

## 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.

Pupil Premium funding is allocated to pupils from low-income families who are or who have been 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 uses the funding 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 2021-2022:**

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
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

<b>Service children</b>	<b>Pupil premium per pupil</b>
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

# Hilbre High School Pupil Premium Strategy Statement 2021-22:

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	Hilbre High School
Number of pupils in school	999 (Years 7 to 11) 1173 (Years 7 to 14)
Proportion (%) of pupil premium eligible pupils	(264 of 999) 26%
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	26/09/21
Date on which it will be reviewed	September 2022
Statement authorised by	Mark Bellamy (Headteacher)
Pupil premium lead	Paul Lloyd (Deputy Headteacher)
Governor / Trustee lead	Mrs Johanna Ashworth-Jones

## Pupil Premium Profile: September 2021

Year	Number of students	% of Year	Boys	Girls	Approximate P8 Gap (2021)
All 7 to 11	265	27%	55%	45%	
7	58	29%	55%	45%	
8	54	27%	50%	50%	-0.52
9	51	26%	59%	41%	-0.4
10	53	26%	58%	42%	-0.15
11	49	24%	55%	45%	-0.62

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,725
Recovery premium funding allocation this academic year	£32,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£273,205</b>

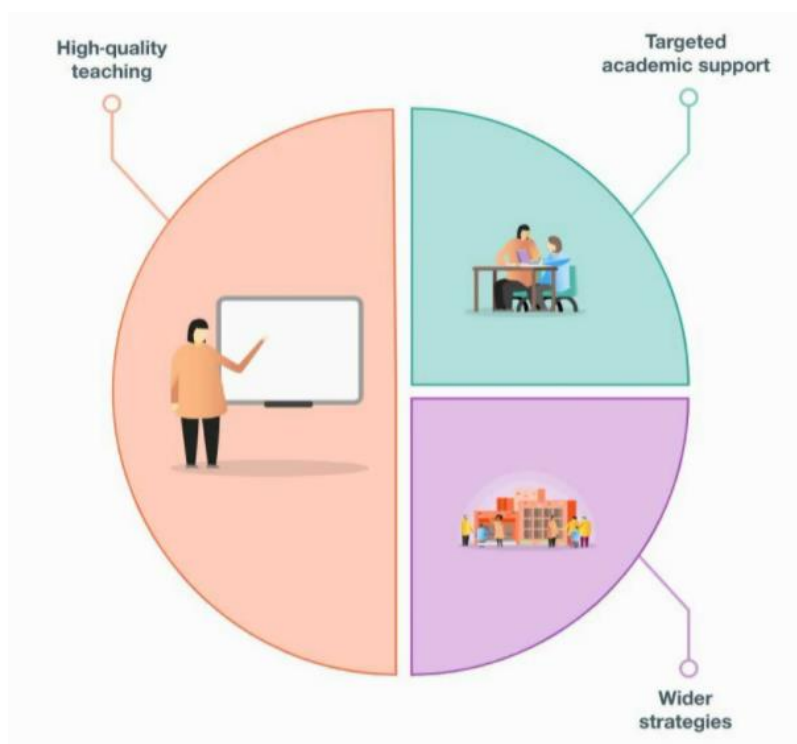
## Part A: Pupil Premium Strategy Plan

### Statement of Intent:

Through a three-tiered approach, we aim to reduce and then remove the academic gap and improve wider school participation and motivation for our Pupil Premium students across all years.

We believe high quality teaching and strategies to develop retention of knowledge are critical for our Pupil Premium students. They must be supported through appropriate evidence-driven targeted academic support. Of paramount importance is the need for Pupil Premium students to be given every possible support to ensure they attend school and are motivated to engage with school.

To ensure we are implementing the best strategies to support our Pupil Premium students, we make careful use of school data, including that about academic outcomes and school attendance. We also consult a wide range of independent, high-quality reviews of evidence, such as those published by the EEF. In 2020-21 Hilbre High School attended a three-day Pupil Premium Inset: Making the Difference for Disadvantaged Pupils, run by the Education Endowment Foundation (EEF)



## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Teaching: Teach to ensure knowledge is long-term through interleaved, spaced learning, scaffolded modelling and guided feedback.</b> 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</p>
2	<p><b>Teaching: Improve disciplinary literacy across the curriculum and provide targeted academic ‘reading’ support for those requiring literacy catch-up.</b> ‘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 (2019/2020), 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</p>
3	<p><b>Targeted Academic Support: Intervention in English and Mathematics. ‘Tier 1’ by the subject teacher; ‘Tier 2’, additional ‘tutored’ support.</b> ‘Research has found that disadvantaged pupils have been worst affected by partial school closures.’ ‘Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in previous years. The studies from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic.’ (EEF)</p>
4	<p><b>Wider Strategies: Improve attendance of disadvantaged students.</b> Possibly the area for improvement that will have the greatest impact on improving outcomes for Pupil Premium students is to improve their attendance. In 2020-21, the gap between Pupil Premium and Non-Pupil Premium attendance averaged at 4%. There is a significantly</p>

	higher percentage of Pupil Premium students who are Persistent Absentees.
5	<b>Wider Strategies: Improve engagement with school and aspiration for success.</b> A high priority focus on students achieving motivational 'Pledges' and engaging with the school.

## 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
1 Close the academic 'gap' between pupil premium and non-pupil premium students. (Estimated 'gap' based on Year 11 2021 outcomes, using SISRA, is -1.11)	Achieve on or above the national average for progress of disadvantaged students. (P8 of at least 0). Reduce the gap between pupil premium and non-pupil premium students to below -0.3
2 Close the academic 'gap' between pupil premium and non-pupil premium students across all years by improving student literacy. (Estimated gap of approximately -0.4 on average across Years 8 to 11 (Sept 21)).	School internal assessments for Years 7 to 11 to show gap closure with results for pupil premium and non-pupil premium students showing parity.
3 Close the academic 'gap' between pupil premium and non-pupil premium students in English and Mathematics. (Estimated average points score 'gap' based on Year 11 2021 outcomes, using SISRA, English-1.26; mathematics -1.06)	Achieve on or above the national average for progress of disadvantaged students in English and mathematics. Reduce the gap between pupil premium and non-pupil premium students to below -0.3 average points score.
4 Improve attendance of Disadvantaged students.	Attendance of Pupil Premium students must match that of Non-Pupil Premium students, including the percentage of students who are Persistent Absentees. School support must be in place to motivate students to attend school, including secure places to go and incentives to attend.
5 Engagement with school and aspiration for success through focus on the Hilbre Pledges and an improvement in utilising 'Pupil Premium' student voice.	A focus on motivation through 'mentor' support, students encouraged to fulfil the Hilbre Pledges and utilising methods to collect 'student voice' are key strategies.

## 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: £37,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and staff 'Professional Growth' focusing upon 'The Hilbre Way', developing key teaching strategies and teaching projects.	See 'Details of Challenge 1' above. Proven strategies to 'close the knowledge gap' are being and have been explored through professional development and training. This is on-going.	1,2
Targeted 'Lexia Literacy' intervention	See 'Details of Challenge 2' above. Academic outcomes show Hilbre has a need to improve the literacy of Pupil Premium students.	1,2

### Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £114,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Academic Support: Intervention in English and Mathematics. 'Tier 1' by the subject teacher	Evidence cited above shows categorically that school closures due to Covid has impacted heavily on Pupil Premium students. Teaching staff must develop methods/strategies to support students in catching-up	3
Targeted Academic Support: Intervention in English and Mathematics. 'Tier 2', additional 'tutored' support.	Possibly the most effective way of 'catching-up' will be through an additional tutoring programme, building upon the school's uptake of the National Tutoring Programme in 20-21. In 21-22, tutoring will draw upon funding from both the Pupil Premium budget and Recovery Premium funding.	3



## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £120,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the School Attendance Hub is 'fit-for-purpose' with appropriate staffing and strategies to support 'targeted' students	As stated above, attendance of Pupil Premium students is below that of non-Pupil Premium students. There is a disproportionate number of Persistent Absentees within the Pupil Premium cohort, compared with Non-Pupil Premium students.	4
<i>Improved 'Attendance Focus' to 'capture' poor attendance and remedy it before escalation. Improved incentives for students to attend.</i>	As above - in April 2021, the school rewrote its Attendance Policy and is in the process of 'rolling-out' approaches to ensure attendance remains high profile with all stakeholders.	4,5

**Total budgeted cost: £272,926**

## Part B: Review of outcomes in the previous academic year (2020)

### Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2020 to 2021 academic year.

In 2020-21 Covid seriously disrupted our planned programme of support for Pupil Premium students, so that support was adapted because of school closure and more limited face-to-face contact with students.

**Teaching:** School closure meant the planned teaching programme was disrupted. It was evident that with the need for Remote Learning, a priority for Pupil Premium students was to ensure they had the facilities required to study at home and that they were engaging with school studies from home. A programme of support was implemented to keep in contact with students and motivate them. Over 50 laptops were allocated to Pupil Premium students for home study.

**Targeted Academic Support:** With the launch of the National Tutoring Programme, 21 students received support in English and 20 received support in mathematics.

Outcomes: English Language. 16 out of 21 targeted students passed English Language. (SISRA average subject SPI -0.14)

English Literature. 14 of 21 pass English Literature. Average subject Sisra SPI -0.19

Mathematics: 8 out of 20 students passed Mathematics. Average subject Sisra SPI of 0.04

The estimated gap between Pupil Premium and Non-Pupil Premium students (using SISRA September '21) is 1.11.

Wider Strategies: School attendance is an area for whole-school improvement with a focus needing to go beyond Pupil Premium students. However, it is evident that the attendance of Pupil Premium students is below that of Non-Pupil Premium students by approximately 4% (2020-21). Persistent absenteeism of Pupil Premium students is significantly higher than for Non-Pupil Premium students and this remains a key area for school improvement.

### Externally Provided Programmes

Programme	Provider
National Tutoring Programme: English	Pearson
National Tutoring Programme: Mathematics	Pearson

## Pupil Premium Funding: Income and Expenditure 2020-2021:

INCOME	BUDGET
Pupil Premium	£219,895
<b>Total Income</b>	<b>£219,895</b>
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
<b>Total Staff Expenditure</b>	<b>£166,828</b>
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
<b>Total Revision Expenditure</b>	<b>£5,000</b>
Music Lessons	Proposed amount to be funded from Pupil Premium 2020-21
<b>Total Music Lessons Expenditure</b>	<b>£3,800</b>
Enrichment	Proposed amount to be funded from Pupil Premium 2020-21
<b>Total Pupil Support Expenditure</b>	<b>£11,000</b>
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
<b>Total Curriculum Expenditure</b>	<b>£17,767</b>
IT Support, Hardware & Software packages	Proposed amount to be funded from Pupil Premium 2020-21
Lexia Literacy License	£4,500
Laptops, Consumables	£5,000
<b>Total Expenditure</b>	<b>£9,500</b>
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
<b>Total Rewards/Welfare Expenditure</b>	<b>£6,000</b>
<b>Total Income</b>	<b>£219,895</b>
<b>Total Expenditure</b>	<b>£219,895</b>
<b>Total Deficit/Surplus</b>	<b>£0</b>