

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Litherland High School
Number of pupils in school	649
Proportion (%) of pupil premium eligible pupils	298 (46%)
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	David Yates
Pupil premium lead	Carmel Murphy
Governor / Trustee lead	Tracy McKeating

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,625
Recovery premium funding allocation this academic year	£39,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,000
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	£322,500

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Litherland High School for our pupil premium students is to provide the highest quality of education that over time will reduce social inequality, address social injustice and promote social mobility, removing barriers to learning whether they be economic, social or medical, through a relentless focus on improving the quality of teaching and learning. We aim to implement a curriculum that meets the needs of all pupils regardless of their circumstances, addressing the multiple vulnerabilities of students through the strongest pastoral care. Our ultimate aim is to maximise the progress and attainment of all pupils and in particular our disadvantaged cohort, reducing the gaps that have emerged from primary education, in order to ensure they have aspirations for strong progression routes accessing positive destinations whether this is education, employment or training.

Challenges

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

Challenge number	Detail of challenge
1	The pupil premium cohort typically have significantly lower levels of literacy upon entry, impacting on their ability to read fluently and comprehend text; this limits their ability to engage in learning across the curriculum and consequently reduces their progress across the curriculum which exacerbates the attainment gap.
2	CAT4 tests, along with Progress Tests in Maths, English and Science, indicate that the academic ability and prior attainment of disadvantaged pupils is lower than their non-disadvantaged peers. There is therefore an early attainment gap and clear knowledge deficits upon entry to secondary school which need to be addressed.
3	Significant economic barriers to learning in the majority of pupil premium students limits their access to a range of cultural capital opportunities and reduces their ability to engage with and understand certain aspects of the curriculum.
4	Social, emotional and mental health issues amongst the PP cohort are significantly more prevalent than in the non-PP cohort. This impacts on their attendance, engagement in lessons and their relationships with peers and teachers.
5	The attendance of pupil premium students is typically lower than non-pupil premium students, with persistent absence concerns greater. This has an impact of their progress and attainment, with knowledge gaps deepening or emerging as a result.

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
<p>Increase the attainment of disadvantaged pupils in KS4, particularly in the Basics at both 4 and 5+</p>	<p>Basics at 4+ and 5+ increases in the PP cohort</p> <p>The attainment gap between PP and non-PP students reduces.</p> <p>Attainment 8 score increases, with the gap between A8 for pp and non-PP students reducing.</p> <p>% attainment at 4 and 5+ in all subjects increases.</p> <p>Increased numbers of students securing a positive L3 post 16 destination.</p>
<p>Improve the progress of disadvantaged students in all year groups and subjects.</p>	<p>More students are on track to meet or exceed FFT targets in all subjects, in all year groups</p> <p>P8 score increases for PP students in comparison to 2019 (last validated external data), in core subjects and overall.</p> <p>P8 gaps reduce between PP and non-PP students.</p>
<p>Reduce the gaps in knowledge arising as a result of Covid/enforced school closure in order to improve attainment and progress in all students, and particularly the disadvantaged cohort.</p>	<p>Students assessed as working below age related expectations in June/September assessments make notable improvements in knowledge, to improve overall attainment more closely aligned to their peers, evaluated through:</p> <ul style="list-style-type: none"> • Internal summative assessments • GL end of year assessments • External GCSE (or equivalent) assessment.
<p>Attendance of pupil premium students improves, with attendance gaps diminishing between disadvantaged and non-disadvantaged pupils, and attendance rates, including PA, moving closer to National.</p>	<p>Attendance of PP students improves from the corresponding dates/terms in previous academic years, and over time.</p> <p>Attendance gap between PP and non-PP students reduces.</p> <p>Persistent Absence reduces from 2020/21.</p> <p>Reduction of NEET figures</p>

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of teaching through a clear focus on:</p> <ul style="list-style-type: none"> • Disciplinary Literacy, including the use of Academic Vocabulary and Disciplinary Reading. • Metacognition strategies QFT supported through: <ul style="list-style-type: none"> • Allocated CPD time for quality instruction and support for teachers • Time for departments to work collaboratively on curriculum intent to embed strategies and develop subject specific pedagogy • Middle and senior leaders attend MAT and other collaborative meetings. • Engagement with cross-MAT PiXL strategies to improve access to high quality resources and QFT strategies • Purchase/development of a range of resources to support QFT and maximise engagement in independent learning, including: <ul style="list-style-type: none"> • Subject Knowledge Organisers • Subscriptions to high quality resources including (but not limited to) White Rose Maths 	<p>'The difference between a very effective teacher² and a poorly performing teacher³ is large. For example during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher...</p> <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning' The Sutton Trust .</p> <p>'Good literacy is, of course, key to academic success across the curriculum. Indeed, a recent EEF evidence review found that the strongest factor affecting pupils' science attainment is how well they understand written texts... literacy in secondary school should not simply be seen as a basket of general skills. Instead, it must be grounded in the specifics of each subject' EEF Blog (Sir Kevin Collins)</p> <p>'Metacognition is one of the most effective ways to help students improve their learning. It helps students to be aware of what they are thinking about and to choose effective learning strategies.' (ResearchGate)</p>	<p>1, 2, 3</p>

	<p>'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)' EEF</p> <p>'...professional development makes a significant difference to student attainment... the effect size of professional development was 0.09 with a 95 per cent confidence interval of 0.06 to 0.13... the effect of professional development appears to be equivalent to having a teacher in the classroom with over a decade's experience.'</p> <p>(Education Policy Institute and Ambition Institute)</p>	
<p>Reduced class sizes in core subjects at KS3 and KS4 to facilitate more targeted support for SEND/PP/ vulnerable students, and to facilitate more sharply focused teaching for middle and higher attainers.</p>	<p>'...reduction is large enough to permit the teacher to change their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours' EEF</p>	1, 2
<p>Increased focus on reading, both as part of the cross curricular literacy strategy but also through a wider approach to developing reading.</p> <p>Shared reading developed and embedded in school</p> <p>Wider access to the school library and associated resources in social and curriculum time</p>	<p>'Research finds that time spent reading impacts positively on a variety of skills and subject outcomes including writing ability, research skills, maths ability, vocabulary breadth, spelling and content specific knowledge' Krashen, 2004; Sullivan and Brown, 2013</p> <p>Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market'</p> <p>(The relationship between reading age, education and life outcomes)</p>	1, 2, 3

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Target students who have been disproportionately negatively affected by Covid:</p> <p>Robust internal and external (GL) assessment to identify extent and nature of gaps</p> <p>Identify appropriate intervention through:</p> <ul style="list-style-type: none"> • 2 x Academic Mentor • After school study support • Access to 1:1 or small group tutoring through School Led Tutoring 	<p>'make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures' EEF</p> <p>'Any consideration of curriculum should be inextricably bound to understanding quality diagnostic learning assessments.' EEF blog Assessing learning in the new academic year – how school leaders can best support pupils to regain lost learning</p> <p>'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.' +4 months EEF</p>	<p>1, 2</p>
<p>Targeted intervention and support for students with low level of literacy, providing access to a bespoke tiered intervention system including:</p> <ul style="list-style-type: none"> • Accelerated Reader • RWI Fresh Start • Toe by Toe • IDL Online 	<p>'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.' +4 months EEF</p> <p>'consistently show positive impact on learning' +5 months EEF</p> <p>'Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches'.+6 months EEF</p> <p>'There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention'. (Education Endowment Foundation)</p> <p>'Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market...</p>	<p>2, 3</p>

	<p>...Research has linked poor reading ability to an increased likelihood of unemployment, homelessness, divorce, health problems and incarceration, and a reduced likelihood of employment, home ownership, life satisfaction and community and political engagement' The relationship between reading age, education and life outcomes</p>	
<p>Embedding a systematic use of the LHS Matrix to target students with ACEs requiring SEMH support, linking to a bespoke tiered intervention system which includes (but is not limited to):</p> <ul style="list-style-type: none"> • Year group pastoral leaders • Bespoke careers support, including access to a designated Y12 Tutor • External organisations including (for example) Everton in the Community, Sefton Elevate • A multi-agency approach where required • High quality, closely targeted use of, Alternative Provision. 	<p>'On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' +4 months EEF</p> <p>'Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues' +3 months EEF</p>	3, 4, 5

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

Budgeted cost: £ 157,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased provision of, and monitoring/closely targeted support for	'the impact of arts participation on academic learning appears to be positive' 'The overall impact of sports	3, 4, 5

<p>access to, wider curriculum provision in order to support aspiration, develop greater opportunities for cultural capital and encourage higher levels of engagement and participation in education.</p> <p>For example:</p> <ul style="list-style-type: none"> • Sport • Drama • Music • Art • Trips and Visits • Visiting Speakers • Student leadership opportunities. 	<p>participation on academic achievement tends to be positive' 2+ months EEF</p> <p>'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.' EEF</p>	
<p>Additional investment in a range of strategic approaches to improve behaviour & attendance, including (but not limited to):</p> <ul style="list-style-type: none"> • Education Welfare Officer • Full time attendance officers/family liaison staff • Pastoral Leaders • Well Young Persons <p>Removal of economic barriers to learning which may be adversely impacting on attendance, including uniform, transport and access to food.</p>	<p>'reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' +3 month impact EEF</p> <p>'Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement...Liaise with other agencies working with pupils and their families to support attendance' DfE Improving School Attendance</p> <p>'There is a general belief that school uniform leads to improvements in pupils' behaviour.' EEF</p> <p>'To benefit from instruction, students must attend school regularly. Studies show that school attendance is a strong predictor of course performance and the strongest predictor of high school dropout' Rodgers et al</p> <p>'Setting standards for student performance without the supports to attain them actually places students at greater risk for school dropout'.</p>	5

Total budgeted cost: £ 322,000

