

Hilbre High School Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 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 | 1180 |
| Proportion (%) of Pupil Premium eligible pupils | 25.51% |
| Academic year/years that our current pupil premium strategy plan covers | 3 Years |
| Date this statement was published | 17/10/2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Mark Bellamy (Headteacher) |
| Pupil Premium lead | Paul Lloyd (Deputy Headteacher) |
| Governor / Trustee lead | Mrs Johanna Ashworth- Jones |

Pupil Premium Profile: September 2022

| Student Year Group | Number of students (October 22) | % of Year | Approximate P8 Gap (July 2022) |
|--------------------|---------------------------------|-----------|--------------------------------|
| All 7 to 11 | 301 | 27% | |
| 7 | 61 | 30.2% | |
| 8 | 66 | 33% | -0.85 |
| 9 | 62 | 31.31% | -0.45 |
| 10 | 57 | 28.5% | -0.39 |
| 11 | 55 | 27.23% | -0.16 |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £265,328 |
| Recovery premium funding allocation this academic year | £81,350 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £346,678 |

Part A: Pupil Premium Strategy Plan

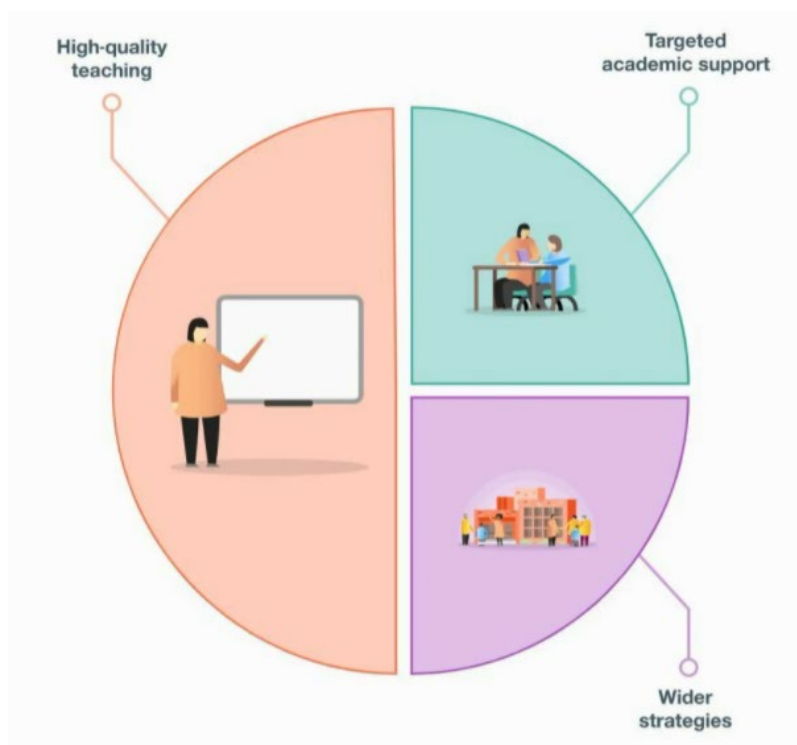
Statement of Intent:

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>Teaching: Teach to ensure knowledge is long-term through interleaved, spaced learning, scaffolded modelling and guided feedback. Studies show the importance of strategies ensuring knowledge becomes ‘long-term’, which is particularly effective for disadvantaged students. Our approach is founded upon recent theory outlining how students learn. The statement below, made by David Didau, outlines the rationale behind our approach:</p> <p>‘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.’</p> <p>‘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.’</p> <p><i>Making Kids Cleverer</i> by David Didau</p> |
| 2 | <p>Teaching: Improve disciplinary literacy across the curriculum and provide targeted academic ‘reading’ support for those requiring literacy catch-up.</p> <p>‘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.’ ‘In 2019/2020, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading.’</p> <p><i>Improving Literacy in Secondary Schools Guidance Report</i> by Education Endowment Foundation</p> |
| 3 | <p>Targeted Academic Support: Intervention English, Mathematics. ‘Tier 1’ by the Subject Teacher; ‘Tier 2’, additional ‘Tutored’ support.</p> <p>We believe wholeheartedly in targeting specific support at students to close the academic/knowledge gap. Although support is predominantly targeted around English and mathematics, we can provide academic intervention in other areas, according to need.</p> <p>‘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</p> |

| | |
|---|--|
| | assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic.’ (EEF) |
| 4 | <p>Wider Strategies: Improve attendance of disadvantaged students.</p> <p>The area for improvement that may possibly have the greatest impact on improving outcomes for Pupil Premium students is to improve their attendance.</p> <p>In 2021-22, the gap between Pupil Premium and Non-Pupil Premium attendance averaged at 2%, with a significantly higher percentage of Pupil Premium students being Persistent Absentees. Implementing strategies to support students to come into school and working with the Local Authority to strengthen attitudes to school attendance remains a key strategy within the school.</p> |
| 5 | <p>Wider Strategies: Improve engagement with school and aspiration for success.</p> <p>We place a high priority focus on improving the Personal Development of our students and offering them a diversity of opportunity beyond the school classroom and curriculum. Supporting students in achieving motivational ‘Hilbre Pledges’ and their engagement with school, remains a priority.</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 |
|---|---|
| 1 Close the academic ‘gap’ between pupil premium and non-Pupil Premium students. (Estimated ‘gap’ based on Year 11 2022 outcomes, using SISRA, is -0.54) | 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 -0.25 |
| 2 Close the academic ‘gap’ between Pupil Premium and non-Pupil Premium students across all years by improving student literacy. | School internal assessments for Years 7 to 11, discernibly attributed to improved literacy, 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-0.15; mathematics -0.36) | 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 0. |
| 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 for further improvement of provision for Disadvantaged students. |

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' | Evidence cited above shows categorically that school closures during Covid impacted heavily on Pupil Premium students. Teaching | 3 |

| | | |
|---|--|---|
| by the subject teacher | staff must develop methods/strategies to support students in catching-up | |
| 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 22-23, 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 has 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 |
| Improved 'Attendance Focus' to 'capture' poor attendance and remedy it before escalation. Improved incentives for students to attend. | As above - in April 2021, the school rewrote its Attendance Policy and continues to take 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

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2021 to 2022 academic year.

Outcomes for students in 2022 clearly show there has been an overall reduction in the gap between Pupil Premium and non-Pupil Premium students, since the Teacher Assessment Grades of 2021. These are outlined in the table below for each academic subject, using the SISRA Subject Progress Index to give a score, whereby a score of 1 represents the equivalent of one GCSE grade. Of note, the last GCSE examination outcomes, prior to Covid, were in 2019, whereby the gap between Pupil Premium and non-Pupil Premium students was -0.42. The Progress 8 score for Pupil Premium students in 2019 was -0.32, compared with -0.25 in 2022.

| | Non Pupil Premium | Pupil Premium | GAP |
|-------------------|-------------------|---------------|-------|
| Progress 8 | 0.29 | -0.25 | -0.54 |

| SISRA Subject Progress Index | | | | | | |
|-------------------------------------|-------------------|---------------|-------|-------------------|---------------|-------|
| | 2021-22 | | | 2020-21 | | |
| | Non Pupil Premium | Pupil Premium | GAP | Non Pupil Premium | Pupil Premium | GAP |
| Art | 0.88 | -0.49 | -1.37 | -0.05 | 0.15 | 0.2 |
| Business Award | 0.4 | 0.46 | 0.06 | 0.93 | -0.61 | -1.54 |
| Business Studies | 0.86 | 0.1 | -0.76 | 1.44 | -0.2 | -1.64 |
| CNAT Certificate Engineering | -0.56 | -0.49 | 0.07 | -0.2 | -1.45 | -1.25 |
| CNAT Certificate PE Sports Studies | -0.08 | -1.34 | -1.26 | 0.37 | -2.04 | -2.41 |
| Computer Science | 0.96 | 0.41 | -0.55 | 0.19 | 1.07 | 0.88 |
| Dance | 0.44 | -1.18 | -1.62 | -0.47 | -3.03 | -2.56 |
| Design Technology | 0.41 | -0.71 | -1.12 | 0.46 | -0.49 | -0.95 |
| Drama | 0.55 | 0.7 | 0.15 | 0.69 | -0.6 | -1.29 |
| DT Food | 0.47 | -0.05 | -0.52 | 0.3 | 0.04 | -0.26 |
| English Language | 0.31 | 0.16 | -0.15 | 0.17 | -0.63 | -0.8 |
| English Literature | 0.26 | 0.04 | -0.22 | 0.16 | -0.31 | -0.47 |
| Geography | 0.43 | -0.39 | -0.82 | 0.13 | -0.64 | -0.77 |
| H&SC Award | -0.02 | -0.34 | -0.32 | -0.02 | -1.11 | -1.09 |
| History | 0.55 | -0.58 | -1.13 | -0.31 | -1.61 | -1.3 |
| IT Award | 0.55 | -0.27 | -0.82 | -0.39 | -1.48 | -1.09 |
| Mathematics | 0.14 | -0.22 | -0.36 | 0.04 | -0.55 | -0.59 |
| MFL French | 2.06 | 1.25 | -0.81 | 0.71 | -0.03 | -0.74 |
| MFL Spanish | 0.41 | 0.52 | 0.11 | 0.45 | 0.64 | 0.19 |
| Music | 0.14 | 0.57 | 0.43 | 0.9 | -1.93 | -2.83 |
| Psychology | 0.52 | 0.24 | -0.28 | n/a | n/a | |
| RE | -0.06 | -0.42 | -0.36 | 1.05 | 0.45 | -0.6 |
| Sci Biology | -0.13 | -0.51 | -0.38 | 0.47 | -0.92 | -1.39 |
| Sci Chemistry | 0.15 | -0.66 | -0.81 | 0.4 | -1.14 | -1.54 |
| Sci Physics | -0.08 | -0.73 | -0.65 | 0.3 | -0.92 | -1.22 |
| Science Trilogy | 0.34 | -0.15 | -0.49 | 0.16 | -0.4 | -0.56 |
| Textiles | 0.37 | -0.58 | -0.95 | n/a | n/a | |

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 |
|---|-----------------|
| National Tutoring Programme: English | Pearson |
| National Tutoring Programme: Mathematics | Pearson |

Pupil Premium: Proposed Income and Expenditure 2022-23

| INCOME | | BUDGET | |
|--|--|--|--|
| Pupil Premium | | 265,328.00 | |
| Covid Recovery funding 2022/23 | | 81,350.00 | |
| Total Income | | 346,678.00 | |
| EXPENDITURE | | Proposed amount to be funded from Pupil Premium 2022/23 | |
| Staff Expenditure | | Staffing costs for skilled staff to be funded from Pupil Premium 2022/23 | |
| Total Staff Expenditure | | 263,288.00 | |
| Curriculum /Revision support | | Proposed amount to be funded from Pupil Premium 2022/23 | |
| Total Revision Expenditure | | 10,500.00 | |
| Music Lessons | | Proposed amount to be funded from Pupil Premium 2022/23 | |
| Total Music Lessons Expenditure | | 5,000.00 | |
| Enrichment | | Proposed amount to be funded from Pupil Premium 2022/23 | |
| Pledges / rewards | | | |
| Attendance Incentives | | | |
| Total Pupil Support Expenditure | | 11,000.00 | |
| Alternative provision/ counselling support | | Proposed amount to be funded from Pupil Premium 2022/23 | |
| Total Curriculum Expenditure | | 30,000.00 | |
| IT Support, Hardware & Software packages | | Proposed amount to be funded from Pupil Premium 2022/23 | |
| Total Expenditure | | 15,500.00 | |
| Welfare / Uniform, school & food supplies. | | Proposed amount to be funded from Pupil Premium 2020-21 | |
| Total Rewards/Welfare Expenditure | | 5,500.00 | |
| Total Income | | 346,678.00 | |
| Total Expenditure | | 346,678.00 | |
| Total Deficit/Surplus | | 0.00 | |