

Pupil premium strategy statement – Birkenhead High School Academy 2026-2029

(<https://educationendowmentfoundation.org.uk/using-pupil-premium>)

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	Spring census numbers (1196) (387 Juniors) (672 Y7-Y11) (137 6th form)
Proportion (%) of pupil premium eligible pupils	Juniors 14.3% Y7-Y11 27.5%
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)	May 2026-2029
Date this statement was published	May 2026
Date on which it will be reviewed	May 2027
Statement authorised by	Elizabeth de Boorder
Pupil premium lead	Gwendolyn Saccheri
Governor / Trustee lead	Kate Greaves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year - 25/26	£ 319,355
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>	£319,355

Part A: Pupil premium strategy plan

Statement of intent

At Birkenhead High School Academy, our culture has high aspirations for all. All pupils, regardless of background or disadvantage, will achieve highly across the curriculum and leave school with strong qualifications and the cultural capital required for future success. We want to ensure that pupils feel safe and happy in school and ready to learn. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our pupil premium strategy focuses on closing the small but persistent attainment gap between disadvantaged and non-disadvantaged pupils in both core and open subjects, including progress for those who are already high attainers.

We prioritise:

- Quality First teaching across all subjects
- Tracking progress of disadvantaged students to identify those in need of academic support and intervention and putting appropriate plans in place
- Early identification of need and targeted academic support
- Raising the attendance of disadvantaged students and facilitate access to enrichment activities for vulnerable and disadvantaged students

Our approach is rooted in evidence from the Education Endowment Foundation (EEF) and is responsive to the specific context of our school which is an all-through Academy 3-19.

Challenges

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

Challenge number	Detail of challenge
1	<i>Disadvantaged students struggle to meet aspirational targets compared to their non-disadvantaged peers</i>

2	<i>Reading and oracy skills has an impact on the attainment of all students and a gap has been identified between disadvantaged students and their non-disadvantaged peers</i>
3	<i>Poor numeracy skills of disadvantaged students compared to that of their non-disadvantaged peers.</i>
4	<i>Attendance of disadvantaged students is lower to that of their non-disadvantaged peers</i>
5	<i>Engagement in enrichment and wider extra-curricular events</i>
6	<i>Disadvantaged students to embrace high aspirations in the next stage of their education</i>
7	<i>All students including disadvantaged need to develop skills and resilience necessary to engage successfully at school and beyond</i>

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
Disadvantaged pupils achieve in line with non-disadvantaged peers in core subjects Improved outcomes in open subjects	An increased percentage of disadvantaged pupils in junior school achieving the expected standard in RWM (currently 23%) & closing the gap with the National figure (currently 47%) To have positive progress for our disadvantaged pupils at the end of KS2 across all three subjects of reading, writing and mathematics. GCSE Progress 8 and attainment 8 for disadvantaged pupils is in line with non-disadvantaged pupils currently 44% of disadvantaged students are targeted with achieving a grade 5 (Maths) in line with FFT 20, compared to 63% identified as non disadvantaged. This is based on prior attainment at KS2. 56% of disadvantaged students are targeted with achieving a grade 5 (English) in line with FFT 20, compared to 72% identified as non disadvantaged. This is based on prior attainment at KS2 GCSE Gap in attainment across open subjects reduces to negligible levels currently Post-16 shows an improvement in grades disadvantaged students currently End-of year- internal assessment shows a reduction in attainment gap between disadvantaged and non- disadvantaged students

	Challenges addressed 1,2,3						
Improved literacy, oracy and numeracy for disadvantaged pupils	Reading ages of our disadvantaged children to improve, closing the gap between children’s chronological and actual reading age (to be evidenced through AR data across KS2). The average scaled score in the KS2 reading SATs for FSM6 pupils is 100.5, however lower in writing & maths. This gap to close and FSM6 scaled scores for all three subjects to be 100 or higher. The average scaled score in the KS2 reading SATs for SEN L1 pupils is 103.1, however lower in writing & maths. This gap to close and SEN L1 scaled scores for all three subjects to be 100 or higher. In senior school too, reading ages must improve and at least 85% of disadvantaged pupils read at or above chronological age, currently our Key Stage 3 data is: year 7 on and above chronological age 57%, Year 8 on and above 46%, year 9 44%. The reading ages for all our students, including the disadvantaged is a priority in our school. Increased confidence and participation in verbal classroom contributions as evidenced by teacher assessment, learning walks and lesson observations (all key stages). Improved numeracy outcomes in both internal as well as external assessments Improved foundational numeracy skills for disadvantaged pupils by the end of KS1 (evidenced through number bond diagnostic assessments) Improved Y4 MTC results for disadvantaged pupils. Challenges addressed 1,2,3						
Improved attendance for disadvantaged students	Juniors: a continued closing of the gap between FSM6 and non-FSM6 pupils (data shows trend from 2021 to 2025) <table><tr><td>% Gap (Disadvantaged and non)</td><td>-2.6%</td><td>-0.9%</td><td>-2.2%</td><td>-0.4%</td><td>-1.0%</td></tr></table> *not incl. Nursery Seniors: Attendance gap between disadvantaged and non-disadvantaged pupils to be reduced. Currently attendance sits at 87.7% against 92.2%, a difference of 4.5%	% Gap (Disadvantaged and non)	-2.6%	-0.9%	-2.2%	-0.4%	-1.0%
% Gap (Disadvantaged and non)	-2.6%	-0.9%	-2.2%	-0.4%	-1.0%		

	Reduction in the number of disadvantaged students who are currently persistently absent currently 40.8% against 19.1%, a difference of 21.7% Improved punctuality and engagement for students who School identified as vulnerable Challenges addressed 4,5,6,7
Disadvantaged students successfully transition to the next phase of education, employment or training	High proportion of disadvantaged students progress to appropriate post 16 and post 18 pathways Number of NEET students post 16 needs to be 0. Aspirational destination data is to be evidenced for all students leaving BHSA Pupil voice across Junior School to show an increased aspiration and confidence in learning (evidenced through pupil book studies and surveys, but also participation in initiatives such as 'The Brilliant Club Scholarship Programme' and careers events) Challenges addressed 6,7
Increased participation in enrichment and wider extra-curricular activities	All disadvantaged students are taking part in enrichment activities and educational school trips that take place during school hours. Our data shows that 100 % of disadvantaged senior school students engage with enrichment sessions that take place during the timetabled slot at 3.00pm. 47 % of disadvantaged senior school pupils attend after school clubs, fixtures or additional activities that are organised outside of school hours. This includes matches and sporting competitions, the school production, choir concerts, cadets, and physical activity clubs such as netball, trampolining, football, swimming, badminton, gymnastics, cricket and volleyball. All disadvantaged senior pupils have the opportunity to attend rewards trips during the academic year. On average 12% go on school trips abroad but this will be a priority for the next academic year. Barriers to attendance and engagement with trips are identified and addressed on an individual basis. In Junior School, the majority of enrichment clubs take part after school, with some at lunchtime. In 2025-26, 62% of the school attended at least one enrichment. 74% of disadvantaged pupils attended at least one enrichment. This is a positive achievement;

	the aim is to increase this even more and continue to track the enrichment offer to our disadvantaged pupils to tailor this to their interests. School trips and careers events to be considered across the year and across year groups so that disadvantaged students (and all students) benefit from a broad and enriched cultural curriculum. Challenges addressed 5, 6,7
Vulnerable and Disadvantaged students demonstrate improved resilience, confidence and engagement with learning	Student voice, measured through our Undivided questionnaire shows improved confidence and a sense of belonging for our disadvantaged students Reduced behaviour incidents Overall attendance improves year on year Participation in initiatives such as 'The Brilliant Club Scholarship Programme' and similar provide disadvantaged students with the opportunities to see their potential and aspire to university or careers that they may not have thought possible before. 100% of students who participated on the 2025 programme showed an increased confidence in their abilities and aspiration to attend a university. Challenges addressed 4,6,7

Progress towards these outcomes is monitored through:

- assessment and attainment data;
- attendance and behaviour data;
- student voice and wellbeing surveys

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: £27,862

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on PP SLT/JLT team Rationale Targeted tracking, intervention planning and faculty-level accountability ensure that identified disadvantaged students are supported appropriately and monitored to improve attainment and engagement. Disadvantaged student progress and engagement tracked and monitored Raising standards meetings with middle leaders and Heads of Faculty Coaching of subject leaders in identifying students and developing strategies within their area to improve Monitoring that agreed actions are put in place and evaluated to ensure impact	Strategies that are aimed at raising students' attainment must respond to the actual needs of students: https://evidencebased.education/resources/strategies-for-disadvantaged-students/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,
High-quality adaptive teaching disproportionately benefits disadvantaged students by improving access to learning, classroom participation and confidence. Lead CPD to support Quality First Teaching - Whole staff INSET on Inclusive teaching Inclusive teaching a focus throughout next academic year	Education Endowment Fund (EEF) "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium. 'For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning'. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3

CPD on effective strategies to promote verbal contributions from all students in class from SEND team Academy Trust INSET day Feb 2026 Adaptive Teaching	https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching https://educationendowmentfoundation.org.uk/news/effective-teacher-feedback-understanding-in-adaptive-teaching https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £121,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NGTR reading Screening</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
<i>Accelerated Reader</i> <i>Lexia senior school</i>		1, 2
<i>Maths Watch</i>		3
<i>Software for junior school</i> - TTRS		1, 3, 7
<i>Structured interventions:</i> - Number Sense (Y1) number bonds intervention programme - 1stClass@Number (Y2 maths intervention programme) - Success@Arithmetic (Y4/5 maths intervention) - Y5/6 specialist literacy group - EYFS-Y2 phonics intervention groups	Deployment of Teaching Assistants EEF Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	1, 3, 7

Enrichment and Cultural Capital - <i>The Brilliant Club Scholarship Programme, or similar initiative</i> Contribution to trips	Deployment of Teaching Assistants EEF Improving Mathematics in Key Stages 2 and 3 EEF Building Cultural Capital in Disadvantaged Pupils Against the odds - GOV.UK Cultural Capital and the Attainment Gap	5, 6
Support instrumental tuition for disadvantaged pupils to develop confidence and engagement.	https://psycnet.apa.org/fulltext/2019-34936-001.html https://www.tes.com/magazine/archived/playing-musical-instrument-key-academic-success	5

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

Budgeted cost: £171,096

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted focus on improving attendance of all our pupils with a particular focus on our disadvantaged cohort. Attendance officer, Inclusion Lead employed to support our vulnerable families and pupils in order to improve attendance and reduce the rate of persistent absenteeism.	Various strategies will be implemented that are proposed by both EEF and Gov.uk. as successful ways of improving attendance set out in https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Inclusive Attendance	4
Hatch		7
Enrichment and Cultural Capital Contribution to trips	https://www.suttontrust.com/wp-content/uploads/2024/10/Life-Lessons-2024-1.pdf	5, 6

Total budgeted cost: £ 320,614

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Results - 2025

13 (out of 56) Year 6 pupils in 2024-25 were FSM6. This is 23% of the cohort.

	average scaled score FSM6	average scaled score Not FSM6	Gap
Reading	100.5	105.9	-5.4
Writing	97.0	100.9	-3.9
Mathematics	97.8	104.5	-6.7

Whilst the average scaled score for FSM6 pupils was above 100, the gap between FSM6 and non FSM6 pupils remains significant for all three subjects.

12 (out of 56) Year 6 pupils in 2024-25 were SEN. This is 21% of the cohort.
5 pupils were Level 1 SEN Support and 7 pupils had an EHCP (Level 2).

	average scaled score SEN L1	average scaled score Not SEN	Gap	average scaled score SEN L2	Gap
Reading	104.0	106.3	-2.3	88.0	-18.3
Writing	98.2	101.0	-2.8	91.0	-10
Mathematics	103.8	104.5	-0.7	85.8	-18.7

Whilst the average scaled score in reading and maths for SEN L1 pupils was above 100 (104 and 103.8), there is still a gap between SEN and not SEN to be closed. There is a significantly smaller gap in mathematics, reflecting the improvements made in this subject for all pupils.

The gap between SEN L2 pupils and not SEN is significant. This aims to be reduced through a specialist literacy project next year for pupils with an EHCP in Years 5 & 6, specifically aimed at rapidly improving their writing skills and foundational literacy.

Our GCSE examination results for 24/25 show

	BHSA Whole cohort	BHSA Disadvantaged	Local Authority average	England Average
Attainment 8	50	46.1	45	46
Grade 5 English/maths	45.30%	32.10%	44%	45.40%

Our disadvantaged cohort obtained an A8 average that was 3.9 below the whole cohort, whilst exceeding the local authority average and matching the England average. A significant gap existed between those students who achieved the strong grade 5 qualifications in English and maths of 13%.

Our KS5 A level examination results for 24/25 show

	BHSA Whole cohort	BHSA Disadvantaged	Local Authority average	England Average
Progress score	0.14	-0.19	-	-0.03
Average results	C+	C+	B-	B-

Our disadvantaged cohort of 9 students did not make as much progress as the whole BHSA cohort but exceeded the England average. The average result grade matched the BHSA cohort but fell below the local/England average.

Our KS5 Vocational examination results for 24/25 show

	BHSA Whole cohort	BHSA Disadvantaged	Local Authority average	England Average
Progress score	-0.12	-0.02	-	-0.03
Average results	Merit	-	Distinction	Merit +

Our disadvantaged cohort did not make as much progress as the whole BHSA cohort but matched the England average. The average result grade fell below the England average.

Our Senior attendance data for 24/25 shows

	BHSA %	National %	Difference %
All	91.4	91.3	+0.1
Disadvantaged	88.5	86.2	+2.3
Non disadvantaged	92.2	93.3	-1.1
PA All	22.4	25.1	+2.7
PA Disadvantaged	34.4	41.9	+7.5
PA Non disadvantaged	20	18	-2

Gaps exist internally at BHSA between our cohorts as shown above. PA differences in particular of 14% between disadvantaged and non disadvantaged needs to be closed. Disadvantaged students at BHSA have attendance above national figures for 24/25

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
Accelerated reader	Rennaisance
Success@Arithmetic	School Improvement Liverpool
Pathways to Progress	The Literacy Company
ELS: Essential Letters & Sounds	Oxford Owl
Times Tables Rockstars	Maths Circle
Numbots	Maths Circle
WellComm	GL Assessments
White Rose Maths	White Rose Education

Service pupil premium funding (optional)

<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
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.