



Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2026 academic years) 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 Prescott School
Number of pupils in school	919
Proportion (%) of Pupil Premium eligible pupils	51.0%
Proportion (%) of Free School Meal eligible pupils	51.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	M Reynolds
Pupil premium lead	J Conway-Williams
Governor / Trustee lead	TBC

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£478,800
Recovery premium funding allocation this academic year	£0
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	£478,800

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our Pupil Premium strategy is designed to align funding with the specific academic and pastoral needs of our students. Our goal is to eliminate barriers to learning, which may include economic, social, special educational needs and disabilities (SEND), medical issues, and other challenges.

The school is dedicated to closing the achievement gaps for our students. We strive to implement behaviour strategies, customised curriculum approaches, and effective teaching and learning methods that cater to the individual requirements of each pupil.

We are committed to continuously enhancing the quality of teaching and the provision of personalised support through the annual Pupil Premium grant. At The Prescot School, our vision is to ensure that all students reach their academic potential, develop holistically, and ultimately lead fulfilling 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 recognized as the second most deprived local authority in the country out of 317, ranking third in terms of average income deprivation and first for average employment deprivation. Additionally, it ranks 12th for the Income Deprivation Affecting Children Index. Currently, 51.4%% of our pupils are eligible for free school meals (FSM), an increase of 2.2% on the previous academic year. During much of the pandemic, Knowsley had the highest infection rates in the country, which has had a significant financial impact on many of our families. As a result, we have observed an increased need for financial support among our families, a situation that has been worsened by the pandemic
2	Teaching and learning are centred around maintaining high expectations for all students, helping them to fill essential knowledge gaps while challenging them to reach their full potential. Many children enter Year 7 with considerable knowledge deficits across the curriculum due to a history of disengagement from learning, a situation worsened by the pandemic and their subsequent return to the school environment. This has had a lasting effect on their attainment and achievement at Key Stage 4.
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: 16.2% of children educated in Knowsley are identified as having a Special Educational Need and 2.8% with an EHCP. The Prescot School is similarly affected by children with multiple vulnerabilities impacting on the PP cohort, including (SEND) with 23.2% of our

	<p>school on SEND support and 3.2% with an EHCP. This places us above national data averages of 12.4% on SEND support and 2.4% with an EHCP. Of the students with SEND, 61.5% are PP and 51.7% of EHCP students being PP.</p> <p>Additionally, we have a high number of CLA and PLAC children, for whom we reserve the right to tailor expenditure of additional funding to provide highly individualised support.</p>
4	<p>Attendance figures for the school are an area of focus, and for pupil premium pupils are lower than non-pupil premium, with attendance for 22/23 at 84.4% and 23/24 at 81.2% for pupil premium pupils (Compared to 90.9% NPP). Pupils referred for behavioural support programmes are normally pupil premium pupils. 50% of fixed term exclusions in 2022/23 were pupil premium pupils. In 22/23 50% of suspensions were pupil premium pupils and in 23/24 52% were pupil premium pupils.</p>
5	<p>Students enter school with low levels of literacy due to weak starting points in the Early Years Foundation Stage (EYFS), and these gaps continue to widen over time. This situation hinders their ability to fully engage with and comprehend the curriculum as they progress through their education. At the primary level, there remains a disparity between local and national data regarding the number of children meeting the expected standards in Reading, Writing, and Maths. Additionally, too few students achieve at the higher standard in Key Stage 2, which negatively affects their attainment in the secondary sector. Disadvantaged pupils perform worse than their peers nationally in 23 out of 50 primary schools. In Knowsley, the disadvantage gap is 4.4 months in EYFS and 8.4 months in primary education.</p>
6	<p>The school recognises the need to promote and offer a wider range of enrichment opportunities to address social gaps, while also developing a broad, balanced, and enriching curriculum that exposes students to the wider world. Our School Development Plan (SDP) emphasises the importance of enhancing students' cultural capital and facilitating access to opportunities within our community.</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
An emphasis on whole-school teaching and learning enhances outcomes for all students and accelerates the progress of pupil premium students across all year groups.	<ul style="list-style-type: none"> ➤ Quality assurance activities and evaluations indicate that the quality of teaching is consistently improving over time. ➤ Internal and external assessment data, including GL progress tests at Key Stage 3 and GCSE outcomes, show that pupil premium pupils are making accelerated progress from their initial starting points. ➤ The attainment gaps for pupil premium students, especially in mathematics and English, are narrowing over time when compared to their starting points and previous cohorts.
The curriculum is designed to be suitable for all	<ul style="list-style-type: none"> ➤ Pupil premium students in all year groups are making enhanced progress toward FFT targets, with their

<p>students, promoting engagement and success. Efforts are focused on increasing the number of pupil premium students who remain in education and training, as well as those who pursue Level 3 post-16 qualifications.</p>	<p>attainment and progress aligning more closely with national expectations.</p> <ul style="list-style-type: none"> ➤ Students enrolled in full-time Alternative Provision placements or college programs are achieving success by obtaining a variety of Level 1 and Level 2 qualifications, which support their progression after the age of 16. ➤ A reduction in NEETs is seen. Early identification, intervention and partnership working supports reduction. ➤ Comprehensive interventions enhance students' ability to engage with learning. Reading ages are assessed, and tailored intervention packages are implemented to facilitate improvement. Additionally, students are encouraged to read for enjoyment.
<p>Assessment systems throughout the school are used effectively, focusing on closing attainment gaps for pupil premium students. Accountability measures are established to ensure clear expectations for promoting the progress and achievement of these students.</p>	<ul style="list-style-type: none"> ➤ GL assessment data, along with reliable and precise internal assessment data, is utilised to obtain a clear understanding of students' current needs, leading to curriculum adjustments that address identified gaps. ➤ Timely and precise interventions are implemented to bridge knowledge gaps. Students referred for academic tutoring demonstrate accelerated progress, as seen in their end-of-year achievements compared to their starting points. ➤ Students in all year groups enhance their progress and attainment due to targeted, high-quality teaching and individualised interventions.
<p>Pupil Premium funding is utilised strategically to enhance outcomes for pupil premium students across all year groups.</p>	<ul style="list-style-type: none"> ➤ Targeted interventions positively affect all subjects and year groups, supported by thorough monitoring and tracking of assessment data. ➤ Pupils' attainment across all subjects is improving towards national standards. ➤ Attainment in the Basics at levels 4+ and 5+ has improved compared to the previous academic year and is approaching national standards. ➤ The gap in the Basic measure between PP and non-PP students narrows.
<p>Reducing persistent absence and improving attendance of pupil premium pupils. 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 pupils.</p>	<ul style="list-style-type: none"> ➤ The attendance gap between the percentage of PP and non-PP pupils has decreased compared to previous cohorts and/or their starting points. ➤ The persistent absence of PP pupils decreases and is in line with NPP pupils. ➤ Reduction in suspensions and other measures of behaviour specifically for PP pupils, with the percentage of incidents attributed to PP pupils reduced.
<p>Enhancing access to a broader range of curriculum opportunities</p>	<ul style="list-style-type: none"> ➤ A balanced engagement of PP and Non-PP pupils at wider curriculum events. ➤ Ensuring the balance of PP and Non-PP pupils within school provisions offered.

and experiences for pupil premium students.	
Enhance the progress and attainment of SEND pupil premium students through a detailed analysis of the curriculum, improvements in teaching quality, and effective use of assessment data to address knowledge gaps.	<ul style="list-style-type: none"> ➤ Clear evaluation of the curriculum structure and content for SEND pupil premium pupils. ➤ The progress of SEND pupil premium students is improving and approaching the same rates of advancement as 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: **£191,520** (40% of allocation, 51% in 23/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A focus on whole school Teaching and learning improves the outcome for pupils.</i></p> <p><i>Examples:</i></p> <p><i>Smaller class sizes, to support the bespoke needs of pupils.</i></p> <p><i>Bespoke CPD programme, at classroom and leadership level.</i></p> <p><i>Continuing focus on metacognition and disciplinary literacy as evidence-informed strategies to improve the quality of teaching and accelerate progress.</i></p> <p><i>Focus on instructional coaching with StepLab as the vehicle to evaluate teaching, identify priorities for developing teaching and support deliberate practice.</i></p> <p><i>Significant time allocated to MAT collaboration and partnership working, including provision for</i></p>	<p>'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</p> <p>'...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</p>	1, 2, 3 and 4

<p><i>ECTs and delivery of leadership qualification.</i></p> <p><i>Teaching and Learning to improve the quality of provision in the classroom:</i></p> <p><i>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 expectations around the quality of teaching.</i></p> <p><i>The curriculum reflects high expectations and have a focus on high quality resources. All reviewed and redeveloped curriculum incorporates high expectations, covers National Curriculum content and reflects the needs of pupils within our context.</i></p> <p><i>PSHE and Learn 4 Life days reflect both the local context needs and the aspirations school has for pupils.</i></p>		
<p><i>Review and implement the school's literacy strategy to ensure reading, oracy and disciplinary literacy is facilitated and evidenced in all subject areas.</i></p> <p><i>Examples:</i></p> <p><i>All departments to review and redevelop subject specific marking policy, to incorporate appropriate Literacy marking.</i></p> <p><i>Appointment of new Literacy coordinator.</i></p> <p><i>Re-development of discrete literacy lessons across all KS3 to accelerate standards.</i></p> <p><i>Additional time for subject leaders and departments to redevelop curriculum planning aligned to Trust development, which has a clear focus on disciplinary reading and vocabulary development and approaches in the classroom.</i></p> <p><i>Required purchase of additional</i></p>	<p><i>'consistently show positive impact on learning' +5 months EEF</i></p> <p><i>'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'</i></p> <p><i>'Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market...</i></p> <p><i>...Research has linked poor reading ability to an increased likelihood of unemployment, homelessness, divorce, health problems and incarceration, and a reduced likelihood of employment, home ownership, life satisfaction and community and political engagement'</i></p> <p><i>The relationship between reading age, education and life outcomes</i></p>	<p><i>2 and 4</i></p>

<p><i>reading texts and resources for delivery.</i></p>		
<p>A whole school approach to the development of reading skills and fluency is taken.</p> <p><i>Examples:</i> <i>All staff are teachers of reading. A bespoke form time reading programme is in place across the whole school.</i> <i>Reading Mentors deliver specialist programmes of interventions.</i> <i>Quality CPD is in place to support teachers as readers, including bespoke classroom support.</i> <i>Assessments are used to support needs at a whole school level.</i> <i>Resourcing quality provisions.</i></p>	<p>Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned ‘poorer readers’ as ‘good’ readers, giving them a more engaged uninterrupted reading experience over a sustained period. (Sussex Research Online)</p> <p>Reading a whole book together out loud—perhaps allocating ten or fifteen minutes every few days to it—...(is) a worthwhile practice will bear fruit. (Doug Lemov)</p>	<p>2 and 5</p>

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

Budgeted cost: **£143,640** (30% of allocation, 26% in 23/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use assessment data effectively</i></p> <p><i>Examples:</i> <i>GL assessments used at KS3 to assess learning needs for English and maths.</i> <i>Whole school NGRT testing and planned intervention. Additional diagnostic tests to determine bespoke intervention requirements.</i> <i>Review of assessment systems to increase knowledge, understanding and skills of leaders to use data more effectively to target underperformance.</i></p>	<p>‘Any consideration of curriculum should be inextricably bound to understanding quality diagnostic learning assessments.’ EEF blog Assessing learning in the new academic year – how school leaders can best support pupils to regain lost learning</p>	<p>2, 3 and 4</p>
<p><i>Targeted and impactful use of recovery premium funding to narrow gaps for disadvantaged pupils.</i></p>	<p>‘make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed</p>	<p>2, 3, 4 and 6</p>

<p><i>Examples:</i></p> <p><i>Academic Mentors for Reading to link with school Literacy focus</i></p> <p><i>Use of School Led Tutoring to implement 1:1 and small group tutoring. (match funded at 50% from PP budget).</i></p> <p><i>Additional study support sessions for Y11 in core subjects.</i></p> <p><i>Proportion of funding to support KS4 revision skills events.</i></p> <p><i>Lexonik intervention packages.</i></p> <p><i>Differentiation reading programme in place bespoke to the individual needs and ages of children.</i></p>	<p>out the most because of school closures' EEF</p> <p>'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.' +4 months EEF</p> <p>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' +4 months EEF</p> <p>'On average, students who took part in Lexonik Advance had a standardised score of 94.5 before taking part. After taking part in the programme, the average score had increased to 106.0. (National Literacy Trust)</p> <p>'... schools used regular assessments to understand the gains pupils had made after additional reading teaching. Testing was frequently linked to the individual programmes that supported different components of reading. ... There was then a post-intervention assessment of the programme's impact. These tests were repeated termly and/or each year, so that schools knew what the pupils had learned, and could monitor their improving reading knowledge. ('Now the whole school is reading' – DfE)</p>	
<p><i>Targeted support for SEND premium pupils to accelerate their progress and attainment.</i></p> <p><i>Examples:</i></p> <p><i>Bespoke curriculum development for Year 7 SEND pupils, to include reviewed English, Maths, Science and Humanities provision; cross curricular approach to the use of Lexia to support lowest ability pupils.</i></p> <p><i>Small class size for sets in Y7, following a more cross curricular/nurture style of teaching.</i></p>	<p>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.</p> <p>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)</p>	3,5

<p><i>Discrete Literacy Lessons – Year 8/9 – taught by SENCO /English specialists.</i></p> <p><i>ADHD foundation partnership-bespoke packages for pupils, CPD for staff and parental support programme.</i></p>	<p>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:</p> <p>children who attended an NG had a significant chance of improving their learning skills, including language and literacy skills</p> <p>NGs resulted in long-term improvements in pupils’ behaviour and social skills</p> <p>NGs resulted in a positive change to SEBD in the classroom and an improved behavioural ethos at school</p> <p>the younger the pupil was when s/he accessed the nurture group, the more significant the gains in social functioning and academic performance</p> <p>NGs result in a positive attachment to school</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£143,640** (30% of allocation, 23% in 23/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Support for wider needs of pupils to ensure they have equal access to curriculum opportunities.</i></p> <p><i>Support for the most economically disadvantaged pupils to access all aspects of their education: Support for transport, uniform, food, trips & visits etc</i></p> <p><i>Two school counsellors to and one mentors to support SEMH needs across the school.</i></p> <p><i>Appointment of DDSL and Operational Safeguarding Lead to support the vulnerabilities of pupils and focus on accessing education.</i></p>	<p>‘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</p> <p>‘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</p>	<p>1, 2, 3, 4, 5 and 6</p>

<p><i>Pastoral support assistants in each year group.</i></p> <p><i>SWIS (Social Worker in Schools) team based in school.</i></p> <p><i>Summer school transition to support academic transition for pupils who have not met academic standards at KS2.</i></p>		
<p><i>Refine current strategies and implement new strategies to ensure the improvement of behaviour, attendance, PA and punctuality across all groups of pupils.</i></p> <p><i>Engagement in Behaviour Hub programme to redevelop culture and behaviour strategies, and consistency of use.</i></p> <p><i>Examples:</i> <i>EWO</i> <i>Attendance officers.</i> <i>After school sessions for parents to support a range of SEMH and SEND issues.</i> <i>Appointment of behaviour focused SLT lead.</i> <i>Safer School Police Officer on site.</i> <i>Attendance rewards systems in place across all year groups.</i></p>	<p>'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</p> <p>'There is a general belief that school uniform leads to improvements in pupils' behaviour.' EEF</p> <p>'Impacts are larger for targeted interventions matched to specific pupils with needs or behavioural issues' +3 months EEF</p> <p>'reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' +3 months impact EEF</p>	<p>3, 4 and 5</p>

Total budgeted cost: £478,800

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 2023 to 2024 academic year.

Intended outcome	Impact
<p>Teaching and Learning</p> <p>Improvements in teaching and learning across the school, ensuring students are accessing the correct curriculum pathway for their needs and a relentless approach to improvements in reading ages ensures that all students make rapid and sustained progress. A reduction in suspensions is seen across school. An improvement in positive behaviour points can be seen.</p>	<p>Each year, we identify key areas for improvement to guide our continuing professional development (CPD) and enhance classroom practice. These focus areas, along with The Trust Standards of Teaching and Learning, serve as benchmarks for assessing teaching quality.</p> <p>In alignment with The Trust, we have updated our quality assurance (QA) process to be more rigorous and reflective of the challenges in our environment. Utilising the Trust standards helps us pinpoint which areas need attention across the school, allowing us to tailor our CPD accordingly.</p> <p>Our termly QA involves a learning walk conducted by Heads of Department and senior leadership, during which a portion of a lesson is observed, student work is reviewed, and pupil feedback is gathered. Each teacher receives feedback highlighting strengths and areas for improvement, which are revisited in the following term.</p> <p>While the following figures may suggest a decline in teaching quality over time, they demonstrate the effectiveness of our QA process and the high standards to which staff are held. Overall, teaching has improved by 6% throughout the year, and we currently have one teacher deemed a cause for concern. In addition, all Early Career Teachers are making significant progress.</p> <p>In the summer term, improvements in Teaching and Learning were evident because of the quality assurance cycle.</p> <p>CPD – supporting staff in improving teaching.</p> <p>To assist teachers in advancing toward the Prescot 5 and enhancing teaching quality, we provide a robust CPD program every Tuesday, available at whole school, departmental, and individual levels. Inset days are also dedicated to CPD, and we hold a weekly 10-minute Teaching and Learning briefing where staff members share examples of effective practices from within the school.</p> <p>The impact of the CPD programme is evidenced through Ofsted, Quality Assurance and Trust Visits, all which indicate an improved picture.</p> <ul style="list-style-type: none"> • The whole school programme has focused on embedding work with Dixons, (behaviour), improving adaptive teaching and understanding the different needs of our pupils so we can better plan and prepare lessons. We have also focused on Formative Assessment with the support of the Trust. • Departments are given regular time and support to deliver subject specific training depending on their needs.

	<ul style="list-style-type: none"> Individuals are given time and support to complete appraisal objectives and ensure their subject knowledge is up to date. Many staff are studying for Masters and NPQ. T&L briefing has focused on literacy, numeracy, reading and positive behaviour strategies this year. <p><u>Progress measures</u></p> <table border="1" data-bbox="496 533 1422 779"> <thead> <tr> <th></th> <th>22/23</th> <th>23/24</th> </tr> </thead> <tbody> <tr> <td>SEND P8</td> <td>-0.64</td> <td>-0.96</td> </tr> <tr> <td>SEND A8</td> <td>2.70</td> <td>2.86</td> </tr> <tr> <td>PP P8</td> <td>-1.26</td> <td>-1.61</td> </tr> <tr> <td>PP A8</td> <td>2.72</td> <td>2.37</td> </tr> <tr> <td>PP Basics 4+</td> <td>24.1%</td> <td>18.4%</td> </tr> <tr> <td>PP Basics 5+</td> <td>9.2%%</td> <td>10.3%</td> </tr> </tbody> </table> <p>*23/24 measures published using 2024 A8/P8 estimates</p> <p><u>Reading</u> Improved assessment and intervention of reading in Y7 has led to a significant improvement in NGRT standardised attainment school.</p> <p>All students have a baseline PRAG rating of their reading ability and targeted interventions have been established to boost the lower achieving students across all year groups. Bespoke intervention packages have been established for students in KS3 to help close the gap between students reading age and their chronological age to ensure future success at GCSE. Students in KS4 were identified for targeted reading interventions that helped support them in accessing their GCSE's.</p>		22/23	23/24	SEND P8	-0.64	-0.96	SEND A8	2.70	2.86	PP P8	-1.26	-1.61	PP A8	2.72	2.37	PP Basics 4+	24.1%	18.4%	PP Basics 5+	9.2%%	10.3%
	22/23	23/24																				
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<p>Targeted academic support</p> <p>A forensic use of assessments support staff in identifying the process needs of Students.</p> <p>Appropriate intervention narrows the learning gaps to ensure success for all.</p>	<p>Targeted support via Action tutoring for English and maths has been successful. PP students enrolled on the English course had an average P8 of -0.67 compared to their original initial assessment prior to starting of -1.02. PP students enrolled on the maths course had an average P8 -1.09 of compared to their initial assessment of -1.56</p> <p>Interventions have had a successful impact on progress across the whole school at both KS3 and KS4.</p> <p>RAP meetings have had a positive impact on matching the progress across English and maths. This has helped to identify the pupils in most need of intervention, specifically Action Tutoring in Year 11.</p>																					
<p>Wider strategies</p> <p>Improvements in attendance, PA and punctuality are improved compared to previous years across all key groups and key stages.</p>	<p>A provision to support students who struggle with ESBA has been set up in school.</p> <p>Students in Years 7, 9 and 11 have had the opportunity to visit HE providers.</p> <p>Student voice demonstrates that students value the activities. Some students act as leaders of clubs alongside staff.</p>																					

<p>Students are very rarely late to lessons. Student voice demonstrates that students value the importance of attending school regularly and on time.</p> <p>The amount of students going on to aspirational destinations increases.</p>	<p>The impact of our mental health strategy supports access to learning. 55% of the pupils seen last year were PP, 44% were SEND and 23% come under a safeguarding category. 49% of students attended between 1 - 8 sessions on average, indicating a mild to moderate level of need. 20% of students attended between 8 -12+ (with some attending in excess of 20+) sessions often indicating severe to extremely severe levels of need and a higher complexity of challenges faced. When comparing pre and post YP Core 10 scores (wellbeing assessment tool) 77.5% of students showed a drop in their score which indicates psychological recovery and improvement in their health and wellbeing. 9% of students allocated to KMHST (Knowsley mental health support team) after being triaged through the wellbeing assessment process.</p>
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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	Action Tutoring