

# Pupil premium strategy statement - 2023-2024



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 (F2 – Year 6)	276 (2023-2024)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 - 2022 2022 - 2023 <b>2023 - 2024</b>
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£49,470
Pupil Premium +	£ 4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£54,400</b>

# 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/ School 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, and still acknowledge that school closures between 2019-2021 due to the pandemic are still affecting some cohorts.
- Our wellbeing, behaviour and personal development lead, phase leaders 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.

Nationally there is an attainment and progress gap between pupil premium children and non-pupil premium children. At WKPS our intent is to ensure that the current minimal gap between these two groups of children is closed. To ensure that pupil premium children have the support to 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 opportunities are provided to monitor the attainment and progress of PP children across the curriculum and implement appropriate actions.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

- 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.
- **Wider support** – these strategies will focus upon ‘levels to attainment’ including: mental health and emotional wellbeing; 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: £26,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding or teacher release time to embed key elements of guidance in school and to access Maths Hub resources and further CPD opportunities to support Teaching and Learning</p>	<p>Sutton Trust – quality first teaching has direct impact on student outcomes.  <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</a></p>	<p>1, 3, 6</p>
<p>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.</p>	<p>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.  <a href="#">(Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</a>            Developing the team's subject knowledge supports recruitment and retention of quality staff.</p>	<p>1, 3, 6</p>
<p>Quality First teaching for all pupils to narrow the gap between PP and non PP children.</p>	<p>EEF guide to Pupil Premium – tiered approach- teaching is the top priority, including CPD.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>1, 2, 4, 6</p>
<p>Planned curriculum which allows for enriched and collaborative learning opportunities outside of the classroom.</p>	<p>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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	<p>1, 2, 3, 4</p>

Phonics lead in school to continue to monitor phonics sessions in school in light of the new scheme that was introduced in Sep 22; to continue to support teachers to maintain consistency and monitor teaching and assessment of phonics across EYFS and KS1.	The <a href="#">EEF toolkit</a> 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: £18,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a>	2,3,4,5
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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	1, 2, 3, 4, 5, 6
SENDCo to support Teachers and Teaching Assistants with adaptive teaching to ensure all pupils access our curriculum	Adaptive teaching strategies are implemented in all lessons to allow pupils with SEND to access a full curriculum. Skilled interventions are implemented to support children's access to curriculum content.	1, 3, 4, 5, 6

<p>SENDCo to support staff to deliver interventions in line with SEND Support Plans and EHCP's</p>	<p>Improved delivery and identification of next step planning to accelerate pupil learning.  <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Continue to embed web-based programs to be used in school and at home.</p> <ul style="list-style-type: none"> <li>• Mathletics</li> <li>• Purple Mash</li> <li>• Spag.com</li> <li>• TTRS/Numbots</li> <li>• IDL</li> <li>• Primary Quiz</li> </ul>	<p>EEF toolkit parental engagement  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  EEF digital technology- clear evidence that technology approaches are beneficial for writing and maths practice.  <a href="https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning">https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning</a></p>	<p>1, 2, 3, 6</p>
<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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 5, 6</p>
<p>Support from our early reading lead to further embed our reading scheme in LKS2, 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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></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>

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

Budgeted cost: £10,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the new RHSE curriculum provided through our subscription to SCARF.	Using SCARF for our approach to PHSE and RHSE. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1635355221">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1635355221</a>	3,4,6
Further embed opportunities for all children including PP to develop good behaviours for learning strategies, including but not limited to resilience and effective communication.	TLR role to support and develop wellbeing, behaviour and personal development <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</a>	3,4,6
Engaging with families through Marvellous Me	EEF guidance reports research for schools and teachers with recommendations to support parental engagement in children's learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	3,5,6
Pastoral support to be provided for vulnerable PP children with a focus on behaviour and wellbeing.	To support vulnerable PP pupils with their emotional wellbeing, social skills, and behaviour. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	2,3,4,6
School events to engage pupils with wider experiences -Rock Kidz -Christmas Performance	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a>	2,4
Residential Costs and School Educational visits partially	To give equality of opportunity To give children opportunities to develop their confidence and enjoyment in different ways.	1,6

subsidised to support PP families	Residential outdoor and adventurous trips will improve their independence, confidence and collaborative learning skills.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a>	
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**Estimated Total budgeted cost: £54,400**

## Part B: Review outcomes in previous academic year

### Pupil premium strategy outcomes (2022-2023)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 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.	For 2022-2023, 78% (7/9) of <b>PP children non-SEND</b> in UKS2 achieved ARE combined for Reading, Writing and Maths. Progress for <b>PP children non-SEND</b> in UKS2 was 7 steps in Reading, 7 steps in Writing and 6 steps in Maths. The expectation is for 6 steps progress in an academic year. In 2022-23, <b>PP children with SEND</b> in UKS2 made an average of 7 steps progress in reading; 8 steps progress in writing; 7 steps progress in maths (see impact of SEN interventions for more information) In UKS2 <b>PP children with SEND</b> pupils making 6+ steps progress in reading, writing and maths combined was 100% which was in line with <b>SEND children who are not PP</b> also at 100%. One SEN/PP child was educated off site through HCES and is not included in the data due to very limited attendance.
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.	For 2022-2023, 56% (5/9) of <b>PP children non-SEND</b> in LKS2 achieved ARE combined for Reading, Writing and Maths. Progress for <b>PP children non-SEND</b> in LKS2 was 6 steps in Reading, 6 steps in Writing and 6 steps in Maths. The expectation is for 6 steps progress in an academic year. In 2022-23, <b>PP children with SEND</b> in LKS2 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 LKS2 <b>PP children with SEND</b> pupils making 6+ steps progress in reading, writing and maths combined was 100% which was in line with <b>SEND children who are not PP</b> also at 46%.

<p>Improved reading skills for children in KS1</p>	<p>F2 &amp; KS1 children to show improvement in oral language and vocabulary skills from baseline assessment.</p> <p>All non-SEND PP children in F2 and KS1 achieve accelerated progress and meet or exceed ARE.</p> <p>PP children with SEND make accelerated progress, as compared with similar non-PP children.</p>	<p>Improving children's oracy was a focus throughout 2022-2023 as we continued to develop Reading for Pleasure across the school.</p> <p>F2 – In word reading (part of the Literacy Strand) Non-SEND PP children meeting the expected level = 100%</p> <p>Year 1 - Non-SEND PP children meeting ARE= 22%</p> <p>Year 2 : Non-SEND PP children meeting ARE =0%.</p> <p>In EYFS, 100% of disadvantaged children achieved GLD compared to 86% on non-disadvantaged children.</p> <p>In KS1 <b>PP children with SEND</b> pupils making 6+ steps progress in reading was 0%</p> <p><b>SEND children who are not PP</b> making 6+ steps progress in reading was 25%</p>
<p>Disadvantaged pupils make good progress and pass the PSC</p>	<p>Achieve at or above national average in Phonics Screening Check.</p>	<p>For Year 1 phonics, 44% of the <b>disadvantaged group</b> passed the PSC compared to 85% <b>non-disadvantaged</b> This is due to a large number in the disadvantaged group being EAL pupils.</p> <p>Those children who did not pass will receive further tuition and intervention in Y2 from Sept 2023.</p>
<p>To continue to develop SEMH of disadvantaged pupils.</p>	<p>The number of children on the SEND register for SEMH is reduced.</p> <p>From a baseline assessment (Pupil Voice) disadvantaged children show an improvement in their well-being and mental health.</p>	<p>In 2022-2023 numbers increased on our SEND register categorised under SEMH, this is as a result of referrals being made for ADHD which is classed under SEMH. 8 children were added to the register during the year after referrals were made for anxiety/ ASD/ ADHD and where their difficulties were impacting on their SEMH.</p> <p>We continue to work with children and families with referrals to MHST for support. During the last academic year 12 referrals were made to MHST. Pupils and their families are in/have been in receipt of 6/8 week therapy sessions.</p> <p>From the evidence in the end of year pupil wellbeing survey it can be seen</p>

		<p>that pupil wellbeing is at the top end of good, with school life in the very good category. Tool for the survey had a cost implication that came from PP funding.</p> <p>Member of staff with TLR for personal development, wellbeing and behaviour to support children.</p> <p>Time for the SENDCo to work with the SEND children and liaise with class teachers.</p> <p>Pastoral Support Service is bought into once a week and they work with some of the PP children.</p> <p>Data analysis shows the positive effects on individual and whole school behaviour.</p>
<p>Improve poor attendance for a small number of disadvantage pupils</p>	<p>Attendance of disadvantaged group to be in line/ above expected figure of 97%</p>	<p>Disadvantage average attendance across the school was 90.6% (Y1-93%; Y2-82%; Y3-97%; Y4-92%; Y5-96%; Y6-81%)</p> <p>The lowest figures are in Y2 and Y6 both year groups had persistent absence pupils and school is working closely with the families involved and the local authority to improve the situation.</p> <p>The average non-PP attendance figure of 96% (Y1-97%; Y2-96%; Y3-97%; Y4-96%; Y5-96%; Y6-95%)</p> <p>The headteacher, deputy head teacher and wellbeing lead continue to work with families and the local authority. They supported staff to have conversations with those families where attendance had dropped below national expectations.</p> <p>Frequent reminders of attendance are given to all stakeholders and pupils. When pupils spoke with Ofsted they were able to identify what expected attendance is and what was not an acceptable reason to be absent from school e.g birthday.</p> <p>All staff are aware that attendance is a whole school matter and everyone plays a part.</p> <p>Good links between Headteacher and Attendance Link Governor.</p>

## Externally provided programmes

Programme	Provider
Times Tables Rockstars/ Numbots	Rockstars
IDL	IDL
SALT	Rachael Barton SALT Services
Greasby Pastoral Support Services - CBT	Greasby Pastoral Support Services -
MHST	Wirral NHS

## Service pupil premium funding

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>The funding for the children in receipt of service pupil allocation was used to provide pastoral support to collect memories from children to share with returning family members about events they may have missed due to being overseas.</p> <p>Maps and books previously purchased were used so that the children could be engaged with family members occupation and life overseas. These were supplemented with new books as and when required.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>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.</p>