

Pupil premium strategy statement - 2022-2023



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	West Kirby Primary School
Number of pupils in school	299 (2022-2023)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Emma Bailey
Pupil premium lead	Emma Bailey/Tracey McCann
Pupil Premium Governor	Aaron Leach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,175
Recovery premium funding allocation this academic year	£ 3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,510

Part A: Pupil premium strategy plan

Statement of intent

- At West Kirby Primary School, ultimately, we aim to promote the wellbeing and positive mental health of our school community by reinforcing a school culture where all can thrive and learn.
- Ensuring that PP children are showing high levels of satisfaction, wellbeing and enjoyment of school.
- We will teach a broad and balanced curriculum in all subjects to all our children, including learning from enrichment and wider experiences to increase Cultural Capital, such as educational visits, visitors to our school and a range of books to discuss what makes us all unique.
- We aim to offer increased opportunities via reading books which are in line with phonics, books to inspire reading for pleasure and ensuring children have access to high quality adult support through targeted intervention programmes.
- Ensuring our PP pupils have access to a broad and balanced curriculum without excessive intervention for core subjects.
- Providing quality CPD to staff to ensure learning of the highest quality takes place.
- We are committed to evidence-informed practice and will base all decisions relating to Pupil Premium upon robust evidence and professional expertise.
- We will base any intervention on robust and diagnostic assessments of what pupils know and understand as well as unpicking misconceptions and insecure knowledge, enabling effective support to be put in place.
- Our Pupil Premium Strategy and School Evaluation and Development Plan should be read alongside each other as part of the whole school strategy.
- We aspire to raise the attainment and progress of all pupils to close the gap between advantaged and disadvantaged pupils, which was seen to be heightened even further by Covid-19 and school closures during the academic year 2019-2020 and the academic year 2020-2021.
- Our PSHE/RHE lead, EYFS lead, Phonics & Early Reading Lead and SEND & Inclusion Lead will have leadership time. This will enable them to support staff and pupils, attend and/or direct staff to relevant CPD and strategies. In addition, all staff will develop an understanding of the current EEF research linked to Learning Behaviours and implement this with their pupils in their class.

Our intent is to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils both within school and nationally is closed. To ensure that pupil premium children gain the social and emotional skills to access the knowledge curriculum and develop a love of learning.

To identify the challenges that our pupil premium children face and the ways that these will be addressed, using research on the most effective strategies provided by the Education Endowment Foundation (EEF).

Our objectives are to:

- ✓ Remove barriers to learning created by social and economic background
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to nurture their social and emotional wellbeing and to develop resilience

✓ Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

Evidence Informed Tiered Model

We will be utilising the EEF’s recommended Tiered Planning Model to target recovery provision in the following areas:

- **Quality First Teaching** – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches, including:
- **Targeted academic support** – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in ‘catching up.’ Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience. We have registered for several staff to be trained through the Neli project this year. This is an evidence-based oral language intervention for children in nursery and reception who are identifying with difficulties in their oral language skills and who are therefore at risk of experiencing difficulty with reading.
- **Wider support** – these strategies will focus upon ‘levels to attainment’ including: mental health and emotional well-being; learning behaviours and social and emotional learning; attendance and punctuality; and family support.

Challenges

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

Challenge number	Detail of challenge
1	Limited parental support and engagement e.g. meetings, workshops, responding to emails, daily reading and supporting Home Learning.
2	Poor attendance for some disadvantaged pupils.
3	Pupil Premium also on the SEND register for cognition and learning.
4	Pupils receive limited opportunities to experience the world around them (enrichment deprived). Cultural Capital. Equality of Opportunity.
5	Challenging home environment
6	Access to resources and tools to support education and learning outside of the school environment e.g., book, computer, and internet access. Equality of Opportunity and access.

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 progress and attainment in reading, writing and maths for UKS2 PP children.	All non-SEND PP children in UKS2 achieve accelerated progress and meet or exceed ARE. PP children with SEND make accelerated progress, as compared with similar non-PP children.
Improved progress and attainment in reading, writing and maths for LKS2 PP children	All non-SEND PP children in LKS2 achieve accelerated progress and meet or exceed ARE. PP children with SEND make accelerated progress, as compared with similar non-PP children.
Improved reading skills for children in KS1	F2 & KS1 children to show improvement in oral language and vocabulary skills from baseline assessment. All non-SEND PP children in F2 and KS1 achieve accelerated progress and meet or exceed ARE. PP children with SEND make accelerated progress, as compared with similar non-PP children.
Disadvantaged pupils make good progress and pass the PSC	Achieve at or above national average in Phonics Screening Check.
To continue to develop SEMH of disadvantaged pupils.	The number of children on the SEND register for SEMH is reduced. From a baseline assessment (Pupil Voice) disadvantaged children show an improvement in their well-being and mental health.
Improve poor attendance for a small number of disadvantage pupils	Attendance of disadvantaged group to be in line/ above expected figure of 97%

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: £17,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding or teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Sutton Trust – quality first teaching has direct impact on student outcomes. https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf	1, 3, 6
CPD for teachers and teaching assistants planned and delivered regularly through the year. CPD meetings at will involve quality pedagogical discussions about learning Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists.	High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students) Developing the team’s subject knowledge supports recruitment and retention of quality staff.	1, 3, 6
Quality First teaching for all pupils to narrow the gap between PP and non PP children.	EEF guide to Pupil Premium – tiered approach- teaching is the top priority, including CPD. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 2, 4, 6
Planned curriculum which allows for enriched and collaborative learning opportunities outside of the classroom.	Enriched cultural and academic learning experiences of pupils across all year groups. Engaged and motivated pupils, working together, with a widening understanding of the curriculum and beyond. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 2, 3, 4

Phonics lead in school to monitor phonics sessions in school in light of the new scheme being in place from Sep 22; to support teachers to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1.	The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.	1, 3, 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT & DHT to support families and children if regular attendance is difficult	To ensure the children are not missing lessons and any additional support being provided for them.	1, 2, 3, 4, 5, 6
Sendco to support Teaching Assistants in linking interventions to classroom teaching.	Skilled interventions that allow all pupils to access same curriculum content. Improved delivery and identification of next step planning to accelerate pupil learning. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5, 6
Effective implementation of researched and targeted language acquisition interventions.	'Plan, Do and Review' process in place to ensure language interventions are carefully targeted, timed and progress measured. Data used to evaluate success and future CPD requirements. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 3, 6
Purchase web based programs to be used in school at home. <ul style="list-style-type: none"> • Mathletics • Purple Mash • Spag.com • TTRS/Numbots • IDL 	EEF toolkit parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF digital technology- clear evidence that technology approaches are beneficial for writing and maths practice. https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning	1, 2, 3, 6

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 5, 6</p>
<p>Support from our early reading lead to take our new reading scheme in to KS2 and training teachers and TAs in a robust approach to assessing and teaching early reading and reading development</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3, 5, 6</p>
<p>1:1 and group sessions with specialist Speech and Language consultant, Emily McArdle from Rachel Barton Speech and Language services.</p>	<p>Children will receive additional speech and language support to enable them to maximise progress. To increase children's confidence and resilience through being taught in smaller groups.</p>	<p>2, 3, 5</p>
<p>Employment of school librarian to promote Reading for Pleasure; to read with PP children to boost confidence, fluency, and comprehension; to raise the profile of reading across the school; to ensure enough books are purchased to match abilities and interests of children. Run specific interventions to read with PP children at risk of falling behind ARE</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	<p>2,3,4,5</p>

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

Budgeted cost: £6,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed opportunities for all children including PP to develop metacognitive strategies, including but not limited to resilience and effective communication.	Using SCARF for our approach to PHSE and RHE. Appointing TLR to oversee the mental health and well-being strategy development through the school https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	3,4,6
Engaging with families through VLE, Teams meetings, Signposting families for support Offering support to vulnerable families facilitated through school as directed by IFD. Support a Family Plan CAMHS list of resources shared with vulnerable parents/carers Family Support Worker	EEF guidance reports research for schools and teachers with recommendations to support parental engagement in children's learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,4,6
Bespoke sessions for children with Greasby Pastoral Support Services	To support the individuals in enabling them to cope in all aspects of life and to fulfil their potential.	3,5,6
Lunchtime Support to provide high quality games and activities to engage pupils	More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress.	2,3,4,6
Residential Costs and School trips partially or wholly subsidised. To support PP families and children to access school residential. Y4 go to Robinwood Y6 go to Colomendy Y2 go to Barnstondale	To give equality of opportunity To give children opportunities to develop their confidence and enjoyment in different ways. Residential outdoor and adventurous trips will improve their independence, confidence and collaborative learning skills.	1,6

Estimated Total budgeted cost: £35,510

Part B: Review outcomes in previous academic year

Pupil premium strategy outcomes (2021-2022)

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria	Review
Improved progress and attainment in reading, writing and maths for UKS2 PP children.	All non-SEND PP children in UKS2 achieve accelerated progress and meet or exceed ARE. PP children with SEND make accelerated progress, as compared with similar non-PP children.	In July 2022, there was no gap identified between our non- SEND PP children and our non-PP children in writing and maths. 71% of our disadvantaged children achieved ARE in reading, writing and maths combined compared to 69% non-disadvantaged. PP children with SEND in UKS2 made an average of 6 steps progress in reading; 7 steps progress in writing; 7 steps progress in maths (see impact of SEN interventions for more information) In UKS2 SEND PP pupils making 6+ steps progress in reading, writing and maths combined was 84% compared to SEND not PP at 47%. IDSR notes the following- <i>Performance data for 2022 should not be directly compared with 2019 and earlier.</i>
Improved progress and attainment in reading, writing and maths for LKS2 PP children	All non-SEND PP children in LKS2 achieve accelerated progress and meet or exceed ARE. PP children with SEND make accelerated progress, as compared with similar non-PP children.	Data from Target Tracker shows that for reading, writing and maths combined 47% of non-SEND PP pupils met or exceeded ARE and made 6 or more steps progress. PP children with SEND in LKS2 made an average of 9 steps progress in reading; 6 steps progress in writing; 6 steps progress in maths (see impact of SEN interventions for more information) In LKS2 SEND PP pupils making 6+ steps progress in reading, writing and maths combined was 100% compared to SEND not PP at 38%.
Improved reading skills for children in KS1	F2 & KS1 children to show improvement in oral language and vocabulary skills from baseline assessment. All non-SEND PP children in F2 and KS1 achieve accelerated progress and meet or exceed ARE.	In July 2022, there was no gap identified between our non- SEND PP children and our non-PP children in reading. 100% of our PP children were working at ARE or above in maths. Our disadvantaged children (75%) outperformed non-disadvantaged children (61%) in reading, writing and maths combined. There is evidence of disadvantaged pupils performing at greater depth in all areas

	PP children with SEND make accelerated progress, as compared with similar non-PP children.	
Disadvantaged pupils make good progress and pass the PSC	Achieve at or above national average in Phonics Screening Check.	Two disadvantaged children both did not achieve PSC- SEND and attendance are contributing factors to this. As these children move in to Year 2 they will continue to receive direct teaching of phonics and target intervention and support. They will continue to be assessed each half term.
To continue to develop SEMH of disadvantaged pupils.	The number of children on the SEND register for SEMH is reduced. From a baseline assessment (Pupil Voice) disadvantaged children show an improvement in their well-being and mental health.	Two children who had an SEMH target on their support plans have had these removed as they have made good progress. We are referring children to the MHST for support and several children are in/have been in receipt of 6/8 week therapy sessions. From the evidence in the end of year pupil wellbeing survey it can be seen that pupil wellbeing is at the top end of good, with school life in the very good category. Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school via 'Team around the Family' approach in place in school. Practical support and effective signposting is provided for families. Family group meetings led by school staff and external providers are in place. Early identification of need is in place and there is effective triage to ensure the right support is provided at the right time. A 'Team around the Child' approach is in place to support vulnerable and disadvantaged pupils. Data analysis shows the positive effects on individual and whole school behaviour.
Improve poor attendance for a small number of disadvantage pupils	Attendance of disadvantaged group to be in line/ above expected figure of 97%	Disadvantage average attendance across the school was 91% (Y1-80%; Y2-98%; Y3-92%; Y4-96%; Y5-90%; Y6-91%) this was below the government expected figure of 97% but comparable with our average non-PP attendance figure of 95% (Y1-96%; Y2-96%; Y3-95%; Y4-95%; Y5-96%; Y6-93%) The headteacher, deputy head teacher and wellbeing lead worked with families and supported conversations for staff to have with

		those families where attendance has dropped below national expectations.
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Externally provided programmes

Programme	Provider
Times Tables Rockstars/ Numbots	Rockstars
IDL	IDL

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	tails
How did you spend your service pupil premium allocation last academic year?	The funding for the children in receipt of service pupil allocation was used to aid the funding of the targeted actions that supported development of ways to engage the child in keeping a book of learning to share with family on their return from overseas. Maps and books were purchased so that the children could be engaged with family members occupation and life overseas.
What was the impact of that spending on service pupil premium eligible pupils?	The spending had a positive impact, helping the children achieve security at school, have a good wellbeing and to foster a positive attitude to keeping a record of learning to share with family members on their return.