

### School Overview

School Name:	Litherland High School	Number of Pupils:	620
Proportion of disadvantaged:	<b>Yr7</b> TBC <b>Yr 8</b> 40% <b>Yr9</b> 43% <b>Yr10</b> 41% <b>Yr11</b> 36%	Pupil premium allocation for the year (including additional catch-up):	
Academic year(s):		Pupil premium lead:	KA/DY
Governor lead:	Frank MacFarlane	Headteacher authorisation:	
Publish date:	1 <sup>st</sup> September 2020	Review date:	December 2020

### Key performance measures (2 years, 2020 dis-applied)

Performance Measure	2019		2018		2020	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
Progress 8	-0.84	-0.44	-0.82	-0.02	-0.44	-0.06
Attainment 8	43.78	48.21	37.57	48.68	36.88	46.34
Basics 4+	36.8%	51.6%	48.4%	70.3%	47.8%	67.2%
Basics 5+	21.1%	37.1%	16.1%	40.6%	21.7%	39.7%
Basics 7+	1.8%	4.8%	0	4.7%	2.2%	10.3%
Ebacc APS	2.82	3.78	2.88	3.95	3.14	4.13
Ebacc Entry	18	32	6	17	17	34

### Disadvantaged performance measure aims 2021

	Whole cohort 123	Pupil Premium 44/123	Non Pupil Premium 77/123
Progress 8	0.14	0.17	0.13
Attainment 8	45	47	44
Basics 4+	69%	79%	63%
Basics 5+	39%	43%	37%
Ebacc APS	3.83	3.97%	3.75
Ebacc Entry	24	6	18

### Teaching and Learning Priorities

*(This could address specific issues raised through quality assurance in a key department, or whole school, which may be a barrier to learning that disproportionately affects disadvantaged students. Alternatively, it may be a strategic development based on impact evidence from the EEF)*

<b>Priorities</b> <i>Identify 2 or 3 priorities</i>	<b>Implementation</b> <i>Actions. This should take account of pre-identified challenges, including resource availability, and mitigation</i>	<b>Projected Impact</b> <i>Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils</i>	<b>Projected Cost</b>	<b>Monitoring</b>
Equality of opportunity	<ul style="list-style-type: none"> <li>• Priority access to enrichment opportunities</li> <li>• Equipment /School bag provided</li> <li>• Revision guides for EMS in KS3 and all subjects in KS4</li> <li>• Free music lessons for identified students</li> <li>• Visualisers used to model excellence in the classroom</li> <li>• Close the gap between PP students with low literacy and numeracy levels in KS2 to that of their peers through intensive support through the KS3 curriculum</li> </ul>	That all PP students have the same access in school to resources and high quality teaching that enable them to make at least good progress from their individual starting points	£46k	
Improve academic vocabulary and confidence	<ul style="list-style-type: none"> <li>• Curriculum Maps</li> <li>• Knowledge organisers printed for all students</li> <li>• Study support strongly encouraged</li> <li>• High quality reading books matched to individual interest</li> <li>• Exposing students to a diverse range of reading materials to broaden their vocabulary and</li> </ul>	That the curriculum is sequenced effectively and is delivered consistently Evidence from assessment show that gaps are reducing	£12k	

	<p>deepen their cultural understanding</p> <ul style="list-style-type: none"> <li>• Accelerated reader for KS3</li> <li>• Hegarty Maths for all students</li> </ul>			
To increase cultural capital and raise aspiration	<ul style="list-style-type: none"> <li>• Explicit teaching with no presumptions around assumed knowledge</li> <li>• Viewing and reading lists for each subject</li> <li>• Study support and PSHE to promote aspiration</li> <li>• Priority for careers and university visits</li> <li>• Flip learning</li> <li>• Mapping of cultural capital throughout the curriculum</li> </ul>	The PP students increase in confidence and have increased aspiration That PP students are able to	£10k	

### Targeted Academic Support

*(This will include the additional interventions planned as a consequence of the post-Covid 19 'catch-up' funding, though a separate plan will exist to monitor the allocation and impact of that spending)*

<b>Priorities</b> <i>Identify 2 or 3 priorities, clearly linked to raising academic standards.</i>	<b>Implementation</b> <i>Actions. This should take account of pre-identified challenges, including resource availability, and mitigation.</i>	<b>Projected Impact</b> <i>Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils</i>	<b>Projected Cost</b>	<b>Monitoring</b>
Support for home learning	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• PASS survey</li> <li>• Notebooks and wifi x100</li> </ul>	<ul style="list-style-type: none"> <li>• PP students make progress in line with peers</li> </ul>	£25k	AHOY
Individual action plans for PP students	<ul style="list-style-type: none"> <li>• Accurate knowledge of current performance</li> <li>• CATs and Progress Tests</li> <li>• New reporting system</li> <li>• Accelerated reader</li> <li>• Half termly assessments</li> <li>• Performance tracked accurately including magnetic boards</li> </ul>	<ul style="list-style-type: none"> <li>• To close any gaps in learning with concise timely individual action plans owned by all stakeholders</li> </ul>	£20k	Termly reports

	<ul style="list-style-type: none"> <li>• 1:1 mentoring</li> <li>• Academic Mentoring</li> </ul>			
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### Additional Strategies

*(This will include additional pastoral support and wider school strategies to remove barriers to learning and improve accessibility to school. This will include the additional interventions planned as a consequence of the post-Covid 19 'catch-up' funding)*

<b>Priorities</b> <i>Identify 2 or 3 priorities, clearly linked to raising academic standards.</i>	<b>Implementation</b> <i>Actions. This should take account of pre-identified challenges, including resource availability, and mitigation</i>	<b>Projected Impact</b> <i>Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils</i>	<b>Projected Cost</b>	<b>Monitoring</b>
Increasing parental engagement	<ul style="list-style-type: none"> <li>• Free flow Info</li> <li>• Accurate records</li> <li>• The purchase of additional tablets/wifi to enable access for all from home</li> <li>• Additional calls/contact before parents evenings</li> <li>• Class Charts</li> <li>• Friends of Litherland –PTA</li> </ul>	<ul style="list-style-type: none"> <li>• Students have equality of opportunity</li> <li>• Parents/carers to be more involved in the learning journey</li> </ul>	£8k	
The school day	<ul style="list-style-type: none"> <li>• Use of the school minibus combined with bus passes where required</li> <li>• Free Breakfast</li> <li>• 100% uptake of FSM usage</li> <li>• After school classes – 80% attendance of PP students</li> <li>• Attendance and punctuality to be in line with all students</li> <li>• Quiet Room support and intervention</li> </ul>	<ul style="list-style-type: none"> <li>• For all PP students to be supported to access the wide range of support available</li> </ul>	£15k	
Individual actions to support students	<ul style="list-style-type: none"> <li>• To remove individual barriers to success in individual subjects eg sport, music, art, drama</li> </ul>	<ul style="list-style-type: none"> <li>• For all PP students to know that school knows them well</li> <li>• Increased Cultural Capital opportunities</li> </ul>	£10k	

*NB: This does not need to take account of every additional intervention/spend, but should address a particular issue that has been identified as a barrier to learning across the disadvantaged cohort*