Pupil Premium Statement 2019 - 2020

For the financial year 2019-2020, we have 390 students (64.4%) who qualify for Pupil Premium (PP) funding which equates to £364,650.00. This funding is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). There is also an allocation for children who are "Looked After", adopted or children of service personnel. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way of ensuring that funding to tackle disadvantage reaches the students who need it most.

The Government believes that it is for schools to decide how the Pupil Premium Fund is allocated and spent per eligible student, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Whilst schools are free to choose where to spend the Pupil Premium, they are held accountable for how they have used the additional funding to support students from low-income families. From September 2012, the Government required schools to publish online information about how they have used, and are using, the Fund. This will ensure that parents, carers and other stakeholders are made fully aware of the attainment of students covered by the premium.

1. Students eligible for Pupil Premium

The PPG per student criteria and unit for funding 2019-2020 is as follows:

Students in year 7 to 11 recorded as Ever 6 /FSM	£935
Looked after children (CLA) this includes: • Children who have ceased to be looked after by local authority in England and Wales because of adoption, • A special guardianship order, • A child arrangements order, or • A residence order.	£1,900
Service children, Ever 6 Service • One of their parents is serving in the regular armed forces; • They have been registered as a 'service child' in the school census at any point since 2011; • One of their parents died while serving in the armed forces and the student receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS).	£300

Pupil Premium Statement 2019 - 2020

2. Summary information – Academic Year 2019-2020					
School	The Birkenhead Park School				
Academic Year	2019/20	Total PP budget	£364,650	Date of most recent PP Review	July 2019
Total number of students	668	Number of students eligible for PP	442		

3. Students currently identified as eligible for PP funding by year group and subgroup

PP September 2019	
Year 7	76%
Year 8	65%
Year 9	66%
Year 10	54%
Year 11	69%
All Years	66%

4. Current Attainment Measures 2017–2018 / 2018-2019

Measure	2018 students eligible for Pupil Premium	2019 Students eligible for Pupil Premium (un-validated data)	2019 Students not eligible for PP School
Progress 8 score average	-0.676	-0.496	-0.114
Attainment 8 score average	3.34	3.62	4.08
% achieving Basics (4+ in English and Maths)	41%	51%	61%
% achieving EBacc	4.9%	15%	14%

Pupil Premium Statement 2019 - 2020

5. Rationale: How are we spending the PPG

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.

6.	Internal and external barriers to future attainment (for pupils eligible for PP)
A.	On intake for a proportion of disadvantaged students, Reading Ages are lower than for non-disadvantaged students. This hinders their access to the curriculum and attainment, in particular for sub groups, EAL, FSM and SEND. We need to broaden our students' vocabulary to enable them to become word rich.
B.	Many disadvantaged students do not have as many opportunities to embrace a wider cultural curriculum. Our students have gaps in their knowledge, typically have weak literacy and oracy skills (See A) and lack wider cultural opportunities outside of school.
C.	Students' confidence and self-reliance as learners throughout school can prevent them from building and deepening their knowledge base. Complex home situations and a lack of resources for disadvantaged students can limit learning at home.
D.	The attendance of disadvantaged students often lags behind that of non-disadvantaged students.
E.	Students' personal expectations and aspirations for their future are often not as high as their peers, or as high as they should be. Furthermore, social, emotional and mental health issues disproportionately affect disadvantaged students.

Pupil Premium Statement 2019 - 2020

7. Whole School Context

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 668 students on roll (+ 2 subsid), with more boys than girls (54%/46%). Student numbers joining the school in Year 7 are increasing each year: Year 7: 147 / Year 8: 148 / Year 9: 134 / Year 10: 127 / Year 11: 112

The proportion of disadvantaged students is very high (66%). The school currently has 20 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 (9%), 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. During the 2018-19 academic year, 73 students permanently joined or left the school across all year groups. 28% of the Year 11 cohort in 2018-19 did not start the school in Year 7, with 7% of them joining the school in KS4. This profile is similar across all year groups.

The 2018 SSAT Educational Outcomes database ranks BPS as having the 17th highest proportion of disadvantaged students in England when all 3158 secondary schools are filtered for (i) 60% or more disadvantaged students and (ii) fewer than 30% EAL students.

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 practise 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 Teacher Educators.

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 entered into a two-year programme with the Ambition Institute, whose sole focus is on improving outcomes for schools in challenging circumstances. As a member of The Ambition Institute, we ensure that our implementation of strategies is not only based upon effective research and the science of learning, but is fully evaluated for effectiveness.

Relentless routines for a Vibrant and Diverse Community

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 standards and rules about good time keeping, respect, pride, and presentation; 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, turn and discuss with a teacher or student, 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.

	8. Desired outcomes *(measured by)*	**Success criteria**	**Overarching success criteria**
A	Reading Ages for pupil premium students are at least at their chronological age, measured by NFER 'C' reading test, which is given to students entering Year 7 in the first few weeks. This is supported by the Literacy strategy to develop fluent writing, reading and orators within our newly designed curriculum intent and curriculum model, which supports reading across all year groups and all subject areas. In addition the use of Accelerated Reader across Year 7- 10 further supports students with their reading.	Measurable increase in reading fluency and closing the gap between students reading age and chronological age. Students demonstrate engagement with reading over a period of time through Accelerated Reader. They can apply their new knowledge, range of experiences and vocabulary into their written work.	PP P8 shows a rapid closing of gap towards 0. 3 year trend shows measurable increase in % of students at KS4 achieving a positive progress 8 Score. The gap between the progress made by students supported by the PP funding and non-PP students nationally continues to reduce.
B	Pupil premium students' cultural capital deepens and use of spoken language including high level rich vocabulary, increases. Wider cultural participation is tracked termly including monitoring of buy in to extra-curricular clubs.	Measurable increase in attendance of disadvantaged pupils experiencing wider curriculum opportunities over time. They can apply their learning and use of vocabulary in a wide range of contexts. PP attainment and progress improves.	

C	Improved the quality of Teaching and Learning through an effective CPD programme based on the Science of Learning.

Improved progress for PP students.

PP students, monitored at each assessment point perform in line with national averages for P8 measure and the Basics. | Students demonstrate that they can learn more, remember more, deepen their knowledge base over time and therefore make progress at least in line with their peers nationally.

Projected P8 scores for all year groups demonstrate closing of the gap towards 0. | |
| D | The School is able to demonstrate impact on attendance compared to both last year's figures and national average percentages in relation to both attendance and PA.

Students' feedback relating to their barriers to school is systematically analysed to improve provision. | Attendance for PP students improves. PA for PP students decreases. Number of FTE reduces by 50%.

Student voice articulates that PP students feel supported by school and articulate improved lifestyle and learning habits in and out of school. | |
| E | 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.

Follow up is targeted at "missing" students e.g. phone calls home or to the destination that students reported as their intention.

Additional help and support is directed to vulnerable students to reduce the risk of failed transition and prevent NEET status. | Students secure places at their first choice post 16 destination. There are zero PP NEET students. | |

Priority (A) Ensuring students are supported to be able to read at their expected chronological age in order to access and benefit from a full and challenging curriculum at KS3 & 4
Ensuring the core curriculum, within KS3, supports the necessary development of literacy skills for those students who join KS3 below age related expectation.

Barrier A	Chosen action / Approach / Benchmarks	What is the evidence and rationale for this choice?	Monitoring	Staff Lead	Desired impact Success criteria
On intake, a large proportion of PP students' reading ages are much lower than non-disadvantaged students, hindering access to the curriculum and to their progress and attainment.	**Literacy Strategy across the school to include a calendared programme for:** • Implement expanded Reading Buddy programme for identified Y7 students using Y12 and Y10 buddies. • Implementation of a whole school reading policy across all subjects and year groups. • Reading competitions launched. • Guided library lessons for all Key stage 3 students. • Drama specialist to link to English to further explore English texts through speech at KS3 • HOFs produce subject curriculum plans that explicitly support the development of reading and writing, as required. • Knowledge Organisers to include key vocabulary for each subject. Printed and supplied for students 7-11. • Specific staff to receive bespoke training on chosen interventions • All staff to receive training on decoding, approaches to teach vocabulary and approaches to reading. • Literacy strategy group formed/SENCO/Assistant Headteacher in charge of English/Head of English. • Implement Accelerated Reader for all KS3 students, led by English faculty, to monitor and respond to students' progress in reading. • All staff to use KS2 & current data to inform planning. • Tracking of reading ages refined to ensure timely assessment leads to continued refinement of support. • Implement a programme of frequent reading for students, as part of a whole school approach. • Subjects to review texts to ensure accessibility. • 'Reading Dog' programme established in school three days per week to encourage reluctant readers. • Introduce book themed nights for Y7 and Y8 to engage and inspire a love of reading. • Implement a system of monitoring COPS to ensure high standards of students' written work. • Implement 'writing challenges' each month for students in Y7-10. • School led process to develop a high quality consistent approach to reading a text across curriculum subjects. • Return to Learn to have literacy based focus using Pobble365 resources.	**Evidence** • 70% of students upon entry have a reading age below their chronological reading age. • Evidence from our own experience and proven evidenced based research shows that students with EAL and those new to country, if immersed in mixed setting, in line with their capability, well supported by quality first teaching, will make accelerated progress. • Some PP student are at risk of not performing as well as their peers in extended writing tasks and the impact of this over time impacts upon their abilities, confidence and resilience in testing and examinations. **Rationale** • Students should have regular planned opportunities to read a wide range of challenging literacy texts at the correct level, including students with strong starting points. • We recognise that in order to succeed in school, in examination and in real life contexts, students need to be fluent readers, have skills in language and grammar in order to compete amongst their non-disadvantaged peers across the country in the modern literate world. • We are committed to students catching up and keeping up, with bespoke programmes of catch up and language support throughout school, not just in year 7.	Project lead to monitor submission of baseline and on-going data sets and qualitative evidence. On-going monitoring provided by leader (KS3 Literacy). Evaluation conducted at a school level by named senior leader. Reading ages to be assessed at the end of each assessment cycle using Accelerated Reader. Students at KS3 tracked using benchmarks of progress in: • English data • Reading ages PP data for KS4 evaluated after each data drop. Calendared meetings with Headteacher and literacy strategy group. Reading data to be a key focus of LGB meetings. Literacy lead and SENCO to monitor progress in reading and report to Headteacher / CEO. Literacy strategy group to meet every half term and after every data drop to review progress and use data to inform next steps intervention and refinement of PP plan. Termly review of literacy action plan/impacts.	DAD DAA KIN MAL DAD KIN DAD DAD DAA KIN MAL DAD	Majority of students have improved reading ages, sentence and paragraph comprehension. Improved student social and emotional development, particularly confidence and self-efficacy. EAL students can, at pace, incrementally access the curriculum, succeed in assessments and make accelerated progress from stating points to GSCEs. PP P8 for KS4 shows a rapid closing of the gap towards 0 The gap between the progress made by students supported by the PP funding and non PP students nationally continues to reduce. Reduction in the number of initiatives being implemented by a school; implementation processes improved using EEF Implementation guidance & training. All staff show enhanced knowledge of developing reading fluency and comprehension.

Planned expenditure & Priorities for 2019 – 2020

Priority B: Widening cultural participation in school in order that more PP have strong communication skills and embrace the wider world of literacy and literature through experiences in context

Barrier B	Chosen action / Approach / Benchmarks	What is the evidence and rationale for this choice?	Monitoring	Staff Lead	Desired impact Success criteria
Some students are at risk of either not fully accessing or fully embracing the wider cultural and literate curriculum offer. Planned opportunities for discussions, presentations and debates across all curriculum areas	**Review the curriculum across Key Stage 3, ensuring that all subjects are able to demonstrate their approach to enriching the curriculum and students are confident learners.** • HOFs establish and share curriculum intent and rationale for all subjects. • HOFs produce 5 year curriculum plan for all subjects based on agreed intent with agreed success end points for end of Y7, KS3 and KS4 • HOFs establish implementation plan for the production of new schemes of work and associated resources. **Ensure that the wider curricular offer enriches students' culture capital to equip then with skills and experiences to succeed in line with all students nationally.** • Immersion in news, arts, theatre and literature including visiting writers, poets and external visits to libraries, Family lunch. • Extra-Curricular programme to continue and expand. • Curriculum enrichment opportunities for PP students. • Implement a system for mapping extra-curricular provision across the school, including documenting attendance. • Ensure that extra-curricular provision is extensive, well promoted, and that attendance at extra-curricular provision increases, particularly from disadvantaged students. • Extra-curricular programme further developed via appointment of SLT lead and RQT to provide full programme of activities, market this to students and parents, track participation and impacts. **Resourcing and enriching the curriculum:** • Year 7 – 11 Trips • Theatre visits • Library visits • All cooking materials • Knowledge organisers/revision guides • PE kit • Arts/DT • Family Lunch • Stonewall club • All receive new school bag, pencil case and lunch card at the stat of the new school year **Implement successful Character programme in Key Stage 3.** • Implement new Character programme of lessons in Y7 and Y8 based on Pixl LORIC to support school values**.**	**Evidence** • PP students are at risk of having lower vocabulary base and more limited life experiences leading to lack of language acquisition. They sometimes lack confidence to use challenging vocabulary due to inexperience and lack of context. • Observations show a lack of basic understanding from a proportion of students as to the specific requirements of questions across a broad range of subjects including English and maths. **Rationale** All disadvantaged students should fully access an ambitious curriculum which meets their needs. We want every child to • Attend an educational visit • Visit a museum or art Gallery by the end of Yr 9. • Be a part of whole school performance. • Take part in Family lunch. • Experience each academic subject in a real life setting. • Meet a poet or writer. • Take part in a weekly extra-curricular activity throughout their school journey. • Know what they can truly be through a rich dedicated careers pathway and first hand work experience. Students should be articulate and confident with good life skills by the time they leave school. We recognise that disadvantaged students deserve to have strong communication skills in order to become equal candidates for any application for further, higher education, apprenticeship, or job opportunity of their choice. There should be *no surprises* for our disadvantaged students as they enter into assessments. We intend that they will have increased their real life experiences and vocabulary base in order to be fully prepared for the demands and rigour of language in examinations.	Termly DAD to monitor evidence of increased oracy and high level vocab in lessons, in books and the impacts of knowledge organisers. Hold termly reviews to monitor the progress made by students and agree/monitor actions being taken to address under performance. Implement a four-week cycle of data reviews with HOFs to ensure curriculum plans and schemes of work are fit for purpose. Gather student voice at key points during the year to evaluate the strategy. Wider cultural participation tracked termly including monitoring of buy in to extra-curricular clubs. Reporting of extra-curricular provision to be provided to Headteacher by end of Autumn Term..	DAD HON HoFs Class teachers DAD English Faculty DAD Literacy Strategy	Wider Curriculum opportunities are identified in Learning Programmes. We are able to report on what extra-curricular provision is in place, and how well attended each provision is (with a clear focus on disadvantaged students). Measurable increase in the attendance of PP students in extra-curricular and planned curricular provision from baseline data. Analysis of student voice by SLT demonstrates that students value enrichment experiences and can make increasing links with their learning. 70% of pupil premium students reach at least their chronological reading age. 70% Students in KS4 have at least a reading age of 14. PP P8 for KS4 shows a rapid closing of the gap towards 0 The gap between the progress made by students supported by the PP funding and non PP students nationally continues to reduce.

Priority C: Improve the quality of Teaching and Learning so that it is at least good across all subjects, Pupil Premium students perform in line with P8 and the Basics.					
Barriers (C)	**Chosen action / Approach / Benchmarks**	**What is the evidence and rationale for this choice?**	**Monitoring**	**Staff Lead**	**Desired impact Success criteria**
Students' confidence and self-reliance as learners throughout school can prevent them from building and deepening their knowledge base.

Complex home situations and a lack of resources for some disadvantaged students can limit learning at home. | **Implement a programme to ensure all stakeholders use evidence based research 'Science of learning' to inform curriculum planning, high quality teaching and specific student support.**
Utilise a range of strategies to deepen knowledge, build of prior knowledge and make greater connections in learning. Staff to utilise retrieval and retention strategies to strengthen memory.

Staff CPD
2 Year Ambition Institute programme focusing on:
- Planning and preparation – effective planning
- Teacher explanation and quality of questioning
- Responsive teaching – checking for understanding
- Vocabulary – whole school teaching priority – explicit in all areas of classroom practice
- Calendared CPD across 2019-120- including Extended leadership & Heads of Faculty meetings, Collaborative coaching with teacher educators.
- Teacher educators support RQTs and other identified staff through a 4-week coaching cycle.
- Hold weekly feedback briefing with HoFs focusing on improving the quality of teaching

Knowledge organisers: Yr 11 provided for every subject
- Year 11 Parents' Information Evening October 2019
- Revision guides issued to all students to supplement KO.

Knowledge organisers/Yr7-10
- All students to receive hard copy for each learning programme
- Student voice calendared termly to monitor PP buy in and impacts.

Curriculum mapping/Learning journals
- All faculties to implement new curriculum and share learning programmes with students and parents - to include: Content covered/Assessment plans/Work to be deep marked/low stakes quizzes/ homework. | **Evidence**
- PP student's attainment and progress is not yet in line with their peers or all students nationally.

- Although the school is making rapid progress in increasing students aspirations, due to historical routines and performance, feel that they cannot achieve as well as other students.

- Observations & assessments show that some PP students are at risk of giving up more easily at school and a proportion are less likely to work hard at home. We also recognise that this, for some, is due to a lack of support outside school, resources, equipment, a place to study and a fewer skills in how to learn and retain information.

- Students articulate they would like to be more prepared in advance of lessons including resources Knowledge organisers, curriculum topic maps and have more support in school for homework and revision.

Rationale
- We want all students to make progress in line with ambitious targets and their capability.

- Based upon evidence based research and 'The science of Learning' we believe that learning is defined as an 'alteration in long term memory. If nothing has altered in long term memory, then nothing has been learned'. This is informing all the school's work in curriculum and lesson planning.

- PP Students will demonstrate that they can learn more, remember more, deepen their knowledge base over time and therefore make progress at least in line with their peers nationally.

- We want all students to be fully equipped with the tools to learn and the resources, including online, to help them to deepen their knowledge base. It is our intention to revisit and embed knowledge with a backward planned approach form Year 11-7. This includes optimum opportunities for students to revisit and practice skills and knowledge as well as well-planned low stakes quizzes in order to gain practice and self-correct.

- This approach to pre learning particularly key vocabulary is proven also as effective in developing knowledge acquisition of students will EAL.

- We also recognise that parental buy in and communication is key to the success of this strategy. We will celebrate student participation and achievement through social media. | Assessment points across the year- PP attainment and progress reported.

PP data for KS4 evaluated after each data point.

Student voice specifically to monitor use of KO,

Progress review meetings for Y7 – 10 to explore data and explore trends to improve outcomes

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DAD
HON
HOFs
Class teachers | Projected P8 scores for PP student in all year groups will demonstrate closing of the gap towards 0.

3 year trend shows measurable increase in % of students at KS4 achieving a positive progress 8 score.

Pupil premium students develop greater confidence independence and self- reliance in their learning.

PP students will articulate greater confidence in preparing for learning and assessment. |

Priority D: Attendance of PP students improves and is in line with national average for attendance.					
Barriers (D)	**Chosen action / Approach / Benchmarks**	**What is the evidence and rationale for this choice?**	**Monitoring**	**Staff Lead**	**Desired impact Success criteria**
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. The views of PP students are not always systematically analysed independently of others in order to provide for their specific needs.	**Extend the links between curriculum/ T&L teams and pastoral teams to implement in depth analysis of barriers to students' learning and attendance gathered by a strategic approach to student voice. Use evidence gained including those relating to lifestyle barriers to provide targeted support and intervention.** **Student Views and Student Data** • The views of PP students with regard their current provision are systematically sought, evaluated and responded to. • The views of PP students will be sought in the following areas: teaching learning and assessment, attendance, punctuality and behaviour, lifestyles and the wider curriculum, aspirations and destinations. Further breakdown to include -Preparation for exams/revision -How they learn best and progress well -Impact of marking and feedback -Aspirations for the future -Views of behaviour systems -Knowledge retention -School support -Homework -Other barriers to learning/self-image -Impact of Ready to Learn checks each morning -Impact of Breakfast club • Underperforming PP students to be interviewed on 1-1 basis to allow more in depth discussion • Analyse to be focus of SLT/PL/HoF in order to inform school support and provision. • Commission Career Connect and prioritise aspirations interviews for PP students. • Targeted communication with PP parents re support networks. School bag, lanyard provided for all year 7 - 11 PP students Attendance and Behaviour action plan implemented • 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. • Continuous, rigorous review of systems in place to increase PP attendance • Raise expectations in terms of behavioural routines which are focused on the development becoming more self-motivated and inspired to learn. • Maintain provision of breakfast club • Implement blended approach to Alternative Provision to maximise PP student achievement and minimise potential incidents of poor behaviour. • Hold fortnightly meetings with Pastoral Leaders to ensure that monitoring and evaluation are consistently robust and that actions taken to improve climate for learning are implemented	**Evidence** • 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. **Rationale** • To date there has been a significant improvement to student's attitudes to learning and behaviour due to a strategic systematic approach in this area, including commissioning support from Pivotal Education. • Restorative practice is a successful strategy used to support the current pastoral system and promote positive attitudes within PP students towards their schooling, themselves, their peers and their staff. • We feel now is an opportune time to raise expectations further in order that students' regulate their own behaviours in order to reach the limits of their capability. • We intend that all PP students will achieve in line with their capability and we want to address all aspects of disadvantaged students' barriers to learning by listening, responding and amending strategies based upon their views and any unmet needs. • We are committed to ensuring the attendance and punctuality of PP students is as good as it possibly can be and identifying, based on intelligence collated from student voice, the strategies which will have the most impact both short and long term.	Student voice analysed by PP/Non PP after each assessment point Half termly PP attendance and PA data produced. Regular agenda item on SLT. Reporting to Governors and Trust Board. Weekly data overview by Attendance Officer. Weekly meetings with pastoral team and attendance leads. Challenge/support by PL and YL as first line of intervention. Relentless Routines checklist monitored daily KPIs to include PP data alongside headlines. Intervention plans completed after each assessment point.	MEE WEK PL YL SO AO	Student voice analysis indicates that strategies have made a positive difference to KPI PP The School is able to demonstrate impact on attendance compared to both last year's figures and national average percentages in relation to both attendance and PA. Pupils understand the school rules and the behaviour expected of them Student are ready to learn when they arrive to school each morning Reduction in PA for PP students Number of FTE reduces by 50% Number referrals to RTL reduces for PP students Average academic progress of high needs pupils begins to increase

Priority E: Students, including academically more able, are fully aware of the full range of career opportunities open to them, are supported in their aspirations and take full advantage of opportunities to fully achieve their potential. This includes support in aspirational destination choices pre and post 16. Spend:-					
Barrier F	**Chosen action / Approach / Benchmarks**	**What is the evidence and rationale for this choice?**	**Monitoring**	**Staff Lead**	**Desired impact Success criteria**
Some 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. Some PP students are at risk of more limited career and destination options, often through a lack of understanding or confidence.	**Implement a comprehensive careers programme which actively seeks to challenge stereotypical thinking and raise aspirations of PP students. Strategy to be informed by the guidance provided by the 8 Gatsby Benchmarks.** **Year 11 Maximising Outcomes & Careers Programme** Dedicated Team to meet regularly to identify ways in which to **continually** provide CEIAG advice, maintain and increase the motivation and aspiration of PP students. This includes AHT /Achievement Mentor/Career Connect Advisor. • Strategic action plan for transition to post 16 destinations. Support from BePart Trust and The Sixth Form College, Birkenhead. • Opportunities and targeted support in the following initiatives -Maximise your potential -Shaping Futures programme -All PP students receive 'what next' interview in Autumn Term • All year 11 PP students receive regular one to one career guidance with Achievement Mentor and Career Connect Advisor. • All PP students given priority opportunity to visit Post 16 destinations and experience attend seminar with visiting speakers from a range of practicing careers including across the STEM industry. • Set up bespoke area of website to promote a range of careers. • Audit of STEM Subjects in relation to discreet guidance and learning opportunities for careers provision within the curriculum: • Link to The Sixth Form College to create display for Hub which clearly signposts a range of course available and successful former BPS students. **Teaching and learning** • Continue to Identify research based teaching and learning principles which meet the needs of PP students in collaboration with The Institute for Teachers and BPS Teacher Educators. • Staff use the teaching and learning strategies form CPD programme. • Instill school ethos around values of Positivity, Ambition, Resilience and thoughtfulness. • All PP students provided with equipment and resources to help them flourish.	**Evidence** • 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. • A number of our PP students experience social, emotional and mental health issues which can affect their concentration and work rate. **Rationale** • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with a post 16 provider/employer. • Students should have access to systematic records of the individual advice given to them, and subsequent agreed decisions. • By the age of 16, every students should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. • By the time students leave BPS, we want them to have self-belief in themselves, have high aspirations based upon informed curriculum opportunities and a wide range of opportunities to experience high quality CEIAG and the full support of all stakeholders to achieve.	Robust personalised notes on career advice for each student. Action plan provided and discussed with all year 11 students. Termly destinations data update. Progress of HADS students to be monitored at each data drop, with any key barriers identified and the strategy adjusted accordingly. Weekly CEIAG meeting. Half termly student voice. Sessions calendared. Data drop analysis- pastoral and assessment.	HON GLD PL YL HOFs Class Teacher	All students will move on to education or training that is aspirational and enables them to have access to their chosen career. No students are NEET. Projected P8 scores for PP student in all year groups will demonstrate closing of the gap towards 0. 3 year trend shows measurable increase in % of students at KS4 achieving a positive progress 8 score. PP/HADs students make accelerated progress using lesson time to apply pre learned knowledge. Student voice re destinations and aspirations will demonstrate increased interest in higher education and apprenticeships. Student feedback confirms positive personal development