

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	The Birkenhead Park School
Number of pupils in school	772
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 to 2026/27
Date this statement was published	22/12/2024
Date on which it will be reviewed	01/09/2027
Statement authorised by	Mrs Nicola McNamee Head of School
Pupil premium lead	Mrs Nicola McNamee Head of School
Governor / Trustee lead	Mike Kilbride CEO / Executive Headteacher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£521,850
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£521,850

# Part A: Pupil premium strategy plan

## Statement of intent

The Birkenhead Park School serves a community where the level of social deprivation is in the 10% most deprived areas of the country (Source – Indices of Multiple Deprivation (IMD) for Wirral 2019, Wirral Intelligence Service). The school is a smaller than average sized secondary school, operating within a selective Local Authority. There are 772 students on roll, with 62% boys and 38% girls.

The proportion of disadvantaged students is very high at the 66% percentile. The school currently has a high number of Looked After Children on roll (2%), and children open to Social Care. The proportion of SEND students is high, and significantly above the national average at 31%. The prior attainment for students on entry is significantly below the national average. The number of EAL learners has increased significantly to 16%, and there are a significant numbers of students who are refugees and asylum seekers. Student mobility is very high.

The unique nature of Birkenhead Park School means that all school processes are focused on supporting vulnerable and disadvantaged students to make good progress and achieve good GCSE outcomes. High quality teaching is the key strategy to support the needs of disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Reading</b> – assessment data indicates that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects and impedes their access to the curriculum.</p> <p>On entry to year 7 in the last 3 years, between 50.4% and 58.6% of disadvantaged students have a reading age below their chronological age, compared to between 43.6 and 55% of their non-disadvantaged peers.</p>
2	<p><b>Attendance</b> – attendance data over the last 3 years indicates that attendance for disadvantaged students has been between 4-13% lower than for non-disadvantaged students.</p> <p>76-82% of disadvantaged pupils have been ‘persistently absent’ compared to 18-24% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
3	<p><b>Academic Outcomes</b> – KS4 performance measures indicate that there is a gap between the A8 and P8 measures for disadvantaged students in comparison to their peers. For 2024, this gap was for A8 2.70 and P8 0.07.</p> <p>An analysis of GCSE outcomes indicates that the gap is more significant in the separate sciences, drama and statistics.</p>
4	<p><b>Behaviour</b> – disadvantaged students have been disproportionately represented in suspension and permanent exclusion data. Behaviour data over the last three years indicates that between 58%-84% of suspensions were disadvantaged students, compared to between 16%-42% of suspensions being non-disadvantaged peers. 81%-100% of permanently excluded students were disadvantaged, compared to 0%-19% of their non-disadvantaged peers during that period.</p>
5	<p><b>Careers/NEETs</b> – disadvantaged students are more likely to be NEET on leaving year 11. Post-16 destination data over the last 3 years indicates that between 7 - 12% of disadvantaged students are NEET compared to between 2-3% of their non-disadvantaged peers.</p>

## 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
To improve reading comprehension for disadvantaged students.	<p>NGRT data analysis shows an improvement in the reading ages of disadvantaged students, and more students who read in line with their chronological age.</p> <p>NGRT data analysis shows a reduction in the disparity between the scores for disadvantaged students and their non-disadvantaged peers.</p>
To achieve and sustain improved attendance for disadvantaged students.	<p>Average attendance of disadvantaged students is more in line with non-disadvantaged students and National Average.</p> <p>Persistent absenteeism is reduced for disadvantaged pupils in comparison to previous years and is line with National Average.</p>
To improve outcomes for disadvantaged students across the curriculum at Key Stage 4, particularly in core subjects.	<p>Key performance indicators, Attainment 8 and Progress 8, show an improvement in the achievements of disadvantaged students.</p> <p>Key performance indicators show a reduction in the disparity between the outcomes of disadvantaged students and their non-disadvantaged peers.</p>
To achieve and sustain improved behaviour for disadvantaged students.	<p>Suspension, internal exclusion and permanent exclusion analysis shows an improvement in the behaviour of disadvantaged students.</p> <p>Behaviour data shows a reduction in the disparity between disadvantaged students and their non-disadvantaged peers.</p>
To improve participation rates in education and training for post-16 disadvantaged students.	<p>Key performance indicators show an improvement in the participation rates, and a reduction in NEET rates, of disadvantaged students.</p> <p>Key performance indicators show a reduction in the disparity between the participation rates, and NEET rates, of disadvantaged students and their non-disadvantaged peers.</p>

## 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 previously.

### Teaching (for example, CPD, recruitment and retention)

Approximate budgeted cost: £ 154000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement whole-school T&amp;L improvement plan to develop identified areas, supporting knowledge acquisition over time:</p> <ul style="list-style-type: none"> <li>• Retrieval Practice</li> <li>• Modelling</li> <li>• Responsive Teaching</li> <li>• Pace</li> <li>• Oracy</li> <li>• Active learning</li> <li>• Homework</li> </ul>	<p>Evidence confirms that a focus on improving 'Quality First Teaching' has the biggest impact on improving outcomes for disadvantaged students.</p> <p>We have identified the key strategies of teacher knowledge and pedagogical expertise, curriculum development, and the powerful use of assessment that will have the greatest impact on improving the quality of teaching and will seek to embed these successfully into our teachers' practice.</p> <p>By focusing on active learning we will ensure that students are fully engaged, challenged and working hard in lessons.</p> <p>The homework strategy is intended to develop the academic culture of the school by encouraging independent study.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit</li> <li>• EEF Cognitive Science in the Classroom: A Review of the Evidence</li> <li>• EEF guidance reports</li> <li>• EEF Improving Literacy in Secondary Schools</li> </ul>	<p>1,2,3,4,5,</p>
<p>We will provide professional development and instructional coaching at all career levels focused on:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning</li> <li>• SEND</li> <li>• Literacy</li> </ul>	<p>We want to develop teachers' content knowledge and pedagogy to embed strong practice across the school in line with the evidence-based 'BPS House Style' of teaching.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit</li> <li>• EEF Cognitive Science in the Classroom: A Review of the Evidence</li> <li>• EEF guidance reports</li> <li>• EEF Improving Literacy in Secondary Schools</li> </ul>	<p>1,2,3,4,5</p>

<p>Cohort of middle and senior leaders undertake NPQ qualifications to support their professional development.</p>	<p>We want to recruit and retain the best teachers as the evidence indicates that high quality teaching is the most powerful way for schools to improve student attainment, especially for disadvantaged students.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• EEF Effective Professional Dialogue guidance report</li> </ul>	<p>1,2,3,4,5</p>
<p>Implement a comprehensive, whole school literacy package focusing on accurate identification of need, planned reading opportunities within the curriculum, disciplinary literacy, homework, targeted and individual support for reading, teaching approaches, staff training and promoting a culture of reading for pleasure.</p>	<p>Literacy can be a barrier to the school curriculum, and teachers need to be confident in using a range of strategies to ensure that their lessons are accessible and engaging. Reading for pleasure has a significant role in helping to reduce the word gap, and in improving reading ages for all students.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit</li> <li>• EEF Improving Literacy in Secondary Schools</li> <li>• EEF SEND in Mainstream Schools</li> <li>• EEF 'Five a Day' strategy</li> </ul>	<p>1,2,3,4,5</p>

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

Approximate budgeted cost: £156000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement targeted interventions and resources to meet the needs of disadvantaged students with SEND, including the use of evidence-based interventions</p>	<p>Interventions and targeted academic support can support student progress and be employed to boost language development, literacy and social skills. Interventions should be carefully linked to classroom teaching and matched to students' individual SEND while not inhibiting their access to the wider curriculum.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit</li> <li>• EEF Improving Literacy in Secondary Schools</li> <li>• EEF SEND in Mainstream Schools</li> <li>• EEF 'Five a Day' strategy</li> <li>• EEF Making Best Use of Teaching Assistants</li> </ul>	<p>1,2,3,4,5</p>
<p>Implement a SEN toolkit within the framework of the 'BPS House Style' for teachers which focusses on the highest leverage strategies for students with SEND:</p> <ul style="list-style-type: none"> <li>• Adaptive teaching</li> <li>• Cognitive overload</li> <li>• Adapting for speech and language</li> <li>• Using SEND plans for individual students</li> </ul>	<p>Disadvantaged students with SEND have the greatest need for excellent teaching. Well-evidenced approaches can help raise attainment for all students, including those with SEND.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit</li> <li>• EEF Improving Literacy in Secondary Schools</li> <li>• EEF SEND in Mainstream Schools</li> <li>• EEF 'Five a Day' strategy</li> <li>• EEF Making Best of Teaching Assistants</li> </ul>	<p>1,2,3,4,5</p>
<p>Implement a model of Teaching Assistant deployment to support high quality provision in the classroom and to deliver evidence-based, structured interventions</p>	<p>TA deployment needs to support students to develop their independent learning skills and manage their own learning. There should be a principle of 'least help first'. 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</p>	<p>1,2,3,4,5</p>

	<p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit</li> <li>• EEF Improving Literacy in Secondary Schools</li> <li>• EEF SEND in Mainstream Schools</li> <li>• EEF 'Five a Day' strategy</li> <li>• EEF Making Best of Teaching Assistants</li> </ul>	
<p>To implement extended school time including summer schools, homework clubs, targeted after-school interventions and breakfast club.</p>	<p>Extended school time impacts on learning if it is carefully structured, linked to the curriculum and delivered by teaching staff.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit</li> <li>• EEF rapid evidence assessment on breakfast interventions</li> </ul>	1,3,5
<p>Implement Curriculum 8 model in Year 7 for students to focus on improving their executive functions, reading and writing and to prepare them for the secondary school setting.</p>	<p>Evidence shows that small group teaching supports students' development. EPs support the development of executive functions in students as a strategy to reduce barriers to learning and development.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit</li> <li>• EEF Improving Literacy in Secondary Schools</li> <li>• EEF SEND in Mainstream Schools</li> <li>• EEF 'Five a Day' strategy</li> <li>• EEF Making Best of Teaching Assistants</li> </ul>	1,2,3,4



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

Approximate budgeted cost: £211000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a full programme of CEIAG in accordance with statutory guidance.	<p>Good career guidance enables disadvantaged students to make informed decisions about their future. It is a necessity for social mobility, and students without significant social capital or home support have the most to gain from effective CEIAG.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• Gatsby Benchmarks of Good Career Guidance</li> </ul>	3,5
To designate a member of SLT to lead on Personal Development within the school, including the provision of extra-curricular activities, rewards and a sense of belonging.	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Extracurricular activities increase engagement in learning.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit</li> <li>• EEF Improving Behaviour in Schools</li> </ul>	1,2,3,4,5
To support the social, emotional and behavioral needs of disadvantaged students through an appropriate staffing structure of support teams - including an extended pastoral team led by a Pastoral Leader, internal targeted provision, a Behaviour Mentor, Safeguarding Officers, Attendance Officers and SENCO	<p>Social and emotional skills support effective learning, and are linked to positive outcomes later in life.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit</li> <li>• EEF Improving Behaviour in Schools</li> <li>• EEF SEND in Mainstream Schools</li> <li>• EEF 'Five a Day' strategy</li> <li>• EEF Making Best of Teaching Assistants</li> </ul>	1,2,3,4,5

<p>To embed a whole school approach to attendance, and to ensure that attendance processes are clear and robust.</p>	<p>Poor attendance at school is linked to poor academic attainment across all stages.</p> <p><b>Evidence base:</b></p> <ul style="list-style-type: none"> <li>• EEF Supporting School Attendance</li> <li>• DfE Improving School Attendance</li> </ul>	<p>1,2,3,4,5</p>
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**Total budgeted cost** £522000

## 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 2023 to 2024 academic year.

The gap between PP and NPP students has reduced during 2023/24 with the Progress 8 gap reducing from 0.55 in 2022-23 to 0.07.

The attainment gap for the basics has reduced at 5+, both maths and English % 5+ increased, albeit by a small percentage, 6% and 4% respectively.

For the basics at 4+ the gap has widened by 4% to 12%, the percentage of students achieving grade 4+ in both maths and English is the same for 22/23 and 23/24 at 32%.

Attendance has significantly improved during the academic year 2023/24. PP students attendance in 2022/23 increased from 82.5% to 87.4% during 2023/24. The gap between PP & NPP from 2022/23 to 2023/24 has reduced by 2.2% to 4.4%.

Of the students who have PA, a significantly higher proportion in all year groups are PP students. This has reduced from 2022/23 to 2023/24 by 2%.

Based on the analysis of the data, our pupil premium students are performing better than in previous years in terms of attendance, and the progress gap has reduced. However, there is still more to be done both in terms of attendance and progress as well as attainment.

**Priority 2  
Attendance**

**Attendance 2023 -2024**

2023/24	No. of PP students	Attendance PP	No. of NPP students	Attendance Non PP
Year 7	98	92.3%	98	93.6%
Year 8	109	87.5%	53	94.7%
Year 9	108	84.9%	53	92.2%
Year 10	116	89.3%	49	91.4%
Year 11	93	86.6%	46	90%
Total	526	88.1%	299	92.6%

**Table – Attendance of 2023-24 Persistence absence.  
Of the students who have PA, a significantly higher proportion in all year groups are PP students.**

2023/24	No. of PA students	No. of PA students PP	%PA who are PP	No. of PA students NPP	%PA who are not PP
Year 7	43	35	81.4%	8	18.6%
Year 8	48	38	79.2%	10	20.8%
Year 9	60	51	85.0%	9	15.0%
Year 10	42	35	83.3%	7	16.7%
Year 11	38	28	73.7%	10	23.3%
Total	232	188	81.03%	44	18.97%

**Priority 3  
Academic Outcomes**

**2023 -24 Attainment and Progress 8 scores**

Headline Figures	ALL RESULTS 2023-2024	Pupil Premium	Non Pupil Premium	2021-22 Gap	2022-23 Gap	2023-24 Gap
En & Ma Overall 5+	16%	15%	18%	3%	10%	3%
* English 5+	34%	32%	41%	0%	20%	9%
Maths 5+	22%	22%	23%	4%	14%	1%
En & Ma Overall 4+	35%	32%	44%	6%	8%	12%
* English 4+	52%	48%	62%	2%	13%	14%
Maths 4+	38%	34%	47%	5%	5%	13%
EBACC (29 students) 5+	4%	3%	6%	4%	3%	3%
EBACC (29 students) 4+	10%	7%	18%	6%	0%	11%
EBACC APS	2.83	2.66	3.30	0.52	0.75	0.64
No in Cohort	122	88	34			
Progress 8 Scores	-0.54	-0.56	-0.49	0.6	0.55	0.07

## 2023-2024 – Student Destinations

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

### Planning, implementation, and evaluation

We use 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 strategy and will adjust our plan over time to secure better outcomes for students.