

Pupil premium strategy statement

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	St. Margaret's C of E Academy Liverpool
Number of pupils in school	Key Stage 3: 485 Key Stage 4: 353 Post-16: 149
Proportion (%) of pupil premium eligible pupils	22
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	Update and report for 2023 –Dec 2023
Date on which it will be reviewed	Major update due for Sept 2024 to Aug 2027
Statement authorised by	Stephen Brierley
Pupil premium lead	Tim Gibbons
Governor / Trustee lead	to be confirmed following recent changes in Governance

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,412
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2023-2024	£203,412

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Attendance levels amongst disadvantaged students are low (85.3% <i>cf</i> 92.8% for non-disadvantaged students to date this academic year).
2	Disadvantaged students here are more likely to display challenging behaviours resulting in their removal from class (the 22% of our roll eligible for the pupil premium account for 39.8% of visits to our Internal Exclusion Unit)
3	There is a continuing need for staff training to promote awareness of the issues disadvantaged students face, and of effective strategies to ensure their progress
4	Disadvantaged students here face significant and increasing mental health issues, as evidenced by increasing referral rates for services such as counselling

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
Improved attendance Senior leader: TG	Attendance levels to improve by at least 2% (from 2022/2023 to 2023/2024)
Improved engagement (with students and parents) Senior leader: TG	<ul style="list-style-type: none">• Pupil Premium students' effort grades in reports to show an improvement of at least 0.15, on average, from 2022/2023 to 2023/2024• The proportion of IEU visits recorded by pupil premium students to decrease by at least 5% from 2022/2023 to 2023/2024• The percentage of pupil premium students attending Parents' Evening to improve by 4% in 2023/2024 compared to 2022/2023• Other metrics (eg attendance) confirm patterns outlined above
Teachers are better informed about, and more widely putting into practice, strategies that assist pupil premium students learn	<ul style="list-style-type: none">• Specific training is calendared in the Continuing Professional Development calendar for the year, and delivered effectively• Feedback from lesson observations and drop-ins confirms relevant strategies are being consistently implemented• Book scrutinies confirm the relevant strategies are being consistently implemented

Senior leader: ST	
Pupil premium students enjoy better mental health Senior leader: TG	<ul style="list-style-type: none"> The termly student survey shows more pupil premium students agree they are “<i>happy at school</i>” in 2023/2024 compared with 2022/2023 Pupil premium students who need access to counselling do not face any ‘waiting list’ delays for in-school councillors, dependent on the outcome of triaging

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training continues to include specific sessions on Responsive Teaching and successful strategies for pupil premium students Senior leader: ST	Responsive Teaching: Cognitive Science and Formative Assessment in Practice by Harry Fletcher-Wood https://jotter.educ.cam.ac.uk/volume7/107-136-hammondem/107-136-hammondem.pdf	3
Teachers are supported to ensure Responsive Teaching is embedded in classroom practice, based on Rosenshine’s principles of instruction Senior leader: ST		3
Quality Assurance, and as necessary ongoing support thereafter, confirms the activities described above are happening Senior leader: SS		3

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

Budgeted cost: £73,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will continue to provide Pupil Premium Progress Coaches and (where appropriate) Tuition and online learning to support pupil	A number of papers from the EEF support these approaches	1 2 4

premium students' organisation and study/revision skills Senior leader: TG		
Pupil premium students to continue to enjoy priority access to Counselling, Education Welfare Officer support, Careers advice, Family Support services, laptop loans and online learning technical support Senior leader: TG	It is known that pupil premium students are, in general, in more need of support services than other students	1 2 4

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school events and higher education visits (used to raise aspirations of pupil premium students) Senior leader: DSi (with MT)	Many reports show that the disadvantage pupils have in school continues after they leave and enter the world of work, eg https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf and https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/622214/Time_for_Change_report__An_assesement_of_government_policies_on_social_mobility_1997-2017.pdf	1 2 4
Employ (a) a Family Liaison Officer and (b) an Attendance Officer to improve parental support and facilitate stronger home/school links. Senior leader: TG	Parental engagement in young person's education and the relationship of main parent with young person are significant factor in that person's success.	1
Pupil premium students to be provided with free instrumental lessons, and the first £100 of all school trip costs, to improve cultural capital Senior leader: SS	Lack of self-esteem is common in the mind-set of `disadvantaged` pupils due to less life experiences	2 4

<p>Review and improve behaviour and attendance policies along with necessary staff training in order to maximise positive impact disadvantaged students Senior leader: TG</p>	<p>Our 'Getting to Good' plan (sections 3.1a and 3.2a), which is underpinned by external evaluation, confirms the need for these actions to be taken</p>	<p>1 2 4</p>
<p>Pupil premium funds to continue to be spent supporting (eg) school uniform costs etc Senior leader: TG</p>	<p>This is accepted good practice</p>	<p>1 2 4</p>

Total budgeted cost: £203,412

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 2022 to 2023 academic year.

Summer 2023 is the second since COVID-19 that external performance measures using GCSE results have been published. The chart below shows the progress of all pupils in the school for external Exams Summer 2023.

Progress 8 score

The academic progress that pupils make from the end of key stage 2 to the end of key stage 4. This is based on 8 qualifications.

The banding for this school or college is 'average' because the confidence interval spans both above and below 0.

Banding

AVERAGE

Score

-0.08

Confidence interval

-0.31 to 0.14

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	32	3066	447564
P8 score & CI	-0.94 (-1.45 to -0.44)	-0.09	0.17
A8 score	36	48.5	50.2

The gap between the school disadvantaged and the England non-disadvantaged pupils is -1.11 (wider than last year). Case studies show that there were a number of students with particularly challenging back-stories, each of which (in the context of a cohort of 32) have a significant impact on the overall figure. Much of the progress made in reducing the attainment gap for disadvantaged children over the past decade has been eradicated during the pandemic.

However, we would contend that there has been impact on the outcomes of pupil premium students because without our work, the impact could have been even bigger.

In 2022/2023, funding was spent on:

- tuition (internal data confirms this had some impact);

- in-class support by Learning Support Assistants;
- coaching/mentoring (by internal Disadvantaged Pupils Progress Coaches; internal data has in the past confirmed that this initiative improves such students' progress);
- school trips (the first £100) so that disadvantaged pupils benefit from life experiences to support learning and progress;
- music lessons;
- Games and Homework club (the former, a provision for SEND students, improves attendance and well-being during lunch-times);
- uniform/hardship help;
- transport costs; and
- some ICT hardware/software.