

Pupil premium strategy statement (Year 3 of 3)

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. This strategy is in its third year of a 3-year plan.

School overview

Detail	Data
West Derby School	
Number of pupils in school	911
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 (Year 3)
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs S Graham, Headteacher
Pupil premium lead	Ms C Jones, Assistant Headteacher
Governor / Trustee lead	Mr A Keen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£381,915
Recovery premium funding allocation this academic year	£104,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£486,795

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our pupils, irrespective of any disadvantage they may experience because of their economic or social background, receive equal access to a high standard of education across the curriculum and make good progress and achieve good attainment.

We believe that a well-sequenced, broad and balanced curriculum, and high-quality teaching and learning are the foundations of our school's ability to improve the progress and attainment of disadvantaged students.

Key Objectives of this strategy:

- To ensure that all pupils, and particularly those who are disadvantaged, receive the support they need to attend school, so that they have similar attendance to all pupils nationally.
- To ensure the equality of challenge for all pupils, particularly for those who are SEND disadvantaged and Higher Ability disadvantaged.
- To ensure that our disadvantaged pupils continue to make similar progress to non-disadvantaged pupils nationally; being on-track to achieve their GCSE targets.
- To ensure that disadvantaged students are sufficiently literate and numerate to access and succeed in all curriculum areas.
- To ensure that pupils' behaviour is not a barrier to their own learning or negatively affects that of other pupils in the school.
- To provide a breadth of experience that supports the well-being of disadvantaged pupils, and encourage their engagement in academic, pastoral and career-focused extra-curricular activities.
- To work in conjunction with the Attendance SLT Lead to increase attendance for disadvantaged pupils, returning to pre-pandemic figures.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Prior to the pandemic our disadvantaged pupils had better attendance rates than their national counterparts; we were on track to be within 1% of the national 'All' figure. The pandemic has affected this. Barriers include secondary Covid related-illnesses, mental health concerns, family disengagement with education, and poor sleep hygiene caused by insecure boundaries at home.
2	Teaching, Learning and Progress All lessons, to be well-sequenced, challenging and allow disadvantaged students to recall their knowledge and develop their schema, whilst de-

	veloping their cultural capital and building resilience. Barriers include intergenerational poverty, historically poor social mobility, and a lack of learning resources and cultural capital in the home. The IDSR confirms the school location deprivation indicator was in quintile 5 (most deprived) of all schools.
3	<p>Literacy, and Vocabulary Acquisition</p> <p>Reading assessment of our pupils demonstrate that disadvantaged pupils generally have lower levels of reading comprehension, and a narrower vocabulary than their peers. This can impact their progress in all subjects.</p>
4	<p>Behaviour, attitudes to learning and career aspirations of PP students</p> <p>Whilst the behaviour of most disadvantaged pupils is good, some lack aspiration because of the challenging social, economic and physical environment in which they live in.</p>

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
Attendance for disadvantaged students will recover from the impact of the pandemic. (Pre-pandemic national average for disadvantaged students was 8.2%. WDS was 6.6%).	<p>Sustained high attendance in 2022 to 2023 demonstrated by:</p> <p>Continuing to improve the overall absence rate and PA rate for disadvantaged pupils.</p> <p>Ultimately with the goal to return to pre-pandemic figures, outperforming their national counterparts, and comes within 1% or better of the national 'All' figure.</p> <p>Overall, PA returns to pre-pandemic figures and close the gap further to national 'All'.</p> <p>Year 2 review shows that in 2022-2023 attendance decreased for disadvantaged pupils by 3.7%.</p> <p>WDS 2022/2023 Absence 17%</p> <p>FFT 2022/2023 Absence: 9.3%</p> <p>WDS 2021/2022 Absence: 13.3%</p>

<p>We will continue to ensure that all lessons are well-sequenced and challenging to maximise engagement in the curriculum. This will allow disadvantaged students to address gaps in their learning, recall knowledge and develop their schema, whilst developing their cultural capital and building resilience.</p>	<p>Lesson observation, work scrutiny, drop ins, and summative assessment should show an improved picture in terms of engagement and challenge. Pupils, when questioned, should be more confident in recalling previous knowledge and applying it to future learning. Progress and attainment are measured formatively and tracked across each year. The gap between in-school disadvantaged and non-disadvantaged, and national non-disadvantaged is narrowed for progress and attainment. Disadvantaged pupils will achieve an average Attainment 8 score in line with their non-disadvantaged counterparts.</p> <p>Year 2 review shows a decrease in the % of disadvantaged students achieving 5+ in English and Maths from 33% in 2019 to 16% in 2023. The % of students achieving 4+ English and Maths has decreased from 58% in 2019 to 34% in 2023.</p> <p>The P8 score for disadvantaged students has improved from -0.77 in 2019 to -0.74 in 2023.</p> <p>The P8 score for disadvantaged low ability pupils has increased from the 2019 data set, whilst the P8 score for disadvantaged middle ability has stayed the same. However, The P8 score has decreased for higher ability disadvantaged students. The middle ability and higher ability disadvantaged group will therefore receive targeted intervention to help them prepare for the challenges of their GCSE examinations and beyond.</p>
<p>We will continue to improve the reading ages of our disadvantaged pupils to be in line with their chronological age or better. We will continue to narrow the reading age gap between disadvantaged pupils and their non-disadvantaged peers.</p>	<p>Whole school reading age tests, carried out at the end of each academic year, will inform planning for the year ahead and identify those pupils whose reading age is below their chronological age and monitor their progress.</p> <p>This will demonstrate a systematic narrowing of the reading-age comprehension gap in all year groups.</p>

	<p>Book scrutiny findings, combined with summative assessments will demonstrate an improvement in the 'Big Four' i.e. reading, writing, vocabulary and oracy across the curriculum.</p> <p>Our Year 2 review shows the impact of our Reading Ready lessons has improved the % of disadvantaged pupils reading at their chronological age or better from 49% in Autumn 2022 to 52.5% in Summer 2023.</p> <p>Year 3 will continue with the Reading Ready and Phonics programme to further improve the figures already demonstrated and further narrow the gap to their non-disadvantaged peers. To support the above, we will continue to grow our pool of learning support assistants and build upon the phonics training delivered to 18 members of staff at the end of the 2023 summer term. This will enable us to meet the specific reading needs of our new Year 7 intake and to deliver a bespoke phonics programme. Amber and Green reading forms will focus on reading fluency with our bespoke WDS programme.</p>
<p>We will improve behaviour for learning for disadvantaged students.</p>	<p>Behaviour points and incidents are tracked and an improvement in good behaviour will be evident in the data.</p> <p>Year 2 review shows that there has been an increase in the number of disadvantaged students receiving grades 1 and 2 behaviour points.</p> <p>We will continue to implement and embed our 'behaviour for learning' pedagogical approach in all lessons. In 2023-2024 staff will receive further CPD in this area with particular reference to lesson 'threshold' and 'exit' strategies.</p> <p>We will undertake an initiative to target those students who are late to lessons, and make our rewards and recognition strategies more robust and aid year on year comparisons.</p>

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

Budgeted cost: £270,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>During CPD focus on the quality of teaching and learning for all through the Magenta Principles, questioning, metacognition and recall.</p> <p>Lead staff to implement research - based strategies to further improve attainment of disadvantaged students, especially those identified as higher ability.</p>	<p>Continue to focus on metacognition to develop thinking skills in order to access and respond to more challenging questions and retain/recall learning throughout their academic lives and further.</p> <p>EEF: Metacognition: High impact for low cost, +7 months.</p> <p>Year 2 review demonstrates the impact so far of our strategy has resulted in improvements to the progress of our disadvantaged learners, specifically our disadvantaged lower ability pupils when compared to 2019.</p> <p><u>Progress 8</u></p> <p>Disadvantaged All: 2019: -0.77 2023: -0.74 Disadvantaged Lower: 2019: -0.86 2023: -0.43 Disadvantaged Middle: 2019: -0.81 2023: -0.81 Disadvantaged Higher: 2019: -0.73 2023: -1.38</p> <p>The performance of our higher ability disadvantaged students (6 students) has declined and will therefore be targeted through specific interventions in all curriculum subjects, but specifically in Maths and English and through participation in projects run in partnership with agencies. This will also be applied to our middle ability disadvantaged students as there was no change to their P8 figure in 2023 when compared to 2019.</p>	2
<p>Continue to reflect and update and adjust curricula schemes of work due to</p>	<p>Research has suggested that there are wider benefits on attitudes and well-being of disadvantaged pupils.</p>	2

<p>missed face-to-face learning, through research-led strategies. SOW and lessons are planned to be well-sequenced to develop cognitive retention and ensure effective differentiation. There will be a continued focus on developing effective assessment practices for all learners, and the development of the teaching of disciplinary knowledge.</p>	<p>External and in-school subject reviews support SLT and teachers in developing subject curricula and lesson delivery.</p> <p>EEF: Mastery: High impact for low cost, +5 months. Common Lesson Format according to Rosenshine’s principles of instruction.</p> <p>Christine Counsel’s ‘Strengthening the quality of Secondary Education through a Focus on Curriculum.’</p> <p>Our May 2023 Ofsted report indicated that the quality of teaching and learning across the school was good.</p>	
<p>Assistant Head Teacher to raise the profile of teaching literacy across the subject range with an emphasis on ‘The Big Four’ from SIL. Teachers will be trained in synthetic phonics. A focused teacher-led reading session will take place for a period of 25 minutes each day.</p>	<p>Historical data showed that the pandemic had an impact on disadvantaged students reading ages. Review of Year 2 continues to show the positive impact made thus far and demonstrates the efficacy of continuing with this programme.</p> <p>EEF: Reading Comprehension: High impact for low cost, +6 months.</p> <p>EEF: Oral Language Interventions: Very High impact for a very low cost, +6 months.</p> <p>EEF: Phonics: High impact for low cost, + 5 months.</p> <p>EEF: Reading Comprehension: High impact for low cost, +6 months.</p> <p>Year 3 will also see further drilling down into the emerging data sets to provide even more bespoke support reading packages for our learners.</p> <p>2023-2024 will see two learning assistants in each of our 3 phonics groups (1 in Year 8 and 2 in Year 7).</p> <p>The training and development of our staff in the delivery of Oracy in their subjects will also continue to be prioritised this year. Building upon the Voice 21 Curriculum development programme we implemented 2022-2023, we will move forward to implement the second stage: Class Practice in</p>	<p>3</p> <p>3</p>

	2023-2024. Improvements in the teaching of Oracy across the curriculum, will also be complimented by the roll out of the Debate Mate programme for our students in Years 7 to 13. Higher ability disadvantaged students will be targeted to uptake this opportunity.	
Numeracy coordinator to raise the profile of teaching numeracy across the subject range with an emphasis on problem solving. Numeracy intervention for year groups whose Maths score is below the national average for their age.	EEF: Research suggests that developing meta-cognition and self-regulation improves the progress of students by +7 months. High impact for low cost. KS3 progress shows that 71% of the Year 7-9 students who attended numeracy intervention made progress. In Year 3 of this strategy, students from across years 7 to 9 will continue to be targeted during lunch time intervention sessions. There will also be an increased drive to improve attendance to intervention sessions by the Directors of Mathematics.	3
Newly appointed head of MFL to raise the profile Spanish across KS3, and to increase the number of students taking Spanish as part of their Ebacc suite by developing a new SOW and by working closely with external support agencies.	According to the World Economic Forum learning another language can improve pupils' all-round cognitive ability. It will help them hone their soft skills, and even increase their mastery English. Year 2 review shows the English Baccalaureate uptake for the KS4 2024 / 2025 disadvantaged cohort has increased to 21%, from 3% uptake in the KS4 2023 cohort. The value added score for disadvantaged pupils studying a MFL in 2023 was +1.92. The strategies implemented in years 1 and 2 of the strategy will continue this academic year with the aim of increasing the uptake of the English Baccalaureate to be in line with the government ambition whilst maintaining the positive value-added progress. Having reviewed the curriculum and listened to pupil voice (pertaining to the types of activities we do to fully engage the boys, raise the profile of studying Spanish and to provide more cultural capital) in Year 3 of the strategy we will continue to: <ul style="list-style-type: none"> Organise more external visits, for example Year 9 trip to Liverpool University Modern Foreign Languages department, Year 10 December trip to Esto es Espana in town, a MFL cinema trip for Year 7/8. 	2

	<ul style="list-style-type: none"> We will continue to promote Languages with Year 9 and have already seen the cohort grow from 12 to 75 pupils. They will engage in competitions like: GCHQ, Spelling Bees, and the Language Leaders programme. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost (including recovery premium funding): £64,808

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students in year 11 have an extra period Monday, Tuesday and Wednesday where they will be required to attend intervention with either the Directors of English and Maths on a rota basis.	Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. EEF: Moderate impact for moderate cost, +3 months	2, 3
An intensive reading programme will be implemented to support students whose reading age is significantly below their chronological age.	EEF: Phonics: High impact for low cost, + 5 months. EEF: Reading Comprehension: High impact for low cost, +6 months.	2,3

Wider strategies to improve attendance, behaviour, to promote well-being and raise aspiration.

Budgeted cost: £220,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
A dedicated attendance team to respond with welfare phone calls to parents who have reported that their son will be absent to school to	Prior to the pandemic these activities demonstrated a reduction in absence and PA over a three-year period. Embedding principles of good practice set out in DfE's Improving School Attendance advice.	1

<p>encourage attendance.</p> <p>Information tracked and shared daily with PPLs and SLT, as well as a weekly absence report for tracking and intervention. Home visits by EWO and AWO to take place to reduce disadvantaged PA and monitor welfare.</p> <p>Appointment of a full time Attendance Manager to develop and implement school strategy to raise attendance levels alongside SLT attendance lead.</p> <p>SLT will be assigned small groups of pupils to work with and maintain contact with home.</p> <p>Attendance initiative / competitions and rewards to take place every half-term. There will be a winner for each year group each week. These will be promoted in form time to motivate pupils.</p>	<p>Year 2 review shows that attendance, when compared to our 2021-2022 figure, has not improved. Disadvantaged attendance in 2021-2022 was 13.3%, in 2022-2023 it was 17%. This is reflective of a national picture. The persistent absence data of disadvantaged pupils has also failed to improve from 2021-2022 when it was 44.3%. In 2022-2023 it was 48.2%. Leadership continues to regularly monitor and evaluate attendance to ascertain the areas for concern, and to devise strategies to address this.</p> <p>Of those pupils that were monitored through the attendance focus groups</p> <p>The pupils selected to be a part of the attendance focus groups were placed in groups with the mentor that would develop the best working relationship with. At the end of term 3, 65% of the pupils had improved their attendance. With one third of the pupils that were persistently absent at the end of term 1 had improved their attendance and no longer fell in the persistent absence category. 15% of the cohort improve their attendance to above 97%.</p>	
<p>Behaviour support strategies: Timetabled programmes run by LFC foundation, Learning Edge 'Champions' and Preston United. Focus to be decided by PPLs</p>	<p>Changing the culture and experiences of students, in order for them to make better behaviour choices has proved to be successful in previous years.</p> <p>EEF: More specialised programmes which are targeted at students with specific behavioural issues, +4 months.</p>	<p>4, 1, 2</p>

<p>for each year to ensure a bespoke programme that best fits the needs of the students. One of the focuses is mental health, and the impact on motivation and behaviour. This second aspect will be addressed via Shaping Futures delivered in partnership with Liverpool University ambassadors, and via LJMU's Aim Higher programme.</p>	<p>The LFC Foundation, the Champions and the Preston United personal growth day sessions all ran in Year 2 of the strategy and reported positive outcomes for the students who were specifically targeted. The Shaping Futures and LJMU's Aim Higher programmes were also successful in targeting disadvantaged students to shape their behaviour and application in lessons towards positive outcomes. Of the 2023 KS4 Disadvantaged cohort 95% have secured education, employment or training, continuing the positive trend from 2022 when all Disadvantaged students secured education, employment or training.</p>	
<p>Provide ongoing support to students who are experiencing mental-health difficulties. A selected cohort of students from Year 7 to 13 will, having been trained as mental health ambassadors in the previous academic year, deliver LFC's 'On Target' mental health assemblies, and offer support sessions on Thursday to lunch times to their peers.</p>	<p>According to a series of studies conducted by the Mental Health Foundation, Barnardos and The University of Strathclyde, young people living in families where the experience of lockdown may have been particularly difficult and challenging may require additional support to deal with the mental health and wellbeing impacts of lockdown. For example, families that have low household incomes/unemployment, may have had particularly difficult experiences of lockdown. These may require additional support in making sense of and coping with their experiences of lockdown.</p> <p>Although CAMHS referrals are taking place, they are now more likely to be implemented as part of the graduated response. Parents will also be offered the opportunity to take part in the Triple P Parenting programme both in school and online.</p>	1,2,3,4
<p>Continue to successfully promote career and higher educational opportunities to disadvantaged pupils by providing them with access to an extensive range of employers, careers advisors, apprenticeship advice, FE and HE providers</p>	<p>EEF: Raising aspirations is believed to incentivise attainment and improve behaviour. No cost.</p> <p>In year 2, post pandemic we returned to a full programme of career development opportunities for all our students from Year 7 to 13. This included three in-school career carousels that attracted over 40 employers, careers specialists, FE and HE establishments. Our students worked with a diverse range of external agencies from HSBC, to The Navy to Energy Quest. Students also took part in visits to Liverpool</p>	2, 4

<p>both face to face and virtually.</p> <p>In Years 10 to 11 a cohort of pupils from disadvantaged postcodes will take part in the ‘Shaping Futures’ programme. This will help them to plan for their futures through vocational, apprenticeship, work-related pathways and academic pathways.</p> <p>In Year 9, and Year 10/ respectively, a cohort of disadvantaged pupils will take part in the ‘Access All Areas’ and ‘Aim Higher’ programmes delivered by LJMU to enable them to prepare for their progress to further and higher education.</p> <p>A cohort of disadvantaged students in Years 8 and 10 will take part in Edge Hill’s ‘Discover Smart’ and ‘Study Smart’ programmes.</p> <p>Year 9 will enjoy a full campus day visit to Edge Hill University.</p>	<p>University, LJMU, Edge Hill University and Liverpool Media Academy.</p> <p>To continue to build upon the success of year 1 and 2 of the strategy we will:</p> <ul style="list-style-type: none"> • Develop continuous interaction with parents (and employers) with regards to career-learning, apprenticeship and employment opportunities via our Careers Live platform. • Provide every student with the opportunity to view the presentations of visiting speakers through recording them and uploading on our Careers Live platform. • To continue to develop and expand our Speaker of the Month programme at sixth form, and to include a bespoke cohort of Year 11 students for specific career presentations. • Extend university interactions to Years 8 and 9. • Participate in a range of external opportunities, with a particular focus on higher ability disadvantaged learners and SEND disadvantaged learners. These will include: ‘Racing to School’ in conjunction with Aintree Racecourse, ‘Little Labcoats’ in conjunction with ELRIG, and for Year 11 a series of mock interview in conjunction with the EY foundation. 	
<p>A Personal Growth Day will be held each term for all year groups to provide opportunity and raise aspirations.</p>	<p>EEF: Collaborative Learning, high impact for low cost, +5 months.</p> <p>As with years 1 and 2 of the strategy, we will continue with our full programme of personal growth for all our students from Year 7 to 13. This ranged from external trips to a range of cultural venues, (from the Philharmonic to The</p>	<p>2, 4</p>

<p>Pupils will take part in a range of collaborative learning experiences to develop career focused, and social and emotional awareness. This will include and complement a range of learning from the PSHE curriculum. Pupils will be given opportunities to meet employers, and representatives from further and higher education, take part in mock interviews.</p>	<p>Imperial War Museum to Chester Zoo and Knowsley Safari Park to a variety of local Universities) to three in-school career carousels that attracted over 40 employers, careers specialists, FE and HE establishments. On our three personal growth days, and throughout the school year, our students encountered a range of opportunities that are not normally available to them. These included:</p> <ul style="list-style-type: none"> • Taking part in the Army Elite Skills training • Building rockets with the Royal Navy and experiencing a Submariner's life. • Experiencing a tour of the human body with VR headsets. • Carnival drumming and circus skills. • Pitting their Maths entrepreneurial skills against Liverpool University Dragons • Engaging with financial advice sessions as part of HSBC programme. • Further learning about sexual health and safe relationships from The Brook. • Building robots with the RAF. 	
<p>Disadvantaged pupils will be offered additional music lessons by the use of a peripatetic teacher.</p>	<p>This will allow students new experiences and promote an ethos of discipline and hard work. Research also show that additional music lessons improve emotional well-being and concentration.</p> <p>EEF: Arts Participation: Moderate impact for low cost, +3 months.</p> <p>In year 2 of our PP strategy 43.5% of our year 7 to 11 music cohorts received fully funded one to one peripatetic lessons.</p> <p>We will continue to build upon the success of the PP peripatetic music lessons by securing professional musicians to deliver small concerts and Q and A sessions to our music cohorts. We will also look to, on an individual basis, to purchase musical instruments for our disadvantaged students to take home to practise on.</p>	<p>3, 7</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Overview:

The key priorities for disadvantaged pupils in 2022-23 were:

- To ensure that all pupils, and particularly those who are disadvantaged, receive the support they need to attend school, so that they have similar attendance to all pupils nationally.

Year 2 review shows that in 2022-2023 attendance decreased for disadvantaged pupils by 3.7%.

WDS 2022/2023 Absence 17%

FFT 2022/2023 Absence: 9.3%

WDS 2021/2022 Absence: 13.3%

- To ensure the equality of challenge for all pupils, particularly for those who are MA disadvantaged, and in MFL.

Year 2 review shows the English Baccalaureate uptake for the KS4 2024 / 2025 disadvantaged cohort has increased to 21%, from 3% uptake in the KS4 2023 cohort.

The value-added score for disadvantaged pupils studying a MFL in 2023 was +1.92.

- To ensure that our disadvantaged pupils continue to make similar progress to non-disadvantaged pupils nationally; being on-track to achieve their GCSE targets

Year 2 review shows the P8 score for disadvantaged students has improved from -0.77 in 2019 to -0.74 in 2023.

- To ensure that disadvantaged students are sufficiently literate and numerate to access and succeed in all curriculum areas.

Our Year 2 review shows the impact of our Reading Ready lessons has improved the % of disadvantaged pupils reading at their chronological age or better from 49% in Autumn 2022 to 52.5% in Summer 2023.

KS3 progress shows that 71% of the Year 7-9 students who attended numeracy intervention made progress.

- To ensure that pupils' behaviour is not a barrier to their own learning or negatively affects that of other pupils in the school.

Ofsted 2023: "Pupils are keen to learn and model positive attitudes in lessons. They follow the clear routines set out by staff. Learning is seldom disrupted. This allows staff to focus on delivering the curriculum."

- To provide a breadth of experience that supports the well-being of disadvantaged pupils, and encourage their engagement in academic, pastoral and career-focused extra-curricular activities.

In Year 2 of our PP strategy, we continued to deliver a full programme of PSHE, personal development and career development opportunities for all students Year 7 to 13. These took place throughout the year, in addition to students' usual curricula, as well as during three personal growth days that saw all our students access a wide and diverse range of employers, careers advisors, further and higher education providers. Students also engaged in first aid training, received relationship and sex education advice from The Brook, learned about County Lines from LFC, and took part in activities delivered by the Royal Navy and the Army. Students in KS4 and 5 visited National Careers and Higher Education shows, and received a series of presentations from a range of local employers. Those in KS3 experienced a Christmas Panto, visited Knowsley Safari Park, and a variety of museums in the city, as well as experiencing in school careers carousels and building robots with the RAF outreach team.

- 2023 KS5 Destinations: 47% of the KS5 disadvantaged cohort have gone to university (13% are a Russell Group university).
- 2023 KS5 Destinations: 22% of our the KS5 SEND cohort have gone to university (50% are a Russell Group university).