

North Liverpool Academy Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (Recovery Premium, School-Led Tuition Grant and 16-19 Tuition Funding) 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	North Liverpool Academy
Number of pupils in school	1350
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2021/2022 to 2024/2025
Date this statement was published	December 2021 – Reviewed January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Emily Vernon, Principal
Pupil premium lead	Chris Welch, SLT
Governor / Trustee lead	Rod Dubrow Marshall, Chair of Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£704 768
Recovery premium funding allocation this academic year	£199 134
School-Led Tutoring Grant	£119 880
16-19 Tuition Fund	£18 363
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£1 042 145

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in the Core and EBacc subjects.

Our headline areas of focus for the delivery of strategies for removing barriers to learning fall in line with our school development plan as well as the conditions of funding, following our self-evaluation. These are as follows:

- Literacy
- Attendance
- Student Well-being
- Closing Knowledge Gaps
- SEND
- EAL
- Aspiration and Ambition
- Learning beyond the classroom

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring and extra-curricular provision.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set

- To work to remove barriers to learning, whether they are academic/cognitive barriers or attitudinal/wellbeing barriers.
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy (Oracy) - Assessments, observations and discussion with KS3 pupils, including on entry, indicate that disadvantaged pupils generally have lower levels of reading comprehension and vocabulary than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 5 years, between 60 and 49% of our disadvantaged pupils arrive below age-related expectations compared to 59-45% of their peers. This gap is reducing as last year the gap between PP and Non PP for arriving with a reading standardized score of below 100 was 6%, however the challenge this year has increased as students have arrived with us with a gap of 10% between PP and Non PP students with a standardized reading score of below 100.</p>
2	<p>Attendance - Over the 3 last years, attendance data indicates that attendance among disadvantaged pupils has been between 7-9% lower than for non-disadvantaged pupils.</p> <p>Last year, the whole school attendance for PP was 84.7% in comparison with their peers which was 90.17%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress with the P8 for PPs being -0.56 in comparison with those who are not being +0.55.</p>
3	<p>Student Wellbeing, Self-Perception and Self Esteem - Our assessments (including our PASS survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Since the start of this academic year the overall percentage increase of the number of pupils accessing our support intervention strategies has</p>

	increased by 70% compared to previous academic years before Covid 19. 85% of the students receiving the support interventions are PP.
3	<p>Closing Knowledge Gaps - Our assessments, observations and discussions with pupils and families suggest that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths, science and humanities.</p>
4	<p>SEND - Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. The proportion of students requiring in-class support has increased by 67% for EHCP students and 25% for HNF students. Students require specific scaffolding and differentiation of challenge.</p>
5	<p>EAL – We have an increasing proportion of EAL students (48%) and we are expecting this to rise further. These students come from a wide variety of home nations and speak over 50 different languages. Cultural differences as well as language barriers need to be overcome in order for students to be integrated in to the school community and in order for them to maximise their achievements.</p>
6	<p>Aspiration and Ambition (Scholars Programmes) – Our assessments (including PASS surveys) and during our pastoral and inclusion sessions, as well as discussions with pupils and their families have identified a lack of aspiration and ambition in more able disadvantaged students. There is a reluctance to follow aspirational pathways and those that do, remain in the locality of the city. These challenges particularly affect disadvantaged pupils.</p> <p>For the last two years, students have begun to follow academic pathways beyond Liverpool and the proportion of students applying for aspirational universities has increased slightly. Investment in this target will enable us to encourage this further.</p>
7	<p>Learning beyond the classroom lessons – Our experience from the last two years and from our evaluation of remote/virtual learning and discussions with pupils and their parents indicate that engagement of PP students was lower than that of their peers.</p> <p>During lockdown, 95.4% of Non PP students were engaging with some form of online learning in comparison with 90.5% of PP students.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 25% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last year this figure increased from 3% to 10%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 46. • an EBacc average point score of 15.
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>BPVS will demonstrate that the proportion of students with vocabulary scores below their reading age will be reduced by 50%.</p>
Improved students' self-perception and self-esteem.	<p>Teacher reports and class observations suggest disadvantaged pupils are developing resilience and PASS data demonstrates their self-perception as learners and having the ability to progress, has improved.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%. • the percentage of all pupils who are persistently absent being below 25% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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.

Literacy and Oracy

Budgeted cost so far: **£172,000**

Activity	Description	Fund	Budget
GL Consultant	Strategic leadership for tackling reading and oracy as a barrier to learning.	PP	£70,000
GL Assessment – CAT4	Assessment which provides stranded data for identifying particular learning profiles in order to tackle areas for development	PP	£10,000
GL Assessment - NGRT	Reading assessment providing stranded data as well as overall standardised scores for targeting reading intervention.	PP	£5,000
BPVS	An assessment used to measure a student's vocabulary in order to identify areas for development.	PP	£1000
Literacy Summer School	A summer school with Oracy at the heart. Students explore family trees and local environments, using and developing oracy skills. Humanities link.	Recovery	£10,000
After School Literacy Tuition	Delivered by our staff, this tuition is for small group or 1-1 tuition outside the student's school day.	School-Led Tuition Grant	£10,000

Reading Mentors Programme	Sixth form training for reading with lower school students	PP	£1000
Online Reading Programme	Lexonik Advance programme for access to reading online outside school hours	PP	£5000
Literary Festival	Authors visit and provide workshops and sign books. All students in KS3 leave with a bag of books for summer reading.	PP	£8000

Attendance

Budgeted cost so far: **£118,000**

Activity	Description	Fund	Budget
EWO Provision	Moving from one EWO to two fulltime.	PP and Recovery	£90,000
External Attendance Review	SIL recommended provider	PP	£3,000
Attendance reward schemes	Short targeted challenges at identified hot points throughout the year as well as overall attendance competitions.	PP	£15,000
New Intake Induction Summer Schools	Summer Schools aimed at students who require support with transitioning to secondary school.	Recovery	£10,000

Student Wellbeing

Budgeted cost so far: **£70,500**

Activity	Description	Fund	Budget
GL Assessment – PASS Survey	Assessment which gains information on student self-perception and attitudes to self, school and learning.	PP	£4,500
Student Wellbeing Star programme	Promoting wellbeing and recognition of student kindness and respect	Recovery	£3,000
School Counsellor	Providing targeted support to the most vulnerable students	PP	£30,000
School Key Worker	Providing targeted support to the tier of vulnerable students, underneath those who are being seen by the school counsellor	PP	£20,000
Well-being Summer Schools	Providing a variety of activities which promote wellbeing, teamwork and strategies for positive thinking.	Recovery	£12,000
Drop In Provision	Developing a base where students who feel vulnerable or would like to speak to role model sixth formers (also staffed) about issues can drop in at the end of the day.	PP	£4000
Parent/Student communication App	Building communication between parents/students and school by updating them on attendance and progress more regularly	PP	£7000

Closing Knowledge Gaps

Budgeted cost so far: **£52,000**

Activity	Description	Fund	Budget
Tuition provided by NTP	The national tutoring programme tuition for targeted students in order to close their gaps from missed learning.	Recovery	£12,000
School-Led Tuition	After school tuition, weekend sessions and half term revision days.	School-Led Tuition Grant	£10,000
Catch-Up Summer Schools	Run throughout the summer for students who requiring extra support/challenge to close gaps of missed learning	Recovery	£10,000
Catch-Up Small Group Tuition	Targeted critical students to receive tuition in school holidays throughout the year	School-Led Tuition Grant	£10,000
Tuition for Yrs 12 and 13 - Psychology	A Level Psychology tuition above lesson provision - external	16-19 Tuition	£6000
Tuition for Yrs 12 and 13 – L2 Maths and English	GCSE Core tuition above lesson provision - external	16-19 Tuition	£4000

SEND

Budgeted cost so far: **£44,500**

Activity	Description	Fund	Budget
Enhanced SENDCo Provision	Addition SENDCo providing support to the team	PP	£40,000
Staff training on Dyslexia	External provider with a lead being trained to be a qualified dyslexia GLSA.	PP	£3,000
MINTClass	Electronic seating plan which identifies attainment and progress levels as well as barriers to learning in order to inform wave 1 intervention	PP	£1500

EAL

Activity	Description	Fund	Budget
EAL GLSAs	Four members of staff, supporting the growing number of EAL students arriving mid academic year and providing them with the skills to join their classes.	PP	£80,000
Staff training from EMTAS	External provider training for whole staff to be followed by internally led staff training	PP	£3,000
English Conversation Classes	Sessions outside the curriculum offering food and modelling table behaviours, basic language "Please can you pass me ..." and conversation starters	PP	£4000

Trips to local area	Trips to show students and their family's local provisions and areas of interest.	PP	£3000
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Aspiration and Ambition

Budgeted cost so far: **£33,000**

Activity	Description	Fund	Budget
Scholars Programme	Programme for stretching and challenging more able students and preparing them for top academic pathways.	Recovery	£20,000
UniFrog	Online provision providing careers guidance	PP	£2000
Careers Advice KS5	Careers advice and coaching targeted at degree level apprenticeships	16-19 Tuition & PP	£6000
Aspire	Oxbridge programme	PP	£3000
Biograd	Lab sessions and work experience in laboratories.	16-19 Tuition	£6000
Careers Connexions	Careers events and independent and objective careers advice sessions	PP	£8000

Learning beyond the classroom lessons

Budgeted cost so far: **£20,000**

Activity	Description	Fund	Budget
Experiential school trips	Visits for students which can focus their oracy discussions with teachers	PP	£10,000

	and which can provide them experiences which will develop their oracy.		
Remote Learning Packages	Subject specific online learning tools, providing students with access to build. Access to library resources and periodicals online upon their in-class learning as well as stretch them beyond the curriculum which they are currently studying.	PP	£20,000

Allocated Funding in the plan so far:

Fund	Total Fund	Allocated so far
Pupil Premium	£704 768	£455 000
Recovery Funding	£199 134	£77 000
School-Led Tuition Grant	£119 880	£30 000
16-19 Tuition Fund	£18 363	£25 000