

# Pupil premium strategy statement – West Kirby School



This statement details our school's use of pupil 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	111
Proportion (%) of pupil premium eligible pupils	29.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	R Hicks
Pupil premium lead	J Jones
Governor / Trustee lead	L Thompson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30.260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£30.260

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils at West Kirby School and College, 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. When making decisions about using Pupil Premium funding, we have considered the context of our school and the subsequent challenges faced. 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.

We aim to do this through:

- Ensuring that students benefit from quality first teaching (with teachers receiving quality CPD) and access to quality resources.
- Ensuring that appropriate provision is made for pupils by identifying barriers, planning targeted interventions and support to address gaps and monitoring these through pupil progress meetings throughout the year.
- Ensuring regular contact with parents to discuss barriers and forge positive relationships that encourage attendance and support with work.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support, to support pupils in their emotional and social development.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. All pupils at West Kirby School and College require support academically and emotionally and the intention of our pupil premium strategy is to reach out to all areas of need. EEF research has been used to support decisions.

We have a clear strategic approach to the use of Pupil Premium funding, and plans are integrated into our 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.

The 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 of our pupil's struggle with attendance linked to EBSA or anxiety. This has an impact on their attainment and over all wellbeing. Understanding social situations and expectations is difficult for our pupils due to SEND and is a vital part of our plan in terms of developing understanding and resilience within our pupils.
4	Poor mental health and wellbeing has been a significant impact of the COVID pandemic, especially for our pupils who have had significant time out of education before or after the pandemic took place. This is exacerbated more so for our pupils with SEND. 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. This then feeds into poor attendance, low aspirations and low academic outcomes.
5	We are keen to continue developing 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 on 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 amongst all pupils.	Through implementing the second phase of the Voice 21 program, spoken language skills will continue to be developed and enhanced across the school. Oracy will be a big focus in all lessons making up 85% of the lesson content. The outcome will support raising attainment and developing confidence further in all pupils across the school.
Improved reading attainment across the school.	First quality teaching will be taking place across the curriculum and adaptations to the learning will suit each learner's needs. Interventions will ensure that gaps in learning are quickly identified and acted upon by the curriculum lead and SLT. Gaps between reading age and chronological age will begin to diminish. The outcome will be raised attainment for learners in reading.
Improved maths attainment across the school.	First quality teaching will be taking place across the curriculum and adaptations to the learning will suit each learner's needs. Interventions will ensure that gaps in learning are quickly identified and acted upon by the curriculum lead and SLT. The outcome will be raised attainment for learners in reading.
To achieve and sustain improved wellbeing for all pupils in school so that non academic barriers are minimalised and pupils are resilient and feel safe, secure and happy coming to school.	Wellbeing is of the utmost importance in our setting and is the thread that runs through our day-to-day interactions. Wellbeing is addressed through lessons, activities offered to our pupils, relationships and opportunities. Policies and procedures address wellbeing and have a clear framework to support pupils' wellbeing and mental health. The role of the ELSA is to be developed across the school. The outcome will be improved attendance, participation, attainment and pupils demonstrating more resilience.
To further develop systems and processes in order to achieve and sustain improved attendance for all pupils.	Through staff working closely with each other and our families to address attendance in a holistic person-centred way, pupils and parents will feel supported and work in partnership with the school. EBSA will be a focus of training for the whole school.

	community and will feed into the support on offer to our pupils and families. The outcome will be improved attendance across the school.
Greater engagement with homework and reading.	Staff will demonstrate the importance of reading throughout the day through example and prioritising sessions such as DEAR and form reading sessions. Pupils will be supported with homework through Edulink and homework clubs offered as part of the lunchtime provision. The outcome will be increased engagement with home learning and pupils engaging more in reading throughout the school day.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Reading will continue to be a key priority for 2024-2025 to embed and develop the work from previous years.</p> <ul style="list-style-type: none"> <li>• Accelerated Reader to be embedded across Key Stages and used to track progress.</li> <li>• 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.</li> <li>• Focus on 1:1 reading support sessions for all pupils that require it with a specialist reading support tutor to continue progression.</li> <li>• 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,</li> </ul>	<p>See Improving Literacy in Key Stage 2: Recommendation 2 and 3.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf">https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</a></p>	2 & 5

reading workshops, DEAR time and daily Form time reading sessions.		
To continue to develop the teaching of Voice 21 oracy program across the school by moving onto Phase Two of the programme. This will be further developed across all Key Stages in the school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/orallanguageinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/orallanguageinterventions</a>  'On average, oral language approaches have a high impact on pupil outcomes. Studies often report 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	1 & 2
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. Evidence based interventions to be researched and purchased if they address a need within our setting.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/maths-ks-2-3</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/early-maths</a>	2

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

Budgeted cost: £9.260

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 their previous educational experiences. (Many of our pupils have had long periods out of education before starting with us.) The continued employment of 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 and in small groups. Tuition offered in English, Maths, Science and languages by subject specialist teachers.	<ul style="list-style-type: none"> <li>• RWI groups and 1:1 interventions</li> <li>• Reading intervention</li> <li>• Maths intervention</li> <li>• Science intervention</li> <li>• 1:1 Mandarin sessions</li> </ul> <a href="https://educationendowmentfoundation.org.uk/supportfor-schools/making-a-differencewith-effective-tutoring">https://educationendowmentfoundation.org.uk/supportfor-schools/making-a-differencewith-effective-tutoring</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2 & 5

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

Budgeted cost: £11000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>To embed and enhance the school wide philosophy around behaviour and attitudes. Leaders in this area to have non-contact time to monitor consistency of policy implementation. Continued development and training for all staff through staff meetings and twilight sessions.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-threekeys-to-unlockingpositive-learning-behaviours">https://educationendowmentfoundation.org.uk/news/eef-blog-threekeys-to-unlockingpositive-learning-behaviours</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></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 workshops, enhanced PE equipment, after school clubs and tournaments.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3 & 4
<p>To improve attendance for all pupils but in particular the attendance of those that are persistently absent through targeted strategies, ongoing support and evidence based strategies linked to EBSA training and research.</p>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-and-planning/supporting-attendance&amp;utm_medium=search&amp;utm_campaign=site-search&amp;search_term=attenda">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-and-planning/supporting-attendance&amp;utm_medium=search&amp;utm_campaign=site-search&amp;search_term=attenda</a></p>	3 & 4
<p>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>	<p>EEF - There is a great deal of evidence which suggests that noncognitive 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>	4

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotionallearning</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<p>To train staff and begin to embed the use of ELSA across the school to support pupils with emotional literacy and develop a culture of resilience and confidence in one's own ability.</p>	<p>ELSAs are trained by educational psychologists and receive ongoing supervision. They are trained to:</p> <ul style="list-style-type: none"> <li>• Build good relationships with children and young people</li> <li>• Use engaging and creative methods</li> </ul> <p>ELSAs can help children with a variety of issues, including: Self-esteem, feeling involved in group situations, and recognising their self-worth.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing">https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-sel">https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-sel</a></p> <p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p>	<p>4</p>

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



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## 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 funding.*