

## **Pupil premium strategy / self-evaluation 2019/20**

## 1. Summary information

<b>School</b>	West Kirby School		
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£21, 200
<b>Total number of pupils</b>	69	<b>Number of pupils eligible for PP</b>	22

## Information About the school

Since September 2012 all schools have been required to publish information on their Pupil Premium funding. The Department of Education issue the Pupil Premium allocation to schools based on 'Ever 6' as of the most recent census. This funding is available for us to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6 year period. Going into the academic year 2019/20 32% of our school population qualify for Pupil Premium funding. This figure is slightly below the national average of 34%.

At West Kirby School we are determined that all children will achieve and thrive during their time at the school. Pupil Premium funding is used to provide focussed support and pastoral care to children that require it so that they are able to achieve their full potential. There is no expectation that all Pupil Premium children will receive identical support; indeed each child's needs are assessed on an individual basis. Some children will need more support than others and each child is individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group. Yearly assessment of the intended impact of pupil premium funding for the following year is carried out in July. This follows rigorous data analysis, evaluation of the previous years action plan and discussion with key staff to ensure that the funding is targeted where it is most needed.

The Action Plan for Pupil Premium spending focuses on whole-school strategies that impact all pupils, strategies that target under-performing pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress. Ensuring all staff takes responsibility for Pupil Premium actions enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for all children. We will continue to use current educational research to shape our Pupil Premium offer and in line with EEF findings will be investing funding into further developing ways to maximise wave 1 teaching, increasing the development of social and emotional skills, supporting the development of resilience factors in vulnerable pupils and the further development of suitable interventions in literacy and

## 2. Current attainment

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% KS3 making expected progress in reading (as measured in the school)</b>	<b>100%</b>	<b>100%</b>
<b>% KS3 making expected progress in writing (as measured in the school)</b>	<b>71%</b>	<b>50%</b>
<b>% KS3 making expected progress in mathematics (as measured in the school)</b>	<b>100%</b>	<b>100%</b>
<b>% achieving target in English and Maths at the end of KS4</b>	<b>90%</b>	<b>85%</b>
<b>Overall</b>	<b>90%</b>	<b>84%</b>

### Current Attainment Narrative

Data that examines the attainment of pupils at Key Stage 3 shows that 90% of pupils eligible for Pupil Premium achieved their expected school based target in comparison to 83% of Non-Pupil Premium pupils in Reading, Writing and Maths. The school acknowledges that this progress is a positive step, however, continues to strive for 100% of all pupils to be achieving their school based target. With this overall aim in mind a strategy will be developed to raise standards in Writing through the use of quality first teaching and targeted interventions while also maintaining the progress that pupils are making in Reading and Maths.

90% of pupils eligible for Pupil Premium achieved their Key Stage 4 target at the end of Key Stage 4. The qualifications gained included GCSE, Functional Skills and Entry Level, pupils were entered for the Maths and English qualifications best suited to them.

### 3. Barriers to future attainment (for pupils eligible for PP)

#### Academic and social barriers to achievement.

	Pupils in Key Stage 3 are working below their expected school targets in Writing. Some pupils in Key Stage 4 are not achieving their expected targets/ qualifications in Maths and English by the end of Key Stage 4.
	Pupils are significantly disadvantaged socially which impacts engagement, self-esteem and pupils mental health.
<b>C.</b>	Pupils lack resilience factors and social and emotional skills.
<b>D.</b>	Pupils experience Social, Emotional and Mental Health (SEMH) issues which impact on all aspects of school life including progress, attainment, attendance and behaviour.

<b>4. Intended outcomes</b>	<b>Success criteria</b>
<p>100% of pupils who are eligible for Pupil premium in Key Stage 3 will achieve their expected progress in Reading, Writing and Maths and make accelerated progress as gaps in learning are addressed.</p>	<p>100% of pupils who are eligible for Pupil Premium will meet or exceed their expected target as set by the school in Reading, Writing and Maths. Classroom monitor will show steps of progress towards targets and highlight gaps in learning and pupil progress meetings will address any interventions that could be used. Any issues with engagement will be addressed through the schools pastoral care system and identified during Pupil Progress meetings.</p>

<b>A.</b>	<p>100% of pupils who are eligible for Pupil premium in Key Stage 4 will achieve their expected target/ predicted grades by the end of Year 11 in Maths and English. All pupils in Key stage 4 who are eligible for Pupil premium will achieve a qualification in Maths and English that is suitable for them. -</p>	<p>100% of KS4 pupils who are eligible for Pupil Premium will meet or exceed their expected target in Maths and English by the end of Key Stage 4.</p> <p>100% of KS4 pupils who are eligible for Pupil Premium will gain an accredited qualification in Maths and English by the end of Year 11.</p> <p>Any issues with engagement will be addressed through the schools pastoral system and identified during Pupil Progress meetings.</p> <p>100% of KS4 pupils who are eligible for Pupil Premium will have the opportunity for 1:1 tuition in Maths and English if identified as required.</p> <p>100% of KS4 pupils who are eligible for Pupil Premium will be offered exam/ revision sessions with a learning mentor in preparation for their exams.</p>
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<p><b>B &amp; C</b></p>	<p>100% of PP pupils will have the opportunity to access inspirational events and experiences, enrichment activities including exposure to arts and cultural experiences.</p>	<p>All pupils eligible for Pupil Premium will have the opportunity to go on school trips and residential holidays.  All pupils eligible for Pupil Premium will be given the opportunity to learn a musical instrument.  Pupils eligible for Pupil premium will be actively encouraged to engage in the wider school life – taking part in Duke of Edinburgh, sporting activities and cultural experiences.</p>
<p><b>C &amp; D</b></p>	<p>100% of pupil premium pupils identified as eligible will have the opportunity to access PCT sessions at a level of intensity that has been identified as suitable for them.</p>	<p>Referral system will be used to allow pupils who are eligible for Pupil Premium to access PCT sessions above and beyond that which is usually offered.</p> <p>1:1 and small group sessions will work on improving self-esteem and confidence, lowering anxiety and offering pupils a mentor to talk about any difficulties.</p>

## 5. Planned expenditure

**A Academic year**      **2019-20**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Desired Outcome	Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>KS3 pupils achieve in line with their non – PP peers and attain the expected standard in Reading, Writing and Maths.</p>	<p>Tracking and monitoring of pupils to ensure difficulties are picked up on early and suitable interventions arranged. Targeted interventions provided by teachers and learning support practitioners. Use of a learning mentor to target specific interventions such as RWI and Cog-Med. Purchasing appropriate interventions.</p>	<p>Some Pupil Premium pupils in Key Stage 3 are not meeting their targets in Writing.</p> <p>They are achieving their targets in Maths and Reading however this needs to be maintained.</p> <p>Tracking and monitoring shows gaps in pupils learning that can be addressed with targeted interventions.</p> <p>Structured intervention with clear entry and exit testing is shown to have impact on attainment and progress.</p>	<p>Regular assessment and feedback through classroom monitor.</p> <p>Staff meetings to improve staff awareness and skills.</p> <p>Training in specific interventions.</p> <p>Use of the Education Endowment trust to find effective interventions based on research.</p> <p>Use of moderation.</p>	<p>L. Thompson</p>	<p>Implementation will be reviewed termly during pupil progress meetings. Progress will be monitored using classroom monitor, star reading and maths tests. Learning mentor records to be kept after each session.</p> <p>£1500 Intervention materials. £1000 Mentoring</p>

<p>100% of pupils who are eligible for Pupil premium in Key Stage 4 will achieve their expected target/ predicted grades by the end of Year 11 in Maths and English. All pupils in Key stage 4 who are eligible for Pupil premium will achieve a qualification in Maths and English that is suitable for them.</p>	<p>Tracking and monitoring of pupils to ensure difficulties are picked up on early and suitable interventions arranged. Targeted interventions provided by teachers and learning support practitioners.</p> <p>Use of a learning mentor to target specific interventions.</p> <p>Use of 1;1 sessions with a learning mentor to provide catch up sessions for pupils who are not meeting their targets.</p> <p>Revision skills actively taught.</p>	<p>Some Pupil Premium pupils in Key Stage 4 are not currently achieving a suitable accredited qualification in Maths and English.</p> <p>Tracking and monitoring shows gaps in pupils learning and pupil engagement that can be addressed with targeted interventions.</p> <p>Structured intervention with clear entry and exit testing is shown to have impact on attainment and progress.</p> <p>Identified pupils will be supported through pastoral interventions in by PCT to encourage engagement and raise attainment.</p>	<p>Regular assessment carried out by subject teachers any concerns raised initially with the subject leader and any interventions put in place as soon as possible. Data examined at Pupil progress meetings and the impact of interventions monitored. Further interventions or changes to current ones put in place if deemed necessary. Staff meetings to improve staff awareness and skills. Training in specific interventions. Use of the Education Endowment trust to find effective interventions based on research. Use of moderation.</p>	<p>L.Thompson/ Subject leaders</p>	<p>Implementation will be reviewed termly during pupil progress meetings. Progress will be monitored using key stage 4 tracker, star reading and maths tests. Early identification for pupils who may require additional support. Learning mentor records to be kept after each session.</p> <p>£1500</p>
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<p>100% of PP pupils will have the opportunity to access inspirational events and experiences, enrichment activities including exposure to arts, music, sports and cultural experiences.</p>	<p>Residential and other visits subsidised for pupils currently in receipt of FSM. Sporting opportunities planned. Peripatetic teacher to teach music. PP pupils will be targeted to take part.</p>	<p>Pupils are given opportunities to access activities and experiences that will engage and inspire them. Research shows that pupils taking part in extracurricular activities have a greater sense of self-worth, develop stronger social skills and become more resilient.</p>	<p>Pupil voice used to help determine trips and workshops that pupils may find engaging. Records are kept to show pupils' attendance at trips, residential and workshops throughout school. LT/ EW to ensures that those entitled to PP and PP+ receive relevant subsidies.</p>	<p>ETL's</p>	<p>Reviewed termly £3000</p>
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<p>100% of pupil premium pupils identified as eligible will have the opportunity to access PCT sessions at a level of intensity that has been identified as suitable for them.</p>	<p>PCT staff to work with individual pupils. 1:1 support offered in or out of class, in small groups and during unstructured time. Well-staffed PCT department means there is always someone on hand to talk.</p>	<p>A high proportion of pupils in school present with social, emotional and mental health difficulties. PCT currently work with around 20 pupils eligible for PP and their families are supported through the home school liaison officer. The PCT team aim to support pupils emotionally while developing resilience and strategies to manage their own emotions and behaviour so that they are able to function well and enjoy school.</p>	<p>Monitoring by Assistant head and pupil premium co-ordinator. Monitoring during termly pupil progress meetings. Analysis of behavioural incidents for PP children.</p>	<p>PCT Staff E. Wynne L. Thompson</p>	<p>Reviewed termly. Incidents tracked using classroom monitor. PCT records to be kept after each session.  £11,200+</p>
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<b>Total budgeted cost</b>	<b>£21,200</b>
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## 6. Review of expenditure 2018/19

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Pupils in Key Stage 2 and 3 will achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed.	<p>The percentage of pupils who reach their expected target as set by the school in Reading, Writing and Maths are in line with their non PP peers.</p> <p>All PP pupils will make at least expected progress.</p>	<p>100% of PP pupils exceeded the progress made by their non – PP peers.</p> <p>100% of PP pupils met or exceeded their Maths target.</p> <p>100% of PP pupils met or exceeded their Reading target.</p> <p>71% of PP pupils met or exceeded their Writing target, this is an area for development as all pupils did not meet their target in this area.</p>	<ul style="list-style-type: none"> <li>- Tracking and monitoring along with early interventions that are regularly reviewed for their impact have worked well to raise attainment of PP pupils.</li> <li>- Prioritising PP students in the first term has enabled pupils to begin interventions quickly which has led to gaps in their learning being closed.</li> <li>- Interventions will continue next year with careful monitoring of PP pupils progress across Writing, Reading and Maths through classroom monitor and pupil progress meetings</li> <li>- New interventions will be looked at using the Education Endowment Trust.</li> </ul>	£3560

<p>100% of PP pupils will have the opportunity to access inspirational events and experiences, enrichment activities including exposure to arts and cultural experiences.</p>	<p>100% of pupil premium were able to access at least one enrichment event per term as part of a whole school initiative.</p> <p>100% of PP pupils were given the opportunity to access peripatetic music lessons.</p>	<p>The success criteria was met. All pupils eligible for PP accessed at least one enrichment per term.</p> <p>Pupil feedback was very positive about the creative curriculum days and all felt that they had enjoyed the days and learned new skills.</p>	<p>This initiative will continue in 2018/19 however it will be developing it further with a greater focus on SMSC, with an increased drive to ensure that pupils are able to access spiritual, moral, social and cultural events throughout the year.</p>	<p>£11,675</p>
<p>Development of resilience factors and social and emotional skills in identified vulnerable pupils.</p>	<p>100% of the target group of pupils were given opportunities to attend PCT sessions either 1:1 or as a small group for at least half a</p>	<p>The success criteria was met. 100% of identified and eligible pupils were given the opportunity to access at least one half term of bespoke sessions with a member of the PCT team.</p>	<ul style="list-style-type: none"> <li>- This initiative will continue, pupils benefit from additional trusted adults who they do not see as 'education staff' to be able to talk to.</li> <li>- Negative incidents decreased when pupils spent time with PCT staff completing an intervention to support their individual needs.</li> <li>- Tracking of incidents will continue and wellbeing questionnaires will be implemented to give a more holistic approach to tracking the impact of the pastoral support offered.</li> </ul>	<p>£32,490</p>

	<p>least half a term.</p> <p>Those identified as having the highest level of need (PP+ pupils) accessed on average 3 sessions per week.</p>	<p>Incidents were tracked for PP+ pupils and those accessing PCT overall had significantly reduced incidents when tracked over the course of the year.</p>		
<b>Total budgeted cost</b>				<b>£47,725</b>