

## West Derby School Pupil Premium

### 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.

West Derby School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place.

<b>Narrowing the gap 2015- 2016</b>	
Overall attainment and progress measures have increased for all pupils in all headline figures, however due to the ever changing educational landscape it is difficult to draw comparisons on a yearly basis. The GAP between West Derby Disadvantaged pupils to National other pupils remains too wide and is a priority for the whole school. It is important to note that current GAP figures are based on National figures from 2014 and will be recalculated on release of RaiseOnline.	
<b>Pupil Premium 2015/2016</b>	
Number of pupils eligible	362
Amount received per pupil	935
TOTAL PP received	£338,470

### Narrowing the Gap Results (2013-16)

2013/14		
Cohort	5 A* - C En & M	37%
Other Pupils	5 A* - C En & Ma	41%
Disadvantaged Pupils	5A* - C En & Ma	33%
National Disadvantaged pupils (2014)	5A* - C En & Ma	36%
Narrowing the gap	West Derby PP v Nat Oth 29%	National PP v Nat Oth 26%
English Cohort Expected LOPs		68%
Other Pupils		71%
Disadvantaged Pupils		65%
Gap (defined as WDS DIS against NAT Other)		10%
Maths Cohort Expected LOPS		29%
Other Pupils		32%
Disadvantaged Pupils		26%
Gap (defined as WDS DIS against NAT Other)		45%
English Cohort More Than Expected LOPs		17%
Other Pupils		22%
Disadvantaged Pupils		11%
Gap (defined as WDS DIS against NAT Other)		24%
Maths Cohort More Than Expected LOPS		4%
Other Pupils		6%
Disadvantaged Pupils		2%
Gap (defined as DIS against NAT Other)		31%

2014/15			Impact	Predicted 2016 (v Nat 2015 Data)
Cohort	5 A* - C En & Ma	50%		58%
Other Pupils	5 A* - C En & Ma	62%		68%
Disadvantaged Pupils	5A* - C En & Ma	30%		41%
National Disadvantaged pupils (2015)	5A* - C En & Ma	36%		(2015 36%)
Narrowing the gap	West Derby PP v Nat Other 33%	Nat PP v Nat Other 27%		WDS PP v 2015 Nat Other 22%
English Cohort Expected LOPs		76%		77%
Other Pupils		85%		85%
Disadvantaged Pupils		60%		66%
Gap (defined as WDS DIS against NAT Other)		14%		8%
Maths Cohort Expected LOPS		54%		65%
Other Pupils		64%		75%
Disadvantaged Pupils		38%		49%
Gap (defined as WDS DIS against NAT Other)		34%	Narrowing	23%
English Cohort More Than Expected LOPs		21%		30%
Other Pupils		20%		37%
Disadvantaged Pupils		22%		18%
Gap (defined as WDS DIS against NAT Other)		12%		16%
Maths Cohort More Than Expected LOPS		22%		14%
Other Pupils		27%		20%
Disadvantaged Pupils		15%		3%
Gap (defined as DIS against NAT Other)		20%		32%

## **Supporting Pupil Premium pupils at West Derby School**

We recognise pupils can be adversely affected by a combination of factors including poverty, gender, ethnicity, SEN and disability and at West Derby School we pride ourselves in knowing pupils well enough to target individual support and intervention strategies which have a positive impact on the progress of these pupils.

The Pupil Premium Grant and Equality Act 2010 are both influential in focussing our efforts to support all groups of pupils and we include Year 7 Catch-Up funding for pupils below level 4 on entry to the school in this additional support framework. The work done here is supported by SEN, Mathematics and English departments as we strive to ensure literacy and numeracy levels are strong enough for all pupils to access a full curriculum offer.

We recognise that the highest early achievers from deprived backgrounds are often overtaken by lower achieving children from advantaged backgrounds by the age of 7 and even though Primary Pupil Premium funding will begin to redress this within the next two years, at present this achievement gap needs to be rigorously addressed. Nationally at present, the likelihood of a FSM pupil gaining 5A\*-C grades including English and Mathematics is a third less than a non FSM pupil.

Our main priority for West Derby School is to narrow the gap between the progress and achievement of different pupil groups and in doing so we recognise the importance of the transition between Years 6 and 7.

### **Principles:**

- To ensure that teaching and learning opportunities meet the needs of individual pupils.
- To ensure that appropriate provision is made for pupils belonging to vulnerable groups. This specifically includes addressing the needs of the socially disadvantaged pupils to ensure they are prioritised.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals (or have been eligible within the past 6 years) are socially disadvantaged.

### **Provision:**

Our provision for Pupil Premium pupils will be agreed and implemented in line with the following generic strategies:

- Improving the quality of teaching and learning across the whole school including the use of Assessment for Learning strategies.
- Creating an effective learning environment for all learners.
- Using one to one and catch up strategies for Literacy and Numeracy.
- Identifying appropriate and targeted extended services provision including breakfast facilities, homework support and enhanced provision to support behaviour improvement.
- Developing a variety of opportunities for parents to discuss and support their Pupil Premium children throughout their time at West Derby School.
- Developing and encouraging a menu of supporting strategies which allow a personalised response to the needs of each Pupil Premium pupil.

This menu currently includes:

- Targeted teacher feedback
- Support to develop specific learning skills
- One to one support from teaching staff/tutors/TAs/HLTAs

- Homework clubs/support
- ICT based support and skills development
- Sports, art and performing arts opportunities
- After school and holiday time learning and revision sessions
- Individualised learning programmes
- Support for identified personal needs which will support academic, personal and social development through the Pupil Support Centre.

**The five key objectives:**

1. To improve attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of progress.
2. To improve transition and address the 'Wasted Years' agenda to effectively engage PP students.
3. To maintain reading intervention to improve the reading age of students whose reading age is below national average and to embed numeracy interventions to improve the numeracy levels of students who fall below the national expected level for Maths. To be coordinated by under level 4 coordinators (VF/TH).
4. To improve curriculum engagement and academic achievement for PP students across the school.
5. To implement strategies in relation to addressing the gap between PP and non PP in attendance, behaviour, punctuality and inclusion.

<b>Objective 1:</b> To improve attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of progress.				
<b>Strategies</b>	<b>To be completed by</b>	<b>Responsible Person</b>	<b>Success criteria for outcome</b>	<b>Monitoring/Evaluation/Impact/Evidence</b>
<p><b><u>Intervention</u></b> Intervention lessons (outside and inside of school hours) to run with targeted cohorts in Years 8, 9, 10 and 11. Students are identified as those underachieving in Maths and English and interventions would run as intensive “workshops”, focusing on skills needed.</p>	<p>Sept-Dec 2015 Jan-March 2016 April – June/July 2017</p>	<p>Yr 8/9/10/11 PPL; AHT responsible for PP</p>	<p>Students who attend intervention lessons maintain/improve level in Maths and English. Gap narrowed between PP and non PP students and between PP that attended the intervention lessons and their peers.</p>	<p>Data analysis Years 8, 9, 10 &amp; 11 monitoring point information. Post intervention school analysis. Identified individuals.</p>
<p><b><u>NPQML</u></b> Upskilling of Middle Leaders through the completion of the course. Many impact initiatives relate to PP achievement.</p>	<p>Sept 2015-Aug 2016</p>	<p>AHT (CJ) Middle Leaders</p>	<p>Impact initiatives are completed and the project focus of narrowing the gap in each area has been achieved. More confident and upskilled middle managers.</p>	<p>Middle Leaders Programme with a focus on narrowing the gap. Increased ability of how to narrow the gap between PP and non PP within the identified subject areas.</p>
<p><b><u>Leading by Learning</u></b> Staff training sessions to improve teaching and learning and provide sustainable peer mentor opportunities.</p>	<p>Jan 2016 – July 2016</p>	<p>KFO; 15 teaching staff</p>	<p>Training sessions are completed. Observations are completed. Expertise is disseminated within departments. Improved teaching standards. Improved teaching and learning and sharing of expertise across the school, therefore improved results.</p>	<p>Weekly feedback. Impact analysis. Observations and scrutiny of work.</p>

<b>Objective 2- Transition:</b> To improve transition and attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of progress.				
<b>Strategies</b>	<b>To be completed by</b>	<b>Responsible Person</b>	<b>Success criteria for outcome</b>	<b>Monitoring/Evaluation/Impact/Evidence</b>
<p><b><u>Literacy Coordinator and Numeracy Coordinator</u></b> Staff to be trained to ensure transition and achievement are more closely monitored and the gap is narrowed.</p>	Sept 2015 (Lit) Jan 2016 (Num)	CJ (LA); SW (CB)	A reduction in the attainment gap of PP and non PP students in Years 7-11 from Sept 2015 to June 2016 in Mathematics and English levels. Reduction in PP and non PP gap.	Tracing and monitoring data of PP cohort via data collection, student feedback, progress coordinator data analysis. Lesson observation schedule and Achievement and Standards cycle throughout the year. Case studies to be provided.
<p><b><u>Summer School</u></b> To continue with a Year 6 summer school for the identified cohort of PP students focused on Eng/Maths – specific focus on those in danger of not achieving nationally expected rates of progress. Students who have an insecure L4 and secure L3 at KS2 will be targeted for this week long activity (alongside their peers who will receive targeted intervention for other cohorts e.g. G&amp;T).</p>	July 2015		Students who attend summer school maintain/improve KS2 level in Maths and English. Gap narrowed in Year 7 between PP and non PP students and between PP that attended the summer school and peers.	Data analysis KS2. Primary intervention and visits.

<b>Objective 3 – Literacy and Numeracy:</b> To maintain the reading scheme intervention to improve the reading age of students whose reading age is below national average and to embed numeracy interventions to improve the numeracy levels of students who fall below the national expected level for Maths.				
<b>Strategies</b>	<b>To be completed by</b>	<b>Responsible Person</b>	<b>Success criteria for outcome</b>	<b>Monitoring/Evaluation/Impact/Evidence</b>
<b><u>Increase capacity at leadership level to further enhance intervention strategy</u></b> Additional strategic leadership	Jan -July 2016	SLT	Capacity is added to the leadership team to support curriculum intervention, and secure improved outcomes for students through Wasted years projects and “3-2” training and “2-1” training.	Calendared meetings. Data analysis of progress. SLT reports. More robust intervention strategies. Narrowing the gap between PP and non PP.
<b><u>Lexia</u></b> Embed Accelerated Reader Scheme (LEXIA) to improve the reading age of Year 7 and Year 8 students whose reading age is below national average.	Beginning of September of each year – identified point when students reach RA.	PSC Man (JH); HLTA; Literacy Coordinator	Reading levels improve to enable greater access to the curriculum. Reading age (RA) expected progress. Year 7/Year 8 reading scheme all students whose attainment falls below the national expectations for reading are supported during TLC and in the Literacy lesson. Improved reading ages.	Reading level assessment at start of Year 7/Year 8 to identify cohort. LSA assessment upon exit from the scheme. Data analysis KS2-Year 7 data, Year 8 data. RA analysis. Lexia Analysis of Student Progress. Intervention sessions set up for those identified as at risk, below level 4. Minimum expected progress in reading after at least 6 months. Improving literacy improves student outcomes overall – increases GCSE attainment and thereby life choices. Thereby reducing the attainment variation between Ever 6 and non-Ever 6.
<b><u>Symphony</u></b> Identify all students whose attainment falls below the national expectations for Maths, to be supported during lessons and intervention lessons	Sept 2015 onwards	PSC (JH)	KS2 scores and baseline assessment identify intervention cohorts for each year. They will also be used to measure progress and are an extra means of assessment. Year 7 students’ numeracy improves.	Reports to Line Manager (CB).

<b>Objective 3 – Literacy and Numeracy:</b> To maintain the reading scheme intervention to improve the reading age of students whose reading age is below national average and to embed numeracy interventions to improve the numeracy levels of students who fall below the national expected level for Maths.				
<b>Strategies</b>	<b>To be completed by</b>	<b>Responsible Person</b>	<b>Success criteria for outcome</b>	<b>Monitoring/Evaluation/Impact/Evidence</b>
<b><u>Weekly Literacy/Numeracy Challenge</u></b> To be implemented into the form time programme	Sept 2015 – July 2016	Maths department (HH) English department (VF)	Continuous emphasis on Maths and English across the curriculum. Gaps in all students' numeracy and literacy improved. This will affect all subjects not just Maths and English.	



<b>Objective 4 – To improve the curriculum engagement and academic achievement for Ever 6 students including support for behavioural needs of the vulnerable students:</b> To provide equality of opportunity for students irrespective of income by implementing an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap.				
<b>Strategies</b>	<b>To be completed by</b>	<b>Responsible Person</b>	<b>Success criteria for outcome</b>	<b>Monitoring/Evaluation/ Impact/ Evidence</b>
<b><u>Behaviour support strategies</u></b> Crime prevention programme for Years 7 & 8 – gun and knife crime prevention	Nov 2015	KFO	Aspirations raised and pathways explained. More students stay in school and succeed in GCSEs.	All Year 7 & 8 involved. Follow up sessions in form time.
<b><u>Behaviour support strategies</u></b> Crime prevention for Years 9 & 10 by a consultant surgeon from the Royal Liverpool Hospital	Sept/Nov 2015	RW	Awareness raising and real life scenarios presented. More students stay in school and success in GCSEs.	All Year 9 and 10 involved. Gang culture is not present within school community. Intervention – consequences/education.
<b><u>Nutritional strategies</u></b> Breakfast Club	Jan 2016 onwards	Student Support	Ensure breakfast available for any CLA/PP in need to ensure an effective start to the school day.	Names of those attending recorded. PPPLs evidence progression. All students have access to a breakfast. Prepared students, ready to learn. More engaged students. Weekly registers.
<b><u>Financial strategies</u></b> To ensure a contribution is made to curriculum programmes, such as educational visits and extra-curricular events	Sept 2015 onwards	PPLs AHT (SL)	Local, national, international subsidised in order for students to participate. Successful revision residentials, exchange programmes, visits. All students with an entitlement are able to take part in all curriculum based trips and visits. Greater levels of self-esteem and confidence. PP students are actively included in extra-curricular provision and planning.	Extra-curricular programme and evaluations SLT reports
<b><u>Financial support for peripatetic lessons</u></b> Music lessons are organised on a weekly basis to support musical talents	Ongoing Sept 2015 – July 2016	Music department	Students' musical talents supported through peripatetic staff, cost of instruments and any educational visits identified as part of music programme.	Half termly registers and feedback.

**Objective 4 – To improve the curriculum engagement and academic achievement for Ever 6 students including support for behavioural needs of the vulnerable students:** To provide equality of opportunity for students irrespective of income by implementing an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap.

Strategies	To be completed by	Responsible Person	Success criteria for outcome	Monitoring/Evaluation/ Impact/ Evidence
			More PP students involved in enrichment activities and raising self-esteem through performances. More students accessing and achieving music grade exams. Support PP students in peripatetic lessons. Improved music results.	
<b>Funding for PSC</b> Continued use of PSC for vulnerable students.	Jan-Sept 2015	SENCO/JHo /JH/EWO	Additional structured support for identified students in Years 7-9 at risk as underachieving. Inclusion of students. Integration into school of persistent absentees.	Weekly reviews. Case studies.
<b>Funding for homework clubs</b> Weekly homework club at lunchtime	Weekly	JH	Gap reduces between PP and non PP.	Weekly registers. Weekly attendance.

**Objective 5 – Attendance, behaviour, inclusion and punctuality: to implement strategies addressing the attendance and punctuality gap between PP and non PP students.**

At secondary level PP pupils are three times more likely than their peers to be classed as ‘persistently absent’. PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.

Strategies	To be completed by	Responsible Person	Success criteria for outcome	Monitoring/Evaluation/Impact/Evidence
<p><b><u>Funding to support PP attendance</u></b>            Strategies to promote good attendance through the use of:            EWO            First day response            Home visits            Phone calls            Use of the PSC            Rewards system</p>	<p>July 2016            Achievement and Standards cycle</p>	<p>EWO            AHT (SL)            SENCO</p>	<p>Strategies embedded to promote good attendance of PP students and reduce the attendance gap between PP and Non PP students.            Celebration assemblies.            Incentives to address poor PP attendance.            Improved behaviour.            Improved attendance and a narrowing gap between PP and Non PP.</p>	<p>Weekly attendance figures.            Termly behaviour summary.            Behaviour statistics report.            3 year trend attendance figures.            PPLs to monitor rewards for all attendance with specific focus on PP students.</p>
<p><b><u>Staffing for new internal exclusion room</u></b>            Continued use of internal exclusions room</p>	<p>Sept 2015 onwards</p>	<p>AHT (SL)            PPLs            HLTA</p>	<p>Represents short periods of time.            Less disruption in lessons.            Low level recidivists.            Reduction in exclusions.</p>	<p>Daily reviews and evaluation.            Half termly evaluation and analysis.            SIMS analysis.            Behaviour protocol and ethos is “carried” from room to mainstream lessons.</p>
<p><b><u>Funding for AC/AP</u></b>            Alternative curriculum/alternative provision investigated for those students at risk of permanent exclusion or whose emotional wellbeing is at risk.</p>	<p>Sept 2015 onwards</p>	<p>SG;            SL;            PPLs</p>	<p>Reduced numbers of FTE.            Increased attendance.            Engagement with work placement.            Reduction in NEET figures.</p>	<p>Reports to SLT.            Regular visits and checks.            Placement spreadsheet.</p>

## Catch-Up Premium 2015-16

### Catch-Up Premium 2015-16 £14,000

The Year 7 Literacy and Numeracy Catch-Up Premium is funding given to schools from the government additional to the main funding stream which is allocated to supporting those students who did not achieve a National Curriculum Level 4 at the end of Key Stage 2 in either Mathematics, English reading or both. Schools are free to spend the Catch-Up Premium as they see fit, within specific parameters, to fund strategies to close the attainment gap between those students and their peers. Unlike Pupil Premium, the Catch-Up Premium is only awarded to students in Year 7.

<b>Strategies</b>	<b>To be completed by</b>	<b>Responsible Person</b>	<b>Success criteria for outcome</b>	<b>Monitoring/Evaluation/Impact/Evidence</b>
<b><u>Numeracy</u></b> Symphony to be used as an intervention tool	Implementation in September 2015	SENCO TH	Improved numeracy skills Research from primaries	Termly evaluation Improved numeracy levels Book boxes
<b><u>Literacy</u></b> Lexia to be used as an intervention tool	Continued use of Lexia throughout 2015-16	SENCO VF	Improved literacy skills Research from primaries	Termly evaluation Improved literacy levels Book boxes
<b><u>Rewards</u></b> Purchase suitable rewards to maintain motivation and to reward attainment and progress.	September 2015-July 2016	SL	Incentives for new students	Improved attainment and progress for Under Level 4 pupils.