



# West Derby School 2017-2018 Pupil Premium Strategy Statement

## Pupil Premium Background

Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free schools meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantages reaches the pupils who need it most. WDS is committed to ensuring that this funding is directed effectively to support the needs of those students and robustly evaluated to ensure best practice.

### **The Pupil Premium provides funding for pupils:**

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child);
- Who have been continuously looked after for the past six months (£1900 per child);
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (£1,900);
- For children whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension from the MoD (£300 per child).

Schools are held accountable for the spending of these monies; performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.



## Pupil Premium at WDS

At West Derby School, the allocation of funding is decided upon using a range of evidentiary strategies known to impact the attainment and progress of disadvantaged pupils. To best plan our curriculum to suit the needs of all students, we draw upon research from EEF Teacher Toolkit, best practice seen in other schools, Ofsted findings, Pupil Premium Review findings and our own experience of our students.

We recognise that the quality of teaching and learning is the foundation of a school's ability to improve progress and attainment. We know that the quality of written and verbal feedback has the most influence on the progress of all students, based on evidence from the EEF teach toolkit. We aim to embed a culture of excellent feedback and challenge in all lessons to allow for better progress across all of the key stages. We have dedicated CPD sessions to improve questioning, feedback and planning for progress. We appreciate that teachers are under time constraints and want to develop a staff ethos focused on the quality of planning for challenge. To enable this to occur, we have strategically changed our marking and feedback policy to ensure progress. Students are actively encouraged to improve their learning by attending intervention sessions, acting on feedback during lessons and seeking advice from their teachers when necessary. During observations and 'drop in' time, we have highlighted areas where best practice is seen. This continues to be developed, to allow more staff to share best practice with their colleagues.

We have also increased the level of challenge and tackled the 'Wasted Years' agenda through a shift in the curriculum. We now offer a 3 year GCSE course to allow sufficient time for students to cover the vast content in more depth. This will allow for a better understanding and will provide more time for challenge and exploration of the subject areas.

We also know Pupil Premium in 6<sup>th</sup> form is an important factor in raising aspiration for students in our school. This year we were extremely successful in inspiring students to further their education, whether they chose a university course, apprenticeship programme or applying for a job. Students who need to re-sit English or Maths from Year 11, do better than national, with average progress for both being +0.33. At Advanced level, the average grade for disadvantaged students in vocational subjects is a Distinction \* and A-level average grade being a C-; both of which will allow for entry onto degree courses in their chosen fields of study.



## Breakdown of pupil Premium cohort – Year 7-11

Year group	PP Cohort total	Percentage PP
7	76/181	42%
8	78/178	44%
9	75/182	41%
10	71/190	37%
11	63/163	39%
Total	363/894	41%

## Breakdown of pupil Premium cohort – Year 12&13 (Students who were eligible for PP in year 11)

Year group	PP Cohort total	Percentage PP
12	17/53	32%
13	12/73	16%
Total	29/126	23%



1. Summary information					
School	West Derby School				
Academic Year	17/18	Total PP budget	£335665 (DfE)	Date of most recent PP Review	Feb 2017
Total number of pupils	894	Number of pupils eligible for PP	363	Date for next internal review of this strategy	Feb 2018
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving EM at 5+(2016-17 only)			15%	32%	
% achieving EM at 4+(2016-17 only)			46%	65%	
Progress 8 score average			-0.71	-0.06	
Attainment 8 score average			3.74	4.75	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Teaching and Learning Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils and also in all other years, which hinders them from making good progress.				
B.	Progress of high and middle ability students High and middle attaining pupils who are eligible for PP are making less progress than other high and middle attaining pupils across both key stages. This diminishes sustained high achievement at KS4.				
C.	Behaviour, attitudes to learning and aspirations of PP students. Behaviour issues for a small group of pupils in each year group (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. The aspirations of some PP students are lacking due to the social environment in which they find themselves in.				
External barriers					
D.	Attendance Attendance rates for pupils eligible for PP are well below the target for all children of 97%. This reduces their school hours and causes them to fall behind on average.				



4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	High levels of progress in literacy for all pupils eligible for PP.	Reading age assessments providing both ages and standardised scores are compared in order to demonstrate improvement. Gap between school PP and national non PP is narrowed.
B.	Improved rates of progress across both key stages for high and middle attaining pupils eligible for PP.	The attainment, progress and ATLS are measured and tracked across the year and the gap between school PP and national non PP is narrowed for attainment and progress. ATLS improve across this academic year.
C.	Behavioural issues in all years addressed and disadvantaged students showing an improvement in their behaviour for learning.	Behaviour points and incidents are tracked and a decrease is evident in the data.
D.	Improvement in attendance figures for disadvantaged students.	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP improves to be in line with 'other' pupils.



## Planned Expenditure 2017-2018

We aim to address the barriers to learning for disadvantaged students, by improving the quality of teaching for all, through targeted support and whole school strategies.

\*PP = Pupil Premium

Quality of teaching for all						
Desired Outcome	Chosen action/approach	Evidence and Rationale for this choice	How will you ensure it is implemented well?	Staff Lead	Review of implementation	Link to EEF Teacher toolkit
<b>Improved Progress for H&amp;M disadvantaged students.</b>	Focus on quality of teaching and learning for all through the Magenta principles training. In class support Smaller class sizes in English and Maths. Setting in Maths, English and Science	Progress of middle and higher ability 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.	Learning walks Observations Feedback from Teaching and Learning team on magenta principles. Review of progress in classes before and after the magenta principles with a particular focus on the higher ability disadvantaged students.	RD, SW, DF, CJ, DF, KF, JST (T&L group)	Termly work scrutiny Observations Learning walks Data review points	EEF 1 EEF 6 EEF 11 EEF 17
<b>Raising the profile of teaching and learning strategies across the school to improve DP across the school.</b>	Pupil premium coordinator Twilight on Magenta Principles CPD on questioning and raising attainment. CPD on developing confidence and resilience within our students.	Aspirations and confidence is low in PP. This is linked with poor self-regulation and metacognition due to low confidence and self-esteem.	Whole school improvement in teaching and learning through the magenta principles cohort. Monitoring of engagement within the classroom.	T&L group	Magenta principles feedback. Staff voice – At the end of the program. Pupil voice - Termly Learning walks – Half termly	EEF 6 EEF 11
<b>Improved level of challenge for all DP through improved questioning, differentiation and feedback.</b>	CPD questioning Magenta principles – teaching and learning leads.	Quality of questioning across the school is variable. Excellent practice, needs to be shared and developed where applicable. Stretch and challenge for the most able PP needs to be implemented in all	Whole school improvement in questioning, differentiation and feedback through regular departmental monitoring. Monitoring of engagement within the classroom through SLT drop ins.	T&L group	Pupil voice - Termly Learning walks – Half termly	EEF 6 EEF 11



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## Targeted Support

<b>Improved attendance figures for DP students.</b>	Attendance officer	The number of students, who are PP, falling into the PA has slightly increased.	Attendance focus group will discuss any issues for students who are at risk of falling into the PA. Minutes of meetings. Tracked and monitored by RD, RW and MDE	DF and MDE (RD)	Termly meeting minutes.	EEF 5
	Appointment of 3 attendance mentors (AM)	To split the key stages so that the AM can focus on small cohorts of students who are eligible for PP. PP students nationally whose attendance is below 90% perform significantly worse than	Attendance focus group will discuss any issues for students who are at risk of falling into the PA. Minutes of meetings. Tracked and monitored by RD, RW and MDE AM to meet with PPLs to discuss concerns etc.	DF and MDE (RD)	Termly – See SIMS log for tracking. Termly meeting minutes.	EEF 5
<b>Literacy for all</b>	Literacy Coordinator - To raise the profile of teaching literacy across the subject range with an emphasis on extended writing.	Book scrutiny findings should show an increase in marking for literacy and developing extended writing.	Work scrutiny Departmental monitoring Assessment points Consistent approach to marking for literacy.	LM and EP	Half termly book scrutiny points as shown in the calendar. Departmental monitoring documents, per half term.	EEF 6
	3 readers hired to improve reading ages of students whose reading age is significantly below their chronological age.	Previous data shows that students who receive this targeted support show an improvement in their reading ages of at least 12 months.	Reading data tests. Reading for understanding.	JH, MH, SENCO	Reading age data every 6 months.	EEF 12
<b>Numeracy for all</b>	Numeracy coordinator – to raise the profile of teaching numeracy across the subject range with an emphasis on problem solving.	Research suggests that developing meta-cognition and self-regulation improves the progress of students by +8 months.	Numeracy coordinator is line managed by HOD for Maths and AHT for Maths and numeracy.	SW, TH, HHA	Data collection points - termly	EEF 11
	Numeracy intervention for different year groups whose Maths score is below the national average for their age.	Research suggests that developing meta-cognition and self-regulation improves the progress of students by +8 months.	Numeracy coordinator is line managed by HOD for Maths and AHT for Maths and numeracy.	SW, TH, HHA	Data collection points - termly	EEF 11



<b>After School intervention</b>	Students in year 11 have an extra period in the day where they will be required to attend intervention with their class teacher.	Research suggests that after school programs can have an average impact of +2 months on progress	Baseline assessment Assessment after intervention session for PP. Letter to parents for parental involvement. Registers taken on SIMS for each class. Attendance for PP students in analysed.	HODs to liaise PPL year 11 to manage RD	Baseline assessment Assessment after intervention session for PP. Letter to parents for parental involvement.	EEF 2
<b>Other approaches</b>						
Improvement in behaviour for learning for PP students by engagement	Behaviour support strategies Crime prevention programme for Years 7 & 8 – gun and knife crime prevention Behaviour support strategies Crime prevention for Years 9 & 10 by a consultant surgeon from the Royal Liverpool Hospital	Changing the culture and experiences of students, in order for them to make better behaviour choices.	Behaviour logs Pupil voice	PPLs	Behaviour log for students who have attended knife crime prevention presentation. Selection of boys.	EEF 11
	Alternative curriculum/alternative provision investigated for those students at risk of permanent exclusion or whose emotional wellbeing is at risk	Students whose behaviour does not allow progress in school, are offered alternative provision where they are in a more suitable setting and are offered a different range of opportunities.	Increased attendance. Engagement with work placement. Reduction in NEET figures.	CP, PPLs	Weekly visits to placements. Data file for each student on AP.	EEF 13
Improving engagement in the curriculum for PP students – Liverpool Cultural Educational Partnerships	Students are offered music lessons by the use of a peripatetic. This will allow students new experiences and hopefully promote an ethos of discipline and hard work.	Research has suggested that there are wider benefits on attitudes and well-being of PP.	Improved attitude to learning – less incidences of disruptive behaviour.	KE, RP, EM KF	Case Studies for students who are heavily involved in Arts participation with regards to behaviour and progress.	EEF 3