



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	1180 (Y7 – 13)
Proportion (%) of pupil premium eligible pupils	Y7 – 11 (8.9%) Y7 – 13 (6.9%)
Academic year/years that our current pupil premium strategy plan covers	September 2024 – 2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mr S Clarke (Headteacher)
Pupil premium lead	Mrs G Ravenwood (SAHT – Pastoral)
Governor / Trustee lead	Mrs E Davidson (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,853 (August 25 – August 26)
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>	£85,853

Part A: Pupil premium strategy plan

Statement of intent

At West Kirby Grammar School, our vision is built upon two interconnected ambitions: Pioneering Excellence and Compassionate Community. Underpinned by our core values of Community, High Expectations, Opportunity, Innovation, Curiosity and Endeavour, we are committed to ensuring that every student achieves their full potential, develops confidence in their own abilities and benefits from the exceptional opportunities available through life at WKGS, regardless of their socio-economic background.

We recognise that disadvantage can present barriers to achievement, participation and aspiration. Our intent is therefore to promote the highest levels of progress, attainment and personal growth for all students through an exceptional, broad and well-rounded educational experience that prepares them fully for life beyond WKGS.

We aim to ensure curriculum equity through high-quality adaptive teaching that meets the needs of individual learners, paired with bespoke pastoral and academic support. This facilitates a responsive school-wide approach, informed by robust assessment and a deep understanding of individual circumstances, while ensuring that all students can access and benefit from the wider opportunities available through school life.

This is achieved through:

- Ensuring that Pupil Premium funding allocated to our school is used strategically and effectively for its intended purpose.
- Being transparent in our reporting so that all stakeholders are aware of how this additional resource is being used and the difference it is making.
- Encouraging the take-up of Free School Meals by working proactively with parents and carers in a sensitive and supportive manner and providing information about eligibility and the application process.
- Recognising that Pupil Premium, Looked After, Service and Bursary students are not a homogenous group and ensuring that individual needs, strengths and aspirations are understood and supported.
- Using high-quality teaching, evidence-informed practice and timely intervention to assist students who require additional support, whether academically, socially, emotionally or through participation in wider school life.
- Promoting equity of access to the wider curriculum, ensuring that financial disadvantage does not become a barrier to participation, leadership, enrichment or aspiration.
- Regularly evaluating the impact of our provision and refining our approach to ensure that support remains effective, responsive and ambitious.

By remaining true to our values and maintaining high expectations for all, we aim to ensure that every student develops the knowledge, skills, character and confidence needed to lead a fulfilling life beyond WKGS.

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	Attainment and progress differences cannot be consistently attributed to particular subjects or curriculum areas, requiring a whole-school approach to monitoring and support.
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 experienced by disadvantaged students are varied and that they should not be viewed as a homogenous group. The challenge is therefore to maintain a clear understanding of each student's individual circumstances, linking academic, pastoral and co-curricular information to inform personalised support and intervention.

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 development of students' independence, metacognitive awareness and engagement with learning 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.

Provide clear and consistent communication with parents and carers	Parents and carers feel informed, supported and able to work in partnership with the school to support their child.
Ensure consistently effective adaptive teaching across the curriculum	Whole school Quality Assurance identifies consistent adaptive teaching in class for all students but specifically ensuring for PP students.

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 CPDL 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: £ 55,000

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 are 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: £ 39,000

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, SAHT (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

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.	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).	1, 2, 3, 4.
--	--	--------------------

Total budgeted cost: £ 118,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact Summary October 2026

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 compared 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
56	21.4%	67.9%	10.7%

Year 10 (KS4 GCSE Projections by Subject):

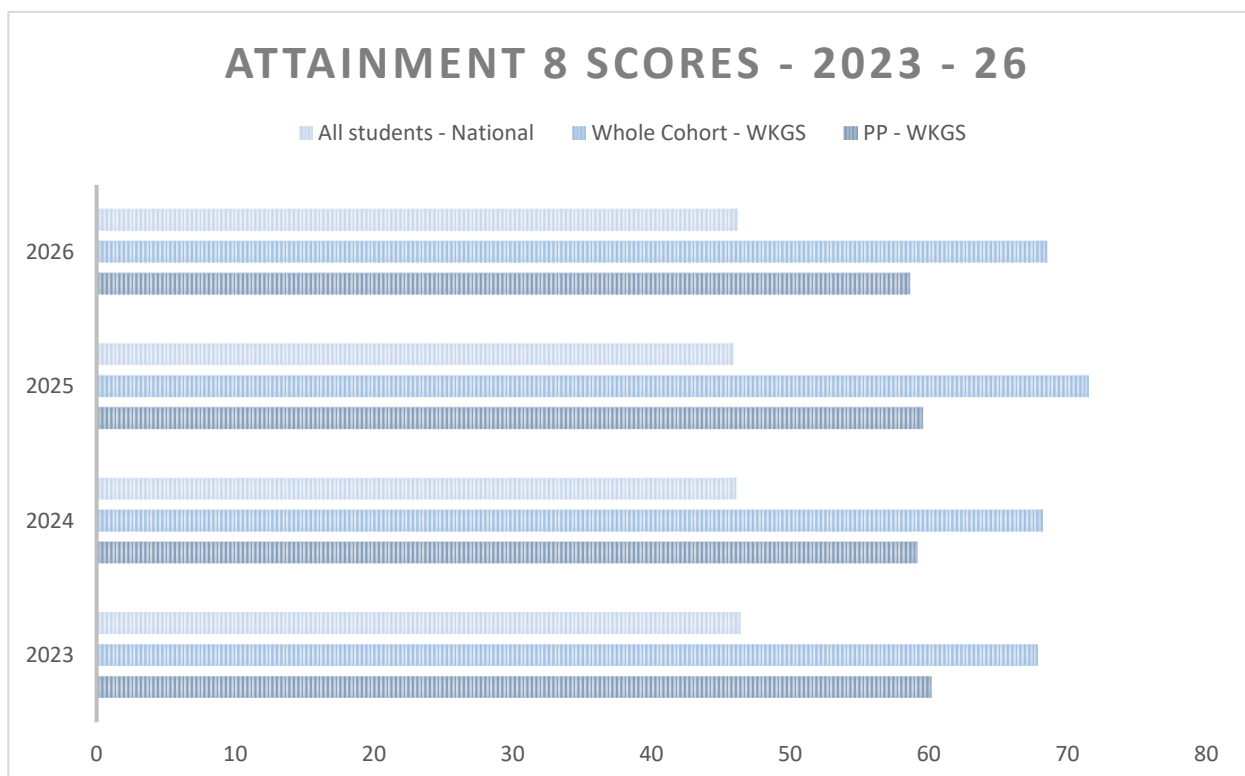
Number of PP students	Average GCSE Points
10	6.63

GCSE Analysis

Year 11	2023	2024	2025	2026
% of Pupil Premium Students	5.9	6.5	6.0	8.0
Attainment 8	6.02	5.92	5.95	5.86
Progress 8	0.06	-0.2	N/A	N/A
English Av. Grade	5.8	6.8	6.1	6.1
Maths Av. Grade	5.9	5.7	5.7	6.1

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

The graph below summarises Attainment 8 scores in 2023-26, illustrating how pupil premium students at WKGS achieved above the national average for all students. There are 10 pupil premium students in the current Y11. Internal tracking data currently projects an average grade of 6.6 across all their GCSE subjects (close to the cohort average of 7.0).



Year 12 (KS5)

- 6 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.