



Pupil Premium Impact Statement 2018-2019

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 614 students on roll (+ 6 subsid), with more boys than girls (57%/43%). Student numbers joining the school in Year 7 are increasing each year: Year 7: 148 / Year 8: 132 / Year 9: 130 / Year 10: 113 / Year 11: 97

The proportion of disadvantaged students is very high (67%). 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.

Overall Impact PP: 2018-2019

- Progress 8 is -0.496.
- P8 score for students without SEN included is -0.416.
- P8 scores follow a trajectory of improvement from 2017-2018; the P8 score of pupil premium students improved by 0.182, with High-Attaining and Mid-Attaining students improving by 0.53 and 0.35 respectively.
- Students with SEN studied a tailored curriculum to suit their needs, aspirations and to prepare them for the next stages of their academic, vocational and journey into employment. In 2018-2019, 15 PP students (22%) were identified as having SEN, these students are therefore performing closer to their peers nationally.

Strategies A & B: Improved reading ages and writing skills in all year groups.

Data shows improved reading ages and faster reading speeds:

- From September to June in Year 7, PP students have increased their comprehension reading scores by 36% on average. This also indicates that these students have increased their reading speeds at the same time.
- The average Reading Age on Entry was 10/06. The average Reading Age in May was 11/02.
- 66% of students' Reading Age increased from Entry to May.



Pupil Premium Impact Statement 2018-2019

PP students' reading ages match chronological age

- 94% of students have made progress over Year 7.
- 82% of students are now within 12 months of their chronological Reading Age.
- 41% of students have exceeded their Chronological Reading Age.

Accelerated progress made by weakest readers

- There were 41 students with a Reading Age <9/06 and 56% of these students made progress from Entry to May.
- 100% of the Year 7 students involved in our Year 12 reading strategy narrowed the gap, and 42% of them closed it enough to reach or exceed their chronological reading age.
- 100% of the Year 7 students involved in our Year 10 reading strategy narrowed the reading gap, and 33% of them met or exceeded their chronological Reading Age.

International students with minimal English language skills upon entry have made significant progress in language acquisition due to a support from MEAS, targeted reading intervention, and immersion in the curriculum within the EAL base.

Year 7 Summative KS3 assessment 2018-2019

During the final assessment of Year 7, 63% of students were on target in English, thus set to achieve a positive P8 score.

Strategy C: Improved numeracy skills in all year groups

Summative assessment 2018-2019

Using DfE attainment scores:

- During the final assessment of Year 7, 69% of students were on target in Maths and thus set to achieve a positive P8 score.
- During the final assessment of Year 8, 65% of students were on target in Maths and thus set to achieve a positive P8 score.
- During the final assessment of Year 9, 64% of students were on target in Maths, and thus set to achieve a positive P8 score.
- During the final assessment of Year 10, 62.5% of students were on target in Maths, and thus set to achieve a positive P8 score.



Pupil Premium Impact Statement 2018-2019

Strategy D: Improve rates of progress for disadvantaged students

KS4 Outcomes in English and Mathematics

Significant increase in the attainment of students at 4+ and 5+

PP outcomes in English & Mathematics		
	2018	2019
4+	41%	51%
5+	13%	22%

KS4 English Literature outcomes show improvement in terms of both attainment and progress:

2018 Progress 8 Lit: -0.88

2019 Progress 8 Lit: -0.84

Difference between 2018 and 2019 outcomes: 0.04

PP outcomes in English		
English Literature	2018	2019
4+	52%	57%
5+	26%	36%
English Language	2018	2019
4+	53%	51%
5+	31%	25%

KS4 Mathematics outcomes show improvement in terms of both attainment and progress:

2018 Progress 8 Maths: -0.557

2019 Progress 8 Maths: -0.298

Difference between 2018 and 2019 outcomes: 0.259

PP outcomes in Mathematics		
Maths	2018	2019
4+	51%	59%
5+	23%	28%

Strategy E: Improved attendance for disadvantaged students across all year groups.

Expectations are high and pastoral teams work together through a half termly cohort approach, as recognised by HMI in November 2018: *“Your attendance team is working relentlessly to improve the attendance of pupils.”*

Through effective monitoring and targeted, timely interventions, improvements in attendance have been secured over time, although whole-school attendance remains below national figures.

- School Persistent Absenteeism (PA) has reduced by 1% between 2017-18 and 2018-19
- Year 11 PA has reduced by 6.3% between 2017-18 and 2018-19

The “red” cohort of students, (approximately 10% of each year group,) presents significant challenges to improving overall attendance due to their extensive involvement with other agencies. **Current whole-school attendance without the red cohort is broadly in line with national figures.**



Pupil Premium Impact Statement 2018-2019

Strategy F: Students develop greater resilience, self-esteem and aspiration

PP students at the school accessed a wide range of activities in order to develop greater resilience, self-esteem and aspiration. PP funding was used to implement a whole school Character programme to KS3 students; all students have reported that they value the Character Education programme. We have broadened their life experiences, including through a wide range of sporting and artistic based extra-curricular activities, such as trips to Moel Famau, Hilbre Island, subject trips, and a residential visit to the University of Liverpool.

PP funding was also used to ensure that all students could access all opportunities offered by the school. Funding was used to secure cooking ingredients, art materials, study support in the form of revision guides and refreshments before Year 11 external exams, family lunch activities, and after school sessions for all PP students.

The extra-curricular programme put in place this year has made a real difference to the personal development of many of our students. Numbers of students attending clubs rose from 0 in September to an average of 350 each week. Nearly 70 students have attended at least 1 club each week to achieve their 100 club status. The number of clubs running each week now stands at 40. The top attended clubs are Family Lunch in Year 7, Stonewall Club and Computer Club.

Areas from the 2018-19 PP strategy we will continue to develop include:

- The Senior Leadership Team has been strengthened by the appointment of an Assistant Headteacher with responsibility for the strategic leadership of English and Literacy.
- A new Head of English was appointed (September 2019) with external support commissioned from an outstanding Teaching School.
- We have a comprehensive plan in place to improve KS3 literacy – please see the 2019-2020 plan.
- Our Reading and Writing programme continues in earnest through a whole school Literacy Strategy, with key focus on extending vocabulary to develop fluent writers, readers and orators. The programme includes strategies such as:
 - A new lead for KS3 Literacy appointed to lead the whole school strategy;
 - Accelerated reader;
 - Reading in Form Time;
 - Guided library lessons for all Key Stage 3 students;
 - Oracy based lessons in English, with specific focus in Years 7 & 8 on assessment using English-speaking board criteria;
 - Implementation of an expanded Reading Buddy programme for identified Year 7 students linked to Year 12 and Year 10 buddies;
 - Intervention based on QLA of KS2 results;
 - Professional development of staff on topics such as phonics, and catch up literacy;
 - Comprehensive review of texts to ensure they are accessible to students;
 - Development of Faculty and Subject curriculum plans that explicitly support the development of reading and writing as required;
 - Provision of Knowledge Organisers for all students that include key vocabulary for each subject.



Pupil Premium Impact Statement 2018-2019

Assessment has been streamlined as follows:

STAR / NFER assessments in English take place 3 times per year to evaluate:

- Reading Ages
- KS2 standardised scores

Improving outcomes in KS4 English

School leaders recognise that a focused, targeted approach is required to rapidly close the gap between PP Students in school and all students nationally.

In addition to the whole school Literacy programme, further strategies have been implemented:

- Support has been commissioned from Weatherhead Teaching School. All teachers are involved in a review of their Learning Programmes, with consideration of lesson design and ensuring appropriate levels of challenge for all students.
- Ongoing CPD is provided for all teachers in English founded upon evidence-based research.
- Science of Learning strategies are in place to deepen students' knowledge base at all Key Stages.
- High quality resources are in place and continue to be developed further.
- Targeted weekly interventions are timetabled for PP students in Year 11.
- Intervention will be offered based upon analysis of English Language and Literature assessment objectives.
- QLA's used to identify areas of underachievement so that they can be addressed through teaching.
- KS4 scheme of work designed to allow skills to be revisited, so students can practice and deepen their knowledge, with revision time incorporated into the plan.
- Sharing of good practice in faculty collaborative planning time.
- PP specifically targeted in student voice.

Improving outcomes in KS4 Mathematics

We are committed to maintaining the existing strategies implemented by the Head of Mathematics Faculty to ensure quality first teaching leads to the continuation of improved progress for disadvantaged students.

The following strategies are now in place for 2019-20:

- The Maths team are engaged in the Ark Maths Mastery, aimed at enriching the curriculum by applying greater attention to retention and fluency.
- Science of Learning strategies are in place to deepen students' knowledge base at all Key Stages.
- High quality resources are in place and continue to be developed further.
- Targeted weekly interventions are timetabled for PP students in Year 11.
- There are clear areas of responsibility within the Mathematics Faculty. All lessons in KS3 and KS4 are planned jointly and best practice is shared. This process is led by the Head of Faculty and Lead Practitioner.
- All year groups are taught in linear bands, which allows for the more accurate setting of targeted schemes of work.
- Each group has a bespoke set of resources depending on their 'likely to achieve grades.' These schemes and individual lessons are jointly planned by the team and are delivered consistently.
- Low stakes quizzes are routine at the beginning of lessons, specifically aimed at students' target grade.
- Similar low stakes quizzes have been introduced in Years 7 to 10 too.
- Students sit a full set of Mock GCSE exams by the end of Year 10.
- Question level analysis is used in strategic joint planning of lessons and intervention classes.



Pupil Premium Impact Statement 2018-2019

Overall review of Pupil Premium Strategy 2018/19 - Rationale for 2019-20

At The Birkenhead Park School, we are committed to:

'Ensuring that all PP students make at least the progress that they are capable of.'

The quality of teaching and learning provided to PP students improved over the year 2018-19. Further recruitment of high calibre teaching staff will ensure that teaching and learning again improves outcomes for PP students from September 2019.

This year we have implemented a complete overhaul of the PPF plan to ensure it has maximum impact upon the diverse community we serve at The Birkenhead Park School. We have identified the specific barriers to achievements that are bespoke to our school. 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 have identified the following areas as key priorities for 2019-2020.

Our PP provision will:

- Provide all students with **powerful knowledge and cultural capital** to succeed in life.
- Be **ambitious** for all students.
- **Build towards agreed end points**, which are clearly defined and shared in terms of what successful students will know and be able to do.
- Ensure all students develop **strong communication** skills.
- Enable students' **positive personal development**.

The above will form the overarching rationale and inform the finite planning for disadvantaged students in 2019-2020.

When implementing the 2019-20 strategy we will ensure:

- All whole school strategies are designed to impact on the provision and outcomes for PP students.
- All strategies have a baseline measure in place.
- All data collected, monitored and reported upon must be broken down in to PP and non-PP.
- All opinions sought must be broken down in to PP and non-PP.
- All staff will know their PP students, understand their needs, and have appropriate teaching strategies in place to support them.