# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Wirral Hospitals’ School |
| Number of pupils in school | Roll on 13/10/23  71 students |
| Proportion (%) of pupil premium eligible pupils | 42% - Sept ‘23 |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | 13/10/23 |
| Date on which it will be reviewed | 30/06/24 |
| Statement authorised by | P. Arrowsmith (Headteacher) |
| Pupil premium lead | L. Finnan  (Assistant Headteacher) |
| Governor / Trustee lead | Mrs K. Dolmor  Mrs M. Studholme |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £37,030 |
| Recovery premium funding allocation this academic year | £9,618 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) |  |
| **Total budget for this academic year** | £46,648 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| As a hospital school we have an ever-changing cohort of students who have a diverse spectrum of needs. In addition, a large proportion are disadvantaged. Each September we examine closely all the data that we hold on our current cohort and where we identify a difference between pupil premium and non-pupil premium cohorts we try to address that specific gap. Due to the small size of our school, we are able to focus interventions on individual needs. Our aim is always to address these individual needs of disadvantaged pupils, and in doing so prepare them for their next steps in life or education. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Analysis of data shows that disadvantaged students are more frequently late that non-disadvantaged students. These pupils often require additional support around independent travel. |
| 2 | Our reading assessments show that a higher proportion of disadvantaged students (50%) have a lower than average reading score. |
| 3 | A higher proportion of disadvantaged students have a language disorder. |
| 4 | Through conversations with students and their families, we are aware that our disadvantaged students have fewer opportunities to discover the benefits to their mental wellbeing and health of spending time outdoors. |
| 5 | Our assessments, observations and discussions with students and families demonstrate that the education and wellbeing of many of our disadvantaged students have been impacted by the pandemic to a greater extent that for other pupils. These findings are backed up by several national studies. |

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## 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.

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| Intended outcome | Success criteria |
| Punctuality of disadvantaged students will improve. | Narrow the gap of punctuality between disadvantaged and non-disadvantaged students. |
| Reading ages of disadvantaged students will improve in line with their peers. | A higher proportion of disadvantaged students will have reading ages in line with their chronological age. |
| A greater proportion of PP students with a language disorder will have their needs identified. | PP students with a language disorder will have been assessed, specific language barriers identified and students/staff have strategies to support them. |
| Students’ mental health and resilience will improve. In the longer term, students will leave JPC with memories of positive experiences that they will be able to draw upon in the future, as well as transferrable skills they can use for sustained self-regulation. | Students will have the opportunity to try a new physical activity.  All students will have participated in a trip out of school.  Students will recognise barriers that they have overcome in participating in the activity. |
| Improved attainment for disadvantaged students in English and maths. | Results show a reduction in the attainment gap between disadvantaged students and their peers. |

## 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: £18,180

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use GL’s New Group Reading Test yearly to ensure that teachers have up-to-date information and strategies on students’ specific gaps in order to inform teaching. | NGRT is widely recognised as a useful diagnostic tool. It is used by the EEF when evaluating the impact of intervention strategies.  Accurate data regarding students’ strengths and weaknesses around reading will allow teaching staff to address individual needs more consistently and close the gaps. | 2 |
| Employ an additional English teacher for reading and literacy intervention. This teacher will provide whole school CPD and guidance on general teaching of literacy and also how to meet particular needs. | “The literacy gap is stubborn and substantial; tackling it requires a concerted and co-ordinated effort”  [Chartered.college/research-hub/literacy-and-transition-evidence-informed-strategies-to-close-the-gap/](https://my.chartered.college/research-hub/literacy-and-transition-evidence-informed-strategies-to-close-the-gap/)  In order to meet the needs of our students and bring about sustained improvement in literacy and reading ages, we need to consistently employ strategies and techniques across the school that are being explicitly taught within intervention lessons. | 2 |
| Purchase a day per week of Speech and Language Therapist (SALT) time. | The impact of SCLN on academic outcomes, social interactions and the likelihood of maintaining successful employment are well documented in the research papers presented on the “ican” website.  [Skills for work - evidence research](https://ican.org.uk/media/2145/skills-for-work-i-can-talk-8-attachment.pdf)  [Speech, Language and Communication in Secondary Pupils](https://ican.org.uk/media/1926/ican_talkseries10.pdf)  Speech, communication and language needs are wide ranging; by the time students reach us, often towards the end of KS4, specific issues have gone undiagnosed for most of a student’s education. | 3 |
| Purchase an additional two days a week of Learning Beyond the Classroom coordinator | The DfE’s last document on learning outside [Learning Outside the Classroom Manifesto](https://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf) details the well-researched benefits for young people in participating in activities beyond the classroom. | 4 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £18,850

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and Language Assessment and Therapy | Having a qualified speech and language therapist complete the assessment ensures accurate diagnosis and subsequent intervention. An in-depth report shares findings with teachers to ensure consistency of approach across the school.  The What Works database provides evidence of the impact that speech and language interventions can have.  [What works database](https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/) | 3 |
| New teacher of reading and literacy will run targeted interventions in small groups focusing on reading comprehension strategies along with a new phonics intervention. | Research carried out by the EEF reports that studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. Successful studies in secondary schools equate to 5+months of additional progress over the course of a year  [EEF teaching-learning-toolkit/phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)  Using the diagnostic testing from the NGRT intervention groups specific to need will run.  Research carried out by the EEF reports that “effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.”  [EEF Reading-comprehension strategies](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)  Our planned intervention programme takes all of the above guidance into account. Done well this has been shown to add an additional 6+ months of progress over the course of a year. | 2 |
| YARC Testing | In order to address the challenge of lower reading ages we first need to identify if there are any specific challenges facing individual students. YARC is a diagnostic assessment which provides an in-depth analysis of a pupil’s reading ability, including Standard Age Scores, age equivalent scores and percentile ranks for comprehension, rate and fluency. This data will then be used to help us identify specific problems and subsequently inform further targeted interventions. If there are no specific problems then students will complete the inference training programme. | 2 |
| Run 4 sessions of Inference Training per week for the whole year. | This approach would be included in the EEF’s toolkit as a Reading Comprehension intervention which has an average impact of +6 months.  In this case, students would carry out this intervention in a small group, over a short period of time, with a specialist teacher to maximise the impact. | 2 |
| Engaging with the School Led Tutoring aspect of the National Tutoring Programme. | Tuition targeted at specific needs and knowledge gaps is an effective method for supporting students who are falling behind their potential. Tuition will meet the needs of students across a range of abilities.  [Small Group Tuition - Implementation and Impact EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 5 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £9,480

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Breakfast club | We have identified a number of students whose family circumstances and previous attendance patterns suggest that having a routine where they arrive and settle in school before registration would be beneficial to them. | 1 |
| Travel Training – For whole year groups through our learning for life curriculum and targeted 1:1 support where needed. | Independent Travel Training is likely to enhance pupils’ social and employment opportunities:  [Department for Education (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/575323/Home_to_school_travel_and_transport_guidance.pdf) | 1,4,5 |
| Minibus costs –  To extend our learning beyond the classroom offer. | The benefits of being outdoors on mental health and wellbeing is well-documented. [The Mental Health Foundation](https://www.mentalhealth.org.uk/campaigns/thriving-with-nature/guide)  “Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.”  [EEF/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning) | 4, 1 |
| Double-staff Learning for Life Mentor lessons. This is to focus on exploring our local area, social activities and wellbeing. | We are acutely aware of the effects of the pandemic on our cohort of students. Many felt their mental health improved during lockdown, without the normal social and academic pressures and have consequently found the return to school difficult. For others, the pandemic compounded their already significant mental health issues. By committing more pastoral staff to Learning for Life lessons we hope to be able to individually address issues as they arise and more actively teach students to be aware of the strategies that help their mental health. | 4,5 |

**Total budgeted cost: £**46,510