



West Kirby
Grammar School

Pupil Premium Strategy & Impact Statement

2024 – 2027

Pupil Premium Strategy

This document outlines our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1225 (Y7 – 13)
Proportion (%) of pupil premium eligible pupils	Y7 – 11 (7.9%) Y7 – 13 (5.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	September 2024 – 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr S Clarke (Headteacher)
Pupil premium lead	Mrs G Ravenwood (AHT – DSL)
Governor / Trustee lead	Mrs E Davidson (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,000 (August 24 – August 25)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£70,000

Part A: Pupil premium strategy plan

Statement of intent

At West Kirby Grammar School, our school community shares a collective vision of 'Igniting Minds' through exceptional learning, going 'Beyond the Academic' to unleash personal growth, 'Nurturing Respect' to foster inclusive collaboration, and 'Leading Today, Empowering Tomorrow'. Our intent at WKGS is therefore to promote the highest level of progress, attainment, and personal growth for all students, regardless of their socio-economic background. We are proud to offer an exceptional, broad, balanced, and well-rounded educational experience to all students, supporting their development and fully preparing them for life beyond WKGS.

We aim to ensure curriculum equity through Quality First Teaching that meets the needs of each individual learner, paired with bespoke pastoral and academic care and support. This facilitates a responsive school-wide model, based on robust diagnostic assessment, that achieves success for students with socio-economic needs by:

- Ensuring that Pupil Premium funding allocated to our school is used for its intended purpose.
- Being transparent in our reporting of how we have used the Pupil Premium, so that all stakeholders are fully aware of how this additional resource has been used to make a difference.
- Encouraging the take-up of Free School Meals (FSM) by working proactively with parents and carers in a sensitive and supportive manner and providing information on how to apply for FSM.
- Recognising that Pupil Premium, Looked after Children, Services, and Bursary pupils are not a homogenous group and ensuring that individual needs are considered and met.
- Using Quality First Teaching and Learning and high-quality, early interventions with proven evidence of their impact to assist any student who needs additional support, whether it be academic, well-being/emotional, or extra-curricular support.
- Revising the quality of the impact of these interventions and adjusting where necessary to maximise the impact of the funding.

Our six core values—Community, High Expectations, Opportunity, Innovation, Curiosity, and Endeavour—underpin all our actions and initiatives. We are committed to fostering a compassionate and caring community that collaborates effectively, values tradition, and embraces change. Through our Pupil Premium Strategy, we aim to ensure that every student has the opportunity to discover their talents, achieve excellence, and develop the resilience needed to thrive in a rapidly changing world.

By adhering to these principles and continually striving for improvement, we aim to be recognised as one of the top selective schools in the country, providing an enriching curriculum and focused support that empowers every child in the pursuit of their goals.

Challenges

This details the key challenges to achievement that we have identified among our pupil premium students.

Challenge number	Detail of challenge
1	While Pupil Premium students continue to make progress above national expectations, there remains a small gap to non-Pupil Premium students in both P8 and A8 at WKGS.
2	The Attainment and Progress Gap cannot be identified through trend data as consistently attributed to any particular subjects.
3	While attendance of Pupil Premium students is significantly above the national average, there is a consistently small gap (typically around 2% for each year group) to non-Pupil Premium students.
4	Our assessments, observations and discussions with students indicate that the barriers for Pupil Premium students are varied and as such they should not be identified as a homogenous group. Instead, the challenge is to ensure a clear oversight of the bespoke needs of each individual, linking academic, pastoral and co-curricular data to produce individual education plans.

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
Continue to sustain high attendance of learners across the school, promoting no gap in expectations for disadvantaged pupils.	Our data shows no significant gaps in attendance for disadvantaged students as a cohort.
Continue to sustain high levels of progress and academic attainment for disadvantaged students across a broad curriculum.	Individually, students are attaining and making academic progress in line with expectation, taking into account individual circumstances.
Continued improvement of metacognitive and self-regulatory skills among all pupils, including those who are disadvantaged, across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. Student voice activities also indicate awareness of metacognitive activities in the classroom.
Continue to closely monitor and support the emotional and social wellbeing of disadvantaged students across the school.	Sustained model of enhanced staffing through School Counsellors, working alongside the pastoral team, to provide early counselling/mentoring/self-esteem support to those disadvantaged students with an identified need.
Ensuring disadvantaged students have equity in access to our curriculum in its widest sense.	Engagement tracked in activity outside of lessons (co-curricular), highlighting significant participation in, and access to, activities beyond the classroom.

<p>Provide clear and consistent communication with parents and carers</p>	<p>Parents/carers know who to contact to obtain answers to their questions, and that their questions are answered promptly and comprehensively.</p> <p>There is open dialogue between parents/carers to best understand how to support PP students.</p>
<p>Ensuring adaptive teaching for all</p>	<p>Whole school Quality Assurance identifies consistent adaptive teaching in class for all students but specifically ensuring for PP students.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching supported through a balanced and bespoke “WKGS CPD Menu” school wide provision. Attendance at annual Pupil Premium Conferences to keep up-to-date with the most relevant academic research and CPD opportunities.	EEF research tells us that high quality teaching can narrow the disadvantage gap: https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151	1, 2, 4
Part of the CPD and INSET programme is given to Department time to allow time to analyse the impact of diagnostic assessment.	EEF research shows that providing feedback is well-evidenced and has a high impact on learning outcomes. Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 4
Manage staff workload and offer effective professional development to retain and recruit expert teachers, maintaining high standards of teaching and learning.	EEF research shows us that consistency in high quality teaching and learning through effective staff retention and recruitment has a high impact on learning outcomes: https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	1, 2, 4

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Pastoral Support Team provides a programme of intervention work via mentors and Pupil Premium students take priority.	Evidence indicates that one-to-one and small group tuition can be effective, providing approximately five additional months’ progress on average (EEF, 2021):	1, 2, 3, 4

Based on student PCPs, a member of the intervention team may be assigned to help with wider areas including organisation and revision skills. We ensure Quality First Teaching in all lessons.	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	
For disadvantaged students identified through PCPs as requiring structured interventions and support with barriers to learning and attainment, laptops and the necessary additional technology is provided.	The Sutton Trust have cited that limited pupil access to IT at home is a significant challenge to learning (Sutton Trust, 2019). Therefore, providing learners with the necessary tools at home is vital to closing the inequality gap between learners.	1, 2, 3, 4.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced staffing through our Wellbeing Manager, PSAs and school counsellors provides students with a robust system of support and guidance on a personalised basis.	The DfE (2021) highlight that “it is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.”	1, 2, 3, 4
Regular attendance meetings held with the learner’s Head of Year, AHT (Pastoral) and Attendance Lead to monitor disadvantaged pupils’ attendance records. Heads of Year and Form Tutors provide support with genuine absence and challenge unauthorised absence in line with our school attendance policy.	A study conducted by Taylor (2012) showed that attendance at school is closely related to performance, with higher attendance rates associated with higher attainment. More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential (DfE, 2015).	1, 2, 3, 4
Academic trips are subsidised on a case-by-case basis. Trip, activities and clubs are offered to Pupil Premium students at a reduced cost, as appropriate. Support with music lessons and vocal tuition is provided when appropriate.	Findings published in a report by Morrison and Dobson (2020) suggest that paying for pupils to go on school trips or participate in extracurricular activities would have a positive impact on the development of social and behavioural skills and enhance cultural capital.	1, 2, 3, 4

<p>Help with buying uniform and equipment is offered and provided when necessary through the WKGS School & Community Fund. The Sixth Form Bursary scheme exists for students in the upper school to use funds at their discretion. Support with travel expenditure to school is provided to make sure that students are able to access a WKGS education.</p>	<p>Whilst the effect that school uniform has on attainment is inconclusive (EEF, 2018) using Pupil Premium funding for these approaches has shown positive results for other reasons, such as supporting an equitable ethos and promoting community involvement (Morrison and Dobson, 2020).</p>	<p>1, 2, 3, 4.</p>
--	--	--------------------

Total budgeted cost: £ 100,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact Summary October 2024

Every pupil premium student is monitored and supported using a Pupil Centred Plan (PCP). The current data indicates that pupil premium students are making very good progress and significantly above that of national averages. In particular:

1. Pupil premium students continue to achieve highly at the end of Key Stage 4, exceeding national attainment and expected progress over the last 4 years according to Attainment 8 and Progress 8 measures.
2. In other year groups, students are projected to achieve equally excellent grades, broadly in line with the rest of the cohort and exceeding expected progress compare to students nationally with the same prior attainment data.

Year 7 – 9 (KS3 – Life After Levels Assessment):

Number of PP Students	Proportion of Students Above WKGS Expectations	Proportion of Students Meeting WKGS Expectations	Proportion of Students Not Meeting WKGS Expectations
44	31.82%	77.27%	22.73%

Year 10 (KS4 GCSE Projections by Subject):

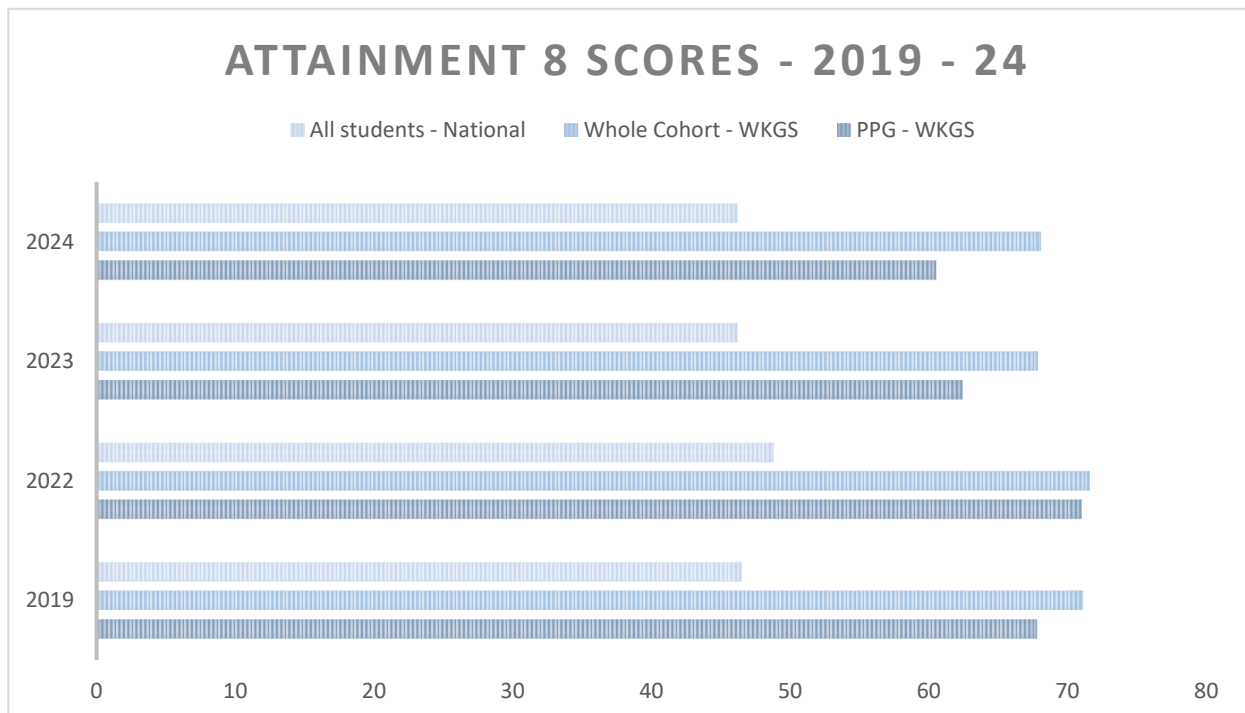
Number of PP students	Average GCSE Points
13	6.3

GCSE Analysis

Year 11	2019	2022	2023	2024
% of Pupil Premium Students	3.1	6.2	6.5	8.2
Attainment 8	6.8	7.1	6.2	60.53
Progress 8	0.34	0.24	0.06	0.06 (est.)
English Av. Grade	7.4	7	6.2	7
Maths Av. Grade	6	7.1	6.2	5.8

The table above indicates that pupil premium students are overall exceeding the expected progress for all students nationally while also demonstrating the commitment from WKGS to increase socio-economic accessibility.

The graph below summarises Attainment 8 scores in 2019-23 (removing the years without nationally published data), illustrating how pupil premium students at WKGS achieved above the national average for all students. There are 13 pupil premium students in the current Y11. Internal tracking data currently projects an average grade of 6.8 across all their GCSE subjects (close to the cohort average of 7.2).



Year 12 (KS5)

- 10 students are (former) pupil premium.
- All achieved highly at GCSE. We will track their progress through Year 12 & 13 carefully.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Those learners who qualify for service pupil premium funding are provided with the same support as their peers (outlined above), with a focus on SEMH, but dependent on individual need.
The impact of that spending on service pupil premium eligible pupils
As outlined in "Impact Summary" above.

Pupil Premium expenditure 2023-24

Activity	Expenditure/ £
DSL	17,021
Mentoring - SLT	18,497
Pastoral Support Team	17,274
Counselling	6,847
Individual Needs - Individual Learning Plans	5,652
Pupil direct support. E.g. trips, music lessons & bus passes	13,172
Subsidised bus passes	7,200
Free lockers for PP students	2,317
Attendance - Home Visits/Collections	5,005
SISRA	2,055
Learning Mentor	2,472
FFT	1,760
My Concern	1,620
Frog Learning Licence	750
Safeguarding Training	794
Online Free School Meals	982

Total Pupil Premium Spend

103,418

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.