Pupil premium strategy statement – Prenton High School for Girls: 2023-24

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	784
Proportion (%) of pupil premium eligible pupils	40.5%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	L Ayling
Pupil premium lead	L Ayling
Governor / Trustee lead	S Calveley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,060
Recovery premium funding allocation this academic year	£87,768
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£414,828

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students should leave Prenton equipped with the skills, knowledge, qualifications, aspirations and resilience to succeed and flourish in the world.

At Prenton High School we aim to close the gap and raise attainment and aspirations of disadvantaged students by:

- 'Making a positive difference today to achieve a better tomorrow' for all of our students and doing this through our core values of trust, respect, integrity, kindness and endeavour in all that we do.
- Supporting students to overcome barriers to learning and attendance.
- Providing high quality personalised teaching in all lessons that meets the needs of all students, including disadvantaged students, and enables them to make good progress.
- Maintaining a culture where all staff believe that all students can achieve and are capable of improving.
- Encouraging all students to develop a growth mindset, removing limiting beliefs so that they believe that they can achieve and know the value of endeavour.
- Providing personalised intervention for students who need additional support in identified areas.
- Continuously reviewing current intervention and identifying the best strategies to assist our disadvantaged students, using current research and publications.
- Engaging with parents to help support students at home and helping them develop good learning habits.
- Providing a wide range of enrichment opportunities that enable disadvantaged students to access different experiences they have not had the chance to outside of school.
- Delivering a comprehensive Careers programme that secures successful destinations and continues to raise the aspirations of disadvantaged students.

Challenges

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

Challenge number	Detail of challenge

1	**Our data indicates that there continues to be a gap in outcomes in English and Maths between disadvantaged students and their non-disadvantaged peers.** The overall gaps are greater in maths than English, but with some variations based upon prior attainment bands. The overall gaps at 4+ and 5+ in both English and maths have increased since 2022. This is a trend that is reflected nationally by the increased national disadvantaged index of 3.95, the largest since 2011.
2	**Our attendance data shows that the gap between disadvantaged and non-disadvantaged students has increased in 2022-23. The proportion of disadvantaged students who are persistently absent is also higher than for non-disadvantaged students.** Our data shows that the gap between disadvantaged students and non-disadvantaged students in 2022-23 has grown to 7.6% with 52.7% of disadvantaged students being persistently absent. Our observations show that attendance is negatively impacting upon the progress of some disadvantaged students. We also now have the highest proportion of disadvantaged students that the school has ever had.
3	**Our behaviour data shows that disadvantaged students receive a greater number of consequences for poor behaviour choices than their non-disadvantaged peers.** In 2022-23 61.5% of fixed term suspensions were for disadvantaged students. To address the gap in outcomes for disadvantaged students we will continue to work to address this disproportionate suspension rate, and support students in making positive choices, for themselves and those around them.
4	**Our observations and data suggest that reading and writing skills for disadvantaged students have been more adversely affected by the pandemic.** Our reading assessment data shows that there remains a gap between average reading ages and chronological age. Analysis of outcomes at KS4 highlight that writing stamina and literacy skills are a barrier for some disadvantaged students.
5	**Our data shows that the social and emotional needs of disadvantaged students have been more greatly impacted by the effects of the pandemic** Our data shows that there has continued to be a significant increase in the number of safeguarding concerns recorded. In 2022-23 59.5% of safeguarding concerns were for disadvantaged students.

6	**National research suggest that our disadvantaged students are more at risk of NEET than their non-disadvantaged peers and that their long term aspirations may not be as high as for non-disadvantaged peers.**
	Current destination data is positive (2023 for 2021 leavers'). However, many disadvantaged students arrive in Year 7 with a reduced awareness of the range of opportunities that are available to them for future progression. Raising aspirations and engaging students in a broad range of opportunities and experiences is central to establishing the foundations of successful and happy futures for all students, and more important than ever in the current economic climate. This remains a challenge and a priority for 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
To close the gap in outcomes in English and Maths between disadvantaged students and their non-disadvantaged peers; focus on progress in English for MPA students and maths for MPA and HPA students.	The attainment and progress gaps in English and maths are narrowed.
To achieve sustained improvement in attendance for all students and to reduce the gap in attendance between disadvantaged and non-disadvantaged students.	Over a two-year period overall attendance will have increased; persistent absence reduced and both will be at least in line with national norms. The gap between disadvantaged and non-disadvantaged students will have been reduced.
To support all students, particularly disadvantaged students, to make positive choices and reduce the imbalance in the number of negative behaviours recorded for disadvantaged students.	The new relational behaviour strategy will continue to be refined and embedded and will support students in making positive choices and understanding the impact of their decisions upon themselves and others. The number of FTS will be reduced and the imbalance between FTS for disadvantaged and non-disadvantaged students reduced.

To improve reading and writing skills and engagement in reading across KS3 and KS4 students. To close the gap between disadvantaged and non-disadvantaged students in reading ages and to close the gap between average reading ages and chronological age.	Reading age and speed reading data analysis will demonstrate improving student progress. Positive engagement with Accelerated Reader programme through student voice and outcomes. Improved writing stamina and skill observed in teacher assessment and formal external assessments.
To achieve sustained improved wellbeing for all students, including those who are disadvantaged.	Student services and engagement data, along with student and parent voice, will demonstrate a reduction in the gap of reported concerns between disadvantaged and non-disadvantaged students.
Disadvantaged students are fully engaged with our Careers Programme and have the same level of sustained engagement with a wide range of destinations as their non-disadvantaged peers.	The number of leavers who are at risk of becoming NEET is negligible. All students, including disadvantaged students, advance to their chosen career or education pathway and have the skills and knowledge to do so. NEET figures remain in line with/ below local and national 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: £ 82,723

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in core subjects	Smaller class sizes enable flexible grouping and targeted support in core subjects.	1,4

Evidence Informed Practice Team continue to develop across the curriculum	Evidence based practice supports teachers in exploring relevant up to date pedagogy to further enhance delivery in the classroom. Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	1,4,6
Whole school Reading strategy embedded and extended to KS4	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment across the curriculum Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	1,4
Launch of whole school writing policy	Research demonstrates that structured approaches to developing students as confident writers contributes to improved academic outcomes across the curriculum. Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk) Writing Gap | The Confident Teacher	1,4

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

Budgeted cost: £ 150,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
Asst SENCO to provide targeted support and provision mapping in KS4.	Our observations and data show that many disadvantaged and SEN students have been disproportionately affected by the pandemic. Individualised and personal provision will support most vulnerable learners across the curriculum.	1,3,4,5,6
Introduction of Raising Standards Leader (TLR role)	Evidence shows that the use of metacognition and EIP supports improved outcomes. Identifying specific gaps in learning and knowledge and tailoring intervention	1,2,3,4,6

	across all year groups supports progress and academic outcomes. [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](#) [Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](#) [Small group tuition | EEF (educationendowmentfoundation.org.uk)](#)	
Targeted intervention through The Beacon and Studio Literacy and Numeracy support TA Support	Literacy and numeracy support for students promotes confidence and engagement with learning across the curriculum. 1:1 and small group interventions provide targeted and time bound support. [Small group tuition | EEF (educationendowmentfoundation.org.uk)](#) [Phonics | EEF (educationendowmentfoundation.org.uk)](#) [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](#) [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](#)	1,2,3,4,5,6
Provision of targeted Alternative Provision	For some students, time bound targeted alternative provision will provide specialist support to address barriers to engagement with an aim of reducing suspensions and improving attendance leading to improved academic outcomes and avoiding students becoming NEET.	1,2,3,4,5,6
Continue to embed Accelerated Reader programme to support Reading Strategy.	Research demonstrates that the development of reading and comprehension skills supports learning and progress across the curriculum. The disruption to learning for many students throughout the pandemic has meant that many students have not continued to develop reading skills. Our data from year one (2022-23) demonstrates overall growth in reading ages across KS3.	1,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	[Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk)](#)	
PiXL Membership PiXL Reading CPD	PiXLEdge – engaging students in developing wider skills in Leadership, Organisation, Resilience, Communications supports future progression and aspirations Revision and independence materials to support effective study	1,2,3,4,5,6
Tassomai Learning	Data demonstrates the positive impact of low stakes high frequency testing. Ensuring all students have equal access to Tassomai removes barriers for many disadvantaged students. Data (in school and national) demonstrates the positive impact of this tool on outcomes at GCSE.	1
Peripatetic Music lessons	Data demonstrates that students with more advanced practical music skills perform better at GCSE, access wider opportunities and engage in further enrichment opportunities within the school and wider community.	2,5,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 185,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support students' social, emotional and behavioural needs through continuing to refine and embed the new whole school restorative	Disproportionate behaviour consequences for disadvantaged students impact negatively on engagement, attendance and outcomes for disadvantaged students. [Behaviour interventions	EEF (educationendowmentfoundation.org.uk)](#)	2,3,5

behaviour approach		
Dedicated Attendance Manager and additional Attendance Support Officer to support students and families to achieve better attendance and reduce persistent absence.	Supporting attendance and communicating effectively with and supporting parents is key to improving attendance and outcomes for students, particularly those from disadvantaged backgrounds. Attendance staff liaise with staff, students, families and external agencies and provide support through intervention to encourage regular improved and sustained attendance. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf	2,3
Achieve Careers Mark and continue to develop opportunities for disadvantaged students to engage with a broad range of opportunities and experiences. Provision of additional targeted careers guidance for disadvantaged students identified as being at risk of becoming NEET, ensuring that disadvantaged students are accessing a full range of destinations.	Evidence shows nationally that disadvantaged students are at greater risk of NEET and access a narrower range of opportunities at 16+ and 18+.	6
Provision of Breakfast club	Our observations suggest that many students, particularly those from disadvantaged backgrounds, do not eat breakfast. Provision of a funded breakfast club ensures students have access to food at the start of the day,	2,5

	improving concentration and supporting attendance.	
Increase cultural capital opportunities for disadvantaged students by ensuring that disadvantaged students are supported to participate in visits and enrichment opportunities.	Students from disadvantaged backgrounds have access to fewer opportunities outside the classroom. Cultural capital supports building aspirations for students, which in turn drives good attendance and engagement in the curriculum.	1,2,3.5,6
Staffing: Enhance staffing of Student Services Team and continue engagement with ADHD Foundation counsellors to support social, emotional and mental health needs of students.	The number of safeguarding referrals and referrals for early help have risen sharply since the start of the pandemic. Access to in-house staff to support all aspects of behaviour and well-being, along with specialist therapeutic counselling will support students' well-being, student's ability to self-regulate, attendance and enable students to continue to access learning and the wider life of school.	2,3,5

Total budgeted cost: £ 418,524

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance

Part B:Review of the previous academic year 2022-23

Outcomes for disadvantaged pupils

Overall, the gap in academic outcomes between disadvantaged and non-disadvantaged students remains, and whilst disadvantaged students performed strongly in some subjects in 2023 (separate sciences, Art, PE and Spanish) we continue to endeavour to narrow the gap and increase outcomes across the curriculum.

The DfE have reported that the National gap for disadvantaged students, based upon achievement in English and Maths, has widened from 3.84 in 2022 to 3.95 in 2023. This is the largest national gap since 2011.

Challenge 1: *Our data indicates that there continues to be a gap in outcomes in English and Maths between disadvantaged students and their non-disadvantaged peers.*

Some progress has been made in closing the attainment gap between some disadvantaged and non-disadvantaged students in English, particularly for HPA students where the gaps in attainment were narrowed and MPA disadvantaged students slightly outperformed MPA non-disadvantaged students at grades 4+ and 5+. A total of 59.3% of disadvantaged students achieved a positive progress score in English (compared to 69.8% of non-disadvantaged students).

In maths, the gaps in performance were larger than for English; some progress was made at 7+ where the gap was narrowed, particularly for HPA students.

The proportion of disadvantaged students achieving 4+, 5+ has fallen in English and maths, with a slight increase at 7+ since 2019 (although, this comparison is made with caution due to the impact of COVID-19 on examinations and against a backdrop of a nationally widening gap for disadvantaged students).

Outcomes for Disadvantaged students vs non disadvantaged	2019			2023		
	PP	Non-PP	Diff	PP	Non-PP	Diff
4+ English and Maths	54%	81.2%	-27.2	47.5%	64.8%	-17.3
5+ English and Maths	38%	48.5%	-10.5	20.3%	42.9%	-22.6
7+ English and Maths	0	8.9%	-8.9	3.4%	11%	-7.6

Challenge 2: *Our observations suggest that reading skills for disadvantaged students have been more adversely affected by the pandemic*

Accelerated Reader has been introduced for all students across key stage 3 as part of the whole school reading strategy.

Assessment of reading ages and progress, using the STAR assessments, was most positive for our disadvantaged students. Across Years 7, 8 and 9 our disadvantaged students demonstrated an average overall growth of +1.07 (1 year and 7 months in a 9 month period. Whilst there is positive growth for all year groups, average chronological reading ages remain on average a year below age related expectations and key stage 3 students continue to follow the Accelerated Reader programme to support further growth in this area.

For students in Years 10 and 11 we will now introduce focused library sessions, along with reading speed tests for students to identify where additional support is required.

Challenge 3: *Our attendance data shows that the gap between disadvantaged and non-disadvantaged students increased in 2021-22. The proportion of disadvantaged students who are persistently absent is also higher than for non-disadvantaged students*

An external review of attendance supported the further development of systems to monitor and support students and families. Overall attendance in 2022-23 was lower than in the years preceding the pandemic (86.9%). Data shows that the gap in attendance between disadvantaged and non-disadvantaged students increased to 7.6%, with 52.7% of disadvantaged students being persistently absent. These gaps are larger than in previous years, which is why attendance continues to be a key focus of our school priorities and our current plan for disadvantaged students; additional resources have been implemented from September 2023 to support this.

Nationally, disadvantaged students have been impacted more adversely by the pandemic. In 2022-23 42.2% of our students were disadvantaged, compared to the national average of 27.1%

Challenge 4: *Our behaviour data shows that disadvantaged students receive a greater number of consequences for poor behaviour choices than their non-disadvantaged peers, including fixed term suspensions.*

Suspension and exclusion figures for 2022-23 show that in line with national trends, a higher number of fixed term suspensions and exclusions were for disadvantaged students (61.5% of students receiving a fixed term suspension were disadvantaged students).

In response to the needs emerging in our school and wider community post-pandemic, to reduce the number of students being suspended/ excluded and achieve better outcomes for students, we implemented a new approach to behaviour as a school in September 2022 and have invested heavily in developing a restorative and relational approach to behaviour. Throughout 2022-23 we have continued to review our new approaches and refine as we embed this.

Challenge 5: *Our data shows that the social and emotional needs of disadvantaged students have been more greatly impacted by the effects of the pandemic*

The number of safeguarding concerns logged on CPOMS continued to grow last academic year and has risen by a further 12.1%, with over 4300 safeguarding concerns being recorded across the school: 59.5% of all logged concerns were in relation to disadvantaged students. In 2022-23 over 87% of students across the school population received some form of intervention or support.

Waiting lists locally for support remain high and young people are waiting up to 18-24 months for referrals.

In response to student and parent/ carer feedback, and the growing need for support, we expanded our Student Services Team and invested in the development of a Wellbeing Hub. This is a purpose designed quiet space where students can access support and has been well received by students since opening in March 2023.

The school achieved the Wellbeing Award for Schools in February 2023, evidence of the focus placed upon strategically supporting the mental health and well-being of the school community, and ensuring that this remains a central priority for the school.

Attendance data for 2022-23 also continues to highlight significant differences between disadvantaged students and their non-disadvantaged peers. Many of the identified barriers faced by students are as a result of the pandemic and wider contextual safeguarding issues.

Challenge 6: *Observations and national research suggest that our disadvantaged students are more at risk of NEET than their non- 4 disadvantaged peers and that their long term aspirations may not be as high as for non-disadvantaged peers.*

Based upon data for our 2021 cohort (reported in 2023 at the age of 18) the positive impact of our careers provision is evident in the proportion of students remaining in education, employment and training. 98% of this cohort remained in education, employment or training, compared to 94% of students nationally (96% of non-disadvantaged) and 94% of students across the Wirral (96% of non-disadvantaged). For this cohort in our school the gap in data between non-disadvantaged and disadvantaged students was closed and above national and local data, with 98% of both cohorts successfully remaining in sustained education, training or employment.