



Liverpool College

## Future Strategies for Pupil Premium Funding

The College anticipates an increasing percentage of its pupils will qualify for the pupil premium and is determined to develop a proactive and comprehensive strategy to ensure that the gap in progress and attainment between Pupil Premium and non-Pupil Premium pupils diminishes.

**Goal:** to make Liverpool College an effective educational instrument for the elimination of the effects of disadvantage.

Strategy is to develop and implement programmes and practices which will measurably eliminate the gap between advantaged and disadvantaged pupils in:

1. Full engagement in the LCA+ curriculum including in the arts, sports and leadership education
2. Academic progress and attainment
3. Resilience, behaviour, aspiration, careers and next steps

### Governors and Leadership:

In every curricular or programme decision we will ask ourselves:

- (1) Will this initiative, activity or event enrich the lives of our pupils? Does it enrich the LCA+ curriculum of our pupils?
- (2) Will it increase their human flourishing and improve life chances?

We will then apply our Pupil Premium filter: will this work for our PP pupils? If not can it be adapted, for example through the use of PP funding, to make it work for them?

## Quality Assurance, Monitoring and Transparency:

1. Our VP Teaching Learning and Curriculum will report at every governors meeting and education committee meeting on further development of PP strategy, impacts of strategy, and findings of quality assurance and MER cycle including staff performance in relation to the PP Strategy.
2. We will relentlessly monitor, audit and publicly report on the progress and outcomes of PP pupils in each year group across the entire LCA+ curriculum at every Progress Point and not only annually or at key stage transitions, through the appointment of a Pupil Premium Champion.
3. Establish the wider measurements and audits of actions and impacts outlined below, communicate these measures and their purposes consistently and repeatedly to all teaching and support staff, and direct PP funding at improvement for PP pupils in those measures based on demonstrated impact:

	<b>Measure</b>	<b>As measured by: (NB. we intend to measure these for “whole College” vs. “PP Group”)</b>	<b>Action to overcome barriers to success</b>
1.	Engagement in full LCA+ curriculum including in the arts, sports and leadership education	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Punctuality</li> <li>• Participation in activities outside of school hours including intervention sessions</li> <li>• Participation in music</li> <li>• Surveyed self-concept</li> <li>• Middle School Diploma award and level of award</li> <li>• Leadership functions (% of pupils above/below average / gap)</li> <li>• Completion and progress rates for:               <ul style="list-style-type: none"> <li>– Learning to Lead</li> <li>– Archbishop of York award</li> <li>– DofE awards</li> <li>– CCF</li> <li>– house competitions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ House Administrators make equipment and other items available, prioritize PP punctuality and attendance</li> <li>✓ Prioritize EWO management of PP attendance cases</li> <li>✓ Transport to activities arranged</li> <li>✓ Music lessons subsidized and available</li> <li>✓ CCF personnel narrow participation gap</li> <li>✓ Learning to Lead completion gap removed</li> <li>✓ Uniform subsidy support clarified</li> <li>✓ DofE fees subsidy clarified and applied</li> <li>✓ Inclusion mentors use PP profiles to signpost character and leadership development opportunities</li> </ul>
2.	Academic Progress and Attainment	<ul style="list-style-type: none"> <li>• Absolute attainment (by subject and by total)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Deliver targeted support through</li> </ul>

		<ul style="list-style-type: none"> <li>• Progress (by subject and by total)</li> </ul>	<p>Intervention programme through Heads of School and AP Progress and Intervention</p> <ul style="list-style-type: none"> <li>✓ After school study club offered and assigned</li> <li>✓ Back to school preparatory programme August</li> </ul>
3.	Resilience, behaviour, aspiration careers and next steps	<ul style="list-style-type: none"> <li>• % progressing through the College / stability</li> <li>• Sanctions (by year and in totality / % of pupils above/below average / gap)</li> <li>• Rewards (by year and in totality / % of pupils above/below average / gap)</li> <li>• Engagement in work experience</li> <li>• Engagement in careers masterclasses</li> <li>• Morrisby participation</li> <li>• Next steps – destination of leavers</li> <li>• Self-reported aspirations through individual PP plans</li> </ul>	<ul style="list-style-type: none"> <li>✓ Behavioural interventions gap is closing for individual pupils and in total</li> <li>✓ Assertive mentoring programme focuses on PP pupils and gaps</li> <li>✓ Outside agencies and services signposted and interactions recorded on PP plans</li> <li>✓ External counselling assigned and subsidized</li> <li>✓ NSI / PSHE programmes</li> <li>✓ Workplace opportunities targeted to PP pupils</li> <li>✓ Morrisby Career packages and guidance for every PP pupil</li> <li>✓ Next step courses and workshops funded</li> <li>✓ Inclusion Mentors termly meet for PP Plan</li> </ul>