE outcome comparison to national FSM6 progress</p> <table border="1"> <thead> <tr> <th></th> <th>Cohort</th> <th>P8</th> <th>English element</th> <th>Maths element</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>210</td> <td>-0.80</td> <td>-0.56</td> <td>-0.88</td> </tr> <tr> <td>PP</td> <td>40</td> <td>-1.42</td> <td>-1.07</td> <td>-1.29</td> </tr> <tr> <td>Gap</td> <td></td> <td>-0.62</td> <td>-0.51</td> <td>-0.41</td> </tr> </tbody> </table> <p>KS4 progress for disadvantaged pupils 2023</p> <p>Progress 8 (Overall)</p> <p>GCSE results data 2021 to 2023 show a downward Progress 8 trend against national and sustained widened gap between PP students and their peers</p>		Cohort	P8	English element	Maths element	All	210	-0.80	-0.56	-0.88	PP	40	-1.42	-1.07	-1.29	Gap		-0.62	-0.51	-0.41														
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2	<p>Gaps in reading comprehension for all pupils, particularly disadvantaged pupils.</p> <p>Without the ability to read fluently at an age-appropriate level, it is impossible for pupils to access the taught curriculum. Therefore, it is an essential part of our overall strategy to rapidly identify and support any PP pupil with a reading deficit on entry in Y7 and to implement testing across all year groups. Our data shows that there is a significant average reading age gap across years 7-10,</p> <table border="1"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="2">Average Reading Age (YM)</th> <th rowspan="2">Gap</th> </tr> <tr> <th>PP</th> <th>Non- PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>9.64</td> <td>12.19</td> <td>-2.55</td> </tr> <tr> <td>Year 8</td> <td>11.72</td> <td>13.32</td> <td>-1.6</td> </tr> <tr> <td>Year 9</td> <td>12.46</td> <td>13.00</td> <td>-0.54</td> </tr> <tr> <td>Year 10</td> <td>11.68</td> <td>14.48</td> <td>-2.8</td> </tr> </tbody> </table> <p>This is further exacerbated by gaps on entry at year 7</p> <p>Gaps on entry to Year 7</p> <table border="1"> <thead> <tr> <th>2023 (Y7)</th> <th>PP (38)</th> <th>Non-PP (171)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>101.4</td> <td>105.4</td> <td>-4.0</td> </tr> <tr> <td>Maths</td> <td>99.5</td> <td>103.8</td> <td>-4.3</td> </tr> </tbody> </table>	Year Group	Average Reading Age (YM)		Gap	PP	Non- PP	Year 7	9.64	12.19	-2.55	Year 8	11.72	13.32	-1.6	Year 9	12.46	13.00	-0.54	Year 10	11.68	14.48	-2.8	2023 (Y7)	PP (38)	Non-PP (171)	Gap	Reading	101.4	105.4	-4.0	Maths	99.5	103.8	-4.3
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2022 (Y7)	PP	Non-PP	Gap
Reading	99.6 (49)	105.1	-7.0
Maths	98.7 (49)	105.3	-6.6

3

Gaps in Attendance

High levels of school attendance are a key factor determining academic success. There is a significant gap between the attendance of PP students and their peers. Ensuring that PP attendance is in line with NPP attendance, and that FSM attendance improves in line with all attendance will have the greatest impact on pupil outcomes (2022-2023 8% attendance gap)

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	213	School	83.8%	86.1%	81.5%	82.8%	88.7%	80.7%
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
		Difference	-1.5%	-2.7%	-4.7%	-1.5%	+5.7%	-2.2%
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
	820	School	91.8%	93.3%	92.3%	91.1%	91.8%	90.3%
		FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%
		Difference	-0.8%	-1.1%	-0.8%	-1.0%	+0.1%	-1.0%

(source FFT aspire 2022-2023)

4

Attitudes to learning and behaviour.

The negative behaviour logs for PP students show that they are significantly more likely to receive school sanctions or suspensions

Suspensions to week 35 (2022/23) show disadvantaged pupils are more likely to be suspended than other pupils.

Year Group	Suspensions	Pupils	PP	PP (%)
Year 7	9	3	7	77%
Year 8	13	8	7	54%
Year 9	18	11	12	67%
Year 10	19	14	9	47%
Year 11	28	17	15	54%
Total Count	87	53	48	55%

PSPs (week 35 2022/2023)

Year Group	Pupils	PP	PP (%)
Year 7	1	1	100
Year 8	9	6	60
Year 9	13	7	54
Year 10	12	3	25
Year 11	<i>Study leave</i>		
Total Count	35	17	49%

5

Mental health and wellbeing

We have seen a rise in mental health needs amongst students such as anxieties, bereavement, phobias, depression, lower self-confidence or self-esteem. This is impacting various aspects of education, such as attendance, academic outcomes, access to interventions, participation in extra-curricular activities and trips. In response to this the school has employed a school counsellor and more learning mentors who are expertly trained and ready to respond to student needs

October 2023

53.4% of PP pupils have experience some form of intervention examples include - Small

	Group Mentoring, CST Work placement, School Counsellor visits, Footsteps 41 Programme, Bloom Interventions, Learning mentors- Enhanced Transition and so on.
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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	Review Sept 2024																
PP students' academic performance improves	<p>Gaps will be narrowed due to whole school teaching and learning initiatives, targeted intervention, and other wider strategies to address gaps in learning.</p> <p>Attainment and progress gap between PP and non-PP reduce</p> <p>Sept 2023 Progress 8 gap 2023 -0.62</p>																	
Aspirations and expectations of all students is raised within the classroom	<p>Increase of A/B grades at A Level Increase in Grade 7+ at GCSE Aspirational target setting at KS4 using FFT50 / FFT 20 Benchmark Targets Continue to drive destinations</p> <p>July 2023 96% of Year 11 PP pupils progressed to a positive route (increasing trend – 90% in 2020) GCSE Grade 7-9: 14% NPP, v 2.13% PP A Level A/B Grades: 20% NPP v 10% PP</p>																	
Increased attendance rates for those pupils eligible for PP	<p>PP attendance is tracked as a priority group. Early intervention Whole-school graduated response takes place including attendance plans and home visits.</p> <p>Gap between PP and non-PP attendance is Reduced</p> <p>Whole school attendance figures 2022-2023</p> <table border="1"> <thead> <tr> <th></th> <th>PP (231)</th> <th>Non PP (972)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>83.8%</td> <td>91.8%</td> <td>-8%</td> </tr> <tr> <td>% PA</td> <td>52% (122)</td> <td>30.4%</td> <td>- 20.2%</td> </tr> <tr> <td>% SA</td> <td>5% (12)</td> <td>1%</td> <td>-4%</td> </tr> </tbody> </table>		PP (231)	Non PP (972)	Gap	2022-2023	83.8%	91.8%	-8%	% PA	52% (122)	30.4%	- 20.2%	% SA	5% (12)	1%	-4%	
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Improved attitudes to learning (motivation, perseverance, aspiration) and conduct for those	<p>Reduction in percentage of suspensions for PP students, bring in line with overall percentage of PP:</p> <p>July 2023 Suspension < 55%</p>																	

<p>pupils eligible for PP, in particular boys</p>	<p>(PP pupils in July made up 55% of the total suspensions PSP < 49% (PP pupils in July made up 49% of pupils on a PSP)</p> <p>Maintain Rewards and behaviour points ratio in line with Non-PP. July 2023 Non PP ratio 85% PP ratio 84%</p>																							
<p>Improve reading comprehension at KS3 for all pupils, particularly for our disadvantaged pupils.</p>	<p>For pupils in all year groups, intervention and classroom reading strategies ensure that reading improves to chronological age (or higher).</p> <p>Sept 2023</p> <table border="1" data-bbox="472 548 847 779"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="2">Average Reading Age (YM)</th> <th rowspan="2">Gap</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>9.64</td> <td>12.19</td> <td>-2.55</td> </tr> <tr> <td>Year 8</td> <td>11.72</td> <td>13.32</td> <td>-1.6</td> </tr> <tr> <td>Year 9</td> <td>12.46</td> <td>13.00</td> <td>-0.54</td> </tr> <tr> <td>Year 10</td> <td>11.68</td> <td>14.48</td> <td>-2.8</td> </tr> </tbody> </table> <p>Standardised tests and internal data demonstrate improved levels of literacy amongst PP and a smaller disparity between the scores of disadvantaged pupils and their Non-PP peers. Teachers recognise improvement with ambitious vocabulary and work in books. Embedded form time reading programme with reciprocal reading at the fore</p>	Year Group	Average Reading Age (YM)		Gap	PP	Non-PP	Year 7	9.64	12.19	-2.55	Year 8	11.72	13.32	-1.6	Year 9	12.46	13.00	-0.54	Year 10	11.68	14.48	-2.8	
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<p>Improved participation in enrichment and extra-curricular activities to support pupils' well-being</p>	<p>Students will have access to a range of activities that will help them develop character (greater variety of cultural experience such as the theatre, university open days, university lectures and work experience). Opportunities with sport teams, school council and pupil leadership teams</p> <p>Sept 2023 Non-PP 10.4 points per pupil PP 8 points per pupil</p> <p>PP pupils are proportionally represented in enrichment activities. Reduce the Gap of - 2.4 (class chart points).</p>																							
<p>Improved support around Mental Health and Wellbeing for PP students</p>	<p>Enhanced relationship with outside agencies to lead to effective interventions. Access to a range of services Indirect improvement on attendance, ATL and overall pupil progress</p> <p>October 2023 53.4% of PP pupils have experience some form of intervention examples include - Small Group Mentoring, CST Work placement, School Counsellor visits, Footsteps 41 Programme, Bloom</p>																							

	<p>Interventions, Learning mentors- Enhanced Transition and so on.</p> <p>Impact will also be measured in bespoke ways using feedback from internal learning mentors, internal and external counsellors, various external agencies and key workers</p>	
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Activity in this academic year 2023/24

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Sept 2024
Quality first teaching; teaching continues to be our most important lever to improve the outcomes of our disadvantaged students.	<p>High quality teaching increases academic performance.</p> <p>Whole school focus on Rosenshein's principles of instruction and Implementation of the 'Maricourt Lesson'</p> <p>Research</p> <p>'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who may be disadvantaged. Additional intervention and support cannot compensate for a lack of superior quality teaching' – EEF</p> <p>EEF Learning and Teaching Toolkit; Explicit instruction, scaffolding, flexible grouping and cognitive (e.g. memorisation techniques) and metacognitive strategies</p>	1,2,4	
Curriculum Review cycle to be embedded (linked to School development plan objective 2 and 3)	<p>Ensuring that the curriculum is not restricting the aspirations and expectations of any young person</p> <p>Use of data to assess curriculum success, dept level and SLT monitoring of data after each data drop</p> <p>The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils, adding +6 months. The evidence for this can be seen here: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) <i>It is crucial that support is provided through well-structured and carefully designed learning activities to ensure that lower-attaining pupils are involved, challenged and learn successfully.</i></p>	1,2,4	
Provide CPD on assessment, feedback and improvement (linked to School development plan objective 4)	<p>Develop strategies of checking understanding of all pupils through whole school CPD</p> <p>Adopt new homework policy to include low stakes quizzes / multiple choice questions / retrieval on class charts</p> <p>EEF have identified that feedback has a significant impact on pupil progress, +6 months. The evidence for this can be seen here:</p>	1,2,4	

	<p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p><i>Feedback studies tend to show high effects on learning. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</i></p>		
<p>Provide CPD to improve disciplinary literacy and reading strategies across all subjects (linked to School development plan objective 6)</p>	<p>Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in</p> <ul style="list-style-type: none"> • Reading strategy toolkit shared with staff which can be applied across all lessons (Fluency of teachers reading aloud in class to model to students). • Embed a form time reading programme with reciprocal reading at the fore (Reciprocal reading CPD to support implementation) <p>Individualised instruction EEF (educationendowmentfoundation.org.uk) has identified that disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, identified literacy and numeracy gaps on entry which will affect how quickly and easily they can acquire and connect new learning. (+5 months) For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. (+4 months)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) (+7 months) The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>1,2</p>	

<p>Subject related support materials</p>	<p>Materials for enrichment, ingredients for Food Technology, taxi provision, to encourage attendance in school and at after school Clubs</p> <p>Education Endowment Foundation T & L Toolkit - Arts & Sports participation (+2), Extending school time (+3)</p>	<p>1, 3, 4</p>	
<p>Subsidised Music Tuition</p>	<p>Impact of peripatetic music tuition on academic achievement and participation in school events</p> <p>Education Endowment Foundation T & L Toolkit - Arts & Sports participation (+2)</p>	<p>5</p>	
<p>Develop role of newly appointed librarian/reading coordinator (linked to School development plan objective 6)</p>	<p>Training in phonics / reading development programme) to support red and amber readers - Ruth Miskin Fresh Start Phonics, School Improvement Liverpool</p> <p>Creation of a clear and purposeful reading intervention schedule (which will include opportunities for pupils to read to 6th former)</p> <p>Plan for Arnold and Newman library to be utilized - Increase access out of lessons (lunch clubs, pupils borrowing books)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) (+7 months) The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>1, 2, 3</p>	
<p>Recruitment of additional attendance officer (linked to School development plan objective 5)</p>	<p>Systematic monitoring and intervention structure for individual attendance</p> <ul style="list-style-type: none"> • Training of new attendance officer for greater home-school liaison • Induction plan implemented for school systems • Targeted families identified for support • Part of fortnightly meeting with attendance lead. Caseloads identified and actioned. 	<p>3</p>	

	<p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective. Alongside, daily priority Calls graduated attendance support plans and weekly monitoring</p>		
Pupil Premium Lead (SLT)	Designated Lead for disadvantaged pupils to lead strategically to enhance progress and attainment of disadvantaged pupils; the NFER outlines research led decision making and responsive leadership are a key factor in this.	all	

Targeted academic support

Budgeted cost: £ 54,000

Activity	Implementation Plan	Challenge number(s) addressed	Review Sept 2024
In school and external tutor scheme	National Tutoring fund will be used to provide small group on-line tutoring. This allows more pupils to gain access to the support and for some pupils being educated off-site or on a reduced timetable to also access the resource. Individualised instruction EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5	
Appointment of HAP lead	Appointed with oversight of whole school progress of High Ability students and improvement in the percentage of 7+ grades achieved at GCSE and reduction of Gaps at KS3. Research: Education Endowment Foundation T & L Toolkit – Individualised Instruction (+4), Mentoring (+2) “aspiration has a large influence on outcomes, independent of cognitive ability.” DfE report on aspirations of disadvantaged pupils	1	

<p>Learning Support Tools including Class charts and Provision maps</p>	<p>Improved parental communication and easy identification of targeted students will lead to more personalised classroom support</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>4</p>	
<p>Elevate Educational Seminars</p>	<p>Metacognitive approaches to revision and exam preparation</p> <p>https://uk.elevateeducation.com/</p>	<p>1,5</p>	
<p>Academic support outside lessons e.g. homework clubs, after-school revision and access to technology.</p>	<p>Students to have access to technology and can access support with homework and a quiet place to study as a result of homework club and KS4 revise til 5</p> <p>EEF evidence suggests +5 months progress with high quality homework activities where students are supported to complete them to a high standard. Digital technology (2019)</p> <p>Digital technology (2019) EEF (educationendowmentfoundation.org.uk)</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,5</p>	
<p>Reading interventions with TAs/Librarian</p>	<p>Timetabled and target intervention for pupils to reduce the reading age gap.</p> <p>Strong evidence that reading comprehension strategies can help students make +6 months progress</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Various research has also shown both Disadvantaged students at primary and secondary schools have fallen behind their Non Disadvantaged peers in reading and maths.</p> <p>RSA Effects of disruption Summer Aug 20 21.pdf (risingstars-uk.com)</p>	<p>2</p>	
<p>Alternative provision</p>	<p>Education arranged by schools for pupils to off-site provision to provide support, improve behaviour, attendance and at times, risk of exclusion. If a suitable provision is provided, children can flourish in a new setting</p> <p>Investigative research into alternative education (publishing.service.gov.uk)</p>	<p>3,4,5</p>	

Wider strategies

Budgeted cost: £ 61,174

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Sept 2024
Attendance interventions alongside Attendance Support Plans and mentoring.	<p>NFER research shows that absence rates are strongly linked with pupil outcomes for Disadvantaged students, with lower absence rates associated with improved P8 scores</p> <p>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk)</p>	3	
<p>Enrichment opportunities: Educational visits Engagement projects Students will have access to a greater variety of cultural experience such as the theatre, university open days, university lectures and work experience</p>	<p>Extra-Curricular and curricular projects focusing on disadvantaged boys to engage them in school life, including Everton in the Community, Sports Leaders Level 1, 'Through the Eyes of boys' project with Shaping Futures, Enhanced and extended work experience opportunities. Employability programme with Push Talks</p> <p>Outdoor adventure learning and sports participation have been independently evaluated by the EEF and shown to be effective. Extra-Curricular and curricular projects focusing on disadvantaged boys to engage them in school life such as Everton in the Community project.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4,5	
Mental Health and Wellbeing Support (access to counselling, school dogs)	<p>In addition to academic support; the 'well-being' centre offers vulnerable pupils an area to study and participate in workshops to improve their wellbeing. This is certainly the case following the lockdown and targeted support will be provided for our vulnerable disadvantaged students.</p> <p>External specialist mentors and coaches will be used to support pupils with social and emotional needs. Partnership Work, Snacks and water Mindset training, Mediation and Yoga opportunities School dog visits and chaplaincy support</p> <p>NFER review sheds light on impact of Covid-19 on young people's mental health and wellbeing - NFER</p>	5	

Provision of educational resources	<p>Laptop loan enabling all PP students to access online learning materials and to have no barriers to progress. Data cross checked with ClassCharts</p> <p>Homework and digital technology have been independently evaluated by the EEF and shown to be effective in helping students progress. Revision guides, revision packs raising</p> <p>Digital technology (2019) EEF (educationendowmentfoundation.org.uk)</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	All	
Pastoral Fund	<p>Support for families to access free school uniform and PE kit to improve attendance and encourage participation</p> <p>Education Endowment Foundation T & L Toolkit – Social and emotional learning (+4), Parental Engagement (+4)</p>	3,4	
Reset and Reset Hub manager and Learning mentor(s) appointment	<p>Reset set up across both school sites.</p> <p>Personalised support will reduce fixed term exclusions and improve attendance, providing greater opportunity for positive experience of school. PP students have a higher proportion of fixed term exclusions than their peers.</p> <p>Research: Education Endowment Foundation T & L Toolkit - Behaviour interventions (+4), 1 to 1 tuition (+5), Parental engagement (+4)</p>	3,4	
Parental Engagement (SLT attendance panels, regular communication particularly in the build up to exams, progress review meetings, revision workshops)	<p>According to the EEF 'The association between parental involvement and a child's academic success is well established'</p> <p>Parental involvement has been independently evaluated by the EEF and shown to be effective.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 5	
Raising Aspirations programme (to include extensive careers guidance)	<p>Evaluation of Aimhigher: Excellence Challenge. Aspirations to higher education: one year on - NFER</p> <p>Year 7: Extra HE Talk</p> <p>Year 8: JMU and Liverpool Uni- budgeting and accommodation, taster lectures</p> <p>Year 9: EITC, Careers Connect- 'Be yourself'</p> <p>Year 10: Work Experience Placements-sourcing and prep. College Taster for PP Sen</p>	1,4	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching

Activity	Impact
Teaching	<p>Curriculum plans and SOL have been revised considering gaps to ensure key topics are revisited in lessons.</p> <p>Comprehensive 'gap analysis' communicated to parents and pupils with signposts to catch up resources.</p> <p>Subject specific literacy now a key feature of SOL. Tier 2/ tier 3 vocabulary programme in place for KS3.</p> <p>A comparison of outcomes for disadvantaged pupils between 2019 and 2023 shows the following:</p> <ul style="list-style-type: none"> - The proportion of pupils achieving grade 4 in both maths and English decreased from 47% to 34%. - The proportion of pupils achieving grade 5 in both maths and English increased from 18% to 13%. - The P8 score for this group dropped from -0.9 to -1.14 - The A8 score for this group improved from 39.0 to 30.31 - Maths A8 dropped from 7.8 to 6.21 - English A8 improved from 8.27 to 7.28 <p>4% of disadvantaged pupils in Year 11 in 2022/23 were entered for all elements of the EBAC, equal to the proportion entered in 2021/2022.</p> <p>The number of disadvantaged pupils entered for a Language is increasing (10% in 2021, 11% in 2022 and 16% in 2023).</p> <p>Gap Analysis Comparison for current Year 11 pupils (June 2023):</p> <p>Gap analysis reports at the end of Year 10 indicated the following:</p> <p>English</p> <p>Largest gaps in knowledge for PP pupils</p> <ul style="list-style-type: none"> - Locating information <p>Smallest gaps in knowledge for PP pupils</p> <ul style="list-style-type: none"> - Commenting on structure <p>Maths (Sets 1 and 2)</p> <p>Largest gaps in knowledge for PP pupils</p> <p>Conditional probability</p> <p>Smallest gaps in knowledge for PP pupils</p> <ul style="list-style-type: none"> - Upper and lower bounds <p>Maths (Sets 3, 4 and 5)</p> <p>There are no significant gaps in knowledge for these groups.</p> <p>Trilogy Science</p> <p>The most significant gaps in knowledge for the PP group were in Chemistry topics</p> <p>GCSE RE</p> <p>Largest gaps in knowledge for PP pupils</p> <ul style="list-style-type: none"> - Judaism beliefs: God as Judge, Pikuach Nefesh and Messiah <p>Smallest gaps in knowledge for PP pupils</p> <ul style="list-style-type: none"> - Recall of Jewish beliefs and practices

Wider strategies	<p>During 2022/23 Class Charts data shows;</p> <p>Extra-curricular attendance was as follows: Non-PP 10.4 points per pupil PP 8 points per pupil</p> <p>Mercy Values and other similar rewards Non-PP 16 points per pupil PP 3 points per pupil</p> <p>Travel pass support is available for all disadvantaged pupils; in 2020-21, 28 disadvantaged pupils were supported with a travel pass.</p>
Destinations	<p>96% of Year 11 PP pupils progressed to a positive route (increasing trend – 90% in 2020)</p> <p>43% Year 11 PP pupils progressed to a Level 3 course</p> <p>30% Year 11 PP pupils progressed to a Level 2 course</p>