

Pupil premium strategy statement – Prenton High School for Girls: 2024-25

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	788
Proportion (%) of pupil premium eligible pupils	45.1%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	L Ayling
Pupil premium lead	L Ayling
Governor / Trustee lead	D Cowderoy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,750
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£330,750

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 evidence informed adaptive 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, and where staff understand the needs and context of all students, including our disadvantaged students.
- 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, along with evidence informed practice.
- 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	<p>Our data indicates that there continues to be a gap in outcomes in English and Maths between disadvantaged students and their non-disadvantaged peers.</p> <p>The overall gaps have changed slightly, but this is due to fluctuations in outcomes for disadvantaged and non-disadvantaged students. There continues to be variance between different prior attainment bands and subjects.</p> <p>The overall gaps at 4+ and 5+ in both English and maths have increased since 2023.</p>
2	<p>Our attendance data shows that the gap between disadvantaged and non-disadvantaged students remains, and is slightly smaller than the national gap in 2023-24. The proportion of disadvantaged students who are persistently absent is also higher than for non-disadvantaged students.</p> <p>Our data shows that the gap between disadvantaged students and non-disadvantaged students in 2023-24 has reduced slightly to 4.8%, and is now slightly smaller than the national gap of 5.3%.</p> <p>Our observations show that attendance is negatively impacting upon the progress of some disadvantaged students and this remains a priority.</p>
3	<p>Our behaviour data shows that disadvantaged students receive a greater number of consequences for poor behaviour choices than their non-disadvantaged peers.</p> <p>In 2023-24, overall fixed term suspensions across the school reduced by 28%. However, 60.6% of fixed term suspensions were for disadvantaged students. Whilst this is a very slight decrease on previous years, to address the gap in outcomes for disadvantaged students, we need to continue to work to address this disproportionate suspension rate and support students in making positive choices for themselves, and those around them.</p>
4	<p>Our observations and data suggest that reading, writing and oracy skills for disadvantaged students have been more adversely affected by the pandemic and continue to impact progress.</p>

	<p>Many disadvantaged students had reduced access to reading materials, support with reading and structured writing and talk whilst working at home. Evidence shows that intervention through a structured reading and comprehension programme can have a 6-month positive impact upon progress (EEF). Deficits in reading skills negatively impact progress across the curriculum.</p> <p>Disciplinary literacy is evidenced (EEF) as key to supporting progress in all areas of literacy, particularly when carefully structured in supported writing tasks. Research shows that developing student confidence in how to build quality sentences impacts outcomes positively, and our assessment data evidences that students still find extended written responses challenging. Oracy is the foundation of literacy and high-quality classroom talk is proven to have a positive impact on reading and writing.</p>
5	<p>Our data shows that the social and emotional needs of disadvantaged students have been more greatly impacted by the effects of the pandemic</p> <p>There continues to be a significant number of safeguarding concerns recorded across the school. Data shows that 44% of CPOMS safeguarding records in 2023-24 were for disadvantaged students. Whilst this is a smaller proportion than in 2022-23, this is partially due to a continued increase in overall records, therefore this remains an area of challenge.</p>
6	<p>Observations and 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.</p> <p>Many disadvantaged students arrive in Year 7 with limited 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 and post pandemic world.</p> <p>Based upon data for our 2022 cohort (reported in 2024 at the age of 18) 91% of disadvantaged students remained in education, employment and training. This is compared to 95% of all students nationally and 94% of all students within our whole cohort in this year. For this cohort, the gap between disadvantaged and non-disadvantaged students showed an increase in the gap (5%), compared to the previous year where there was no gap.</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
To reduce the gap in outcomes in English and Maths between disadvantaged students and their non-disadvantaged peers.	Continue to narrow the attainment and progress gaps in English and maths, with a focus on attainment in both for low and high prior attaining students where the gaps are most significant.
To achieve sustained improvement in attendance for all students and to reduce the gap in attendance between disadvantaged and non-disadvantaged students.	<p>Over a two-year period overall attendance will have increased; persistent absence reduced and both will be at least in line with national averages.</p> <p>The gap between disadvantaged and non-disadvantaged students will continue to reduce.</p>
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.	<p>The new relational behaviour strategy is consistently in evidence and will support students in making positive choices and understanding the impact of their decisions upon themselves and others.</p> <p>The number of FTS will be reduced and the imbalance between FTS for disadvantaged and non-disadvantaged students reduced.</p>
To improve reading, writing and oracy skills and engagement in reading across KS3 and KS4 students.	<p>Reading age analysis will demonstrate improving student progress.</p> <p>KS3 and KS4 students engaged in regular and deliberate reading practice.</p> <p>Continued confidence, stamina and progress in writing evident through assessments.</p> <p>High quality talk evident inside and outside classrooms.</p>
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 safeguarding concerns over time and positive engagement in wider enrichment activities for all students.

<p>To ensure that 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.</p>	<p>The number of leavers who are at risk of becoming NEET will be 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.</p>
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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: £ 93,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing in core subjects.</p>	<p>Smaller class sizes enable flexible grouping and targeted support in core subjects.</p>	<p>1, 2</p>
<p>Evidence Informed Practice Team embedded across the curriculum.</p>	<p>Evidence based practice supports teachers in exploring relevant up to date pedagogy to further enhance delivery in the classroom.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2, 4</p>
<p>Whole school Literacy strategy established.</p>	<p>Reading comprehension, disciplinary vocabulary, structured approaches to building quality sentences and extended writing, oracy and other literacy skills are heavily linked with attainment across the curriculum</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) EEF KS3 KS4 LITERACY GUIDANCE.pdf</p>	<p>1,2,4</p>

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

Budgeted cost: £ 97,914

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 students who have special or additional educational needs have been disproportionately affected by the pandemic. Individualised and personalised provision will support most vulnerable learners across the curriculum.	1,2, 3, 4,5,6
Raising Standards Leader to further develop and embed Power to Perform programme across all year groups.	Evidence shows that the use of metacognition and EIP supports improved outcomes. Identifying specific gaps in learning and knowledge and tailoring intervention across all year groups supports progress and academic outcomes. Teaching and Learning Toolkit EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2,4,6
Targeted intervention through The Learning Hub, Skills Hub and Nurture base. Literacy and Numeracy support. TA Support.	Literacy and numeracy support for students promotes confidence and engagement with learning across the curriculum. 1:1, small group interventions and the nurture classes in Years 7 and 8 provide targeted and time bound support. Small group tuition EEF Phonics EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF 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. Our data shows that this can reduce the number of students at risk of permanent exclusion.	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 years one and two (2022-24) demonstrates overall growth in reading ages across KS3 in line with expected growth. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,4
Educake.	Online learning platforms can support learning outside the classroom as part of extended provision for students. Educake have gathered data on the national picture of science understanding and constructed the platform in a way that enables teachers to target gaps in learning and further enhance classroom-based practice. Ensuring all students have access to Educake removes barriers for many disadvantaged students. Educake-Science-Learning-Gaps_October-2023.pdf	1,2,3,5,6
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.	2,3,5,6

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

Budgeted cost: £ 179,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting students' social, emotional and behavioural needs through implementing new whole school restorative behaviour approach; ensuring appropriate support through key roles in Student Services Team.	Disproportionate behaviour consequences for disadvantaged students impact negatively on engagement, attendance and outcomes for disadvantaged students. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2,3,4,5,6
Revised roles to support attendance:	Disadvantaged students have lower attendance than their non-disadvantaged	1,2,4,5,6

<p>Attendance Improvement worker liaising with and supporting families and students to achieve better attendance and punctuality and to reduce persistent absence.</p> <p>Dedicated Administration and Attendance Assistant in the main office to support administration and data.</p>	<p>peers. Supporting attendance and communicating effectively with and supporting parents is key to improving attendance and outcomes for students, particularly those from disadvantaged backgrounds.</p>	
<p>Continue to develop opportunities for disadvantaged students to engage with a broad range 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.</p>	<p>Evidence shows nationally that disadvantaged students are at greater risk of NEET and access a narrower range of opportunities at 16+ and 18+.</p>	<p>5, 6</p>
<p>Provision of Breakfast club.</p>	<p>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, improving concentration and supporting attendance.</p>	<p>2, 3, 5</p>
<p>Increase cultural capital opportunities for disadvantaged students by ensuring that disadvantaged students are supported to participate in visits and enrichment opportunities.</p>	<p>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.</p>	<p>2,3,5,6</p>

<p>Staffing: Enhanced staffing of Student Services Team and continued engagement with ADHD Foundation counsellors to support social, emotional and mental health needs of students.</p>	<p>The number of safeguarding referrals and referrals for early help have risen sharply since 2020. Access to in-house staff to support all aspects of behaviour and wellbeing, along with specialist therapeutic counselling will support students' wellbeing, students' ability to self-regulate, attendance and enable students to continue to access learning and the wider life of school.</p>	<p>2,3,4,5</p>

Total budgeted cost: £ 371,626

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

It is important to note that whilst the proportion of disadvantaged students has been stable nationally in recent years (26.5% in 2018/19, 26.3% in 2022/23 and 26.5% in 2023/24), our cohort has fluctuated, but with a rising trajectory (33.11% in 2018/19, 39.33% in 2022/23 and 36.66% in 2023/24).

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

Our Attainment 8 score for disadvantaged students in 2023-24 was 34, whilst the national for disadvantaged students was 34.5. For Progress 8, our average score for disadvantaged students was -0.46, whilst the national for disadvantaged students was -0.57.

Overall, 43.4% of disadvantaged students achieved a positive progress 8 scores, an increase of 5.5% compared to last year.

The DfE reported that the national gap for disadvantaged students, based upon achievement in English and Maths, widened from 3.84 in 2022 to 3.94 in 2023. Whilst the national gap has reduced slightly to 3.92 in 2024 the gap nationally remains greater (with the exception of 2023) than it has since 2016.

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 gap remains in outcomes in English and Maths. This was further impacted by the increase in outcomes for non-disadvantaged students in this cohort.

Whilst gaps remain significant, in maths there were improvements in outcomes at 5+ for disadvantaged students, and this positively impacted the proportion of disadvantaged students achieving 5+ in English *and* Maths:

Outcomes for Disadvantaged students	2023	2023 Gap between Disadvantaged and Non-disadvantaged students	2024	2024 Gap between Disadvantaged and Non-disadvantaged students
4+ English <i>and</i> Maths	47.5%	-17.29	40.4%	-34.7

5+ English <i>and</i> Maths	20.3%	-22.59	22.8%	-20.9
English Average A8	9.24	-1.52	8.04	-2.71
Maths Average A8	6.98	-1.79	6.11	-2.58
English Average P8	+0.13	-0.55	-0.18	-0.97
Maths Average P8	-0.56	-0.74	-0.61	-0.86

Challenge 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.

Overall attendance in 2023-24 remained lower than national average. Whilst attendance overall remains lower than the years preceding the pandemic, data shows that the gap in attendance between disadvantaged and non-disadvantaged students has reduced slightly to 4.8% (based upon the full academic year). This is slightly smaller than the national gap of 5.3%

Persistent absence remains high at 56.01% for disadvantaged students, although this is again a reduction on the previous year.

The implementation of a new MIS (Arbor) in October 2023 has enabled greater scrutiny of attendance data and trends. This, in turn, has led to a review of the systems and processes in place for managing and supporting all aspects of attendance. Changes in staffing within the Student Services and main office teams enabled the implementation of new processes which will further support the reduction in persistent absence and support positive attendance and punctuality over time.

Challenge 3: Our behaviour data shows that disadvantaged students receive a greater number of interventions for poor behaviour choices than their non-disadvantaged peers.

Suspension and exclusion figures for 2023-24 show that in line with national trends, a higher number of fixed term suspensions and exclusions were for disadvantaged students (60.6% of students receiving a fixed term suspension were disadvantaged students). However, whilst a disproportionate number of students in receipt of fixed term suspensions were disadvantaged students, the overall number of fixed term suspensions reduced by 28% across the academic year, and the reduction in suspensions for disadvantaged students was also 28% in 2023-24.

The proportion of students in receipt of internal exclusions was similar, with disadvantaged students receiving 61.7% of internal exclusions.

Challenge 4: Our observations suggest that reading and writing skills for disadvantaged students have been more adversely affected by the pandemic.

National data evidences that there continues to be a widening gap between disadvantaged and non-disadvantaged students with 45% of disadvantaged students in 2023-24 reaching the end of KS2 with below expected standards in reading, writing and maths (combined) compared to 67% of non-disadvantaged students. <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment>.

This year we have continued to embed the Accelerated Reader programme and refine the use of data to ensure that targeted reading support is implemented for the right students at the right time. Across KS3, disadvantaged students made an average of 8 months progress each year, with more rapid progress being recorded in Years 8 and 9 who were in their second year of the programme. This progress was overall similar to non-disadvantaged students and in line with expected progress for KS3 students (research shows that 8 months is typical of yearly progress from Year 7 onwards).

Staff have undergone training on the simple view of writing, and subject teams have looked at tier 3 vocabulary and used disciplinary approaches to building quality sentences, combining reading and writing with structured talk.

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 incidents recorded across the school remains high, and of all recorded concerns 75% were related to anxiety or mental health and wellbeing. The proportion of records in relation to disadvantaged students reduced from 59.5% in 2022-23 to 44% in 2023-24. However, this reduction is in part because the number of incidents for non-disadvantaged students increased. This remains a significant challenge and barrier to outcomes for our disadvantaged students.

Challenge 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.*

Based upon data for our 2022 cohort (reported in 2024 at the age of 18) 91% of disadvantaged students remained in education, employment and training. This is compared to 95% of all students nationally and 94% of all students within our whole cohort in this year. For this cohort, the gap between disadvantaged and non-disadvantaged students showed an increase, which was 5%, compared to the previous year where there was no gap. Our Careers programme across the school remains a high priority and continues to expand. This year additional resource has been added and the school continue to build links with colleges and training providers, as well as follow up contacts with students who are NEET or at risk of becoming NEET when they finish Year 11.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance