



## West Kirby Grammar School

### West Kirby

Sixth Form

## The Impact of Pupil Premium Funding 2018-19

### Background

The Government believes that Pupil Premium funding, which is additional to the main school funding, is the best way to tackle disadvantage in order to reach students who most need support.

- The Pupil Premium is allocated by local authorities, or the DfE, to schools and academies with pupils between Foundation Stage 2 and Year 11, on roll in January of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Pupils). The grant per eligible pupil was £935 for the financial year 2018-19.
- Schools have the freedom to spend the Premium in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally.
- Service Children (Ever 5) are to receive £300 in the current financial year.
- Pupil Premium Plus students are looked after children (LACs) or adopted from care under adoption act (2005) and are entitled to £2,300 in the financial year 2018-18, and schools will increasingly be accountable for the ways in which funding is spent.

### Key Definitions

**Ever 6 FSM** The Pupil Premium Grant will include pupils on the January School Census known to have been eligible for Free School meals (FSM) on any of the previous six years, as well as those known to be eligible at January Census.

**Looked After Child (LAC)** This includes all children who are looked after from the first day of care.

**Children adopted from care** The Pupil Premium Grant will include those pupils recorded on the January School Census who are looked after immediately before being adopted on or after 30 December 2005, or placed on a Special Guardianship or Residence Order immediately after being looked after.

**Ever 5 Service Child** The Pupil Premium Grant will include those pupils recorded on the January Census who were eligible for the Service Child Premium in the past 5 years as well as those recorded for the first time on the January 2016 Census. Each child will be counted once.

**Disadvantaged** A pupil will be defined as disadvantaged in the 2018/19 performance tables and in ASP if they are recorded as:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more; or
- Adopted from care

## Allocation of Pupil Premium Funding 2018-19

Total number of students on roll (11-16)	885
Total amount of allocated funding	£48,076
Estimated expenditure	£66,155

### Our key aims

- To narrow the disadvantage gap by addressing inequalities
- To support and ensure that all students whatever their family background or income can access equal education and extra-curricular activities which will enhance learning
- To support the mental and physical well-being of students from a disadvantaged background
- To enhance and improve educational resources for students, whatever their circumstances, so they have appropriate 'tools' for learning
- To offer extension/ enrichment opportunities to broaden students' educational experiences regardless of their financial circumstances

Year 7 Pupil Premium		
Aims for Year 7:-		
<p>-To develop resilience in students          -To get to know students quickly, identifying any immediate issues.          -Ensure effective transition from Primary Schools to West Kirby Grammar identifying and removing barriers to learning.          -Offer support as required and develop individual support plans.          -Encourage participation in school activities and trips</p>		
Year Group	Key Issues/Areas of concern	Intervention Strategies
7	Baseline assessments to identify needs Books and equipment  School trip subsidies  Transition problems  Access to enrichment opportunities  School Counsellor  Form Tutor intervention	Baseline tests for all subjects Subject specific resources  Enabling students to participate  Lunchtime activities to integrate vulnerable students  Active Play at lunchtimes Clubs to join Cooking for the Homeless  Individual sessions 2x13 sessions x each term Monitoring of planners etc
<p><b>Impact:</b> The students in receipt of Pupil Premium joined WKGS with a KS2 Average Score of 111 compared with 112 for the cohort.</p> <p>Pupils were enabled to participate in all trips undertaken by Year 7 including going to the pantomime and the residential JCA trip, for which appropriate clothing was provided. They have been able to solidify friendships by taking part in whole year activities, including cooking for the homeless and supporting all Year 7 initiatives. Help has also been provided in the form of subsidies for school transport and breakfast. Pupil Premium students will continue to be supported in Year 8.</p> <p>In 2018-19, the students achieved an average points score of 1.92 in English (compared with 1.94 for the cohort) and an average points score of 2.17 in Maths (compared with 2.17 for the cohort). At the end of Year 7, these students had made an average of 0.49 grades of progress in all</p>		

subjects compared with 0.57 grades of progress average across the cohort, equating to a gap of -0.08. In English, they made 0.92 grades of progress compared with 0.81 for the cohort and in Maths, there was a gap of -0.17 grades of progress (0.25 for Pupil Premium and 0.42 for the whole cohort). Further strategies will be implemented in Year 8.

#### Year 8 Pupil Premium

##### Aims for Year 8:-

- Further develop confidence and build upon prior attainment
- Prepare the pathway for GCSE choices
- Ensure students are actively involved in the life of the School

Year Group	Key Issues/Areas of concern	Intervention Strategies
8	Progress  Study Skills/Revision  Well being Enrichment opportunities Music tuition Careers session in preparation for choices	Form Tutor monitoring Buddy Scheme HOY support Maths Catch-up English intervention Learning Mentor Mental Health First Aid support  School Counsellor 9x3 sessions  Careers Adviser

**Impact:** All Pupil Premium students in this year group were fully involved in the wider life of the school and were supported to engage in a variety of activities. The students in receipt of Pupil Premium joined WKGS with a KS2 Average Score of 113 compared with 112 for the cohort. In 2018-19, the students were working at an average grade of 2.43 (2m) in English (compared with 2.70 (3e) for the cohort) and grade 2.79 (3e) in Maths (compared with grade 2.73 (3e) for the cohort). At the end of Year 8, these students had made an average of 0.40 grades of progress in all subjects compared with 0.44 grades of progress average across the cohort, equating to a gap of -0.04. In English, they made 0.5 grades of progress compared with 0.72 for the cohort and in Maths, there was a gap of +0.1 grades of progress (0.29 for Pupil Premium and 0.19 for the whole cohort).

When making GCSE option choices, individual support was given to students to ensure that they were fully informed about the options open to them, including the provision of independent careers advice.

#### Year 9 Pupil Premium

##### Aims for Year 9:-

- Develop learner confidence and encourage high aspirations
- Smooth transition to GCSE level work
- Personal well-being is a priority and all students have a positive mind set

Year Group	Key Issues/Areas of concern	Intervention Strategies
9	GCSE preparation and support Subject intervention where required Homework support Attendance and Wellbeing	Form tutoring monitoring HOY support School Counsellor/Wellbeing manager Financial support to prevent barriers to education – trips/bus fares/equipment. Impact Days - Personal Health and Social Education Home visits

**Impact:** Pupil Premium students in this year group were fully involved in the wider life of the school and were supported to engage in a variety of activities. They took part in a number of extra-curricular activities in order to enrich their life skills which included the 'The Great Wirral Conversation, theatre visits, participation in a whole year group charity event as well as various

academic trips. Students also accessed the services of The Blues Programme, the School Counsellor and the Wellbeing Manager.

In 2018-2019, Year 9 students began their GCSE courses. The Pupil Premium cohort had a KS2 average points score of 109 compared to 110 for the whole cohort. They achieved an average points score of 3.77 in Maths by the end of the academic year, compared with the Year 9 APS of 4.71, a difference of -0.94. In English, they achieved an average points score of 4.23 compared with 4.46 for the whole cohort, a difference of -0.23. These figures represent data for thirteen students; additional strategies will be put in place in 2019-20 to ensure that these students make further progress and that the gap is narrowed.

#### Year 10 Pupil Premium

##### **Aims for Year 10:-**

- Ensure students are making steady progress and we are “closing the gap,” if there is one.
- Involve students in additional support sessions
- Support students to enable them to follow their individual learning pathways successfully
- Foster a close relationship with parents/carers to ensure support at home and at School

Year Group	Key Issues/Areas of concern	Intervention Strategies
10	GCSE preparation support Study skills Subject intervention Homework support Well-being	Form tutor monitoring HOY support Enrichment Activities/Trips Personal Health and Social Education – Impact Days Individual subject support Learning Mentor study skills support Summer School at Liverpool University Revision books/equipment Attendance meetings Careers adviser interviews

**Impact:** Pupil Premium students in this year group continued to be fully involved in the wider life of the school; they were encouraged to take part in a variety of activities, including House events, WOHAAs and The Duke of Edinburgh Award. They were all made aware of the services available to them, including, where appropriate, the use of the school counsellor. They all benefitted from the School’s work experience programme, spending one week in the workplace. Additionally, they were also given the opportunity to attend Study Skills session with Tim Milner to better help students with preparing for their GCSE courses. Three students attended a summer school at Liverpool University.

In 2018-2019, Year 10 students began the second year of their GCSE courses. The Pupil Premium cohort had a KS2 mean level of 5.42 compared to 5.37 for the whole cohort. They achieved an average points score of 6.36 in Maths by the end of the academic year, compared with the Year 10 APS of 6.73, a difference of -0.37. In English, they achieved an average points score of 6.57 compared with 6.72 for the whole cohort, a difference of -0.15. These figures represent data for fourteen students; additional strategies will be put in place in 2019-20 to ensure that these students make further progress and that the gap is narrowed. These include further work on study skills, subject specific support and the allocation of a mentor from October 2019.

#### Year 11 Pupil Premium

##### **Aims for Year 11:-**

- To ensure all PP students achieve at least grades 9-5 in maths and English
- To support the successful attainment of individual student’s targets at GCSE
- Support individual student well-being by offering additional support
- Provide clear intervention strategies and additional academic/pastoral support
- Provide study resources, revision guides and revision support
- Ensure PP students are prepared for the next phase of their lives by offering advice on a range of opportunities beyond KS4.

Year Group	No. of students	Key Issues/Areas of concern	Intervention Strategies
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11	9	Achievement  Closing the Gap    Personal well-being	Weekly Achievement/Progress meeting My Maths mornings English intervention programme Science Mentoring Scheme Revision books/equipment Revision Guidance Evening with parents English Conference Aspirations Day Mentoring Personalised Learning Plan Attendance Meetings Counsellor HOY support SLT mentor																																																						
<b>Impact:</b> All 5 students identified as requiring Pupil Premium support completed their GCSEs and achieved pleasing results. Targeted intervention, support for attendance and access to the curriculum, as well as tailored individual learning pathways ensured most students made significant progress. Individual Pupil Premium students had specific intervention plans and were supporting by a programme of mentoring.																																																									
<b>GCSE Examination Results 2019:-</b>																																																									
<ul style="list-style-type: none"> <li>• All Pupil Premium students gained a minimum of ten 9-4 grades including strong passes in both English and Mathematics at grade 5 and above.</li> <li>• All students identified as benefitting from Pupil Premium support appear in the progress calculations.</li> </ul>																																																									
<b>Pupil Achievements</b>																																																									
<table border="1"> <thead> <tr> <th>Pupil</th> <th>9</th> <th>8</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> <th>P8 score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td></td> <td>2</td> <td></td> <td>4</td> <td>4</td> <td></td> <td>-0.46</td> </tr> <tr> <td>2</td> <td>4</td> <td>5</td> <td>1</td> <td>1</td> <td></td> <td></td> <td></td> <td>+1.66</td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td>3</td> <td>6</td> <td>1</td> <td>1</td> <td>+0.32</td> </tr> <tr> <td>4</td> <td>5</td> <td>3</td> <td>2</td> <td>1</td> <td></td> <td></td> <td></td> <td>+0.79</td> </tr> <tr> <td>5</td> <td></td> <td></td> <td>2</td> <td>2</td> <td>5</td> <td>1</td> <td></td> <td>-0.56</td> </tr> </tbody> </table>				Pupil	9	8	7	6	5	4	3	P8 score	1	1		2		4	4		-0.46	2	4	5	1	1				+1.66	3				3	6	1	1	+0.32	4	5	3	2	1				+0.79	5			2	2	5	1		-0.56
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The overall unvalidated School Progress 8 figure for 2019 is <b>+0.75</b> and the Progress 8 figure for Pupil Premium students is <b>+0.25</b> .																																																									
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Pupil Premium students' progress in English was incredibly strong with a contribution of 14.8 points to the English bucket compared to 14.5 for all students. Progress scores were +0.84 and +0.87 respectively. In Mathematics, pupils in receipt of Pupil Premium had an average of 12.0 points in the Mathematics bucket, compared to 13.52 points for the rest of the cohort. Progress scores were -0.5 for disadvantaged compared with +0.3 for all students. This discrepancy between English and																																																									

Mathematics continues to be addressed, and is a priority, in our School Improvement Plan in 2018-19.

Disadvantaged students achieved outcomes in line with their peers in the EBacc element (Disadvantaged students achieved 20.0 compared to 21.55 for all students). Progress scores were +0.22 and +0.79 respectively. In the Open element disadvantaged students achieved a score of 21.0 compared to 21.57 for all students, and progress scores were +0.70 and +1.02 respectively.

We recognise that all students are individuals with differing backgrounds, needs, aspirations and experiences. Therefore, in addition to supporting students and families with the cost of uniform, trips and transport, we aim to ensure personalised support packages are offered in each year group to meet learners' needs in a flexible way.

## Pupil Premium expenditure 2018-19

Activity	Expenditure/ £
Pastoral staff	15,285
Mentor – SLT	12,993
Wakey Wakey Breakfast - Maths revision	5,127
Counselling	4,951
Pupil Support	5,415
Individual Needs - Individual Learning Plans	4,080
Data Analysis	2,495
Attendance - Home Visits/Collections	1,927
The Girls Project - Outside Agency	1,718
Safeguarding Training	586
My Concern	1,258
Learning Mentoring	1,603
Achievement Meetings	1,793
FFT	1,444
Music Tuition	175
Pastoral Working Party	2,734
Unlocking Potential - Mploy	224
HOD Intervention	2,347

**Total Pupil Premium Spend**                    **66,155**

