Hilbre High School Pupil Premium 2020-21

"Narrowing the gap whilst raising whole school attainment."

Raising attainment for socially disadvantaged students is the keystone ideology underpinning Pupil Premium progress and support at Hilbre High School.

In 2012, Pupil Premium funding was made available to schools. This funding is allocated to pupils from low-income families who were eligible for Free School Meals, children who have been looked-after for more than six months and students of service personnel.

Pupil Premium eligibility applies to students receiving free school meals at any point in the past six years (known as the Ever 6 FSM measure.)

Hilbre High School is given the funds to ensure that students who may have been disadvantaged can succeed academically. Pupil Premium funding may be used in anyway the school sees fit, whilst ensuring it has a positive effect on narrowing the academic gap between Pupil Premium students and Non Pupil Premium Students.

Key school performance measures assess how effective schools are at narrowing the academic gap between Pupil Premium and Non Pupil Premium students with schools held accountable for their outcomes.

In our School Improvement Plan, a key focus is upon narrowing gaps, specifically for Pupil Premium students. This initiative is overseen by Deputy Headteacher, Paul Lloyd and enquiries to the school about Pupil Premium assistance should be directed to Mr Lloyd, in the first instance.

Rates of grants paid to Hilbre High School for the Academic Year 2020-2021:

Disadvantaged pupils	Pupil premium per pupil
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345

Service children	Pupil premium per pupil
Pupils in year groups' reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence.	£310

Pupil Premium Strategy Statement: Hilbre High School 2020 – 2021: School Overview

Metric	Data
School name	Hilbre High School
Pupils in school	989 (Years 7 to 11) Not including KS5
Proportion of disadvantaged pupils	26% (Years 7 to 11)
Pupil premium allocation this academic year	£219,895
Academic year or years covered by statement	2020 – 2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Mark Bellamy
Pupil premium lead	Paul Lloyd
Governor lead	Johanna Ashworth-Jones

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.7 (estimate)
Ebacc entry	18%
Attainment 8	41.86 (estimate)
% Grade 5+ in English and maths	5.9%

Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
Progress 8	Achieve national average (P8 of 0) for progress of disadvantaged students	Sept 21
Attainment 8	Achieve national average for attainment for **all** students	Sept 21
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 21
Other	Improve 'disadvantaged' attendance to national average	Sept 21
Ebacc entry	Improve national average EBacc Entry for all pupils	Sept 21

Teaching Priorities for Current Academic Year

Measure	Activity
Priority 1	Improve 'cognitive loading' to ensure knowledge is long-term through interleaved, spaced learning, scaffolded modelling and guided feedback
Priority 2	Improve disciplinary literacy across the curriculum and provide targeted academic 'reading' support for those requiring literacy catch-up.
Barriers to learning these priorities address	Priority 1: Studies show the importance of strategies ensuring knowledge becomes 'long-term', which is particularly effective for disadvantaged students: 'Those children who come from a background where they have been exposed to more useful knowledge of the world, already have a serious advantage over their less fortunate peers.' 'If, for instance, we give children problems to solve without having first spent time on activities designed to help everyone remember the information needed to solve the problems, we will unwittingly be further privileging the already privileged.' Making Kids Cleverer by David Didau Priority 2: 'Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects.' 'Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading.' Improving Literacy in Secondary Schools Guidance Report by Education Endowment Foundation
Projected spending	See budget breakdown below.

Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1	Intervention in English and Mathematics. Initially 'Tier 1' by the teacher; potentially 'Tier 2' requiring external 'tutored' support.
Priority 2	Classroom strategies to build knowledge, develop meta-cognition and motivation

| Barriers to learning these priorities address | Priority 1: There remains an academic gap in the core subjects of English and Mathematics requiring some students to engage in additional targeted support.

Priority 2: Significant focus is placed upon knowledge building strategies with a programme of 'Teacher Toolkit' staff inset and research project development. |
|---|---|
| Projected spending | See budget breakdown below |

Wider Strategies for Current Academic Year

Measure	Activity
Priority 1	Attendance
Priority 2	Engagement with school and aspiration for success
Barriers to learning these priorities address	There is a clear need to address the attendance of Pupil Premium students as a group and with a focus on sub-groups. A focus on attendance and motivation through staff 'mentor' support and students encouraged to fulfil the Hilbre Pledges are key strategies.
Projected spending	See budget breakdown below

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	The need for all teachers to understand and teach to improve 'cognitive loading'	Staff CPD, planning and monitoring of implementation
Targeted support	Balance between the need for targeted support and ensuring students do not miss the 'taught' curriculum.	Planned programme of intervention, driven through the Mathematics and English subjects with clear entry and exit criteria. Delivered by teachers and Tier 2 by external tutoring programmes, e.g. My Tutor.
Wider strategies	Improve attendance	Requirement to devise stepped actions around attendance through differentiation of issues.

Review: Last Year's Aims and Outcomes:

It is clear that in 2020, outcomes for disadvantages students were very badly affected by the Covid-19 pandemic. The intense focus to support disadvantaged students in the Spring/Summer Terms was not possible, which is the time when students often 'close the gap'.

Aim	Outcome
Improve Literacy	In 2020 the Progress 8 score for English was -0.84. This was a reversal from the previous year when students made significant improvements in GCSE English, improving the English Progress 8 score from -1.15 in 2017/18 to -0.26 in 2018/19.
Improve Motivation	In 2020 the Progress 8 score for disadvantaged students was -0.7. The gap with non-disadvantaged was -0.9. This was a reversal from the previous year when the Pupil Premium gap closed (from -0.73 in 2018/19 to -0.42 in 2018/19) and progress improved (from a Pupil Premium Progress 8 score of -0.93 in 2017/18 to -0.32 in 2018/19), following targeted mentoring and other motivational strategies to support students.
Improve attendance	In October 2020, ensuring whole-school attendance during the Covid-19 pandemic remains robust. In 2019-20, prior to Covid 'lockdown' attendance of Pupil Premium students showed a significant gap with non-Pupil Premium students. This remains a key concern for the school.

PROPOSED PUPIL PREMIUM FUNDING INCOME & EXPENDITURE - 2020-21	
INCOME	**BUDGET**
Pupil Premium	**£219,895**
Total Income	**£219,895**
EXPENDITURE	Proposed amount to be funded from Pupil Premium 2020-21
Staff Expenditure	Staffing costs for skilled staff to be funded from Pupil Premium 2020-21
Total Staff Expenditure	**£166,828**
PP Management	**£24,317**
Attendance	**£23,519**
Intervention -Harbor	**£24,262**
Intervention English	**£36,355**
Pastoral Support	**£58,375**
Curriculum /Revision support	Proposed amount to be funded from Pupil Premium 2020-21
Total Revision Expenditure	**£5,000**
Music Lessons	Proposed amount to be funded from Pupil Premium 2020-21
Total Music Lessons Expenditure	**£3,800**
Enrichment	Proposed amount to be funded from Pupil Premium 2020-21
Total Pupil Support Expenditure	**£11,000**
Alternative Provision (Tutoring)/ Counselling Support	Proposed amount to be funded from Pupil Premium 2020-21
Counselling sessions	£1,767.00
MyTutor on-line tutoring	£16,000.00
Total Curriculum Expenditure	**£17,767**
IT Support, Hardware & Software packages	Proposed amount to be funded from Pupil Premium 2020-21
Lexia Literacy License	**£4,500**
Laptops, Consumables	**£5,000**
Total Expenditure	**£9,500**
Welfare / Uniform, school & food supplies.	Proposed amount to be funded from Pupil Premium 2020-21
Travel passes	**£1,500**
Food supplies	**£3,000**
Uniform	1500
Total Rewards/Welfare Expenditure	**£6,000**
Total Income	**£219,895**
Total Expenditure	**£219,895**
Total Deficit/Surplus	**£0**

From the School Improvement Plan 2020-21:

Students: 'For students to enjoy school, attend regularly, value learning and achieve their best; taking advantage of opportunities given to enable them to develop their character, empowering them to become valuable citizens and make positive contributions to society.'

Problem (Why?)	Intervention Description (What?/When?)	Implementation Activities (How?)	Final Outcomes (And So?)
What needs to change e.g. teacher behaviour, student behaviour, attainment?	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of activities are required?	How will you know that it is working? Do staff feel the approach is feasible and useful? How will pupils, teachers and the school benefit?
Pastoral and support team must understand role in attendance. Staff need greater ownership of attendance. Attendance staff roles have changed allowing less time spent on attendance. (Roles and Responsibilities)	A triage system placing students on a bespoke pathway to support improvement attendance. All staff see their role in improving attendance and contribute to improvements. Staff to ensure all work missed is caught up by students	Attendance pathways document shared and implemented by key staff. Weekly attendance procedures document shared with pastoral team. Attendance on every meeting agenda. Senior leaders linked to a particular year. Attendance Job Descriptions created/shared, showing what each layer of staff should be doing to improve/ support attendance	Earlier attendance intervention. Staff using attendance pathways document. Progress leader monitoring work catch up. Roles within attendance team cemented. Increased attendance - better progress. Stakeholders see importance of attendance. Staff know role to improve attendance - grades improve due to their contribution
Staff, parent and students' attitudes towards attendance. Parents don't always see the importance of attendance and the value of education (Education)	• More regular advertising and education of parents/carers on the impact of attendance on outcomes • More frequent communication with parents • More referral for EPNs	• MBE and senior staff to raise the profile of attendance within linked subject meetings • Attendance included as part of performance management (pastoral staff) • Updating of the school website with an attendance section	• Consider incorporation of attendance in performance management framework • Attendance included on all agendas • Half termly attendance updates to all • TV showing attendance of each year group and competitions • Improved 'buy in' and attendance profile improves attendance
Poor attendance at Primary school becomes entrenched. ESW role abolished. Lack of home visits to engage hard to reach families - vulnerable and PP. School must now send a member to attendance court cases and write witness statements (ESW/ Primary Outreach)	• Outreach work with Primary schools to address issues before they become embedded. • More home visits take place along with the collection of students in stuck cases to start back in school	• Employment of a part time ESW for attendance and Safeguarding home visits. To run an outreach program with feeder schools. To represent the school in court	• ESW role considered • Improve the attendance of all in particular persistent absentees and PP
Students experience of school is not always positive. Some staff's relationship with students and behaviour management (Experience)	• Greater involvement in extra-curricular clubs, activities and trips • Students choose or are assigned a member of staff to become a mentor • Further staff training on behaviour management • Implement the 'Every Second Counts' idea making lessons and school unmissable	• Incentivise participation and consider some way of helping with after school transport • Calendared staff training on behaviour management	• Increased number of extra-curricular activities with greater numbers participating • Staff training taken place • Good attendance throughout school • More positive educational experience • More engagement from students with staff and the lesson activities taking place

Unconfirmed Outcomes for Pupil Premium Students 2019/2021 (SISRA)

Cohort Summary

Measure	Pupil Premium	Total
Cohort	All	182
	Non Pupil Premium	147
	Pupil Premium	35

Attainment/Progress 8 Summary

Measure	Pupil Premium	Total
Average Total Attainment 8	All	44.45
	Non Pupil Premium	46.94
	Pupil Premium	34.03
	GAP	12.91
Average Attainment 8 Grade	All	4.45
	Non Pupil Premium	4.69
	Pupil Premium	3.4
	GAP	1.29
Average KS2 Prior Attainment	All	4.55
	Non Pupil Premium	4.59
	Pupil Premium	4.36
Average Estimated A8	All	44.56
	Non Pupil Premium	45.28
	Pupil Premium	41.46
	GAP	3.82
Average Total Progress 8	All	0.03
	Non Pupil Premium	0.21
	Pupil Premium	-0.7
	GAP	0.91

Basics 9-7

Measure	Pupil Premium	Total
Students Achieving 9-7 in English and Maths	All	10
	Non Pupil Premium	8
	Pupil Premium	2
	GAP	6
Students Achieving 9-7 in English	All	20
	Non Pupil Premium	18
	Pupil Premium	2
	GAP	16
Students Achieving 9-7 in Maths	All	16
	Non Pupil Premium	13

	Pupil Premium	3
	GAP	10

Basics 9-5

Measure	Pupil Premium	Total
Students Achieving 9-5 in English and Maths	All	62
	Non Pupil Premium	60
	Pupil Premium	2
	GAP	58
Students Achieving 9-5 in English	All	95
	Non Pupil Premium	87
	Pupil Premium	8
	GAP	79
Students Achieving 9-5 in Maths	All	79
	Non Pupil Premium	73
	Pupil Premium	6
	GAP	67
Students NOT Achieving 9-5 in English or Maths	All	70
	Non Pupil Premium	47
	Pupil Premium	23
	GAP	24
Students Achieving 9-5 in English but NOT Maths	All	33
	Non Pupil Premium	27
	Pupil Premium	6
	GAP	21
Students Achieving 9-5 in Maths but NOT English	All	17
	Non Pupil Premium	13
	Pupil Premium	4
	GAP	9

Basics 9-4

Measure	Pupil Premium	Total
Students Achieving 9-4 in English and Maths	All	116
	Non Pupil Premium	103
	Pupil Premium	13
	GAP	90
Students Achieving 9-4 in English	All	145
	Non Pupil Premium	125
	Pupil Premium	20
	GAP	105
Students Achieving 9-4 in Maths	All	124
	Non Pupil Premium	110
	Pupil Premium	14

	GAP	96
Students NOT Achieving 9-4 in English or Maths	All	29
	Non Pupil Premium	15
	Pupil Premium	14
	GAP	1
Students Achieving 9-4 in English but NOT Maths	All	29
	Non Pupil Premium	22
	Pupil Premium	7
	GAP	15
Students Achieving 9-4 in Maths but NOT English	All	8
	Non Pupil Premium	7
	Pupil Premium	1
	GAP	6

KS4 Results

Measure	Pupil Premium	Total
Students achieving 5 Standard Passes inc EM ?	All	113
	Non Pupil Premium	100
	Pupil Premium	13
	GAP	87
Students achieving 5 Strong Passes inc EM ?	All	59
	Non Pupil Premium	57
	Pupil Premium	2
	GAP	55

EBacc Total Measure

Measure	Pupil Premium	Total
Students Entered For the EBacc	All	36
	Non Pupil Premium	30
	Pupil Premium	6
	GAP	24
Students in COHORT Achieving the EBacc (Standard Pass) (NEW)	All	24
	Non Pupil Premium	22
	Pupil Premium	2
	GAP	20
Students in COHORT Achieving the EBacc (Strong Pass)	All	6
	Non Pupil Premium	6
	Pupil Premium	0
	GAP	6

Value Added

Measure	Pupil Premium	Total

Average Science VA	All	0.175
	Non Pupil Premium	0.311
	Pupil Premium	-0.455
	GAP	0.766
Average Languages VA	All	-0.063
	Non Pupil Premium	-0.009
	Pupil Premium	-0.35
	GAP	0.341
Average Humanities VA	All	0.079
	Non Pupil Premium	0.275
	Pupil Premium	-0.789
	GAP	1.064