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	The Prescot School
Number of pupils in school	868
Proportion (%) of pupil premium eligible pupils	55.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	Oct 2022
Date on which it will be reviewed	July 2023
Statement authorised by	G Cousineau
Pupil premium lead	E Earps
Governor / Trustee lead	M Cassim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£473,785
Recovery premium funding allocation this academic year	£133,032 (**+£80,028 SLT)**
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	£606,817 (**+£80,028 SLT)** *£686,845*

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy closely matches the funding to the personalised academic and pastoral needs of our students. Our vision is to use the Pupil Premium strategy to remove the barriers to learning for our pupils, whether those barriers be economic, social, SEND, medical or other.

The school's focus is to bridge the gaps for our pupils. We aim to provide the behaviour strategies, tailored curriculum approaches and teaching and learning strategies to support the individual needs of our students. The school has a commitment to continually improving the quality of teaching and the provision of tailored approaches to support learning through the use of the annual pupil premium grant and, more recently, the recovery premium.

The vision of The Prescot School is to ensure all students achieve their academic potential, develop holistically and go on to lead happy and successful lives.

Challenges

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

Challenge number	Detail of challenge
1	Knowsley is the second most deprived LA in the country (out of 317 Local Authorities), the third most deprived LA in the country based on average income deprivation and the most deprived LA in the country based on average rate of employment deprivation. It is the 12th most deprived LA in the country for Income Deprivation Affecting Children Index. The percentage of pupil premium students is higher than the national average at 55%.
2	Teaching and learning is focused on supporting pupils on their return to school after the pandemic, addressing core knowledge gaps and challenging them to achieve their potential. Knowsley was ranked the highest area in the country for infection rates during much of the pandemic. There has been significant financial impact on a number of our families. We have seen a higher proportion of our families who have needed financial support to return to school.
3	Multiple vulnerabilities present additional challenges within our cohort. For examples, Knowsley has the third highest rate of children with Special Educational Needs and Disabilities in England: 19.2% of children educated in Knowsley are identified as having a Special Educational Need. The Prescot School is similarly affected by children with multiple vulnerabilities impacting on the PP cohort, including (SEND) with 21 students on EHCP plans and 3 in the process of being assessed.

	Additionally, we have a high number of CLA and post-LAC children, for whom we reserve the right to tailor expenditure of additional funding to provide highly individualised support.
4	Attendance figures for the school are an area of focus, and for pupil premium students are lower than non-pupil premium, with attendance for 2021/22 at 82.15% for pupil premium students. Pupils referred for behavioural support programmes are normally pupil premium students. 79% of fixed term exclusions in 2021/22 were pupil premium students.
5	Low levels of literacy on entry, as a result of weak starting points in EYFS and gaps getting wider over time. This limits the ability of the students to fully engage with and understand the curriculum, particularly as they move through the school. At primary level a gap remains between local and national data sets for the number of children achieving the expected standards in Reading, Writing and Maths. Too few pupils achieve at the higher standard in Key Stage 2 and this is impacting on attainment in the secondary sector. Disadvantaged pupils do less well than their peers nationally in 23/50 of the primary schools. The disadvantage gap in EYFS is 4.4 months and primary is 8.4 months in Knowsley. The current Y7 cohort have an average CAT score of 92.9 compared with the 100 national average, and an average reading score of 98.1.
6	The narrow experiences of many students means they cannot fully engage with aspects of the curriculum, including texts, as they simply don't have the background knowledge of the world. There is a school need to promote and provide wider enrichment opportunities to fill those gaps, as well as build a broad, balanced, and rich curriculum to expose students to the wider world. A focus on building cultural capital of students and accessing the opportunities within our community is built into our SDP.

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
A focus on whole school teaching and learning improves the outcome for pupils and accelerate the progress of pupil premium students in all year groups.	- Quality assurance activities and evaluations demonstrate the quality of teaching is improving over time. - Internal and external assessment data, including GL progress tests at KS3 and GCSE outcomes, demonstrate that pupil premium students are making accelerated progress from their starting points. - Pupil premium gaps in attainment (particularly in maths and English) are narrowing over time (in comparison to starting points, and previous cohorts).
Curriculum provision is appropriate for ALL pupils to ensure engagement and success. Improving the number of PP students that stay in education and training, increase the	- PP students in all year groups make improved progress towards FFT targets, with attainment and progress moving towards national expectations.

number that access Level 3 post 16 qualifications.	- Pupils attending Alternative Provision placements full time or college placements succeed, accessing a range of level 1 and 2 qualifications to facilitate post-16 progression. - A reduction in NEETs from 2019/20 and 2020/21.
Assessment systems across the school are used precisely, with a focus on narrowing pupil premium attainment gaps. Accountability systems are in place in order to maintain clear expectations regarding responsibility for accelerating progress and attainment of pupil premium students.	- GL assessment data, and robust and accurate internal assessment data, is used gather clear data on pupils' current needs, with curriculum adjustments to account for gaps identified. - Accurate and timely interventions are used to narrow gaps in knowledge. Students who are referred for academic tutoring make accelerated progress, reflected in their end of year attainment compared with starting points. - Pupils in all year groups improve their progress & attainment as a result of sharply focused quality first teaching and intervention at class and individual level.
The recovery premium and school led tutoring/NTP funding is used forensically to improve outcomes for pupil premium students in all years.	- Targeted interventions have an impact in all subjects and year groups, with clear monitoring and tracking of assessment data. - Pupils attainment across all subjects is improving towards national standards. - Attainment in the Basics at 4+ and 5+ improves from previous academic year and is closer to national standards. - The gap between PP and non-PP in the Basic measure diminishes from previous years, and from September 2022 to summer 2023.
Reducing persistent absence and improving attendance of pupil premium students. Strategic use of funding to focus on the causes of PP non-attendance and actions to bridge those gaps, alongside a strong focus on meeting the academic and pastoral needs of students.	- The attendance gap between % of PP and non-PP pupils is diminished from previous cohorts and/or cohort starting points. - Persistent absence of PP students reduces. - Reduction in FTEs and other measures of behaviour specifically for PP students, with the percentage of incidents attributed to PP students reduced.
Improving accessibility to wider curriculum opportunities and experiences for pupil premium students.	- A balanced engagement of PP and Non-PP students at wider curriculum events. - Ensuring the balance of PP and Non-PP students within school provisions offered.

Improve the progress and attainment for SEND pupil premium students, though a forensic analysis of the curriculum, improvements to the quality of teaching and efficient use of assessment data to target gaps in knowledge.	- Clear evaluation of the curriculum structure and content for SEND pupil premium students - Progress of SEND pupil premium students is improving towards the same rates of progression for non-SEND students, across all year groups.

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: **£368,212.42**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A focus on whole school Teaching and learning improves the outcome for pupils. *Examples:* *Smaller class sizes. Bespoke CPD programme, at classroom and leadership level.* *Continuing focus on Metacognition and Disciplinary literacy as vehicles to improve the quality of teaching and accelerate progress. Focus on* *Clear focus on classroom routines and expectations both from a behaviour and teaching and learning perspective, in line with the support from the Behaviour Hub programme, to ensure consistency of*	'A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months' progress are achievable, which is more consistent with other feedback research.' +8 months EEF '…reduction is large enough to permit the teacher to change their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours' EEF	1, 2, 3 and 4

expectations around the quality of teaching.		
Review and implement the school's literacy strategy to ensure reading, oracy and disciplinary literacy is facilitated and evidenced in all subject areas. *Examples:* *All departments to review and redevelop subject specific marking policy, to incorporate appropriate Literacy marking.* *Appointment of new Literacy coordinator.* *Re-development of discrete literacy lessons across all of KS3 to accelerate standards.* *Additional time for subject leaders and departments to redevelop curriculum planning aligned to Trust development, which has a clear focus in reading and vocabulary development and approaches in the classroom. Required purchase of additional reading texts and resources for delivery.*	'consistently show positive impact on learning' +5 months EEF 'Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches'.+6 months EEF	2 and 4

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

Budgeted cost: **£180,935.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use assessment data effectively	'Any consideration of curriculum should be inextricably bound to understanding quality diagnostic learning	2, 3 and 4

Examples:	assessments.' EEF blog Assessing learning in the new academic year – how school leaders can best support pupils to regain lost learning	
GL assessments used at KS3 to assess learning needs for English and Maths.		
Whole school NGRT testing and planned intervention.		
Review of assessment systems to increase knowledge, understanding and skills of leaders to use data more effectively to target underperformance.		
Targeted and impactful use of recovery premium funding to narrow gaps for disadvantaged students.	'make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures' EEF	2, 3 and 4
Examples:	'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.' +4 months EEF	
Academic Mentors for Reading to link with school Literacy focus		
Use of School Led Tutoring to implement 1:1 and small group tutoring. Recruitment of transitional KS2/3 teachers to support students with significant numeracy and literacy deficits.	'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' +4 months EEF	
TA School Led Tutoring focus to develop reading strategies.		
Proportion of funding to used to support KS4 revision skills events.		
Targeted support for SEND pupil premium students to accelerate their progress and attainment.	As with our SEND learners, provision for those for whom we receive Pupil Premium funding should be dedicated and targeted if we are to make a real difference. Whether SEND or Pupil Premium, we should be making provision which is specifically targeted at perceived need – and building relationships where we get to know what strategies can work for an individual. Every time. Always.	3,5
Examples:		
Bespoke curriculum development for Year 7 SEND students, to include reviewed		

English, Maths, Science and Humanities provision; cross curricular approach to the use of Lexia to support lowest ability students.	In effect, we should, as SEND and Pupil Premium leaders, know the story that all our information and data is telling us about each student. To not only involve parents, but to work closely with them as equals, is significant if we are to do this effectively and to influence outcomes positively. ***Garry Freeman (SecEd)***
Small class size for lowest set in Y7, following a more cross curricular/nurture style if teaching.	An extensive meta-review of nurture group research conducted in 2014 by the Nurture Group Network highlighted the successful outcomes of nurture groups in primary schools, including:
Discrete Literacy Lessons – Year 8/9 – taught by SENCO /English specialists.	• children who attended an NG had a significant chance of improving their learning skills, including language and literacy skills
Literacy intervention completed by KS2/3 teacher – use of Read Write Inc.	• NGs resulted in long-term improvements in pupils' behaviour and social skills
	• NGs resulted in a positive change to SEBD in the classroom and an improved behavioural ethos at school
	• the younger the pupil was when s/he accessed the nurture group, the more significant the gains in social functioning and academic performance
	• NGs result in a positive attachment to school

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

Budgeted cost: **£137,690.58**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for wider needs of students to ensure they have equal access to curriculum opportunities.	'the impact of arts participation on academic learning appears to be positive' 'The overall impact of sports participation on academic achievement tends to be positive' +2 months EEF	1, 2, 3, 4 and 5

Support for the most economically disadvantaged students to access all aspects of their education: Support for transport, uniform, food, trips & visits etc *Two school counsellors to and one mentors to support SEMH needs across the school.*	'Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.' +4 months EEF	
Refine current strategies and implement new strategies to ensure the improvement of behaviour, attendance, PA and punctuality across all groups of students. *Engagement in Behaviour Hub programme to redevelop culture and behaviour strategies, and consistency of use.* *Examples:* *EWO* *Appointment of Behaviour Lead* *Non-teaching pastoral staff in all year groups* *Attendance officers* *After school sessions for parents to support a range of SEMH and SEND issues.*	'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.' EEF 'There is a general belief that school uniform leads to improvements in pupils' behaviour.' EEF 'Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues' +3 months EEF 'reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' +3 month impact EEF	3, 4 and 5

Total budgeted cost: £686,838.00

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.

Intended outcome	Success criteria

- A focus on whole school teaching and learning improves the outcome for pupils and accelerate the progress of pupil premium students in all year groups.
- A personalised provision for pupils to ensure engagement and success. Improving the number of PP students that stay in education and training, increase the number that access Level 3 post 16 qualifications.
- Assessment systems across the school are used precisely with a focus on narrowing pupil premium attainment gaps. The recovery premium is used forensically to improve outcomes for pupil premium students in all years.
- Reducing persistent absence and improving attendance of pupil premium students. Strategic use of funding to focus on the causes of PP non-attendance and actions to bridge those gaps.
- Improving accessibility to wider curriculum opportunities and experiences for pupil premium students.

A clear CPD package alongside rigorous quality assurance has improved T+L data. Quality assurance activities and evaluations demonstrate the quality of teaching is improving over time: Typically, 93 % of teaching is secure or better.

This shows an improvement in the quality of education over the past 3 years.

2 staff are cause for concern: 1 on formal capability, currently absent from school. Other member of staff, currently being monitored, has had good recent appraisal observation (HoD & SLT) and support from HoD in the form of coaching is ongoing.

ECTs are all making good progress and are on track to be 'secure or better' by the end of their first year.

Pupils attending AP placements full time or college placements succeed, accessing a range of level 1 and 2 qualifications to facilitate post-16 progression.

Pupils in all year groups improved their progress & attainment as a result of sharply focused quality first teaching and intervention at class and individual level. Internal and external assessments show that:

Year 11 outcomes for pupil premium students demonstrate that:

- Attainment 8 increased significantly from 2019-2022 (+0.32)
- 4+ basics increased by 4%
- 5+ Basics increased by 3%
- EBACC APS increased by +0.32
- English attainment at 4+ and 5+ increased by up to 5 % from mock examination to final assessment
- Maths attainment at 4+ increased by 10% from mock examination to final assessment

Year 10 PP– overall progress against targets improved from 29% to 36% from the first assessment of the year to June 22. This is a similar percentage increase as non-PP, though there is an overall progress gap. A8 increase by 4 points, with attainment in Basics measures increasing by 7/5% at both 4+ and 5+

Year 9 PP – overall progress against targets increased from just 4% in the

first assessment to 62% in the final assessment of the academic year, with Maths increasing by 67% and English increasing by 59%.

Year 8 PP - overall progress against targets increased from just 8% in the first assessment to 73% in the final assessment of the academic year, with Maths increasing by 74% and English increasing by 41%.

Year 7 PP - overall progress against targets increased from just 5% in the first assessment to 76% in the final assessment of the academic year, with Maths increasing by 73% and English increasing by 34%.

- The most recent validated NEET data shows that there is a significant increase in positive destinations post 16, with 86% of students accessing educations, training or employment (up from 81%) and the gap between PP and non-PP has diminished to 0 from 5%. Just 1.7% of students were NEET, which is significantly better than the national or local figures.
- Additionally, GL assessment data is used gather clear data on pupils' current needs, with curriculum adjustments to account for gaps identified.
- Accurate and timely interventions are used to narrow gaps in needs.
- Targeted interventions have an impact in all subjects and year groups. GL Assessments show that:
- Pupils in Year 7 have increased their reading ability, with PP mean SAS increasing by 0.7 points, and significantly more students moving into stanine 7-9 with SAS scores of more than 112. 27% of Year 7 pupils made higher than expected progress.
- On average, across all year groups, the mean SAS for PP students increased by 1.3 points to 97.9; still below national and with a gap, but demonstrating progress with significantly more students in stanine 6-9, with SAS over 104. 75% of pupils made expected progress, with 23% making higher than expected

- progress as a result of targeted interventions.
- Analysis of Progress Tests in Maths show PP students making steady progress over time, moving from a mean SAS of 88.7 in Year 7 to 91.8 in Year 9. Progress is weaker in English, moving from average mean SAS of 90.1 in Year 7 to 90.7 in Year 9

- Students targeted for tutoring intervention from The Tutor trust, through the School Led Tutoring, made an overall improvement in grades of +0.5 grades from Nov to March mocks.

- Yr8 Tutor Trust reading intervention sessions for 10 students:
- + 3.2 SAS score
- +13 months progress compared to chronological age.
- Yr9 Tutor Trust reading intervention sessions for 10 students:
- + 8.75 SAS score
- +16 months progress compared to chronological age

- Behaviour is improving as a result of a renewed policy and a more consistent approach to implementation, which is positively impacting on pupil premium students and their engagement in lessons.
- Last academic year (Sept-July) 1996 pupils went into remove. With an average of 350 pupils being placed in remove each half term. 79% of these pupils were PP.

- This academic year 98 pupils have been in the remove room so far. Demonstrating a large improvement of restorative behaviour practice within the school.
- 16% of these pupils are PP in for repeat offences.
- Attendance gaps between PP and non-PP are diminishing, with a 2.5% gap at the end of the academic year (reduced from 3% in term 1).

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- There is a balanced engagement of PP and Non-PP students at wider curriculum events. The following figures reflect the monitoring of this:
- Drama: 69.2% PP for drama club
- Music: 71% PP
- Peripatetic lessons: 56%
- University trips Y7 and Y8: whole year groups 60% PP
- College trip Y10: whole year group 60% PP
- Y8 Commando Jo 91% PP
- Y9 Commando Jo 73%
- Y9 I AM project 52% PP
- Y8 I AM project 77% PP
- Lancaster trip y9 24% PP
- Y11 English revision 57% PP
- PE extra curric 40% PP
- Film club: 37% PP
- Science 40% pp attendance

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
External tuition provider	The Tutor Trust