

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Birkenhead High School Academy
Number of pupils in school	1196
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	K Costello
Pupil premium lead	K Costello
Governor / Trustee lead	B Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,695
Recovery premium funding allocation this academic year	£27,115
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£259,810

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is the key to pupil progress, and this will be a focus for all of our pupils and this is proven to be the best way to close the achievement gap. At the same time we will develop our pupils' character and resilience through a range of enrichment and leadership activities.

We will provide:-

Consistently high quality teaching and learning.

A culture of reading and enjoyment of literature.

Support for skills and resources needed to access learning. (Resources, literacy and numeracy)

A strategy for behaviour for learning which allows all children to succeed, based on praise and positive reinforcement.

A culture of high expectations for behaviour, attendance and attitude to learning within a BHSA family environment.

An enrichment programme for all, so that pupils have equal opportunities to enjoy a varied co-curricular programme of activities.

Together, the focus on reading, co-curricular activities and a culture of success will contribute to the development of cultural capital for disadvantaged pupils.

Finally, we will underpin achievement by offering outstanding pastoral support..

We will achieve our objectives by ensuring the school development plan reflects these objectives; remaining focused year on year on strengthening provision in consistent key areas of development. We will evaluate the implementation of our development plan, assessing impact and responding to identified areas for development.

Challenges

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

Challenge number	Detail of challenge
1a	<p><i>Our observations and assessments of junior pupils in reading indicate that there are gaps in the vocabulary and comprehension in reading skills across the year groups. End of summer 2021 assessments show that 44% of our PP pupils are off track in reading.</i></p> <p><i>The pupils who did not pass the Year 2 phonics check include PP pupils who, now in Year 3, have greater difficulty with phonics and accessing the curriculum, than their peers. This negatively impacts their development as readers.</i></p>
1b	<p><i>Our observations and assessments of pupils' writing indicate that there are significant gaps in writing ability and stamina across the year groups. End of summer 2021 assessments show that 56% of our PP pupils are off track in writing in juniors.</i></p>
1c	<p><i>Our assessments of pupils' maths indicate that there are gaps in problem solving and reasoning tasks across the year groups and gaps in middle prior attaining pupils' key arithmetic skills. End of summer assessments show that 50% of our PP pupils are off track in mathematics in juniors.</i></p>

	<i>Across KS2, disadvantaged MPA pupils are shown to be less able than their non-disadvantaged MPA peers to maintain working at age related expectations and are more likely to not Achieve Standard by the end of KS2.</i>
2	Our observations, and Accelerated Reader Star tests, as well as phonics screening at KS3 show that some PP pupils are not reaching Age Related Expectations for reading.
3	Our observations and discussions with children and families, as well as attendance records, show that some disadvantaged pupils have been negatively affected by the pandemic in a range of areas including social and emotional wellbeing, progress and financial stability and security. These findings are supported by national statistics and also by attendance/wellbeing data.
4	We recognise that some disadvantaged pupils have developed social/emotional issues as a result of the pandemic, and a range of social/family issues. They may find it more difficult to re-integrate and relearn the behaviours needed for effective learning. Our initial ImpactEd survey gives a wellbeing score of 2.64 for PP pupils and 2.80 for non PP at KS3. We will work to ensure that these scores improve.
5	Our analysis shows that there is currently a gap between the attendance of disadvantaged and other groups of pupils. At present 34.8% of our disadvantaged pupils are at risk of falling into the 'persistent absenteeism' (Having attendance below 90%)category, and there is a 4.76% gap for our Pupil Premium pupils this year. In 2020/21 there was a 6% attendance gap.

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
All pupils, including disadvantaged pupils, are strong readers, reaching at least their chronological age on Accelerated Reader, and enjoying the books they read.	<p>At Junior School, all pupils to pass the Y1 phonic check. Those pupils in Y2 & across KS2 who have not passed the phonic check, to be tracked closely & show improvements in their reading ages and comprehension skills, as evidenced through NfER Reading assessments. KS2 reading outcomes to show a higher percentage of PP pupils meeting the expected standard in 2022.</p> <p>At senior level, all pupils should reach chronological age on Accelerated Reader, and match non-PP pupils in reading assessments in English.</p> <p>Pupils should match non-PP pupils in English reading assessments.</p> <p>Pupil voice to evidence enjoyment of reading.</p>
In Junior School, all disadvantaged pupils have improved writing stamina, handwriting and vocabulary.	<p>Improved writing skills evidenced in moderation of pieces of writing, triangulated with other sources of evidence, such as spelling, cross-curricular writing and longer texts.</p> <p>KS2 writing teacher assessments to show a higher percentage of PP pupils meeting the expected standard in 2022, and moving forward to 2024.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2. Improved reasoning skills evidenced.	<p>NfER assessments and book scrutinies to show improved levels of success at reasoning and problem solving questions attempted. NfER assessments and KS2 SATs to show an increasing amount of these question types answered correctly.</p> <p>KS2 maths outcomes to show an increased percentage of PP pupils meeting the expected standard in 2022 and matching non-PP by 2024.</p>
To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.	Attendance for disadvantaged pupils will be at least equal to others, with a numerical target of at least 97%.
Improved metacognitive and self-regulatory skills among disadvantaged pupils in all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects, and reduced numbers of behaviour points for non-completion of homework.

<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 with a focus on EBACC subjects.</p>	<p>By the end of our current plan in 2024/25 60% or more of disadvantaged pupils enter the English Baccalaureate (EBACC). In the last 3 years this figure was 22/24/38% respectively - and we wish to continue this trend to ensure pupils succeed in gaining strong passes across EBACC subjects.</p>
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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: £17,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
More cross phase collaboration	DFE DOC:- Effective School Partnerships and collaboration for school improvement: A review of the evidence Research Report 2015	5
Embedding an effective behaviour for learning policy across the school. This will include professional development for all staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf	4
Targeted CPD sought for TAs and teachers in relation to supporting lower middle attaining pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/active-professional-development	1a, 1b, 1c

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

Budgeted cost: £146,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the NTP to provide one-to-one and small group tutoring	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://www.helenarkell.org.uk/docu	3
Implement use of Accelerated Reader throughout KS3 to support enthusiasm for reading and track progress Use Pearson Rapid Plus programme to support readers at KS3.	Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). (A wealth of evidence supports this.)	2
Provide a range of text books for different subjects so pupils have exposure to non-fiction texts. Work with teachers so that they can use effective reading comprehension techniques and targeted , explicit teaching of vocabulary	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	

<p>with this reading material. This will also develop students' ability to read complex academic texts.</p>		
<p>Provide training to TAs and lead teachers on implementing a more structured programme of intervention for maths and literacy</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1a, 1b, 1c</p>
<p>Support instrumental tuition for disadvantaged pupils to develop confidence and engagement.</p>	<p>https://psycnet.apa.org/fulltext/2019-34936-001.html</p> <p>https://www.tes.com/magazine/archived/playing-musical-instrument-key-academic-success</p>	<p>3,4</p>

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

Budgeted cost: £98,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from learning mentors focussed on addressing emotional/social issues relating to behaviour for learning. Oversee evidence based programmes such as 'Blues' and 'Bouncing Back' as well as programmes such as 'Hooves for Healing' - animal based therapies.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3 4
Rita The Reading Dog to support reluctant readers so that they make greater progress and enjoy the experience of reading.	BHSA have created an Impact Study, which can be provided on request.	2
Focus on attendance led by the Attendance Champion (DW) to monitor and oversee intervention and escalation. This will include support from learning mentors focussed on addressing emotional/social issues relating to poor attendance.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour (Specifically "every pupil should have a supportive relationship with a member of school staff.")	4
Have an available fund to support with uniform and other costs (for example revision materials) for disadvantaged families. This will overcome perceived barriers to school attendance and the attainment of disadvantaged pupils.	We know from experience that some families need support with uniform and other costs.	

Total budgeted cost: £ 262,300

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our data suggests we have made headway with closing gaps between PP and non PP with current reading ages being as follows:-

Y7 - PP 11.21 Non PP 11.29

Y8 - PP 12.05 Non PP 11.95

Y9 PP 12.37 Non PP 12.31

However, it is clear that a number of pupils are still not reaching their chronological age.

Our Junior School in-house data suggests that an increasing number of PP pupils have become off track in reading, writing and maths between Years 2 to 3, Years 4 to 5 and Years 5 to 6. However, from Years 3 to 4, PP pupils made better progress between July and Dec in all three subjects.

	Number of PP pupils off track in Reading		Number of PP pupils off track in Writing		Number of PP pupils off track in Maths	
	July 2021	Dec 2021	July 2021	Dec 2021	July 2021	Dec 2021
Y1	2	2	1	0	0	0
Y2	1	2	1	2	1	2
Y3	6	8	7	10	6	7
Y4	2	1	4	5	3	4
Y5	6	5	6	6	7	7
Y6	4	13	7	12	7	10

Attendance was significantly impacted by Coronavirus, and hence the gap did not narrow. We will continue to develop strategies to improve attendance.

We continued to support disadvantaged pupils' wellbeing in a variety of ways, including music lessons, mentoring and a range of resources. This was successful in helping some disadvantaged pupils experience a sense of wellbeing as can be seen in our ImpactEd survey where LAC pupils (KS3) gained a score of 3.39 for 'Wellbeing' against 2.87 for Non-LAC. However, the overall wellbeing scores are still lower for all Key stages (2-4) for PP.

Revision resources were provided in Science, and focussed tutoring in maths and English. We were pleased with progress in these subjects.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NTP - Maths and English	CONNEX

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.