

Pupil premium strategy statement (Year 2 of 3)

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. This strategy is in its second year of a 3 year plan.

School overview

Detail	Data
West Derby School	
Number of pupils in school	901
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 (Year 2)
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£345,735
Recovery premium funding allocation this academic year	£96,876
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	£486,675

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, 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 developing their cultural capital and building resilience. Barriers include intergenerational poverty, 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 1 review shows that in 2021/2022 attendance improved for disadvantaged pupils by 0.8%, and when adjusting for 'like for like' attendance and removing C19 illnesses their attendance improved by 2% from 12 months previous.</p> <p>WDS 2021/2022 Absence 13.3%, FFT 2021/2022 Absence: 14.2%, WDS 2020/2021 Absence: 14.1%).</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,	<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</p>

<p>whilst developing their cultural capital and building resilience.</p>	<p>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.</p> <p>Disadvantaged pupils will achieve an average Attainment 8 score in line with their non-disadvantaged counterparts.</p> <p>Year 1 review shows that the % of disadvantaged students achieving 5+ in English and Maths has improved from 33% in 2019 to 48% in 2022. The % of students achieving 4+ English and Maths has improved from 58% in 2019 to 59% in 2022.</p> <p>Early indications vis SISRA indicate the P8 score for disadvantaged students has significantly improved from -0.77 in 2019 to -0.13 and the in-school gap will decrease from -0.78 in 2019 to -0.09 in 2022. This will be confirmed when the official national data is released.</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 beginning and end of each academic year, identifies those pupils whose reading age is below their chronological age and monitors their progress.</p> <p>This will demonstrate a systematic narrowing of the reading-age comprehension gap in all year groups. 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 1 review shows the impact of the Reading Ready lessons and the Phonics lessons. The % of disadvantaged pupils in the Red category has decreased by 10.3 percentage points, whilst at the top end the % of disadvantaged pupils whose reading age is equal to or above their chronological age has improved by 15.2 percentage points.</p>

	<table border="1"> <thead> <tr> <th>Autumn 2021</th> <th>% of Boys</th> <th>Summer 2022</th> <th>% of Boys</th> </tr> <tr> <th>AUTUMN 2021 READING AGE</th> <th>All</th> <th>SUMMER 2022 READING AGE</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>RED</td> <td>25.6</td> <td>RED</td> <td>15.3</td> </tr> <tr> <td>AMBER</td> <td>20.4</td> <td>AMBER</td> <td>18.0</td> </tr> <tr> <td>0-12 MTHS BELOW</td> <td>12.5</td> <td>0-12 MTHS BELOW</td> <td>10.0</td> </tr> <tr> <td>EQUAL TO / ABOVE</td> <td>41.5</td> <td>EQUAL TO / ABOVE</td> <td>56.7</td> </tr> </tbody> </table> <p>Year 2 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 with regards to time and access; sessions will be timetabled to accommodate the needs of pupils and their families before school, during lunch time and after school.</p>	Autumn 2021	% of Boys	Summer 2022	% of Boys	AUTUMN 2021 READING AGE	All	SUMMER 2022 READING AGE	All	RED	25.6	RED	15.3	AMBER	20.4	AMBER	18.0	0-12 MTHS BELOW	12.5	0-12 MTHS BELOW	10.0	EQUAL TO / ABOVE	41.5	EQUAL TO / ABOVE	56.7
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<p>We will improve behaviour for learning for disadvantaged students.</p>	<p>Behaviour points (3/4) and incidents are tracked and a decrease will be evident in the data.</p> <p>There has been a decrease in the number of students receiving 3 and 4 behaviour points. We will continue to implement and embed our 'behaviour for learning' pedagogical approach in all lessons.</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: £241,307

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.</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 1 review indicates the impact so far of our strategy has resulted in improvements to the progress of our disadvantaged learners. The P8 disadvantaged score of -0.17 is an improvement of +0.60 of a grade from the 2019 figure. We are +0.34 of a grade better than the national disadvantaged progress score of -0.51.</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>2019</th> <th>2022</th> <th>Sc ho</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>53</td> <td>-0.77</td> <td>-0.17</td> <td>↑</td> <td>+0.60</td> </tr> <tr> <td>Disadvantaged Low</td> <td>13</td> <td>-0.73</td> <td>-0.17</td> <td>↑</td> <td>+0.56</td> </tr> <tr> <td>Disadvantaged Middle</td> <td>31</td> <td>-0.81</td> <td>-0.04</td> <td>↑</td> <td>+0.77</td> </tr> <tr> <td>Disadvantaged Higher</td> <td>9</td> <td>-0.73</td> <td>-0.60</td> <td>↑</td> <td>+0.13</td> </tr> </tbody> </table>			2019	2022	Sc ho	Difference	Disadvantaged	53	-0.77	-0.17	↑	+0.60	Disadvantaged Low	13	-0.73	-0.17	↑	+0.56	Disadvantaged Middle	31	-0.81	-0.04	↑	+0.77	Disadvantaged Higher	9	-0.73	-0.60	↑	+0.13	2
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<p>Continue to reflect and update and adjust curricula schemes of work due to missed face-to-face learning, through research-led strategies. SOW and lessons are planned to be</p>	<p>Research has suggested that there are wider benefits on attitudes and well-being of disadvantaged pupils.</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 Rosenshines' principles of instruction.</p>	2																														

<p>well-sequenced to develop cognitive retention and ensure effective differentiation.</p>	<p>Christine Counsel's 'Strengthening the quality of Secondary Education through a Focus on Curriculum.'</p>	
<p>Senior Lead for Teaching and Learning 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 1 shows the positive impact made thus far and demonstrates the efficacy of continuing with this programme. EEF: Reading Comprehension: High impact for low cost, +6 months. EEF: Oral Language Interventions: Very High impact for a very low cost, +6 months. EEF: Phonics: High impact for low cost, + 5 months. EEF: Reading Comprehension: High impact for low cost, +6 months.</p>	<p>3 3</p>
<p>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.</p>	<p>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 of the Year 7 students that received numeracy intervention, PP students' assessment scores improved by 7.04%. Outcomes at KS4 demonstrate a considerable improvement in both the progress and attainment of pupils in mathematics. In Year 2 of this strategy, students from across years 7 to 9 will be targeted. There will also be an increased drive to improve attendance to intervention sessions.</p>	<p>3</p>
<p>Newly appointed head of MFL to raise the profile Spanish across KS3, and to increase the number of</p>	<p>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 1 review shows the English Baccalaureate uptake for the KS4 2024 cohort has increased to 39%, from 6% uptake in the KS4 2022 cohort. The value</p>	<p>2</p>

<p>students taking Spanish as part of their Ebacc suite by developing a new SOW and by working closely with external support agencies.</p>	<p>added for disadvantaged Spanish pupils in 2022 was +0.13.</p> <p>The strategies implanted in 2021/2022 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 maintain the positive value-added progress.</p> <p>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 2 of the strategy we will:</p> <ul style="list-style-type: none"> • organise more external visits, for example Year 10 December trip to Esto es Espana in town, a cinema trip for Year 7/8. • We will continue to promote Languages with Year 9 and have already seen the cohort grow from 12 to 70 pupils. They will engage in competitions like: GCHQ, Spelling Bees, and the Language Leaders programme. • The Head of MFL will deliver parental classes on a half termly basis to support boys with their independent learning and to fully engage parents. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost (including recovery premium funding): £99,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students in year 11 have an extra period in the day where they will be required to attend intervention with their class teacher.</p>	<p>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.</p> <p>EEF: Moderate impact for moderate cost, +3 months</p>	<p>2, 3</p>
<p>After school tuition provided to Years 10, 11 in English, Maths and through the Na-</p>	<p>In school data will be used to identify cohorts in need of extra tuition, a need exacerbated by the Covid pandemic.</p> <p>EEF: One to one tuition: high impact for moderate cost, +5 months.</p>	<p>2,3</p>

<p>tional Tutoring Programme. - The Brilliant Club - who focus on High ability disadvantaged students</p> <p>Y10 English - High Ability = 2x1.5hr sessions for 3 weeks, 2x1hr sessions for 3 weeks.</p> <p>Y11 English - High Ability = 2x1.5hr sessions for 3 weeks, 2x1hr sessions for 3 weeks.</p>	<p>EEF: Small group tuition: moderate impact for low cost, +4 months.</p>	
<p>Year 11 English and Maths crossover intervention funded by The School Led funding. Raising attainment of disadvantaged grade 4, 5 and 7 combined English and Maths.</p>	<p>This will effectively extend school time and develop good study habits.</p> <p>EEF: Small group tuition: moderate impact for low cost, +4 months.</p>	<p>2,3</p>
<p>An intensive reading programme will be implemented to support students whose reading age is significantly below their chronological age.</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>3,2</p>

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

Budgeted cost: £145,765

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>A dedicated attendance team to respond with welfare phone calls to parents who have reported that their son will be absent to school to 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>Attendance focus group mentors, assistant pupil progress leaders for years 7 to 11, and 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>Prior to the pandemic these activities demonstrated a reduction in absence and PA over a three-year period.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance of disadvantaged pupils has improved by 0.8% on the previous year and when comparing the persistent absence data of disadvantaged pupils (not including Covid-19 illness or isolation) it has dropped by 5.8%, meeting the year 1 target set in the attendance strategy.</p> <p>Of those pupils that were monitored through the attendance focus groups</p> <p>Year 7 – 43.8%</p> <p>Year 8 – 54.5%</p> <p>Year 9 – 75.6%</p> <p>Year 10 – 61.9%</p> <p>Year 11 – 53.3%</p> <p>Improved their attendance from term 1 to end of term 3. Persistent absence for this cohort reduced by 14% by the end of term 3.</p>	<p>1</p>
<p>Behaviour support strategies: Timetabled programme ran by LFC foundation and Shaping Futures</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>4, 1, 2</p>

<p>(Years 10 and 11 only). Focus to be decided by PPLs 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.</p>	<p>EEF: More specialised programmes which are targeted at students with specific behavioural issues, +4 months.</p>	
<p>Provide ongoing support to students who are experiencing mental-health difficulties. Empower workshops for Years 7 & 8 and two counselling services: YPAS and Beacon, are available to students. Year 9 and 10 students will also take part in LFC's 'On Target' mental health assemblies and workshops; sixth form students will engage with BEeSST via assemblies and workshops. Year 7 to 10 will be given the opportunity to become school mental health advocates having been trained as part of LFC's 'Assist'</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>As a result of the various early intervention mental health strategies we have used with disadvantaged pupils, the school have not had to make a direct CAMHS referral during the summer term. Although CAHMS referrals are taking place, they are now more likely to be implemented as part of the graduated response.</p>	<p>1,2,3,4</p>
<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,</p>	<p>EEF: Raising aspirations is believed to incentivise attainment and improve behaviour. No cost.</p> <p>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</p>	<p>2, 4</p>

<p>FE and HE providers 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>worked with a diverse range of external agencies from HSBC, to The Navy to Energy Quest. Students also took part in visits to Liverpool University, LJMU, Edge Hill University and Liverpool Media Academy.</p> <p>To continue to build upon the success of last year 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 new Jobs Live platform. • Provide every student with the opportunity to view the presentations of visiting speakers through recording them and uploading on our Jobs 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. 	
<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>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>Post pandemic we returned to a full programme of personal growth and for all our students from Year 7 to 13. This ranged from external trips to a range of cultural venues, (from the Philharmonic to Shiverpool to Liverpool's 'Magical Mystery Tour' to Knowsley Safari Park to the Imperial War Museum Manchester) 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 • Experiencing a tour of the Galaxy vis VR headsets • Experiencing 'Tommy in the Trenches • Pitting their Maths entrepreneurial skills against Liverpool University Dragon • Engaging with financial advice sessions as part of HSBC programme • Further learning about sexual health and safe relationships from The Brook. 	
<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>39% of the year 7 to 11 cohort who received peripatetic lessons last year were PP.</p> <p>We will continue to build upon the success of the PP peripatetic music lessons by with a new full-time music teacher. She will continue to enable all boys, but especially those who are disadvantaged, to access musical instruments and to deliver classical music master classes.</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 2020 to 2021 academic year.

Overview:

The key priorities for disadvantaged pupils in 2021-22 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 1 review shows that in 2021/2022 attendance improved for disadvantaged pupils by 0.8%, and when adjusting for 'like for like' attendance and removing C19 illnesses their attendance improved by 2% from 12 months previous.

WDS 2021/2022 Absence 13.3%,

FFT 2021/2022 Absence: 14.2%,

WDS 2020/2021 Absence: 14.1%.

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

Year 1 review indicates the impact so far of our strategy has resulted in improvements to the progress of our disadvantaged learners, notably in our Maths disadvantaged pupils achieved a positive P8 score of +0.08.

Year 1 review and early indications via SISRA show the value added for disadvantaged Spanish pupils in 2022 was +0.46.

- 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 1 review shows that the % of disadvantaged students achieving 5+ in English and Maths has improved from 33% in 2019 to 48% in 2022. The % of students achieving 4+ English and Maths has improved from 58% in 2019 to 59% in 2022.

The P8 score for disadvantaged students has significantly improved from -0.77 in 2019 to -0.17 and the in-school gap has decreased from -0.78 in 2019 to -0.14 in 2022.

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

Year 1 review shows the impact of the Reading Ready lessons and the Phonics lessons. The % of disadvantaged pupils in the Red category has decreased by 10.3 percentage points, whilst at the top end the % of disadvantaged pupils whose reading age is equal to or above their chronological age has improved by 15.2 percentage points. Year 1 review of KS3 progress shows that of the Year 7 students who received numeracy intervention, PP students' assessment scores improved by 7.04%. Outcomes at

KS4 demonstrate a considerable improvement in both the progress and attainment of pupils in Mathematics.

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

Ofsted 2019: "Students enjoy coming to school and they feel safe. They say that staff look after them and want the best for them. Relationships between staff and students are warm and respectful. Leaders have improved pupils' behaviour across the school. They have insisted on high standards, good manners and respect. Pupils behave well in lessons and around the school. Few pupils are excluded from school and there are many strategies in place to support any pupils who struggle to follow the school rules."

- 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.

Post pandemic we returned to 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 the Magical Mystery and Shiverpool tours of our city, whilst those in KS3 experienced a Christmas Panto, visited Knowsley Safari Park, and a variety of museums in the city.

2021/2022 Data Review:

Early indications via SISRA show the progress and attainment of our disadvantaged pupils in 2022 will improve significantly from 2019.

	Disadvantaged			
	2018	2019	2022	Trend
No of Pupils	57	60	58	↑ ↑ ↓
Progress 8	-0.53	-0.77	-0.17	↓ ↑ ↑
Attainment 8 Grade	4.02	3.82	4.58	↓ ↑ ↑
English P8	-0.67	-1.10	-0.36	↓ ↑ ↑
Maths P8	-0.42	-0.56	+0.08	↓ ↑ ↑
EBAC P8	-0.59	-0.86	-0.21	↓ ↑ ↑
Open P8	-0.47	-0.92	-0.19	↓ ↑ ↑
% English & Maths 7+	9%	3%	15%	↓ ↑ ↑
% English & Maths 5+	30%	33%	48%	↑ ↑ ↑
% English & Maths 4+	46%	58%	59%	↑ ↑ ↑

	Disadvantaged			
	2018	2019	2022	Trend
No of Pupils	372	375	366	↑ ↑ ↓
Absence (3 terms)	7.5%	6.6%	13.3%	↑ ↓ ↓
PA (3 terms)	22.8%	19.1%	44.3%	↑ ↓ ↓
Suspensions	2.3%	4.3%	7.1%	↑ ↑ ↓
Perm Ex	0.3%	0.8%	0.8%	↑ ↑ ↔
Destinations	98.3%	98.4%	TBC	↑ ↓ ↑

RETURNED TO WDS SIXTH FORM 2021: 31%

- In 2021-2022: 98% of KS4 students are in EET, 93% of KS5 students are in EET. 100% of disadvantaged KS4 students are in EET.
- 75% of the KS5 2022 cohort have gone to university, with 28% of these being a Russell Group university. The provisional national % for 18 year olds studying at university is 54% (based upon the DfE announcement that there was a 20% increase in 2022 from 2019).
- 67% of the KS5 disadvantaged cohort have gone to university (11% are a Russell Group university).
- 79% of our the KS5 SEND cohort have gone to university (21% are a Russell Group university).