

Pupil premium strategy statement – St Hilda’s C of E High School, Liverpool

This statement details our school’s use of pupil premium (and recovery 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	888
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	21 st December 2022
Date on which it will be reviewed	1 st December 2023
Statement authorised by	Mrs Jo Code
Pupil premium lead	Miss Carina Bird
Governor / Trustee lead	Ms Jean Costello

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,510.00
Recovery premium funding allocation this academic year	£47,472
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£23,490
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>	£290,472.00

Part A: Pupil premium strategy plan

Statement of intent

The following are the key principles underpinning our strategy at St Hilda's C of E High School.

We believe:

- 1. The route out of poverty is education*
- 2. Our most disadvantaged suffer most if quality teaching doesn't take first priority.*
- 3. Intervening with achievement is one of the most powerful things you can do. If students are doing well, they'll aspire for more.*
- 4. The effect of achievement on self-concept is more powerful than the effects of self-concept on achievement.*

We want all our students to be 'thrivers' (as opposed to divers¹). Research shows that in the same way those with money find it easier to make money, so too is it easier for those who achieve to motivate themselves to achieve more. This is at the heart of our strategy, and reflects the EEF menu of approaches, which puts high quality T+L at the centre of PP provision.

We offer our PP students tough love; supporting and valuing our individual students whilst also expecting highly of them. With Jesus Christ as our Cornerstone, our school's culture embodies our five values: hope, dignity, community, wisdom and equality. Through the lens of these values, we work together to meet the needs of each individual child.

Challenges

We'd like to know our PP students better. At the time of writing, we have had 1:1 conversations with 78 of our 212 PP students. As a result of these conversations, a pupil profile has been created. Every member of staff has access to the profile, which details the students' access to resources; their family and routines; their ambitions; their role models; their interests, goals and requests to their teachers for personalised support.

Using on the 78 profiles we've completed so far, we are able to collate the following data:

¹

https://economics.nd.edu/assets/214055/thrivers_and_divers_using_non_academic_measures_to_predict_college_success_and_failure.pdf

37% say they know less about managing money than their peers
 36% say they know less about politics than their peers
 38% say they know less about Britain than their peers
 72% of our students have their own bedroom
 45% of our students have access to a printer
 92% of our students have access to a phone with Wifi
 79% of our students have access to a laptop or computer at home

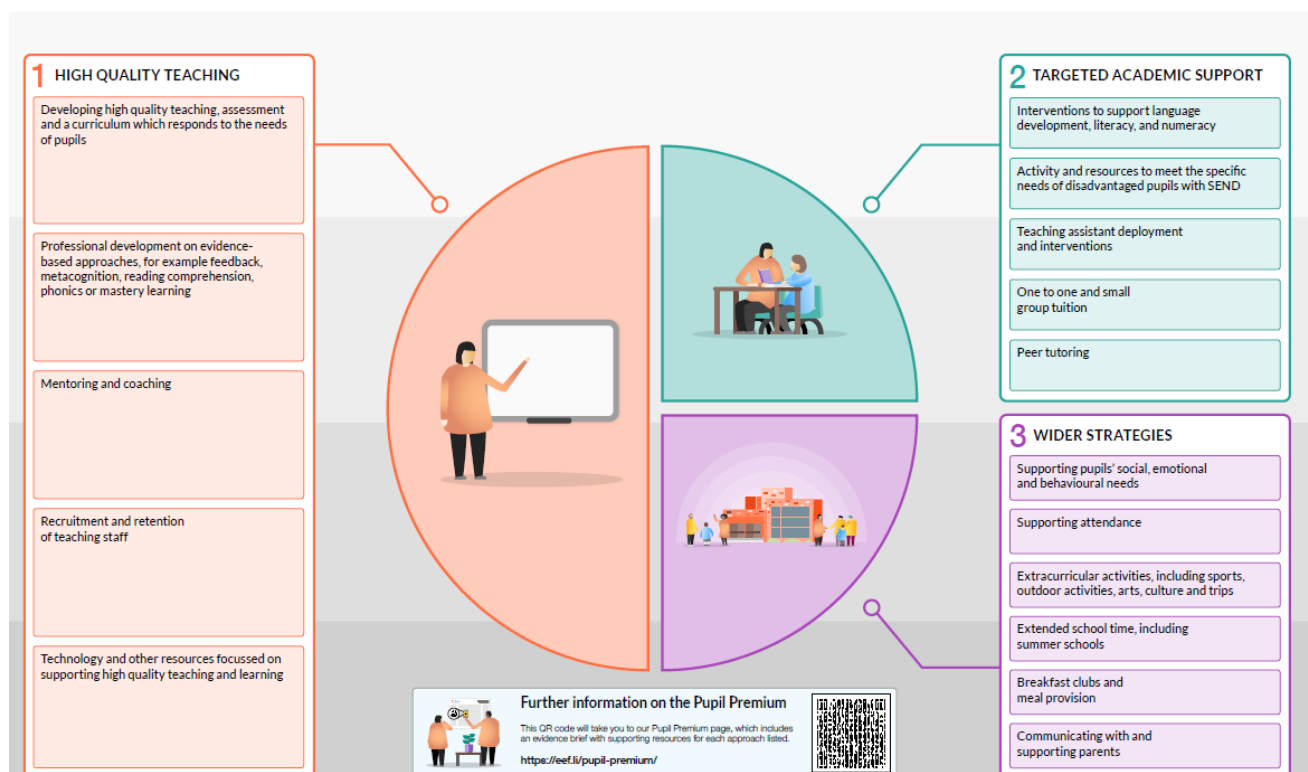
Our profiles show that our students engage in a wide range of hobbies and social activities. They love their football, bike riding and other activities you'd expect from teenagers. Many engage in after-school clubs and, at the time of writing, this is not an area of concern.

We have also RAGGED our current provision using the menu of approaches from the EEF. The results of this have been considered in the challenges outlined below.

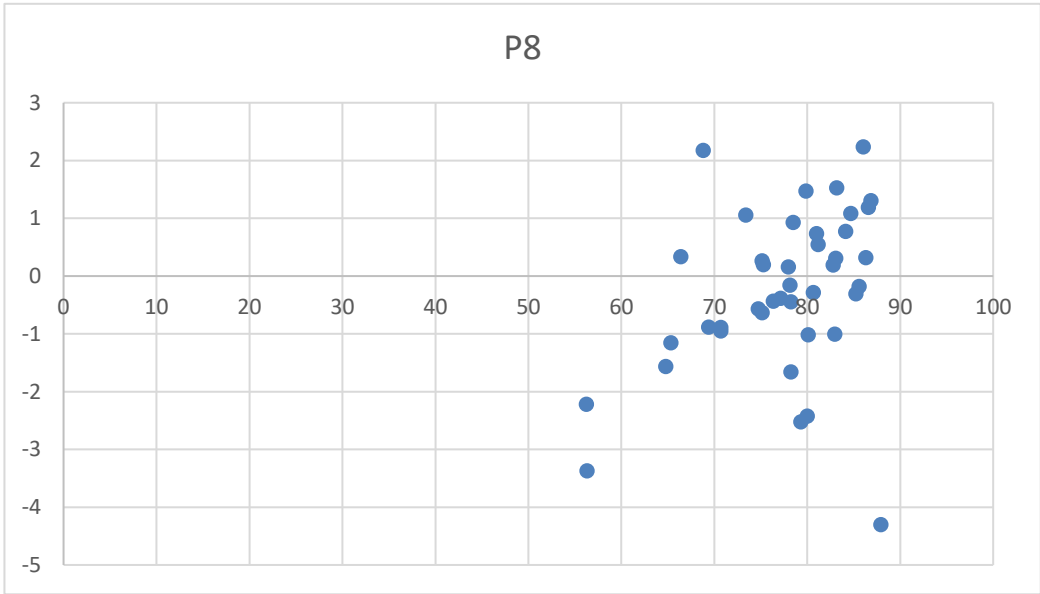
To summarise, pastorally we have secure systems and experienced personnel in place to thoroughly support our students with their well-being and safeguarding concerns. These were both areas of strengths identified in our recent Ofsted Inspection. In light of the pandemic and a renewed focus on curriculum, research and cognitive science, we now want to use the Recovery Funding to invest in more rigorous procedures and systems to support students in their learning, both at home and in the classroom.

PUPIL PREMIUM

The tiered model and menu of approaches



However, there are still some wider strategies outlined below in response to the challenges we've identified.

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>For the current academic year, 22% of our PP students have 100% attendance as of 29th November 2022. 43% have 98%+.</p> <p>However, 40% have already fallen below 95% (compared to 24% non-PP) and 20% have fallen below 20% (compared to 13% non-PP).</p> <p>The number of students this applies to in years 9, 8 and 11 are significantly higher than years 7 and 10.</p> <p>There is a strong correlation between attendance and P8 in last year's PP year 11 cohort (please see the graph). (The anomalies can be accounted for by off-site provision and Covid).</p> 
2	<p>Behaviour</p> <p>17% of our top 30 students for behaviour and house points are PP, which reflects their proportion of the student body.</p> <p>However, 60% of our bottom 30 students are PP, which is 3 times their proportion of our student body.</p> <p>In last year's yr11 cohort there was no strong correlation between behaviour points and p8. However, 69% of those students with no behaviour points achieved a positive progress 8.</p>
3	<p>Parent liaison</p> <p>Last year, 43% of those students who didn't have a representative at parents evening were PP. This is twice the proportion of PP students we have in school. This absence was seen most significantly in year 7. Further investigation of 2022-2023's year 7 induction evening revealed that 33% of those who didn't attend were parents/carers of PP students.</p> <p>In a recent survey, 96% of parents said our school has clearly communicated why their child is PP. 81% said they check our homework software at least a few times a week. 79% said they'd be interested in attending sessions about how to</p>

	<p>support their child's learning; though a smaller proportion of parents- 45%- said they'd be interested in a session about the importance of attendance.</p> <p>The most significant figure here is the % of parents who have completed the survey at the time of writing: 35%. Our initial challenge will therefore be to engage remaining parents/carers. An additional challenge is to meet the needs of our parents who are unable to come into school, and who have requested more frequent, digital communication. Our new Synergy system can be utilised more effectively to support with this.</p>
4	<p>Knowing our Students – a personalised curriculum</p> <p>This year sees a SLT leadership change for PP. It's therefore essential that time is taken to become familiar with our PP students and their individual needs.</p> <p>We know that we don't always act on the data we generate about our PP students, especially their curriculum data. As such, this is a central challenge for the year ahead. We need to embed systems with key staff to ensure students' needs – both established and emerging- are responded to by both curriculum and pastoral stakeholders.</p>
5	<p>Setting and expectations</p> <p>After an investigation of the current year 11 and the 2021-2022 cohort, there is little evidence that PP students start in year 7 in a high set, then gradually move down sets over the years. This suggests we continue to consider students' targets, prior data and have high expectations.</p> <p>However, one key focus for our school next year is embedding high expectations into our assessment system: the principle that students should be able to apply and recall the vast majority of knowledge they've been taught, obtaining a high success rate, in line with Rosenshine's Principles.</p> <p>Given one of our core principles is to ensure our PP students are 'thrivers', it's vital we get this right.</p>
6	<p>Attainment</p> <p>The very nature of life post-pandemic makes this a necessary focus for all schools. Within our context, last year there was a 17% gap in the % of PP students and non-PP students achieving a grade 4 in both English and Maths. Given that education is the route out of poverty, a key challenge is to close this gap. In addition, there was a difference of 0.04 in the progress 8 scores of PP v non-PP students (although this gap has closed compared to previous years).</p> <p>We want every PP student to achieve a positive progress 8, and achieve at least a grade 4 in English and Maths.</p>
7	<p>Technology</p> <p>21% of our PP students do not have access to a laptop or computer at home. We are conscious that we need to improve our ICT provision to support in-class learning and provide opportunities for staff to utilise the platforms that emerged from lockdown. For example, self-marking quizzes. Improving our use of ICT to support T+L is a core target for our school, and it is therefore a central challenge for our PP provision.</p>

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
Improved attendance, closing the gap between PP and non-gap.	100% of the 20 students who are currently at risk of falling below 95% attendance will not do so.
Improved behaviour in PP students	The proportion of PP students in the school's bottom 30 for behaviour points will reduce to at least reflect their proportion of the cohort: about 20%.
Stronger relationships with parents.	The PP leadership team will have communicated with 100% of parents by the end of the year.
Improved attainment for PP students at KS4.	This year's priority is: <ol style="list-style-type: none"> 1. 100% of KS4 students will complete the year as 'green' readers 2. 100% of year 11 PP students will achieve at least a grade 4 in English and maths.
PP students' data and experiences and responded to in the classroom in a timely manner: their curriculum is personalised.	This will be defined by each department's PP strategy plan.
A strategy to improve ICT across the curriculum will be embedded; every PP student will have access to ICT at home.	100% of PP students will have access to a laptop or computer at home, and a mobile phone with Wifi. The ICT strategy will be a standing agenda in curriculum meetings.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £112,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed our new assessment system across year 7.	https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf Daisy Christodoulou: Making Good Progress? https://learningspy.co.uk/assessment/why-using-the-curriculum-as-your-progression-model-means-you-cant-measure-progress/	4/5/6/7

Recruitment of Curriculum PP Champions.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Gathering-and-Interpreting-Data-Summary.pdf	4/5/6
Increase students' access to technology in the classroom.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	4/5/6/7
Develop a culture of metacognitive learning	Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	5/6
Invest in a PP-focused TA.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2/4/6
Invest in an additional, trained TA to support students with their reading; prioritising those with additional needs.	Improving Literacy in Secondary Schools	4/6
Yr11 mentoring programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4/5/6

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

Budgeted cost: £36,286 (many of the costs for this are absorbed into recruitment and CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervene with red and amber readers to ensure they can read fluently and access the curriculum. Invest in Fresh Start to support red readers.	Improving Literacy in Secondary Schools Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2/4/6
Work with SIL to develop a reading development plan that will support all pupils.	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2/4/6

	<u>Improving Literacy in Secondary Schools</u>	
1:1 tuition for PP students who were significantly under-achieving at the end of last year after school or at home.	<u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u>	6
Curriculum PP Champions to offer additional mentoring and intervention strategies for those under-achieving at subject level.	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</u>	4/6
Metacognition team to intervene with PP students and ensure they're adopting effective revision and learning strategies.	<u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u>	6

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

Budgeted cost: £107,000 (subject to change according to the needs of individual students and their parents)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target those at risk of falling below 95% attendance.	<u>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</u>	1
Fully utilise our new attendance officer and ensure weekly feedback on figures is presented to SLT.	<u>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</u>	1
Embed a new punctuality monitoring system.	<u>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</u>	1/2/6
Create a parent and carer community hub	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</u>	3
Establish regular communication with all PP parents via Synergy.	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</u>	2

Utilise a PP-focused TA to ensure we can motivate and target those with frequent poor behaviour.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2
School of Life curriculum	https://educationendowmentfoundation.org.uk/news/learning-about-culture	2/4/6

Total budgeted cost: £256,281 (currently, the remaining budget will be used to develop our ICT provision.)

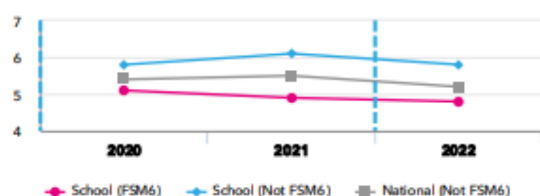
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils

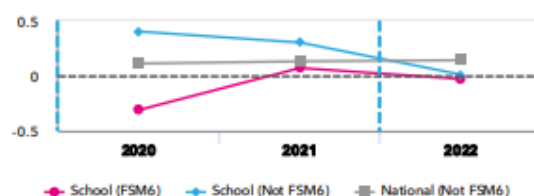
KS4 attainment for disadvantaged pupils 2022

Attainment 8 (Overall)



KS4 progress for disadvantaged pupils 2022

Progress 8 (Overall)



Progress gap

Progress 8 (Overall)



Attainment & progress

Pupils				Attainment			Progress		
				Attainment 8 (Overall)			Progress 8 (Overall)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	34	117	4.8	5.8	-1	-0.03	0.01	-0.04
Gender	Male	21	68	5.2	5.5	-0.3	0.09	-0.1	0.19
	Female	13	49	4.2	6.2	-2	-0.22	0.17	-0.39
DfE Prior Attainment	Higher attainers	8	52	6.7	6.9	-0.2	-0.06	-0.14	0.08
	Middle attainers	18	50	4.9	5.5	-0.6	-0.08	0.15	-0.23
	Lower attainers	8	14	2.7	3.2	-0.5	0.11	0.12	-0.01
SEN Group	SEN Support	4	10	4.1	5	-0.9	-0.17	0.05	-0.22
	EHC Plan	4	1	2.5	0	2.5	-0.13	-1.85	1.72
	No SEN	26	106	5.3	5.9	-0.6	0.01	0.03	-0.02
Ethnic Group	White	19	88	5	5.9	-0.9	-0.21	-0.07	-0.14
	Not White	15	29	4.5	5.6	-1.1	0.2	0.28	-0.08

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.