

Pupil premium strategy statement – West Kirby School and College

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	100
Proportion (%) of pupil premium eligible pupils	26%
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)	2024/25
Date this statement was published	January 2024
Date on which it will be reviewed	January 2025
Statement authorised by	S. Thomas
Pupil premium lead	L. Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,660
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>	£38,546
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>	£69,206

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 academically, socially and emotionally. The focus of our pupil premium strategy is to support all pupils to achieve that goal.

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 disadvantaged 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 data analysis ensures that the correct support and strategies are identified to maximise progress.

This strategy links closely to our school development plan and our school values;

Be aspirational

Be nurturing

Be enterprising

Be respectful

Be kind

Be proactive.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many pupils.
2	We know that children enter our school with significant gaps in their education and usually working below age related expectations particularly in literacy and maths. Pupils may start at our school at any point in their school career and frequently have significant barriers to learning that have negatively impacted attainment.
3	We know that some pupils struggle to come to school regularly and this impacts their attainment and wellbeing.
4	Poor mental health and wellbeing has been a significant impact of the COVID pandemic for all. This is frequently exacerbated by pupils SEND and the challenges that our pupils and families face as a result of this. The cost of living crisis is having a negative impact on mental health and wellbeing and is particularly notable for our most

	disadvantaged children and their families. Poor mental health results in poor attendance, low aspirations and low academic outcomes.
5	We are keen to develop reading for pleasure across the school. Research indicates that this has a significant impact on standards, particularly writing, across the curriculum. There is also research to suggest that reading for pleasure impacts positively and pupil wellbeing

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 oral language skills and vocabulary among all pupils.	Through the implementation of the Voice 21 program spoken language skills will be developed and enhanced. A high-quality oracy education is vital to not only improve academic outcomes of students but also to foster their confidence and wellbeing with spoken language skills being of of the strongest predictors of future life chances. The outcome will be raising attainment and developing confidence for all children.
Improved reading attainment.	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The outcome will be rising attainment for children.
Improved maths attainment.	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The outcome will be rising attainment for children.
To achieve and sustain improved wellbeing for all pupils in our school.	Through the continued development of pupil wellbeing as a thread that runs through every aspect of school life pupil wellbeing will improve. Wellbeing is addressed through lessons, activities, relationships and opportunities. Policies and procedures address wellbeing and have a clear framework to support pupil's wellbeing and mental health. The outcomes will be improved attendance, behaviour, participation and attainment.
To further develop systems and processes in order to achieve and sustain improved attendance for all pupils.	Through a team that works closely with parents and pupils to address attendance in a holistic person-centred way pupils and parents will feel supported and work in partnership with the school. The outcome will be improved attendance.

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: £20,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading will continue to be a key priority for 2023-2024 to embed and develop the work from previous years.</p> <ul style="list-style-type: none"> • Accelerated Reader to be reviewed and reinvigorated across Key Stages. • Read, Write Inc phonics and Fresh Start to continue to be developed and invested in so that all pupils have access to high quality phonics teaching. • Focus on 1:1 reading support sessions for all pupils that require it with a specialist reading support tutor to continue develop. • Investment to continue to be placed in to fostering a love of reading among all pupils. Including engaging and age appropriate books, World Book Day, visiting authors, reading workshops, DEAR time and a reading garden. 	<p>See Improving Literacy in Key Stage 2: Recommendation 2 and 3.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2,5</p>
<p>To introduce the teaching of Voice 21 oracy program across the school.</p> <p>Embedding of an oracy program across the school through all key</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>'On average, oral language approaches have a high impact on pupil outcomes. Studies often report improved</p>	<p>1,2</p>

stages will be a focus for the 2023/24 academic year.	classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.' EEF	
Further develop our maths curriculum in line with DfE and EEF guidance. Maths leads to engage in Maths CPD, sharing CPD with all staff to develop whole school standards.	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: The EEF guidance is based on a range of the best available evidence. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/early-maths	2

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

Budgeted cost: £38546

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been impacted by the pandemic. The continued employment of two learning mentors to deliver bespoke interventions. Tuition targeted at specific needs and knowledge gaps to support low attaining pupils or those falling behind, both one-to one	<ul style="list-style-type: none"> <input type="checkbox"/> RWI groups and 1:1 interventions <input type="checkbox"/> Reading intervention <input type="checkbox"/> Maths intervention <input type="checkbox"/> Science intervention <input type="checkbox"/> 1:1 Mandarin sessions https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition https://educationendowmentfoundation.org.uk/support-forschools/making-a-differencewith-effective-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,5

and in small groups. Tuition offered in English, Maths, Science and languages.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed and enhance the school wide philosophy around behaviour and attitudes.</p> <p>Leaders in this area to have non-contact time to monitor consistency of policy implementation. Continued development and training for all staff.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3,4
<p>To continue the development of the PE and sport provision so it is accessible and engaging for all pupils. This includes sports clubs, professional sports people delivering</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3,4

workshops, enhanced PE equipment, after school clubs and tournaments.		
To improve attendance for all pupils but in particular the attendance of those that are persistently absent through targeted strategies and ongoing support.	<p>EEF - Interventions that are most effective take a holistic approach in understanding pupils and their specific need, and which address the specific barriers to attendance that have been identified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-and-planning/supporting-attendance&utm_medium=search&utm_campaign=site_search&search_term=attenda</p>	3,4
The continued investment into wellbeing opportunities for pupils. Including afterschool clubs, Friday afternoon wellbeing activities and PCT interventions and PSHE opportunities that address the needs of our pupils.	<p>EEF - There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF - Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils across all Key Stages to make at least expected progress for their ability in literacy and numeracy – the majority of pupils achieved in line with their expected progress. Some pupils progress was impacted by attendance and mental health difficulties. Steps to support pupils with attendance and mental health are detailed in the current strategy.

PP pupils in KS4 to achieve their expected qualifications in English and Maths – some pupils did not achieve their predicted grades in English and Maths. This has been identified as teachers having difficulty being able to accurately assess pupils and use this data to predict progress due to a discrepancy between what pupils achieve in class in familiar conditions where they feel comfortable and what they are able to achieve under exam conditions. This is being addressed through an assessment plan in subjects to more accurately identify how pupils will perform in examinations and also a focus on developing the school's mock exams in Key Stage 4. Additional training for teachers on assessment has been put in place throughout the year along with training for teachers on supporting recall and memory in the classroom.

PP pupils in KS4 to achieve at least 3 other qualifications in addition to English and Maths - All pupils who completed year 11 accessed at least 3 additional accredited courses. All pupils achieved certification or a qualification from these courses in line with their ability.

Increase arts participation and cultural opportunities for all pupils. Support for extra-curricular activities including Year 11 activity week and extracurricular trips – A number of cross curricular days took place in the last academic year which pupils accessed and enjoyed. These included two whole school STEM days, author visits and various class activities for Black History and LGBTQ month. Other whole school opportunities included World Book Day, a visit from an Olympic athlete and a uniformed services day with visits from the police, fire brigade, ambulance and coast guard. The Key Stage 4 Geography class went on a two-night field trip to learn about rivers in the lake district and year 11 enjoyed an educational and fun activity week with lots of team building to end their final year at school.

School will respond to the cost of living crisis – Pupil premium families were given the opportunity to access a free slow cooker and weekly ingredients for a hot and healthy meal free of charge from school. The uptake has been good and feedback from families has been positive. Additional support has been offered to families in need on an individual basis.