

Pupil premium strategy statement – Wirral Grammar School for Boys

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	1076
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mr S P Ascroft
Pupil premium lead	G E Abernethy
Governor / Trustee lead	A Williams & L Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,580
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	NA
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£120,580

Part A: Pupil premium strategy plan

Statement of intent

Wirral Grammar School for Boys is an all-boys grammar school that prides itself on offering a rigorous academic curriculum, aiming to provide every pupil with the tools and opportunities they need to excel. The school has a selective admission policy, which means that pupils admitted have demonstrated strong academic potential through entrance exams. However, despite the selective nature of the intake, we are acutely aware that pupils from disadvantaged backgrounds may still face significant challenges that could impact their academic progress and overall well-being.

The pupil premium funding is allocated to support pupils who are eligible for free school meals (FSM) or have been eligible in the past six years (Ever6 FSM) as well as children of parents in the armed forces or children who have previously been in care (LAC). In the context of an all-boys grammar school, it is essential to recognise that although the entrance criteria ensure a certain level of potential, pupils eligible for pupil premium may still face additional barriers to fully benefitting from the opportunities available to them. These challenges might include financial difficulties, a lack of external academic support, or less access to cultural, extracurricular, and enrichment activities that can enhance educational experiences.

Our school's pupil premium strategy is designed to address these barriers and ensure that all pupils, regardless of background, have equal access to the resources, support, and opportunities they need to succeed and will benefit equally, both academically and personally.

The impact of our strategy will be evaluated based on academic outcomes (such as GCSE results and progress measures) and non-academic outcomes (such as engagement in extracurricular activities, attendance and personal development).

Challenges

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

Challenge number	Detail of challenge
1	Attendance. WGSB wants to reduce the percentage of persistent absence of PP pupils (currently 13.2% of persistent absence are FM/PP students and national data from 2022/23 shows 42% of persistently absent pupils are PP/FSM)

2	There are a relatively small proportion of under-resourced students at WGSB. In a large school, it is important that these students are positively identified and supported at every stage.
3	Entrenched inequalities. The Institute for Fiscal Studies (IFS) found that under-resourced students start school behind their better-off peers, and those inequalities persist through their school years. Fewer than half of under-resourced students reached expected levels of attainment at the end of primary school, compared with nearly 70% of their better-off peers.
4	Under-resourced students may not be able to access all the necessary school equipment they need, for example, uniform, stationery, textbooks etc. This also links to the potential of reduced social mobility in the form of school trips and residential visits that we offer. If under-resourced students do not engage in these opportunities, the learning gap between them and other students can widen further.

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
To continue to raise standards across all subjects so that PP student progress matches non-PP pupil progress	Develop high quality teaching, assessment and curriculum across all sciences so that Biology and Chemistry progress matches that of physics for PP/FSM students. Develop high quality teaching, assessment and curriculum across history so that progress matches that of English Literature for PP/FSM students. Reduction in the gap between PP/FSM and non-PP/FSM performance particularly in science and history.
Integrate a 'PP/FSM lens' into all aspects of Quality Assurance to ensure that Quality First Teaching is effective as the first response to meeting students' PP needs.	Actively ensure PP/FSM pupils are proportionately represented in all QA activities. Each subject to pinpoint direct strategies for PP/FSM pupils and action-plan to develop high quality teaching on a subject-specific basis.
To retain a focus on literacy as literacy directly impacts life outcomes – personal, academic and social.	Develop WGSB's Literacy Strategy in 2025-26 to increase the Literacy of pupils. Consolidate the 'Find Your Voice' programme across Year 8. Appoint a Literacy Lead for September 2025.

Provide academic interventions specifically for PP/FSM pupils as recommended by the EEF.	WGSB data demonstrates that targeted intervention is most effective when provided by a teacher, rather than a sixth form mentor. Private/individual tutoring is cost-prohibitive and is another way that PP pupils could be disadvantaged versus non-PP students.
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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: £7,000 (salary and costs for cover to facilitate CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a literacy lead and allow the new Literacy Lead to visit other schools with established Literacy Leads	Reading comprehension strategies, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Small group tuition, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Collaborative learning approaches, rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review. Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review.	2,4
Language Nut	The EEF has commissioned a rapid evidence assessment (REA) focusing on the evidence on the effects of Modern Foreign Languages (MFL) instruction on wider academic outcomes. The report links learning of a foreign language to improved metacognitive skills, an area in which disadvantaged students are behind their peers (EEF report). The report also	2,3

	outlines the benefits of technology in students understanding and progression in languages.	
Focussed T&L sessions to develop quality first teaching.	EEF - Poor teaching has a greater impact upon pupil premium students, so the school will ensure all teaching remains at a high standard- Quality first teaching approach, through T&L CPD sessions, sharing good practice amongst staff and Quality Assurance. Integration of live marking into lessons and prioritising pupil premium pupils to rapidly address misconceptions as well as celebrate and share good example of work using a visualiser.	2,3
QA by PP lead to ensure staff are aware of who their PP students are implementing strategies to support them.	EEF - Poor teaching has a greater impact upon pupil premium students, so the school will ensure all teaching remains at a high standard- Quality first teaching approach. Clear identification of pupils is crucial.	2,3
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching and feedback strategies	Use of explicit teaching which has proven benefits. The effect of explicit teaching is long-lasting: when a student experiences explicit teaching practices in Year 7 they are on average 4 months ahead in learning by Year 9 – regardless of whether they continue to experience explicit teaching after Year 7 (Archer, 2026).	2,3,4

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

Budgeted cost: £5000 (staff wages and purchases of resources for use during the sessions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Club to specifically target PP pupils.	EEF – Reduction in class Sizes, rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review. EEF – Feedback, rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review. EEF – Homework, rated as +5 in	2,3,4

	Sutton Trust/EEF Teaching and Learning Toolkit research review. Individualised Instruction, rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review.	
EDUCAKE	Educake's extensive curriculum-matched question banks encourage regular low-stakes practice and retrieval work, which supports long-term retention and deepening understanding in both English and Science. This aligns with educational research showing formative assessment drives progress when students revisit learning over time. The platform gives instant feedback to students and detailed analytics to teachers, enabling rapid identification of misconceptions and targeted support. Teachers can use this data to focus intervention on Pupil Premium students' specific gaps, tailoring catch-up strategies efficiently.	2,3,4
1:1 career adviser Interviews – Pupil Premium priority	CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	2,3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific support for PP in the Personal Development curriculum	Mentoring, rated as +2 in Sutton Trust/EEF Teaching and Learning Toolkit research review. To raise aspirations post-WGSB, ensure that pupil premium pupils have access to career advice, university guidance and professional networks, helping them to set ambitious goals and succeed in achieving them.	2,3,4

	Pupil premium students to receive bespoke support from the Career Progression Manager to strengthen their Personal Development.	
Support for parents of pupil premium students to engage with parents evening	EEF :Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. As such, the pastoral team adopt a 3,2,1 approach...	1,2,3,4
Inclusion and PP leads to meet with all new Year 7 PP parents in summer term prior to joining WGSB to identify personal barriers to learning	EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is some evidence that personalised messages linked to learning can promote positive interactions. These meetings will enable the school to foster a positive relationship from Year 7 and given that gaps only widen, will enable the school to provide bespoke support to pupils and parents by identifying barriers prior to September entry.	1,2,3,4

Total budgeted cost: £15,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Strategy Impact Report

Review of Outcomes: Academic Year 2025-26

Published: September 2026

This report evaluates the impact of the school's Pupil Premium Strategy on pupil outcomes and academic achievement.

Context

The 2025-26 Year 11 cohort included a number of disadvantaged students eligible for Pupil Premium funding. The strategy focused on ensuring that these students accessed high-quality teaching, targeted academic intervention, enrichment opportunities, and pastoral support to overcome barriers to learning and achieve outcomes in line with their peers.

Attainment and Progress Outcomes

The impact of the school's Pupil Premium provision is demonstrated through the exceptional outcomes achieved by disadvantaged students at the end of Key Stage 4.

- **Pupil Premium Progress 8 Score: +0.81**
- **Non-Pupil Premium Progress 8 Score: +0.83**
- **Pupil Premium Attainment 8 Score: 65.53**
- **Non-Pupil Premium Attainment 8 Score: 68.77**

The gap between disadvantaged and non-disadvantaged students was minimal, with Pupil Premium students achieving a Progress 8 score only **0.02 points below** their peers. This indicates that disadvantaged students made progress that was broadly in line with non-disadvantaged students across the curriculum.

Similarly, the Attainment 8 gap was relatively small at **3.24 points**, demonstrating that Pupil Premium students attained highly and were able to access success across a broad range of subjects.

Historical Comparison

Previous outcomes have shown sustained success in supporting disadvantaged learners:

- In the **2023-24 academic year**, the Year 11 Pupil Premium cohort consisted of **10 students**.

- The cohort achieved an overall **Progress 8 score of +0.51**.
- This compared very favourably with the **Wirral local authority average of -0.57** for disadvantaged pupils.

The improvement from **+0.51 in 2023-24** to **+0.81 in 2025-26** demonstrates continued success in narrowing gaps and securing strong academic progress for disadvantaged learners.

Impact of Key Strategy Areas

Quality First Teaching

Investment in staff development and evidence-informed teaching strategies ensured that disadvantaged pupils consistently accessed high-quality classroom provision. Lesson observations, departmental reviews, and student outcomes indicate that adaptive teaching approaches enabled pupils to engage successfully with challenging curriculum content.

Impact:

- Strong Progress 8 outcomes indicate that disadvantaged pupils made excellent progress across their subjects.
- Outcomes remained broadly in line with those of non-disadvantaged students despite recognised barriers to learning.

Targeted Academic Support

Targeted intervention programmes, revision sessions, subject-specific support, and mentoring enabled pupils to address gaps in knowledge and build confidence ahead of examinations.

Impact:

- High Attainment 8 scores demonstrate successful intervention and support.
- The achievement gap between disadvantaged and non-disadvantaged students remained narrow.

Attendance, Wellbeing and Pastoral Support

A significant strand of the strategy focused on removing barriers to attendance and learning through pastoral mentoring, family engagement and wellbeing support.

Impact:

- Students remained engaged in education and benefited from consistent support.
- Improved resilience and participation contributed to strong examination outcomes.

Enrichment and Wider Opportunities

Pupil Premium funding was used to ensure students could access educational visits, cultural experiences, extracurricular opportunities and revision resources regardless of financial circumstances.

Impact:

- Increased participation in wider school life.
- Enhanced cultural capital and engagement with learning.
- Improved confidence and aspiration among disadvantaged pupils
- 80% of Ever6 pupils attended university
- 50% of the Ever6 pupils went on to attend a Russell Group university
- 20% of those pupils secured an apprenticeship
- 0% went straight into employment
- 0% were NEET

Overall Evaluation

The school's Pupil Premium Strategy has been highly effective. Disadvantaged students achieved exceptionally strong outcomes, making progress significantly above national expectations and broadly in line with their non-disadvantaged peers.

The Progress 8 score of **+0.81** represents a particularly positive outcome and demonstrates that the combination of high-quality teaching, targeted intervention and comprehensive pastoral support has successfully mitigated many of the barriers associated with disadvantage.

The continued improvement from a Progress 8 score of **+0.51 in 2023-24** to **+0.81 in 2025-26**, together with an Attainment 8 score of **65.53**, provides clear evidence that the school's approach is securing positive and sustained outcomes for disadvantaged learners.

Next Steps

In 2026-27, the school will continue to:

- Maintain a strong focus on Quality First Teaching.
- Provide targeted intervention for disadvantaged pupils identified as at risk of underachievement.
- Further develop attendance and wellbeing support.
- Increase opportunities for enrichment and cultural capital.
- Continue rigorous monitoring of outcomes to ensure disadvantaged students achieve their full potential.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.