

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

Detail	Data
School name	Birkenhead Park School
Number of pupils in school	760
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 to 2023/2024
Date this statement was published	22/12/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	Peter Mee Head of School
Pupil premium lead	Peter Mee Head of School
Governor / Trustee lead	Mike Kilbride CEO / Executive Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£538,200
Recovery premium funding allocation this academic year	£145,176
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£683,376

Part A: Pupil premium strategy plan

Statement of intent

The Birkenhead Park School serves an area of Wirral where the level of social deprivation is in the 10% most deprived areas of the country. The school is a smaller than average sized secondary school, operating within a selective Local Authority. There are 760 students on roll, with more boys than girls.

The proportion of disadvantaged students is very high. The school currently has a high number of Looked After Children on roll. Most students are of White British heritage. Few students come from minority ethnic backgrounds or speak English as an additional language, although this number is increasing. The proportion of SEND students is high and more than double the national average. The prior attainment for students on entry is significantly below the national average.

Student mobility is very high.

Pupil Premium Promise: Quality First Teaching

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on intervention to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practice key techniques collectively as a staff through a robustly designed CPD programme and engineer more tailored practice during one-to-one collaborative coaching sessions by our Lead Practitioners.

Our pedagogical approach to improving learning is underpinned by a clear focus on responsive teaching and high-quality questioning. We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimize them. For example, we have worked previously with the Ambition Institute, whose sole focus is on improving outcomes for schools in challenging circumstances. Through working with the Ambition Institute, we were able to ensure that our implementation of strategies is not only based upon effective research and the science of learning, but is fully evaluated for effectiveness. In addition we have worked closely with Cradle to Career, this has allowed us to work closely with experts in literacy who have validated our literacy curriculum. Our reading initiative was nominated for an Educate Award in 'Innovative Literacy/' and our CPD programme was evaluated and received a silver award for by the Teacher Development Trust.

Relentless routines

We are a community who celebrate diversity and unique individuality. We insist on good learning habits with the highest of expectations for all, regardless of background, faith or ability. We have very clear values of Positivity, Ambition, Resilience and Thoughtfulness; students are clear that they have to be ready to learn. Our uniform is smart and students are expected to wear it with pride. There is an emphasis on strong attention to detail. During lessons, students are expected to answer questions directed to them, answer in full sentences, and remain focused at all times.

Success for All-Raising Aspirations and Broadening Experiences

Our students live in the most deprived areas of Wirral. The school's values of Positivity, Ambition, Resilience and Thoughtfulness are lived out on a daily basis by staff and students. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher education. Our dedicated Careers programme is focused on exposing our students to post-16 destinations, including Universities and the programmes they offer. We are determined to ensure that students become confident enough to believe they can achieve in line with their peers across the country.

The spending of Pupil Premium Funding has been partly influenced by external research; such as the EEF Guide to the Pupil Premium and the DfE study into effective use of Pupil Premium Funding. This research outlines effective methods that support improved Pupil Premium achievement.

This year, we have implemented a complete overhaul of the PPF plan to ensure it has maximum impact upon raising the achievement and attainment of the community we serve at The Birkenhead Park School. We implement a tiered approach to Pupil Premium spending and have identified barriers to students' achievement bespoke to our school:

1. Teaching and Learning
2. Targeted academic support
3. Wider strategies

We feel this will further refine our strategic approach in accelerating the pace of improvement in the progress of Pupil Premium students in all year groups. We also do not confuse eligibility for the Pupil Premium with low ability, and thus focus on supporting our disadvantaged students to achieve the highest levels.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading - On intake, up to 30% of our students arrive at BPS with a reading age significantly below their chronological age. Over 1/5 students are in KS3 are in Stanines 1 or 2, with a reading age of 5-7 years old.</p> <p>Many of our students do not have access to books at home. BPS students have a 'word gap', or a vocabulary that is below age-related expectations and this poses significant problems for them in accessing the secondary curriculum. The impact of partial school closures has also affected disadvantaged students to a greater extent than for others.</p>

2	Attendance - The chaotic homes of some PP students do not support the structure and norms of school life. Their lifestyles, especially sleep, diet routines, and parental support means that some are at risk of poorer attendance and not succeeding in line with their peers.
3	Academic Outcomes – outcomes for disadvantaged students in the last published set of results were significantly poorer than those who were non-PP.. Across the board attainment and progress of disadvantaged students is significantly lower than their peers. <i>Request published data from school</i>
4	Behaviour and Emotional Wellbeing/Regulation – our exclusions, detentions and referral data allied with our own observations and discussions with students and families suggest that students identified as PP are more likely to demonstrate negative behaviours and more likely to have poorer mental health and emotional wellbeing. Our assessments and conversations would suggest this has worsened over the course of the pandemic.
5	Careers/NEETs - PP student’s expectations, intentions and aspirations for the future are often not as high as their peers or as high as they should be and are therefore at risk of more limited career and destination options, often through a lack of understanding or confidence.

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>Significantly improve the percentage of students reading at their chronological age</p> <p>Students have improved reading ages, sentence and paragraph comprehension – NGRT testing through GL Assessment</p>	<p>Measurable increase in reading fluency and closing the gap between students reading age and chronological age.</p> <p>Students demonstrate engagement with reading over a period of time through Big Read, Reading challenges, English curriculum and across subjects.</p> <p>Students will have specialist input to support students with the weakest levels of literacy which allows them to demonstrate sustained progress including 1:1 sessions on phonics through the introduction of Lexia and 1:1 form time sessions that are focused around phonics, reading and handwriting.</p> <p>Students can apply their new knowledge, range of experiences and vocabulary into their written work. Teachers have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Students’ reading ages match or exceed their chronological age by the end of Y9.</p> <p>Students will have made rapid progress in securing knowledge and understanding of phonics.</p> <p>Students will have secured a greater knowledge and understanding of vocabulary, grammar and comprehension and closed the gap in their reading and vocabulary.</p> <p>Student feedback is positive, confirming enjoyment of reading and increased confidence.</p> <p>Improved staff confidence in supporting literacy development across the curriculum.</p> <p>Students can use vocabulary in a wide range of contexts. Teachers have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Staff have high standards of written and spoken language</p>

<p>Significantly improve attainment and progress at the end of Key Stage 4</p> <p>Improve the quality of Teaching and Learning through an effective CPD programme based on:</p> <ul style="list-style-type: none"> -Retrieval practice -Modelling -Responsive teaching <p>Improved progress for PP students.</p> <p>PP students, monitored at each assessment point, perform in line with national averages for P8 measure and the Basics.</p>	<p>Evidence of improved teaching practice through instructional coaching programme in supporting teachers to develop pace and improve the three teaching and learning priorities.</p> <p>Evidence of “catch up” and progress in identified areas of lost learning.</p> <p>Improved student outcomes - Progress 8 -0.2 or better.</p> <p>All teachers will buy in to developing their practice with other peers. All teachers will be confident in their knowledge of and champion the T&L aims of the school.</p> <p>Students in all year groups will demonstrate closing of the gap towards 0.</p> <ul style="list-style-type: none"> • Barriers to learning are identified for disadvantaged students and appropriate interventions and support are put into place. • Key performance indicators show that the differences between the performance of disadvantaged and none disadvantaged students, including those with higher prior attainment, are diminishing. This includes: <ul style="list-style-type: none"> ▪ Progress 8 ▪ Attainment 8 ▪ Basics Measure (Strong and standard) ▪ Ebacc Measure (Strong and standard) <p>Students will be able to demonstrate a secure subject knowledge in all areas of the curriculum and have taken part in subject specific CPD to enhance their skills and knowledge of their subject to provide the highest quality teaching and learning experience for students.</p> <p>Students will have misconceptions and understanding addressed immediately in every lesson. Staff will routinely plan for this rather than react to it.</p> <p>Students will confidently be able to apply new knowledge independently without the need for repeated instructions and minimal scaffolding. They will self-regulate.</p>
<p>Implement a successful CPD programme to develop consistently high standards of teaching</p>	<p>Cohort of middle and senior leaders undertake NPQ qualifications to support their professional development and the implementation of improvement plans.</p> <p>Lead practitioners successful in improving the quality of teaching and learning for teachers and ECTs.</p> <p>Evidence of improved teaching over time</p> <p>Evidence of improved teaching practice through instructional coaching programme</p> <p>Evidence of “catch up” and progress in identified areas of lost learning</p> <ul style="list-style-type: none"> • Improved student outcomes - Progress 8 -0.2 or better

Significantly improve the behaviour, wellbeing and emotional regulation of all students especially for the cohort whom are disadvantaged.	Sustained improvement in behaviour and well-being demonstrated by: A 50% reduction in the number of FTEs issued and the gap between the rate of FTE for non-disadvantaged and disadvantaged students to have been eliminated
Projected P8 scores for PP	Assessment data shows that the performance of disadvantaged students is improving across cohorts and subjects.

Significantly improve, and then sustain attendance for all students.	<p>Average attendance of disadvantaged pupils is more in line with non-disadvantaged students and School targets.</p> <ul style="list-style-type: none"> • Attendance of disadvantaged students is closer to National Average. • Persistent absenteeism is reduced for disadvantaged pupils in comparison to previous years • Safeguarding and Attendance Team support identified students, cohort to reflect patterns identified regular attendance updates
Students are fully aware of the full range of career opportunities open to them. They take full advantage of all opportunities, information, and outside agency career advice in order to make informed decisions and take advantage of all opportunities post-16. No students are NEET	<p>All disadvantaged students move on to a suitable destination Post 16 with none being NEET.</p> <ul style="list-style-type: none"> • Post 16 destinations for the upper disadvantaged cohort are in line with School targets. Increased numbers of disadvantaged students go on to the sixth form and then to university. • Internal behaviour, data and attendance records show good engagement for disadvantaged students • Figures for parental attendance at school events reflects improvement. Positive student and parent voice. • Disadvantaged students' attendance at enrichment sessions is in line with other students.

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)

Approximate budgeted cost: £ 280,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement whole-school T&L improvement plan to develop 4 identified areas, supporting knowledge acquisition over time:</p> <ul style="list-style-type: none"> • Retrieval Practice • Modelling • Responsive Teaching • Pace 	<p>Evidence confirms that a focus on improving quality first teaching has the biggest impact on improving outcomes for all students.</p> <p>We have identified the key strategies that will have the greatest impact on improving the quality of teaching and will seek to embed these successfully into teachers' practice.</p> <p>By focusing on pace in lessons we are ensuring that teaching time is maximised for students</p>	<p>1,2,3,4,5,</p>
<p>We will fund professional development and instructional coaching focussed on:</p> <ul style="list-style-type: none"> - Teaching and Learning - SEND - Literacy <p>Implement schedule of weekly CPD sessions and T&L briefings aligned to identified whole school areas for improvement</p> <p>Recruitment of additional Teaching Assistants</p>	<p>We want to develop teachers' content knowledge and pedagogy to embed strong practice across the school.</p> <p>We want to provide time and opportunities for staff to "practice" so that they build confidence and expertise over time.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with improved student outcomes.</p> <p>Having staff who are confident is supporting SEND students and effectively deploying a Teaching Assistant are important to ensure all students make at least expected progress.</p>	<p>1,2,3,4,5</p>
<p>Cohort of middle and senior leaders undertake NPQ qualifications to support their professional development and the implementation of improvement plans</p>	<p>We want to recruit and retain the best teachers for our students.</p>	<p>1,2,3,4,5</p>

Implement daily Big Read programme in Year 7, 8, 9 and 10 tutor time	Reading for pleasure has a significant role in helping to reduce the word gap and improve reading ages for all students.	1,2,3,5
Implement planned reading opportunities across all subjects, in lessons and through homework.	Many of our students do not have access to books at home and we need to provide access to a range of texts that would otherwise be unavailable	1,2,3,5
Implement 1:1 form time phonics provision for students who are not making progress in LEXIA. Lead Practitioner, former KS1/2 specialist	We need to provide targeted teaching and interventions that meet the specific needs of this cohort of students to help them access the secondary curriculum	1,2,3,5
Provide training for teaching staff to enable effective support in lessons for students with low reading ages through staff literacy training	We must do all that we can so that any literacy barriers do not undermine their enjoyment of school, their academic outcomes, their sense of wellbeing and their future employment prospects	1,2,3,5
Provide training for teaching staff to enable high quality reading to be modelled to students to engage all students with reading	We must ensure that teachers are confident in modelling good reading to students to grow a reading for pleasure culture and to engage students with books and reading	1,2,3,5
Implement staff development programme to train teachers in explicit vocabulary teaching through Frayer model	Many BPS students have a 'word gap', or a vocabulary that is below age-related expectations and this poses significant problems for them in accessing the secondary curriculum.	1,2,3,5
Implement staff development programme to ensure high standards for spelling, punctuation and grammar in classroom interactions with students	In order to expect high standards from students, we need to ensure that all staff are confident in role modelling high standards of written and spoken language.	1,2,3,5
Implement Curriculum 8 model in Year 7 for students to focus on improving their executive functions, reading and writing and prepare them for the rigours of Secondary school	Evidence conforms that small group teaching supports students development. Educational psychologists support the development of executive functions in students as important to reduce barriers to learning and development.	1,2,3,4

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

Approximate budgeted cost: £145,851.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement individual plans to provide teaching staff with high quality information about SEND students	Teachers of students with SEND/PP will be focussed on learning more about the individual profiles of their students and maximising the effectiveness of their teaching – EEF	1,2,3,4,5
Implement a staff development programme which focusses on the highest leverage strategies for students with SEND: <ul style="list-style-type: none"> Adaptive teaching Avoiding over cognition Adapting for speech and language 	We must ensure that teachers are confident in adapting lessons to support students with SEND	1,2,3,4,5
Implement a staff development programme which focusses on:-	We need to use TAs to help students develop independent learning skills and manage their own learning – EEF recommendation. We must ensure TAs are	1,2,3,4,5
<ul style="list-style-type: none"> understanding the needs of SEND/PP students planning high quality teaching for SEND/PP students within the framework of whole school T& L strategies 	fully prepared for their role in the classroom – EEF recommendation TAs should be trained in the use of specific pedagogy so that they understand the principles of the approach and the techniques required to apply it – EEF guidance	1,2,3,4,5
Dedicated Team to continually provide CEIAG advice, maintain and increase the motivation and aspiration of PP students. This includes AHT /Student Engagement Coordinator/Career Connect Advisor.	A proportion of PP students are at risk of choosing destinations post 16 which do not fully match their capabilities. A proportion of PP students are at risk of not performing in line with their capability due to historical lower expectations of themselves. This limits their choices post 16.	4,5

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

Approximate budgeted cost: £257,525.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a full programme of CEIAG in accordance with statutory guidance	Given the school's context, we need to develop ambition, aspiration and resilience in our students so that they are able to make positive choices about their next steps.	4,5,
Appoint a member of SLT to oversee students Personal Development within the school	A dedicated member of staff to ensure that students experience a robust Personal Development so that they can make good choices and keep themselves safe.	4,5,
Deliver full programme of extra-curricular activities, monitoring attendance and engagement across groups.	Our curriculum needs to go beyond the academic to provide a range of wider opportunities that BPS students cannot otherwise access.	4,5
Implement carefully sequenced sex and relationships education programme in accordance with statutory guidance and best practice, including specialist training for teaching staff.	We need to make sure all staff and students understand what is acceptable behaviour and what should not be tolerated.	4,5
Establish small-scale, on-site provision for students whose behaviour is a barrier to learning in mainstream classes.	We must do all we can to support students to engage positively with the curriculum, complete their secondary education and achieve success	1,2,3,4,5

Appropriate pastoral staffing to ensure that all students are ready to learn and that potential barriers to learning are removed. Significant funding is directed to the Pastoral team given the school's unique context.	PP student's attendance and PA and is not yet in line with students nationally highlighting the additional barriers PP students face. PP students are at risk of not always having equipment or as ready to face the daily school challenges. This, over time can lead to inequality of experience and lower rates of progress than all students nationally. A number of our PP students experience social, emotional and mental health issues which can affect their concentration and work rate.	4,5
Dedicated Team to develop the extracurricular	All disadvantaged students should fully access an ambitious curriculum which meets their needs.	4,5

programme This includes AHT and Student Engagement Coordinator	We want every child to <ul style="list-style-type: none"> Attend an educational visit Visit a museum or art Gallery Take part in a weekly extra-curricular activity throughout their school journey. 	
Embedding principles of good practice set out in DfE's Improving School Attendance advice – See Improving Attendance Implementation Plan ..\Leadership team\Attendance\Attendance Implementation Plan 2022-23.pdf	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2,5
Appointment of a dedicated Attendance Team consisting on an Trust Senior Attendance Officer, Attendance Manager, x2 Attendance Officers, x1 Attendance Admin	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels	2,5
School Games - Raising Aspiration through positive experiences in competitions and festivals	School Games provides opportunities for students to access a wide range of sporting opportunities.	2,3,4,5

Total budgeted cost £683,376.00:

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.

Outcomes 2022-23

Priority 1,2,3 Reading and Literacy

There has been a significant improvement in this areas. Results from September 2022- August 23 show that

- Year 7 68% of students improved their reading age
- Year 8 70% of students increased their reading age
- Year 9 60% of students improved their reading age
- Year 10 67% of students improved their reading age

- On average as a cohort students at BPS over this year increased their SAS by +2.4 (above average progress)

- Students with FSM increased their SAS by +2.3 (above average progress)
- Students with SEND increased their SAS by +3.1 (significant progress)
- Students in stanine 1 & 2 increased by +5 (significant progress)
- 15% of tested students were in Stanine 8 & 9 in 2023 in Birkenhead Park School (+6ppt from 2022). The national average is 11%.

- Of the 97 students involved in Lexia the average progress was as follows:
Year 7= +3.2 SAS
Year 8= +5.4 SAS
Year 9= +8 SAS
Overall Lexia cohort progress = +4.9 SAS

**Priority 4
Attendance**

Attendance 2022 -2023

Year	Attendance PP	Attendance Non PP
Year 7	87.5%	93.7%
Year 8	85.1%	93.2%
Year 9	87.1%	91.4%
Year 10	81.2%	87.6%
Year 11	75.4%	87.3%
Total	83.8%	90.4%

Table

Whole school Attendance and year group non PP compared to PP. More detailed information, including analysis of groups can be requested from school.

Table – Attendance of 2022-23 PP compared to non-PA

Year	PA PP	PA Non PP
Year 7	90%	10%
Year 8	82.2%	17.8%
Year 9	83.6%	16.4%
Year 10	78.7%	21.3%
Year 11	79%	21%
Total	82.5%	21.3%

**Priority 5,6
Academic Outcomes**

2022 -23 Attainment and Progress 8 scores

Headline Figures	ALL RESULTS 2022-2023	Pupil Premium	Non Pupil Premium	2020-21 Gap	2021-22 Gap	2022-23 Gap
En & Ma Overall 5+	17%	13%	24%	16%	3%	11%
* English 5+	37%	29%	49%	4%	0%	20%
Maths 5+	21%	16%	29%	14%	4%	13%
En & Ma Overall 4+	35%	32%	39%	11%	6%	7%
* English 4+	53%	48%	61%	5%	2%	13%
Maths 4+	42%	40%	45%	19%	5%	5%
EBACC (22 students) 5+	8%	7%	10%	12%	4%	3%
EBACC (22 students) 4+	6%	6%	6%	15%	6%	0%
EBACC APS	2.71	2.43	3.18	0.75	0.52	
Progress 8	-0.64	-0.83	-0.28			
No in Cohort	133	82	51			

Priority 7

2022 -23 - Student Destinations

Sustained education, employment or training	PP 82 Students	%	Non PP - 48 students	%	Gap
Any sustained education	71	87%	43	90%	-3
<i>Further education</i>	58	71%	32	67%	4
<i>School sixth form</i>	1	1%	0		
<i>Sixth form college</i>	12	15%	11	23%	-8
<i>Other education</i>					
Sustained employment	1	1%	2	4%	
Sustained apprenticeship	2	2%	2	4%	
<i>Risk of Neet</i>	9	11%	2	4%	-7

2023-2024 – Student Destinations

Sustained education, employment or training	PP 82 Students	%	Non PP - 51 students	%	Gap
Any sustained education	75	91%	51	100%	-9
<i>Further education</i>	54	66%	22	43%	23
<i>School sixth form</i>	0	0	0	0%	
<i>Sixth form college</i>	20	24%	29	57%	-33
<i>Other education</i>					
Sustained employment	0	0%	0	0%	
Sustained apprenticeship	1	0.01%	0	0%	
<i>Risk of Neet</i>	7	0.09%	0	0%	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Ensure high standards of teaching across all subjects
- Ensure high quality provision for SEND students to enable them to achieve well
- Ensure high quality curriculum plans to support students' perception lost learning through the COVID pandemic
- Offer a wide range of high quality extra-curricular activities, disadvantaged students will be encouraged to attend.
- Provide targeted support from well-resourced safeguarding team to support students who are struggling to reintegrate post pandemic and with wellbeing issues.

Planning, implementation, and evaluation

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and