

Liverpool College Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1645
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	31st December 2022
Date on which it will be reviewed	31 st December 2023
Statement authorised by	H Broekman
Pupil premium lead	A Haynes
Governor / Trustee lead	M Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£376,170
Recovery premium funding allocation this academic year	£57,252
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£433,422

Part A: Pupil premium strategy plan

Statement of intent

This Pupil Premium Strategy Plan aims to prioritise the efforts of the CLT, SLT, Middle Leaders, teaching staff, Governors as well as other relevant stakeholders such as parents/carers, with the key objective of improving outcomes for our learners with a wide range of barriers to learning which arise as a result of their deprivation status.

It also forms an important part of our College Inclusion agenda.

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

The strategy is to develop and implement practices which will measurably promote the life chances of our most disadvantaged pupils by diminishing any differences in the three key priority areas outlined below.

For 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?

Priority 1: Full engagement in the LCA+ curriculum including in the arts, sports and leadership education

Priority 2: Academic progress and attainment

Priority 3: Resilience, behaviour, aspiration, careers and next steps

Challenges

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

Challenge number	Detail of challenge
1	Progress in English (reading in KS1 and KS2, writing in KS1) and Maths is lower throughout the college for PP than for non PP pupils
2	Progress in other subjects is lower for PP pupils than non
3	Overall attainment is lower for PP pupils than non
4	Exclusion and sanction statistics for PP pupils are higher than for non PP pupils
5	Attendance is lower for PP pupils compared to non PP pupils
6	PP pupils often have fewer opportunities to access experiences that promote resilience, confidence and positive self-esteem
7	Lower future aspirations of PP pupils compared with non PP pupils

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
Progress 8 measure for PP pupils equals that of non PP pupils.	No in school gap
KS1 and 2 pupil progress for PP pupils equals that of non PP pupils.	No in school gap
Progress for PP pupils improves in all subjects.	No in school gap
Attainment 8 and attainment at KS1 and 2 for PP pupils matches that of non PP pupils.	No in school gap
Lower percentage of PP pupils who are PA	PA figures are lower and % attendance figures increase for PP pupils
PP pupils' participation in the Activities Programme and enrichment opportunities increases.	Increased numbers of PP pupils engaged in enrichment activities and the Activities programme
Exclusion figures and sanction statistics are reduced for PP pupils and match those of non PP pupils	Exclusion figures and repeat sanction statistics are reduced for PP pupils

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 above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide mentors for vulnerable pupils to support their learning and improve resilience (Inclusion Mentors)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 3, 5, 6
To part provide funds for Steps to Read, Read to Write, Maths Mastery	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2, 3
Purchase of standardised diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1, 2, 3

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

Budgeted cost: £214,786

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support (LSAs) in PrePrep	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions.	1, 2, 3
Learning Support (LSAs) in Prep		1, 2, 3
Provision of numeracy support in the secondary phase	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p>	1, 2, 3
Provision of literacy support in the secondary phase	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 2, 3
Intervention strategies	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-	1, 2, 3, 7

	informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy.	
Participation in National Tutoring Programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £114,516

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a comprehensive Activities Programme and enrichment opportunities within the Duke of Edinburgh Award Scheme, Combined Cadet Force and sporting activities (e.g. Sports for Life and Active Soccer in the Prep school) to promote engagement in learning and leadership opportunities designed to build resilience	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.	6, 7
To employ the support of the EWO to improve the attendance of Pupil Premium pupils	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: • The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.	5
Ring-fenced fund to respond to PP pupils' individual needs, particularly in access to	Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice	1, 2, 3, 4, 5, 6, 7

cultural activities, IT infrastructure and other barriers to learning	directly, to others that support schools more broadly, for example by tracking pupil data. Supporting resources: • The EEF's 'Using Digital Technology to Improve Learning' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning.	
Resilience schemes and Forest School training	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	3, 4, 6, 7
Enhanced Careers advice for PP pupils in Y10 and 11	Raising aspirations for all is an important element of our Pupil Premium plan.	7
Thinc training for staff to promote inclusive practices for PP pupils	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.	4, 5, 6
Issue of new starter equipment packs to all PP pupils	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified, particularly around equipment provision.	1, 2, 3, 4
Provision of musical instruments and assistance with musical tuition for PP pupils	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified particularly around equipment provision. We do not want	6, 7

	disadvantage to be a barrier for our music scholars.	
Boarding provision – to enable selected pupils to access defined day boarding programmes and associated provisions	Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources: • The EEF Toolkit has a strand on extending school time, summer schools, and homework.	5, 6, 7
Year 10 Aspire project participation	Raising aspirations for all is an important element of our Pupil Premium plan. Membership of our Aspire programme ensure all can access high quality higher education advice.	6, 7
Mental Health services – counselling and other defined support	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	6

Total budgeted cost: £376,213

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed outcomes for our 29 Pupil Premium pupils taking their GCSEs in 2022 in terms of percentage standard pass in both Maths and English, percentage achieving the EBacc, Attainment 8 and Progress 8.

For 2022, the Progress 8 score (a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other schools nationally) for our disadvantaged pupils was -0.5. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 43.1. These were the figures published by the key stage 4 performance data from the DfE.

The DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Therefore, the results for our Key Stage 4 pupils suggests that pupils attain and progress better at Liverpool College than they do on average at other schools nationally. It is most pleasing that figures for the attainment of the EBacc are equal to the non-PP pupils in Liverpool.

Money spent on intervention for PP pupils included an after school targeted intervention programme which led to better than expected attainment in certain areas e.g. Mathematics where PP outperformed non-PP pupils in terms of their residual grades, and Spanish where PP pupils outperformed non-PP pupils in terms of both their average grade and their residual grade at GCSE level. These will continue for the next academic year to aid our efforts to break down "in school" barriers to learning so as to diminish the difference between the achievement of our PP pupils and our non-PP pupils. Individual literacy and numeracy support from LSAs led to good progress and achievement in Maths and English, with 13 PP pupils making positive progress in Maths, and 14 in English.

In terms of Key Stages 1 and 2, schools are not required to publish their 2022 Key stage results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a

significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Comparisons with non-PP pupils in the tables above indicate that, whilst we are pleased that we have maintained our outcomes for disadvantaged pupils despite the challenges of the pandemic, they still remain behind those of our non-PP children and therefore our interventions and strategies to raise outcomes for this group of children must continue into 2022/23 as outlined above.