

Hilbre High School Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of Pupil Premium 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	27.12% (320 out of 1180 students)
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	31/11/2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mark Bellamy (Headteacher)
Pupil Premium lead	Paul Lloyd (Deputy Headteacher)
Governor / Trustee lead	Mrs Johanna Ashworth-Jones

Pupil Premium Profile: 2024-2025

Student Year Group	Number of students (December 24)	% of Year	Approximate P8 Gap (Summer 2024)
All 7 to 11	320	%	
7	64	31.84%	
8	64	30.05%	
9	70	33.82%	
10	65	32.50%	
11	57	29.53%	-0.23

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£324,470
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£324,470

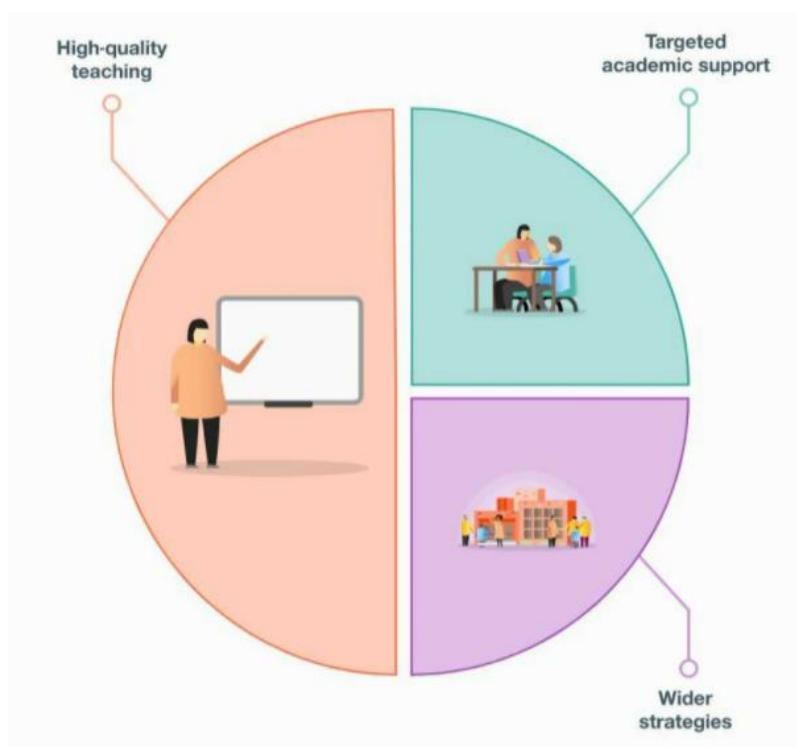
Part A: Pupil Premium Strategy Plan

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, and attend relevant training, such as three-day Inset: 'Pupil Premium: Making the Difference for Disadvantaged Pupils', also 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 secure and long-term through ‘embedding formative assessment’ (EFA) strategies such as 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>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>
3	<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 2023-24, the gap between Pupil Premium and Non-Pupil Premium attendance averaged at 2.9%, 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>
4	<p>Wider Strategies: Improve attendance and well-being through targeted ‘Mental Health’ support.</p> <p>‘Evidence suggests that some children and young people’s mental health and wellbeing has been substantially impacted during the pandemic.’ <i>COVID-19 mental health and wellbeing surveillance: report: April 2022</i></p>

	<p>‘There is evidence that, over the pandemic, disadvantaged children and young people have had poorer mental health and wellbeing outcomes than those with more advantage.’ <i>COVID-19 mental health and wellbeing surveillance: report: April 2022</i></p> <p>Post-Covid, we recognise the profound impact that ‘modern lifestyle and culture’ has had on the mental health of our students and, as stated in the Department for Education report above, this is greater for disadvantaged (Pupil Premium) students.</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 current Year 11 2024 outcomes, using SISRA, is -0.23)	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 in English and Mathematics.	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.
3 Improve attendance of Disadvantaged students.	Attendance of Pupil Premium students should 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.
4 Improve attendance and well-being through targeted ‘Mental Health’ support	In addition to attending, as outlined above, students must be supported through periods of anxiety and difficulty in attending lessons. School will fund additional support, such as additional counselling, bespoke programmes and bespoke staff

	interventions to support student mental health, for example through tailored sessions in the Intervention Hub. The impact will be evident in targeted students' general well-being, as well as through improved attendance and progress figures, as outlined elsewhere.
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: £21,000

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: £51,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted Academic Support: Intervention in English and Mathematics. 'Tier 1' by the subject teacher	Evidence cited above shows categorically that school closures during Covid 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 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: £252,000

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: £324,470

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.

Outcomes for students in 2024 show there is a gap between Pupil Premium and non-Pupil Premium students, representing approximately half a grade deficit in progress made, across all subjects. 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.

Progress 8: 2024		
Pupil Premium	Non-Pupil Premium	Gap
-0.81	-0.25	-0.56

Name	Non-Pupil Premium	Pupil Premium	Gap
Art	0.23	-0.29	-0.06
Business Award	0.73	0.27	1
Business Studies	-0.27	-0.56	-0.83
Computer Science	-0.07	-1.6	-1.67
Dance	-1.12	NA	0
Design Technology	-0.44	-0.63	-1.07
Drama	0.24	-0.07	0.17
DT Food	0.03	-0.52	-0.49
Engineering	-0.75	-0.97	-1.72
English Language	-0.21	-0.43	-0.64
English Literature	0.14	0.01	0.15
Geography	-0.47	-0.75	-1.22
H&SC	-0.73	-0.53	-1.26
History	-0.57	-1.21	-1.78
IT Award	-0.09	-1.09	-1.18
Mathematics	-0.58	-1.03	-1.61
MFL French	-1.28	-1.29	-2.57
MFL Spanish	0.22	-0.4	-0.18
Music	-0.14	-0.56	-0.7
PE Sport Studies	-0.11	0.61	0.5
RE	-0.83	-2.34	-3.17
Sci Biology	-1.01	-1.77	-2.78
Sci Chemistry	-1.09	-1.58	-2.67

Sci Physics	-0.74	-1.5	-2.24
Science Trilogy	-0.55	-0.86	-1.41
Textiles	-0.63	-0.92	-1.55

Pupil Premium: Proposed Income and Expenditure 2024-25

INCOME		BUDGET	
Pupil Premium			£324,470
Covid Recovery funding 2022/23			£0
Total Income			£324,470
EXPENDITURE			
Staff Expenditure		Staffing costs for skilled staff to be funded from Pupil Premium 2024/25	
Total Staff Expenditure			
Over all PP/ Attendance/ AP - PLL 20%			£24,798
Safeguarding Lead DWH- 20%			£26,525
Achievement /Data / intervention (NTP)-JCL 10%			£9,437
Curriculum scaffolding & adaptation in classrooms EHA %5			£5,676
Staff training covering school improvement-CHA 5%			£4,568
Teaching & Learning workshops for teachers- CHA			£1,000
Attendance Officer admin JHA- 25%			£7,763
Intervention -Attendance Hub BJO 60%			£22,752
Intervention -Attendance LRI 60%			£20,799
Intervention English TLRs 25%			£2,946
Intervention Maths TLRs x 25%			£2,946
School RGN- mental Health 30%			£11,452
AP -KMU 20%			£7,834
Pastoral Admin Support-25% yrs 7-11			£29,792
Heads of Year Pastoral Support-15%			£53,910
Heads of KS3 & KS4 Pastoral support-20%			£42,272
Teacher/ TA add Yr 11 Revision Exams sessions			£30,000
TOTAL			£304,470
OTHER PP Expenditure			
pp Mental health & Well-being			£6,500
PP student counselling			£5,000
PP year 11 Revision Guides / exam support			£1,500
PP year 11 reward for Revision- Prom			£1,000
PP Attendance rewards and Pledges			£2,000
Education Resources/ Books			£1,000
PP -Trips & Visits			£2,000
Student / travel- Taxis / Welfare food/clothes			£1,000
			£20,000
			£324,470