

**Pupil Premium Strategy Statement - Secondary
Academic Year 2020/2021**

School Overview

School Name:	The Prescott School	Number of Pupils:	853			
Proportion of disadvantaged:	Whole school- 57%	Pupil premium allocation for the year (including additional catch-up):	Allocation: £428,542.50 Catch-up: £69,200 (Catch up funding is identified in blue throughout the plan)			
PP categories:	Deprivation Pupil Premium 492 Adopted From Care Premium 2 Looked After Premium 3 Service Child Premium 1 Total PP 498					
Year group overview:	Boys		Girls			
Year 7 –60%	Y7 57	Y7 34%	Y7 44	Y7 26%		
Year 8 – 52%	Y8 55	Y8 30%	Y8 42	Y8 23%		
Year 9 – 61%	Y9 56	Y9 34%	Y9 48	Y9 29%		
Year 10 – 53%	Y10 61	Y10 30%	Y10 50	Y10 24%		
Year 11 – 62%	Y11 43	Y11 32%	Y11 42	Y11 31%		
SEN overview:	147 students are on the SEND support register. The school also holds a register for those with additional needs- this may be pupils who would be place on an EHC plan but live in a different authority so funding is not transferred, have low levels of Literacy or have had various therapies and academic support in primary. This equates to 17% of the school population. 12% of the whole school are PP and SEN		% of pupils	SEN Need		

	DfE "14.9% of all pupils have special educational needs in January 2019, with 3.1% of all pupils having an Education, Health and Care plan. The number of pupils with special educational needs (SEN) has increased for a third consecutive year." This figure has not yet been released for 2020.		Year Group with PP status (True/False)	Education, Health and Care Plan	SEN Support	No. Special Educational Need	Grand Total
			Yr7	3	38	128	166
			Yr8	5	37	142	179
			Yr9	0	24	142	166
			Yr10	3	30	176	206
			Yr11	0	18	115	133
			Grand Total	11	147	703	853
Academic year(s):	2020-2021	Pupil premium lead:	Emma Earps				
Governor lead:	Lee Wignall	Headteacher authorisation:					
Publish date:	Sept 2020	Review date:					

Key performance measures (2 years, 2020 dis-applied)

Performance Measure	2019		2018	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
Progress 8	-0.88	-0.23	-1.47	-0.83
Attainment 8	2.8	4.3	2.6	4.1
Basics 4+	21%	52%	22%	55%

Basics 5+	6%	34%	6%	29%
Basics 7+			0%	3.5%
Ebacc APS	2.03	3.62	2.10	3.16
Ebacc Entry	13%	29%	4.4%	15.8%
Destinations*	85%	85%	81%	86%

* Time lag

Disadvantaged performance measure aims 2021

	FFT 50/20	School target <i>Figure/narrative</i>	Brief Evidence/Justification:
Progress 8		N/A	N/A
Attainment 8	4.3 / 4.7	42.33 (4.23 avg A8 grade)	36.06 (3.61 avg A8 grade)
Basics 4+	55% / 65%	61.7%	45.1%
Basics 5+	32% / 40%	34.6%	24.1%
Ebacc APS	4.2 / 4.7	3.42	2.87
Ebacc Entry	2.8 / 2.9	0.8%	0.8% (only one pupil entered for Ebacc)

Internal and external barriers

In-school barriers

Attendance figures to improve and is having impact on learning for some pupils.
Curriculum delivery (Teaching and Learning) is varied in quality across the school.
On occasions behaviour of some pupils has a negative effect on learning.
A proportion of students are behind in age expected standards when they enter the school in a number of subjects.
Literacy and numeracy skills on entry are low on entry. Literacy is more of a concern due to the low numbers in the borough.

External barriers

Knowsley is ranked as the second lowest borough in England in the indices of deprivation.
NEET figures for 2018 showed a vastly improving picture closer to national NEET figures at 84%.

Over 50% (498) of our students are ranked in the 10% of the most deprived in England. 622 pupils are in the lowest 3 deciles in terms of deprivation.
456 of pupils (57.5%) in the school fall in the 1st IDACI index.

We have had 40 IYT admissions to school in the last academic year, 10 into year 7, 18 into year 8 which, 3 into year 9 and 5 into year 10.

In recent times the community has seen an increase in crime related to gangs, guns and scrambler bikes, knife crime has also affected the community. In 2017 during the autumn term 3 murders in the local area had an impact on the community and the school. One victim was an ex pupil another was shot in the presence of some of our pupils. In 2019 two of our KS3 pupils were involved in the shooting of a rival gang member. The Prescott School continues to work to ensure school is a neutral safe space. The school works closely with a safer schools officer on site for 2 days every 6 days. Strong links are maintained with tier 3 services and social care. Social care referrals are high.

Teaching and Learning Priorities

(This could address specific issues raised through quality assurance in a key department, or whole school, which may be a barrier to learning that disproportionately affects disadvantaged students. Alternatively, it may be a strategic development based on impact evidence from the EEF)

Priorities <i>Identify 2 or 3 priorities</i>	Implementation <i>Actions. This should take account of pre-identified challenges, including resource availability, and mitigation</i>	Projected Impact <i>Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils</i>	Projected Cost	Monitoring
A focus on whole school T+L improves the outcome for pupils.	Using both the SHAW trust and Transforming Teaching programmes. 4 coaches (Teacher Educators) have been appointed to support the improvement of T&L across the school.	Quality of teaching improvements are reflected in student outcomes eg GCSE success. Attendance of pupils increases. Pupil voice supports engagement in lessons.	30K	VF The Shaw Trust Transforming Teaching

	Introduction of Rosenshine's theories. New lesson planning document completed and shared.			
Whole school marking improvements to support feedback. 'A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months' progress are achievable, which is more consistent with other feedback research.' +8 months EEF	<ul style="list-style-type: none"> Monitoring of pupil work will identify if classwork is at the right level of challenge for pupils and sequenced in a way that enables pupils to make links with and build on what they already know. Core groups of learners will be identified for targeted work scrutiny. Data entry points will be used to track core groups of learners. 	<p>Student progress across the school has improved.</p> <p>Termly assessments and GCSE success evidence this.</p> <p>Work scrutiny is regularly monitored through Bluesky.</p> <p>Written feedback which is particularly effective in improving learning has been identified by pupils in English and MFL.</p> <p>Verbal feedback and DIRT techniques in subjects such as Art and Drama have been highlighted as good practice on learning walks.</p>	8K	VF HoDs
Oral language interventions 'consistently show positive impact on learning' +5 months EEF	<p>School support the LA I CAN interventions for SEN pupils. School participation in Prescott Loves to Talk.</p> <p>Participation in the Knowsley Voice project as part of Voice21. Two year project to raise the levels of oracy across Knowsley.</p>	<p>Project involvements have a positive impact on pupils across year groups and ability ranges.</p> <p>Y11 first to take part in flipped parents evening in January.</p>	2.5K	EE CR CN
Raising aspirations. Cultural capital 'the impact of arts participation on academic learning	<p>Departmental or pastoral bids are made to support the key needs of PP pupils.</p> <p>The school provides additional opportunities to pupils to raise their</p>	<p>Destinations data continues to be strong and grows for some subject areas.</p> <p>Enrichment opportunities support academic achievement.</p>	55K Term one bids stand at 18K	SK EE

<p>appears to be positive'</p> <p>Sports participation: 'The overall impact of sports participation on academic achievement tends to be positive' 2+ months EEF</p>	<p>aspirations and opportunities both within school and after they leave.</p>	<p>Attendance at events/ activities which raise the pupil's awareness of their world and the opportunities they have within it.</p> <p>Evidence in these areas also supports research that 'Improved outcomes have been identified in English, mathematics and science' EEF Revision is used in a more productive way to support learning.</p>		
<p>Reduction in class sizes across the school.</p> <p>'...reduction is large enough to permit the teacher to change their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours' EEF</p>	<p>Provision across all subject areas ensures that there is a reduction in class sizes: particularly for lower ability pupils.</p>	<p>Progress gaps narrow for core groups of learners.</p> <p>Progress for pupils' increases and moves in line with National.</p>	55k	AK JJA

Targeted Academic Support

(This will include the additional interventions planned as a consequence of the post-Covid 19 'catch-up' funding, though a separate plan will exist to monitor the allocation and impact of that spending)

Priorities	Implementation	Projected Impact	Projected Cost	Monitoring
<p>Identify 2 or 3 priorities, clearly linked to raising academic standards.</p>	<p>Actions. This should take account of pre-identified challenges, including resource availability, and mitigation.</p>	<p>Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils</p>		

<p>National Tutoring Programme</p> <p>'make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures' EEF</p>	<p>Tutoring will take place for English, maths and Science in years 11 and 9 to support access to core subject skills.</p>	<p>Personalised support to access curriculum gaps and work towards progress destination.</p>	<p>£2125 per package (15% school discount)</p> <p>Approx total cost Y11: £21,250 Y9: £12,750</p>	<p>EE Core HoD</p>
<p>Academic mentors</p> <p>'...employ in-house academic mentors to provide intensive catch-up support to their pupils.' EEF</p>	<p>Teach First have approved the school to have access to two mentors. The school will look to recruit for English and maths.</p>	<p>Personalised support to access curriculum gaps and work towards progress destination.</p>	<p>£38,000 (to be recouped from DfE)</p> <p>£560 staff laptops</p>	<p>EE</p>
<p>Internal staff tuition</p> <p>'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.' +4 months EEF</p>	<p>Tutoring will take place for English, maths and Science in years 11 to support access to core subject skills.</p>	<p>Personalised support to access curriculum gaps and work towards progress destination.</p>	<p>Approx. £4,500</p>	<p>EE Core HoD</p>
<p>Blended learning resources</p> <p>'Many reviews identify lack of technology as a barrier to successful</p>	<p>Learning needs are catered for all pupils.</p> <p>A personalised assessment of all IT resources at home for every pupil in the school.</p>	<p>Every department is ready for blended learning. Curriculum areas are fully resources.</p>	<p>30K</p>	<p>VF HoDs</p>

remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology' EEF		Learning at home packs are able to be provided during any isolation periods. The school can support pupils with IT resources as needed.		
Data is used to ensure the curriculum is addressing the needs of all pupils.	RAP groups take place across all subjects and year groups during the year- core groups of learners for interventions are highlighted.	Senior and middle leaders monitor the progress of pupils. RAP meeting provide a focus for intervention. DDP links to RAP plans. Progress improves across all year groups.	8K	SK EE Core HoDs

Additional Strategies

(This will include additional pastoral support and wider school strategies to remove barriers to learning and improve accessibility to school. This will include the additional interventions planned as a consequence of the post-Covid 19 'catch-up' funding)

Priorities <i>Identify 2 or 3 priorities, clearly linked to raising academic standards.</i>	Implementation <i>Actions. This should take account of pre-identified challenges, including resource availability, and mitigation</i>	Projected Impact <i>Success criteria: how will the barriers to learning be removed and/or what will the positive impact be on pupils</i>	Projected Cost	Monitoring
Social and Emotional Learning interventions: School counsellor 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social	Resource in place to support the pastoral needs of pupils. Referrals made and then needs accessed by staff.	Staff keep a detailed log of progress made during sessions and the wider impact on learning and behaviour is seen.	One post started Jan 2020 Second post started April 2020 £55,000	CR EE

relationships in school.' +4 months EEF				
Subject specific related software used across school and year groups. 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress' EEF	Accelerated Reader used across Y7 and Y8 to support progress in reading and narrow gaps from entry. Lucid Lass programme from GL Assessment used to support the needs of lower ability/SEN pupils. Science programmes to support learning and curriculum development.	Software supports access to subject specific skills to support curriculum design. Software used to support the bridging of key learning gaps in core Literacy and Numeracy skills. Software for pupil and staff usage in developing T+L.	£2,342 Staffing: School librarian £25,618.82 Literacy TLR £1,350.00 14K 4K from catch up ACTIVATE KERBOODLE LRA £170 Focus Educational Software Ltd £269.95 Tassomai £1272	HS JP SK CN/CR HS KW/TG
Pupils (particularly MAP pupils) have access to opportunities across the curriculum which broaden their prospects. 'The evidence indicates that, on average, pupils make	Throughout all year groups opportunities are provided to pupils. Future female leaders programme in Y9. Visits to colleges during L4L days. College interviews. Pathways to success programme.	Destinations data shows more pupils take up courses at college. Academic achievement. The school has a rise in pupils taking up opportunities to attend trips, go to after school clubs, attend tuition and take opportunities to succeed.	20K	CH VF EE

two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes' +2 months EEF	<p>University residential links with Lancaster focused on Y9 and Y10.</p> <p>Links with Oxbridge to develop links and workshops.</p>			
<p>Extracurricular opportunities.</p> <p>Raising cultural opportunities.</p>	A new programme of extracurricular activities has been introduced across school for all curriculum areas.	<p>An increasing number of staff will run clubs and activities across school.</p> <p>An increasing number of PP students in each year group attending activities.</p> <p>Pupils access more opportunities to extend learning.</p> <p>Attendance at the clubs increases.</p>	20K	SK All staff
<p>Behaviour support programme. Core groups</p> <p>'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning</p>	Additional member of staff in school twice a week running morning and after school clubs with targeted individuals, doing break and lunch duties outside on the muggas, running 3 intervention groups, mentoring individuals and working with AP students.	<p>Behaviour for learning improves for core groups of learners.</p> <p>Most of this work will be KS3 to look at prevention of poor behaviour. www.commandojoes.co.uk</p> <p>Evaluation completed by Commando Joe staff, students who participated and relevant HoY.</p>	22K	AN

interventions make approximately four additional months' progress.' EEF				
Home school link for praise and sanctions. 'parental engagement is consistently associated with pupils' success at school' +3 months EEF	The use of class charts has been boosted to support the school and home link.	The home school link improves. Staff more readily aware praise. Awareness of praise and sanctions given to individual students. An improvement is seen in attendance.	£2,543.60	VF
Supporting attendance for PP pupils.	Attendance for key groups of learners. Tracking of attendance for PP pupils specifically. The hours of support received from the LA have been doubled this year.	Tracking of pupils across each year group. Challenging pupils who are being school target for attendance. One-to-one conversations with those below 90% by form tutors. Attendance packs sent out for core subjects to support progress. Attendance is supported and improvements are made.	Home school family attendance officer. £29,126.53 PP TLR responsibility	ST JJ HoY
Support individual needs of pupils. 'There is a general belief that school uniform leads to improvements in pupils' behaviour.' EEF	Ensure disadvantaged pupils are present as part of the school community.	Providing school uniform when required Progress is supported Attendance for core groups of learners improves.	5k	EE HoY

<p>Reduction of fixed term exclusions</p> <p>'Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues' +3 months EEF</p>	<p>An internal exclusion system is set up in school to reduce the number of exclusions.</p>	<p>Pupil's behaviour continues to be supported over the course of the year.</p> <p>The number of external exclusions reduces.</p> <p>Behaviour is supported in school and pupils are managed internally creating a more efficient system for restorative behaviour.</p> <p>Staff and student voice demonstrates an improvement across school.</p>	<p>12K</p>	<p>AN/AK</p>
<p>Introduction of Alternative Provision programme on site.</p> <p>'The majority of studies report higher impact with older pupils' +3 months impact EEF</p>	<p>A select group of pupils will have their educational development supported (Eng, Ma and Sci) in a specialist provision within school.</p> <p>External college placements are part of programme.</p>	<p>Pupil's behaviour continues to be supported over the course of the year.</p> <p>Pupils remain in education.</p> <p>Pupils achieve core subject results.</p> <p>Pupils complete an appropriate education with TPS.</p> <p>Behaviour for Learning within the general school population improves.</p>	<p>10 pupils Full cost 120K 30K to come from PP funding</p>	<p>SB</p>
<p>Introduction of SEN programme to support learning.</p>	<p>A select group of pupils will have their educational development supported (Eng, Ma and Sci) in a specialist provision within school.</p>	<p>Pupil's behaviour and attainment continues to be supported over the course of the year.</p>	<p>6 pupils £16,200 programme £300 uniform</p>	<p>CR SB</p>

'The majority of studies report higher impact with older pupils' +3 months impact EEF	Work based learning. Outdoor Learning Provision/Forest School. Incredible Edibles.	Pupils remain in education. Pupils achieve core subject results. Behaviour for Learning within the general school population improves.	£2000 transport	
Behaviour support programme. Whole school. 'reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' +3 month impact EEF	Pivotal Education will access what is currently in place, what is working and what is not and how we can change what we are doing.	Behaviour for learning improve. Progress is made across core groups of learners. Put together a plan for making effective change. The new programme has a positive impact in school which grows over the two years. (www.PivotalEducation.com)	6k	AN
Pastoral support to provide travel arrangements as needed.	Funding allocated to bids to support access to education.		8K	EE HoY

NB: This does not need to take account of every additional intervention/spend, but should address a particular issue that has been identified as a barrier to learning across the disadvantaged cohort

Review: Evaluation of last academic year

Aim <i>See pre-defined aims for 2019/20 (page 1)</i>	Outcome: <i>Met/Not Met? Specific figures useful to illustrate.</i>	Narrative: Mitigating factors, specific successes with impact etc.
Quality first teaching. Teaching for learning supports the needs of groups of learners. Funding is used to narrow gaps.	Within each category some of the targets have been met. As the school is currently in special measures these	<ul style="list-style-type: none"> We use appraisal to improve teaching and learning and the sharing of good practice. A MAT lead for teaching and learning was appointed in September 2019 and works closely with the school. The use of BlueSky ensures the appraisal process is robust and effective (see case studies).

	<p>target areas continue to be a focus for us.</p> <p>The impact of planning by Covid has been huge. Planning for our pupils and the funding allocated to our pupils had to dramatically change during the year.</p> <p>Covid continues to have a huge impact on attendance (with the school sitting in the area with highest rates for the country) so judging impact in this area is made more difficult by the external issues placed on schools. For the first half term one of our Y10 pupils spent 24 of the possible 34 days of school isolating due to community acquired infection.</p>	<ul style="list-style-type: none"> • A strong teaching and learning community exists with a commitment to improve and develop pedagogy across the school • A comprehensive CPD programme is in place to support needs of the staff and school. This programme has been further developed in 2019/20 using both the SHAW trust and Transforming Teaching programmes. 4 coaches (teacher educators) have been appointed to support the improvement of T&L across the school. This work continues into 2020/21 • Each department produced a departmental review and planning document for September 2020, (called R&D planning document). Formal meetings are timetabled with SLT links. MAP are identified, tracked and given opportunities to raise aspiration. Further review has taken place for 2019/20 academic year. • HOD were engaged in developing tracking of SEND students with our AIP and this will continue after being interrupted in March 2020. Training has been ongoing this year for all staff regarding SEND pupils.
<p>Curriculum is fit for purpose. Appropriate spending of PP money to support provision for learning in small groups. Personalised extra-curricular resources are used to raise aspirations and improve the cultural capital experiences for learners.</p>		<ul style="list-style-type: none"> • School has been deemed to be one of the most improved in the country by the DfE reflecting the work which has happened around all aspects of school life. • Curriculum intent has been a focus and staff have considered what a pupil who follows their subject will gain academically, socially and culturally over a five year period linking to past and future experiences. • Planning to ensure this intent is clear and followed by all has been completed and there are plans in place for all areas of the curriculum in terms of long, medium- and short-term plans. This will ensure consistency within the department and school. Music and childcare have changed to follow BTEC qualifications as the course content suits the needs of our students. • New subjects have been introduced including photography GCSE which has seen a steady increase in numbers due to its popularity. (Exam results were 81% level4+ in 2019) BTEC music and PE have been introduced with improved results. • The curriculum has been adapted to support student's literacy needs. • There has been an increase of students showing improvements in reading ages following investment in the literacy program. (see data) • Baseline numeracy assessments taken on entry have shown a steady decline in the numeracy skills of students. One form period

		<p>per week is now used for Numeracy Ninjas in addition to the one hour per fortnight in which a numeracy skills lesson has been included in the maths curriculum.</p> <ul style="list-style-type: none"> • A review took place of the students who were on Alternative Provision with new protocols being established and student's voice being taken into account regarding provision. Some AP students as appropriate will access some areas of the curriculum in school in a specific area. In the summer of 2020 building works to support on site provision has been completed.
<p>Funding is used to support the school actions for attendance and behaviour for learning.</p>		<p><u>Attendance</u></p> <ul style="list-style-type: none"> • Attendance continues to be a focus and additional support has been sought from an NLE. All roles and responsibilities have been shared with all staff. New staff have been appointed and attendance for 2018/19 had increased by 0.7% with a reduction in PA to closer to LA figure of 20% although still higher at 23%. • Attendance for the whole school 2018/19 to the end of half term 5 was 92.3% (a rise of 0.7%) • PA figure for 2018/19 to the end of half term 5 was 23.2% • PA figure 2019/20 up to 13 March 2020 was 24.9%. (23.1% 2019) • Attendance to the end of half term 3 was 91.2% (attendance after February half term was impacted by the spread of Covid19) compared to end of half term 3 in 2019 which was 92.5%. (PA 23% end of half term 3 2019.) <p><u>Behaviour</u></p> <ul style="list-style-type: none"> • Behaviour for Learning is good, support is given to staff who find behaviour management challenging and areas of concern are identified by behaviour lead. Behaviour in unstructured times is good for the majority of students. Consistency is key. The school is engaged in Pivotal behavior training. • Protocols and behavior expectations have been developed for the year group bubbles for September. • Pupils attitudes to school are positive and the school needs to harness this to have a positive impact on their own learning. • A decision to exclude for any verbal abuse was taken in September 2018 and this has led to an increase in our FTE without this figure FTE would have dropped. A permanent exclusion occurred in the autumn term 2020 when a year 7 student assaulted our safer schools police office, this was the final incident in two months of persistent disruptive behaviour.

		<ul style="list-style-type: none">• School use internal exclusion as an alternative to external fixed term exclusions.
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