

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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                                 |
|---|--------------------------------------|
| West Derby School   |                                      |
| Number of pupils in school  | 1039                                 |
| Proportion (%) of pupil premium eligible pupils                         | 37.96%                               |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024                            |
| Date this statement was published                                       | October 2021                         |
| Date on which it will be reviewed                                       | July 2022                            |
| Statement authorised by   | Mrs S Graham,<br>Headteacher         |
| Pupil premium lead  | Ms C Jones, Assistant<br>Headteacher |
| Governor / Trustee lead   | Mr A Keen                            |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £346.665 |
| Recovery premium funding allocation this academic year  | £53,215  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £399.880 |

## 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 in all for all pupils, particularly for those who are MA disadvantaged, and in MFL
- To ensure that our disadvantaged pupils 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

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <b>Attendance</b><br>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 | <p><b>Teaching, Learning and Progress</b></p> <p>All lessons, particularly those in MFL, need 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. Disadvantaged pupils have returned from the pandemic with greater gaps in their knowledge and understanding than their non-disadvantaged peers and as such are making less progress. 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.</p> |
| 3 | <p><b>Literacy, and Vocabulary Acquisition</b></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 impacts their progress in all subjects.</p>  |
| 4 | <p><b>Behaviour, attitudes to learning and career aspirations of PP students</b></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, consequently exclusions for disadvantaged pupils are higher than for their non-disadvantaged peers.</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 from 2021 to 2025 demonstrated by:</p> <p>The overall absence rate and PA rate for disadvantaged pupils returns 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> |
| We will ensure that all lessons, particularly those in MFL, are well-sequenced and challenging to improve engagement in the curriculum. This will allow disadvantaged  | Lesson observation, work scrutiny, drop ins, and summative assessment should show an improved picture in terms of engagement and challenge. Pupils,   |

|   |   |
|---|---|
| <p>students to address gaps in their learning, recall knowledge and develop their schema, whilst developing their cultural capital and building resilience.</p> | <p>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>We will narrow the reading age gap between disadvantaged pupils and their non-disadvantaged peers, which is currently greatest in Year 10.</p>               | <p>Whole school reading age tests, carried out each term, 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>We will improve behaviour for learning for disadvantaged students.</p> <p>We will reduce internal and fixed-term exclusions.</p>                             | <p>Behaviour points (3/4) and incidents are tracked and a decrease will be evident in the data. There will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Internal and fixed-term exclusions decrease.</p>  |
| <p>We will provide disadvantaged students to have equality of access to learning resources in the home environment.</p>   | <p>Disadvantaged students to be provided with technology support including laptops and dongles. All parents and guardians will have access to online tutorials. Email help service will be provided by school IT department.</p> <p>Disadvantaged students will be provided with essential books and study guides.</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: £267,701

| 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>Professional learning group to implement research - based strategies to further improve attainment of disadvantaged students.</p> | <p>Progress of middle and disadvantaged learners is below national, and other students in school. The need to focus on metacognition to develop thinking skills in order to access 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>   | 2                             |
| <p>Continue to 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 well-sequenced to develop cognitive retention, and ensure effective differentiation.</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> <p>Christine Counsel's 'Strengthening the quality of Secondary Education through a Focus on Curriculum.'</p> | 2                             |
| <p>Literacy Coordinator/s - To raise the profile of teaching literacy across the subject range with an emphasis on 'The Big Four' from SIL.</p>   | <p>Data shows that the pandemic has had an impact on disadvantaged students reading ages.</p> <p>EEF: Reading Comprehension: High impact for low cost, +6 months.</p>   | 3<br><br>3                    |

|  |   |   |
|--|---|---|
| Teachers will be trained in synthetic phonics. A focused teacher-led reading session will take place for a period of 25 minutes each day.  | EEF: Oral Language Interventions: Very High impact for a very low cost, +6 months.<br>EEF: Phonics: High impact for low cost, + 5 months.<br>EEF: Reading Comprehension: High impact for low cost, +6 months. |   |
| Numeracy coordinator to raise the profile of teaching numeracy across the subject range with an emphasis on problem solving.<br>Numeracy intervention for different 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.   | 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.           | 2 |

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

Budgeted cost (including recovery premium funding): £58,405

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Students in year 11 have an extra period in the day where they will be required to attend intervention with their class teacher. | 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.<br>EEF: Moderate impact for moderate cost, +3 months | 2, 3                          |
| After school tuition provided to Years 9, 10, 11 in English, Maths and through   | In school data will be used to identify cohorts in need of extra tuition, a need exacerbated by the Covid pandemic.   | 2,3                           |

|  |  |     |
|--|--|-----|
| <p>the National Tutoring Programme.</p> <p>Y10 Maths and English - Middle to Low Ability - 2x1hr sessions each week for 7.5 weeks</p> <p>Y10 English - High Ability = 2x1.5hr sessions for 3 weeks, 2x1hr sessions for 3 weeks.</p> <p>Y10 &amp; 11 EAL students 2x1hr sessions for 7.5 weeks.</p> | <p>EEF: One to one tuition: high impact for moderate cost, +5 months.</p> <p>EEF: Small group tuition: moderate impact for low cost, +4 months.</p>                            |     |
| <p>Saturday morning tuition provided to students in Year 9 in English and Maths</p> <p>Y9 English and Maths, Saturday School 5 x 2.5hr sessions (5 Weeks)</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>                       | 2,3 |
| <p>Academic mentors will work solely with the Geography, and MFL departments.</p> <p>The mentors will work with small groups for in targeted support.</p>  | <p>EEF: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, moderate cost, +4 months</p> | 2   |
| <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>   | 3,2 |

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

Budgeted cost: £105,736

| 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</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 <a href="#">Improving School Attendance</a> advice.</p> | <p>1</p>                      |



|  |  |                |
|--|--|----------------|
| <p>promoted in form time to motivate pupils.</p>   |  |                |
| <p>Behaviour support strategies:<br/>Timetabled programme ran by LFC foundation. 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>Changing the culture and experiences of students, in order for them to make better behaviour choices has proved to be successful in previous years.<br/>EEF: More specialised programmes which are targeted at students with specific behavioural issues, +4 months.</p>  | <p>4, 1, 2</p> |
| <p>Provide ongoing support to students who are experiencing mental-health difficulties. Empower workshops for Years 7 &amp; 8. Three counselling services: Ypas, Beacon, Oakleaf are available to students.</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 are may require additional support in making sense of and coping with their experiences of lockdown.</p> | <p>1,2,3,4</p> |
| <p>Promote career and higher educational opportunities to disadvantaged pupils.<br/><br/>In Years 9 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,</p>     | <p>EEF: Raising aspirations is believed to incentivise attainment and improve behaviour. No cost.</p>  | <p>2, 4</p>    |

|  |  |             |
|--|--|-------------|
| <p>apprenticeship, work-related pathways and academic pathways.</p> <p>In Years 9 and 11 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 Personal Growth Day will be held each term for all year groups to provide opportunity and raise aspirations.</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>EEF: Collaborative Learning, high impact for low cost, +5 months.</p>   | <p>2, 4</p> |
| <p>Disadvantaged 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>3, 7</p> |

|  |   |  |
|--|---|--|
|  | EEF: Arts Participation: Moderate impact for low cost, +3 months. |  |
|--|---|--|

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

#### **Overview:**

The key priorities for disadvantaged pupils in 2018-2019 were:

1. To improve attendance of disadvantaged pupils so that they are moving towards being in line with or better than all pupils nationally.
2. To improve progress and attainment for disadvantaged pupils.
3. To improve the attitudes to learning with regards to disadvantaged pupils by focusing on resilience and developing a growth mindset.
4. To further improve teaching and learning in order to promote metacognition.
5. To ensure the curriculum provided to disadvantaged pupils is broad, balanced and accessible to all.

#### **Data:**

|                      | Disadvantaged |       |       |      |       |
|----------------------|---------------|-------|-------|------|-------|
|                      | 2018          | 2019  | 2020  | 2021 | Trend |
| No of Pupils         | 57            | 60    | 64    | 66   | ↑ ↑ ↑ |
| Progress 8           | -0.53         | -0.77 | -0.15 | N/A  | ↓ ↑   |
| Attainment 8         | 4.02          | 3.82  | 4.40  | 4.15 | ↓ ↑ ↓ |
| English P8           | -0.67         | -1.1  | -0.46 | N/A  | ↓ ↑   |
| Maths P8             | -0.42         | -0.56 | -0.06 | N/A  | ↓ ↑   |
| EBAC P8              | -0.59         | -0.86 | -0.28 | N/A  | ↓ ↑   |
| Open P8              | -0.47         | -0.92 | 0.05  | N/A  | ↓ ↑   |
| % English & Maths 7+ | 9%            | 3%    | 8%    | 6%   | ↓ ↑ ↓ |
| % English & Maths 5+ | 30%           | 33%   | 36%   | 38%  | ↑ ↑ ↑ |
| % English & Maths 4+ | 46%           | 58%   | 59%   | 68%  | ↑ ↑ ↑ |

|                   | Disadvantaged |       |       |       |       |
|-------------------|---------------|-------|-------|-------|-------|
|                   | 2018          | 2019  | 2020  | 2021  | Trend |
| No of Pupils      | 372           | 375   | 384   | 391   | ↑ ↑ ↑ |
| Absence (3 terms) | 7.5%          | 6.6%  | 7.0%  | 12.3% | ↑ ↓ ↓ |
| PA (3 terms)      | 22.8%         | 19.1% | 20.4% | N/A   | ↑ ↓   |
| FTE               | 2.3%          | 4.3%  | 8.9%  | 7.4%  | ↑ ↑ ↓ |
| Perm Ex           | 0.3%          | 0.8%  | 1.0%  | 0.5%  | ↑ ↑ ↓ |
| Destinations      | 98.3%         | 98.4% | 95.3% | 97.0% | ↑ ↓ ↑ |

*\*Absence and Exclusions Data for 2020 is captured from Sept 19 - March 20.*

*\*Absence Data for 2021 is captured from March 21 - July 21.*

RETURNED TO WDS SIXTH FORM 2021: 32%

### **National data for disadvantaged pupils' vs WDS:**

|            | 2019 National Disadvantaged | WDS Disadvantaged |
|------------|-----------------------------|-------------------|
| P8         | -0.45                       | N/A               |
| A8         | 3.68                        | 4.15              |
| % 9-5 E&M  | 25%                         | 38%               |
| % 9-4 E&M  | 45%                         | 68%               |
| P8 English | -0.44                       | N/A               |
| P8 Maths   | -0.39                       | N/A               |
| P8 EBACC   | -0.50                       | N/A               |
| P8 Open    | -0.48                       | N/A               |

### **Successes:**

The academic successes in regards to our disadvantaged pupils, are the further improvements in the percentage of those that achieved a 5+ in English (increase of 2%) and maths and those that achieved 4+ in English and maths (increase of 10%).

The percentage of pupils being in education, employment or training post 16 has increased by 3%. We will continue to work with the students who are currently NEET to offer support and guidance to help him secure a suitable placement.

In addition, the percentage of disadvantaged pupils that have remained at West Derby Sixth Form has increased to 35% on the previous year; this is a 7% increase.

The percentage of both permanent and fixed term exclusions for disadvantaged pupils has decreased in 2020/21.

### **Areas for Improvement:**

When analysing our data, we are aware that the absence for disadvantaged pupils has increased in the previous year to 12.3% (an increase of 5.3%). We have highlighted in our Whole School Action Plan a key focus as being 'to ensure that disadvantaged pupils attend school regularly'. Therefore, we can continue to demonstrate that the PP spend is being spent effectively.

|  |
|--|
|  |
|--|

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

*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?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |