

Pupil Premium Strategy statement 2023-2024

This statement details Culcheth High School's use of Pupil Premium (and Recovery Premium for the 2023 to 2024 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	Culcheth High School
Number of pupils in school	1186 students
Proportion (%) of pupil premium eligible pupils	235 students = 20%
Academic year/years that our current Pupil Premium strategy plan covers	2023/24 to 2025/26
Date this statement was published	September 2023
Date on which it will be reviewed	January, April & July 2024
Statement authorised by	Mr C.P. Hunt
Pupil premium lead	Mr B.R. Dugdale
Governor / Trustee lead	Mr S. Thomas

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£238,210
Recovery Premium funding allocation this academic year	£54,924
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£293,134

Part A: Pupil premium strategy plan

Statement of intent

Detailed impact measures follow in the strategy plan below, but key indicators will be: improved in-school differences in Attainment & Progress 8 measures/average grade for PP vs non-PP students; minimal differences between CHS PP departmental progress versus national non-PP progress; EBACC CHS PP vs national EBACC non-PP to be broadly in line in terms of estimated P8 scores; PP attendance to be within 4% of their non-PP peers; Pupil Premium parents' evening attendances to remain high/above two-thirds attendance (improved vastly on recent years); Pupil Premium students do not fall into NEET category when they transition & destinations data to reveal that PP students progress onto Level 3 qualifications broadly in line with their non-PP peers.

N.B. Whilst setting many of our impact targets in current progress measures, the Pupil Premium Team will continue to track all other historic measures in every subject to diminish differences. The school is very aware that many old measures are still valuable 'currency' for PP students to progress onto Level 3 FE, apprenticeships and employment. For example, many colleges still require students to gain a standard or strong pass in English and Maths plus three other subjects to gain entry to their establishment. For certain A Levels/apprenticeships, subject-specific grades are required in traditionally perceived 'technical' subjects such as Biology, Chemistry, Physics. No doubt the goalposts will shift again; what we at Culcheth High School aim to do is equip our PP students with the aspirations and qualifications to go where their hearts instruct them. It is our moral imperative.

Ultimately, we want all students to embody our school values:

RESPECT, HONESTY, EXCELLENCE

By adhering to these values, they can aspire to fulfil our school motto: 'The best that we can be.'

An emphasis is placed on core academic intervention/resourcing in English, Maths and Science as well as enhanced pastoral capacity/staff to provide intensive mentoring and pastoral support for Pupil Premium students. As part of the school's approach to the National Tutoring Programme, Pupil Premium students have been foregrounded in the administering of sessions, and, this year, virtually all funding will be spent on PP students. The Pupil Premium Team has been significantly strengthened beyond Key Stage 4, starting down in Key Stage 3. In total, we employ three full time PP mentors, one of whom also has a KS3 literacy specialism and another who (alongside KS4 mentoring) supports numeracy interventions. Pupil Premium students are also given

external independent information, advice & guidance (CEAIG) by external careers specialists (Careers Connect) as well as being given a £100 educational voucher to spend as parents/carers see best, to overcome their child's barriers to learning. Five Pastoral Student Support Officers are also used to support behaviour, engagement and attendance of Pupil Premium students. Non-core subjects often bid for a wide variety of PP focused resources and initiatives. Ultimately, our approach is to increase the capacity of educational professionals working directly and dedicatedly with PP students within school for their entire school careers, rather than a plethora of bolt-on gimmickry and one-off events that have no lasting impact on self-efficacy nor progress.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium students at CHS achieve national benchmark GCSE results in line with their non-Pupil Premium national peers but there remains a significant in-school % gap which needs to close further.
2	Pupil Premium students often arrive at CHS with lower educational and career aspirations than their peers.
3	Pupil Premium families are often less equipped/feel less informed to assist their child's progress in school.
4	Pupil Premium families often have less secure financial positions than others, creating instability for students in school which can be a barrier to learning.
5	Pupil Premium students achieve well in mathematics but should raise this even higher to aim for a higher proportion of 5+ grades overall. A small proportion of CHS Pupil Premium students have a perceived self-efficacy 'block' when it comes to mathematics.
6	A small proportion of complex Pupil Premium students are more likely to face Suspensions (formerly Fixed Term Exclusions) than their peers and behave inappropriately in school.
7	Pupil Premium students have lower overall attendance % figures than their non-Pupil Premium peers.
8	A significant proportion of Pupil Premium students present with more frequent SEMH issues than their peers whilst at CHS.
9	Pupil Premium students in KS3 find transition to high school more challenging than their non-PP peers.
10	Pupil Premium students at CHS are less confident in responding to formative feedback with regards their academic progress.

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
Continued improvement in Pupil Premium cohort academic progress across all subjects but with a keen focus upon mathematics.	Average grade per Pupil Premium student to rise to 4+ in Summer 2024 GCSE examination series. P8 and A8 measures to improve based on 2023 benchmark. In school KS3 SISRA 'On Track' data to reveal no significant difference between Pupil Premium students and their peers in this key stage.
Raise aspirations of Pupil Premium students across the school, increasing their levels of engagement and reintegrating them post COVID lockdowns as part of Culcheth High School's Consolidation (Recovery) Curriculum.	Behaviour data on Pupil Premium students to be largely positive with no discrepancy between their non-PP peers. Pupil Premium students are given expert advice and guidance to enable them to make informed options decisions at the end of KS3. Pupil Premium students transition to FE/employment will indicate/evidence high aspirations for quality career pathways. Pupil Premium students fully engage with Culcheth High School's Consolidation (Recovery) Curriculum offer.
Enhance consistent practice with Pupil Premium behaviour, rewards and sanctions policy in line with #WeAreCHS drive.	Suspensions and reporting of serious incidents for PP students narrow. Pupil Premium students are more consistently rewarded for their efforts in class and extra-curricular activities.
Improve the effectiveness of tutoring and mentoring for Pupil Premium students across the school.	Pupil Premium students feel valued and emotionally secure within the school's pastoral structure as evidenced by student voice activities. Pupil Premium students fully engage with Culcheth High School's Consolidation (Recovery) Curriculum offer and tutoring programmes.
Strengthen the CPD programme in terms of Pupil Premium evidence-based research and strategies.	All staff have access to CPD opportunities to explore best PP practice via departmental meetings schedule throughout the academic year. Create CPD opportunities for dialogue and discussion for a range of staff about how to improve PP practice. Embed 'High 5' mantra for staff with PP students.
Improve Pupil Premium attendance across the school via the work of Pastoral Student Support Officers, Pupil Premium Team and Progress Leaders.	Pupil Premium versus non-Pupil Premium differences to diminish to less than 4% overall. Pupil Premium students fully engage with Culcheth High School's Consolidation (Recovery) Curriculum offer.

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: £146,567

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
Further develop the quality of marking and feedback: in particular, so that PP students know how to improve.	EEF Toolkit suggests (hyperlink above): Very high impact for very low cost based on extensive evidence.	1, 10
Further develop the processes of interventions for Pupil Premium students (aligned with the school's recovery curriculum) for all PP students identified as below the expected level/grade, especially due to COVID learning gaps.	Moderate impact for low cost based on moderate evidence.	1, 5, 10
English, Maths small group interventions to be delivered throughout the academic year, alongside refined 'Pupil Premium Progress' AM Registration interventions. Cohorts to remain static for extended periods to ensure lasting impact, with COVID gaps addressed for vulnerable students. Cohorts regularly reviewed as new students present.	Moderate impact for low cost based on moderate evidence.	1, 5
Further development of small intensive literacy groups in KS3 for those students significantly below age related expectations who would struggle to access the curriculum. Use of <i>Read, Write Inc.</i> phonics programme subscription to support this project, aligned with the school's recovery curriculum.	High impact for very low cost based on very extensive evidence.	9, 10

<p>Further strengthen the CPD programme for all teachers and teaching assistants in terms of Pupil Premium evidence-based research and strategies via the school's <i>#AlwaysLearning</i> INSET/CPD schedule, with a focus on EiT Dept time in the academic year 2023-4</p>	<p>High impact for very low cost based on limited evidence.</p>	<p>1, 8, 10</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £87,940

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
<p>Continue to prioritise PP students in CEIAG planning and careers meetings.</p>	<p>Unclear impact for very low cost based on insufficient evidence.</p>	<p>2, 3, 6</p>
<p>Pupil Premium/Pastoral support team to meet regularly with cohort of students to develop metacognition, self-efficacy & self-belief of PP cohort using 'GROW' model coaching strategies. SEMH referrals made to MHST worker aligned with CHS where deemed necessary.</p>	<p>Very high impact for very low cost based on extensive evidence.</p>	<p>2, 8, 9, 10</p>
<p>Pupil Premium Year 11 cohort continue to be foregrounded as part of the school's consolidation (recovery) curriculum plans across academic subjects.</p>	<p>Moderate impact for low cost based on moderate evidence.</p>	<p>1, 2, 4, 5</p>
<p>Ensure a sharp focus on KS4 PP students when facilitating tuition through the NTP.</p>	<p>High impact for moderate cost based on moderate evidence.</p>	<p>1, 5, 10</p>
<p>External 1-2-1 tutoring for CIC students as directed by PEP interventions.</p>	<p>High impact for moderate cost based on moderate evidence.</p>	<p>1, 5, 10</p>
<p>Support PLs and pastoral teams with review of Pupil</p>	<p>Moderate impact for low cost based on limited evidence.</p>	<p>3, 6</p>

<p>Premium SIMS Behaviour registers data (1-4 system). Rigorous pastoral intervention/follow up where there are issues. Pupil Premium team input and home-school liaison for any student at risk of/experiencing an exclusion.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,627

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
<p>Improve PP attendance across the whole school by liaising with home and utilising the school's robust attendance procedures.</p>	<p>Moderate impact for very low cost based on extensive evidence.</p>	<p>7, 9</p>
<p>Pupil Premium Parents' Information Evening held in September 2023. More effective and robust contact with home on a proactive and regular basis via the evolving PP team.</p>	<p>Moderate impact for very low cost based on extensive evidence.</p>	<p>3, 4</p>
<p>Utilise/promote 'Grab 'n Go!' PP Breakfast Club as necessary to key PP individuals.</p>	<p>No published evidence on the EEF Toolkit <i>exactly</i> matches this activity. At CHS however, we believe this to be an important and long-running strategy in engaging Pupil Premium families & students with our school routines and timekeeping expectations.</p>	<p>4, 9</p>
<p>Enhance consistent practice with PP behaviour, rewards and sanctions policy in line with #WeAreCHS drive.</p>	<p>Moderate impact for low cost based on limited evidence.</p>	<p>2, 6, 8</p>
<p>Roll out of £100 Educational Voucher for the seventh year running.</p>	<p>As this strategy is mostly used for students to purchase uniform and engage in educational visits it falls between two evidence streams on the EEF Toolkit. Uniform is decreed as unclear impact for very low cost based on insufficient evidence. KS3 transition students/families find this particularly helpful.</p>	<p>3, 4, 9</p>
<p>All PP KS4 cohort to receive 'Welcome to KS4 Study Gift Pack' containing</p>	<p>No published evidence on the EEF Toolkit <i>exactly</i> matches this activity. At CHS however, we believe this to be an important and long-running strategy in engaging Pupil</p>	<p>2, 3, 4</p>

laptop and study/revision materials.	Premium families & students with our school values. We expect Pupil Premium students to work hard and will not accept digital excuses as we remove these barriers.	
Aspirational visits and activities embedded within all year groups via a range of in-house oracy, numeracy and CEIAG events. DfE Bronze advertised and freely available to all Year 9 Pupil Premium students.	This strategy also falls between two EEF Toolkit areas, notably aspiration interventions and oral language interventions (very high impact for very low cost based on extensive evidence).	2, 5, 8, 9
Referral to mentoring and in turn our aligned MHST worker where the need presents in any individual Pupil Premium student. Referral to alternative educational provision where deemed suitable.	Moderate impact for very low cost based on very limited evidence.	3, 7, 8
Pupil Premium <i>Oarsome</i> Project with Year 8 focusing upon potentially behaviourally-disaffected students.	Unclear impact for moderate cost based on insufficient evidence	2, 6, 7
Garner effective student voice to ascertain whether Pupil Premium students feel valued and emotionally secure within the school's pastoral structure.	Moderate impact for very low cost based on very limited evidence.	3, 7, 8
Maintain swimming and horse riding courses to develop confidence and build cultural capital as well as promoting engagement, for selected students.	Low impact, for low cost, based on moderate evidence. It should be noted, however, that this refers to impact on academic achievement. There are multiple other benefits including fitness, wellbeing and engagement.	4, 7, 8

Total budgeted cost: £293,134

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 2022 to 2023 academic year.

Culcheth High School's Summer 2023 attainment (Progress 8 measures will follow in October statistical release), based on a monitored cohort of 33 PP supported students (fully inclusive of those who joined us as in year admissions in KS4):

****NOTE:** all 'gaps' below refer to the gap between the attainment of PP students at CHS and non-PP students at CHS**

ATTAINMENT

- Pupil Premium students achieved an average grade across the board of 3.46, compared to 4.22 in 2022, 3.83 in 2018, 4.06 in 2019, 4.11 in 2020 and 4.44 in 2021. The gap between CHS PP and CHS non-PP is 1.65, which is also the largest gap in recent years. Remedying this drop in attainment will be the key focus for the academic year 2023-24.

BASICS 9-7

- 6.1% of PP students achieved a grade 7 or above English and maths, with a gap of 9.9%. The same figure for 2022 was 15.8% with an 8.9% gap. The gap, here, then, remains essentially the same despite the drop in attainment. This years figures are very close to 2019 (6.9%/11.6% gap).
- 15.2% of PP students gained a grade 7 or above in English or English Language, with a 13.7% gap. The same figure for 2022 was 23.7% with a 19.6% gap. Attainment is down; the gap has narrowed.
- 6.1% of PP students gained a grade 7 or above in maths, with a 17.6% gap. The same figure for 2022 was 18.4% with a 12.5% gap. A fall in attainment with a widening of the gap.
- 0% of PP students achieved a grade 7 or above in Science Trilogy

BASICS 9-5

- 21.2% of PP students achieved 9-5 in English and maths, with a 30.9% gap. This represents a drop in attainment of approximately 10% compared to the last five years, though the gap has remained broadly the same over that term. The figures for 2022 were 31.6% with a 34.9% gap.
- 42.4% of PP students achieved a 9-5 in English, with a 34.4% gap. The figures for 2022 were 52.6% with a 28.8% gap. A drop in attainment and a widening of the gap
- 24.2% of PP students achieved 9-5 in maths, with a 32% gap. The figures for 2022 were 36.8% with a 33.8% gap. A drop in attainment, but the gap remains essentially the same. Results have been 35-40% since 2019; the gap has mainly been in the low to mid 30s
- 17.9% of PP students achieved 55 or above in Science Trilogy, with a 20.5% gap. In 2022 32% of PP students achieved a 55.

BASICS 9-4

- 45.5% of PP students achieved 9-4 in English and maths, with a gap of 30.3%. Last year, the figures were 44.7% with a gap of 41.9%. This is an improvement over last year, but still represents one of the biggest gaps in the last seven years and a further disruption (with last year's results) to the improving trend of results from 2018 to 2021.
- Historic gaps (English and maths 9-4): 2012 36%, 2013 47%, 2014 42%, 2015 44%, 2016 17%, 2017 17%, 2018 36%, 2019 28%, 2020 20%, 2021 18%, 2022 44%.
- 57.6% of PP students achieved 9-4 in English, with a gap of 31.1%. The figures for 2022 were 57.9% with a gap of 34.9%. These results have held up with something of a narrowing of the gap. It has to be noted that in years prior to 2022, attainment had been much higher.
- 54.5% of PP students achieved 9-4 in maths, with a gap of 23.9%. The figures for 2022 were 55.3% with a 34.4% gap.
- 48.2% of PP students achieved a 44 or above in Science Trilogy, with a gap of 22.1%. In 2022 46% of PP students achieved a 44 or above.

ENTRIES

- There was no significant difference between average number of GCSE entries between PP students and their peers at GCSE. This indicates that PP students experience a broad and balanced curriculum which is challenging. Culcheth High School does not reduce GCSE Options for PP students nor does it enter PP students for 'gaming' qualifications.

ATTENDANCE

- Whole school PP versus non-PP attendance gap stood at 7.73% as of May 2023, compared to a gap of -6.08% in the 2021-22 academic year, which was an improvement of half a percentage point compared to the 2020-21 academic year. The Y11 gap was significantly higher at 14.24% and it is likely that this impacted results. This would appear to reflect the observation that PP students have been more adversely impacted by the fallout from the pandemic.
- PP parents' engagement was largely in line with non-PP parents, with roughly two-thirds of all PP parents per year group attending parents' evenings. This demonstrates our drive to engage PP parents in education and work collaboratively. Historical tracking of parents' evening attendances reveals that parental engagement at such events has grown significantly over the last 8 years.

CAREERS / DESTINATIONS

- At the time of publishing this report, of the 33 students who left CHS in 2023, all have offers from at least one institution; 29 are in employment, education or training, at least provisionally. 4 students are currently being targeted by the re-engagement team. 2 students (of the 29) have reported commencing an apprenticeship.

BEHAVIOUR

- Average number of '1 -outstanding' lesson grades: PP=29.7; non-PP=31.4.
- Average number of '2- good' lesson grades: PP=641.1; non-PP=753.8.
- Average number of '3 requires improvement' grades: PP=17.9; non-PP=10.9.
- Average number of '4- inadequate' lesson grades: PP=4.5; non-PP=1.3.
- This is the first year that we have collated the above data; year on year comparison will begin next year.
- Suspensions expressed as a percentage of group population: PP=20.6%; non-PP=2.7% (2018-19: PP=6%; non-PP=1.3%; 2019-20 PP=3.3%; non-PP=1.3%; 2020-21: PP=2.2%; non-PP=1.8%; 2021-22: PP=6%; non-PP=2.8%.) The higher

(and anomalous) percentage of suspensions, expressed as a percentage of the overall cohort of PP students, this year, was attributable to the high number of suspensions of a very small number of students, rather than any significant increase in the number of students being suspended.

WIDER STRATEGIES IMPACTS:

A range of strategies were employed to support Pupil Premium students' social and emotional wellbeing, to improve behaviour and engagement, to offer enrichment, and to increase cultural capital. Ten students, who had never experienced it before, were given horse riding lessons, including experiencing all aspects of working in stables and working with a farrier, allowing them to build confidence and self-esteem, make new friendships, practice oracy in a real-life scenario and develop skills knowledge and cultural capital. The 'Oarsome' rowing project was a fantastic opportunity for team building, developing fraternity, building cultural capital, developing sporting skills, strength and fitness, and offered students the experience of real sporting success in a genuinely competitive environment. Swimming lessons for 22 students, whose ability, initially, ranged from not being able to swim at all to being able to swim less than the length of a pool, taught students a key life skill, increased their safety around water for the rest of their lives, built confidence, build relationships with other staff and students, and increased fitness. Mentoring sessions allowed staff to monitor and support students, to guide them and build metacognition through the 'GROW' model and improved students' confidence and their relationships with the PP team. Music lessons (offered to all PP students), had a significant impact on those who took them up, building cultural capital as well as musical proficiency. Enrichment events, such as the 'Christmas bake-off' (which saw parents involved in the competition, working alongside their children) and a maths 'escape room' event, involving large numbers of students, were enriching and enjoyable as well as building life skills, offering opportunities to practise and improve oracy, building confidence and strengthening community bonds. Rewards trips including bowling, laser quest and rock climbing incentivised engagement and excellent behaviour as well as offering opportunities to challenge students to work outside their comfort zone and develop teamworking skills. Grab-and-go breakfasts broke down barriers to learning caused by missed breakfasts on busy mornings and snacks provided at booster sessions improved concentration and motivation. PP students who are also young carers were provided with counselling sessions to help with their mental wellbeing and given cinema vouchers to offer respite from, and recognition for, the amazing work they do.

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
Oarsome project	Warrington Youth Rowing
NTP	Various DfE approved providers
Swimming lessons programme	Swim Warrington

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Due to the low numbers of Service Premium students at Culcheth High School they access the same wealth of interventions and staffing/resourcing as their Pupil Premium peers. They are considered a fully integrated part of the Pupil Premium cohort.
What was the impact of that spending on service pupil premium eligible pupils?	<p>In the last five years we have had only five Service Premium students through Y11.</p> <p>In summer 2019 a Service Premium student, with much pastoral support, achieved 7 qualifications between grades 4 to 7 including his English, maths and Science Trilogy qualifications.</p> <p>In summer 2022, two Service Premium students gained their GCSE results. One student achieved mostly grade 3 grades across the board but gained a 4 in maths. The other student achieved mostly grade 6s including in English, maths and Science. Both were supported pastorally throughout their CHS careers.</p> <p>In summer 2023, two service premium students gained their GCSE results. The first student achieved a mixture of 1, 2 and 3 grades, with 15 points in total. The other student achieved a mixture of 5, 6 and 7 grades, with 51 points in total. Both received pastoral and academic support.</p>

Further information (optional)

Culcheth High School also commissioned a Pupil Premium Review from an external educational consultant and school improvement partner with significant Ofsted experience in February 2021.

This followed two previous external Pupil Premium Reviews conducted by *Achievement For All* in July 2014 & November 2016 which were published on the school's website and were overwhelmingly positive in nature. Achievement For All included Culcheth High School as a case study for good practice on their literature.

The key strengths of the most recent February 2021 review were described as follows:

- **Pupil Premium students achieve well at Culcheth High School.**
- School **welcomes external challenge** and benefits from this by prioritising any identified areas for further development.
- **Strategic and operational leadership overseeing the progress of disadvantaged students is exceptional.**
- The Headteacher, senior leaders, PP leader and PP mentors share **a clear vision and ambition regarding eliminating the gaps** between the outcomes between disadvantaged and non-disadvantaged pupils.
- The staff at the school are committed to providing the best education for all students. Staff operate with a **strong sense of moral purpose and commitment to the school's ethos.**
- The **strength of the ethos and school values of 'respect, honesty and excellence'** ensures that vulnerable students (whether by being disadvantaged or not) are cared for and supported to achieve their best.
- **The PP team at the school go 'the extra mile'** to ensure children are supported in a personalised, respectful and caring manner.
- Funding is divided between **activities which have a clear and direct impact on pupil progress and those which focus on providing wider opportunities or meeting social/emotional needs.**
- Destinations data reveals that **PP students progress onto Level 3 qualifications** broadly in line with their non-PP peers.
- As noted on previous visits, pupils' **behaviour and attitudes** to learning are overwhelmingly positive.
- **Highly effective CPD using research-informed practice** enables the school to learn from the best of what exists, and build on that.

Areas for consideration/development were described as follows:

- Consider having a **pupil premium 'champion' in each department** (not just English, maths and science as currently) to link with PP mentors. This might build the capacity of middle leaders even further as the drivers of school improvement, particularly with reference to the achievement of Pupil Premium students.
- How does the school **share the best practice** evident in some departments (core and foundation subjects)? Is there a forum for professionals to share expertise and success at a cross-curricular level regarding how to succeed with specific pupils or disadvantaged pupils in general? This would promote wider collaboration between departments.
- The school frequently accesses student voice and seeks feedback through formal

questionnaires. However, does the school **seek the opinion of Pupil Premium pupils more informally through discussions** about the sort of activities they would want to take part in?

- An on-going **audit of PP participation in extra-curricular** activities shows 60% participation rates – how is this information then used to influence provision for specific groups or individuals?
- **Developing self-efficacy and self-belief** is mainly referenced in the PP Strategy in relation to Y11 mentoring. Given the school's excellent work in relation to mental health and well-being, could this be more explicitly referenced for **all** students in the PP plan?
- The narrative supporting the PP plan provides useful updates on progress to date. This could be made more readily available for external scrutiny.
- Are there opportunities to identify some **calm zones** in classrooms and/or centrally within the school beyond the PP office?
- Although a separate SEND support plan exists, could **actions to support micro populations** be referenced more explicitly in the PP Strategy (and to acknowledge Ofsted report comments in 2017 about PP SEND, middle ability, gender differences for example)?
- How far would a **Scholars Programme or wider opportunities for HAPS/Higher Level Learners** chime with the school's aspirations to **increase the number of PP students achieving at the higher grades 7 and above?**
- **Could the school consider meaningful ways to further develop cultural capital** when the pandemic permits? (Visits to RNCM, theatre trips, using the rich cultural opportunities of Liverpool/Manchester?)