

West Kirby School		Pupil Premium Action Plan 2016 -17	
Head of School:	Iain Sim	Signature:	
Pupil Premium Coordinator:	Lindsey Thompson Malcom Mackenzie	Signature:	

Pupil Premium Profile 2017 - 18	
Number of Eligible Pupils:	29
Amount per pupil:	CLA and Post CLA - £1900, FSM £1320 (primary), £935 (secondary).
Total Estimated Pupil Premium Budget:	£36,600

Rational

Since September 2012 all schools have been required to publish information on their Pupil Premium funding. The Department of Education issue the Pupil Premium allocation to schools based on 'Ever 6' as of the most recent census. This funding is available for us to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6 year period.

At West Kirby School we are determined that all children will achieve and thrive during their time at the school. Pupil Premium funding is used to provide focussed support and pastoral care to children that require it so that they are able to achieve their full potential. There is no expectation that all Pupil Premium children will receive identical support; indeed each child's needs are assessed on an individual basis. Some children will need more support than others and each child is individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group. Yearly assessment of the intended impact of pupil premium funding for the following year is carried out in July. This follows rigorous data analysis, evaluation of the previous years action plan and discussion with key staff to ensure that the funding is targeted where it is most needed.

The Action Plan for Pupil Premium spending focuses on whole-school strategies that impact all pupils, strategies that target under-performing pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress. Ensuring all staff takes responsibility for Pupil Premium actions enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for all children.

We will continue to use current educational research to shape our Pupil Premium offer and in line with EEF findings will be investing funding into developing wave 2 and 3 interventions when quality first teaching is identified as not having enough impact, increasing the development of social and emotional skills and ensuring that pupils are able to access high quality and engaging resources.

Pupil Premium Action Plan 2016/17

Strategy	Description of intervention	Intended Outcomes	How outcomes will be measured and when	Cost	Impact (to be completed at the end of Summer 17 term)
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<p>Staffing for targeted support Working with Pupil Premium children on a one to one/ small group basis to develop and improve reading, writing and maths.</p>	<p>Eligible pupils will have weekly planned sessions with an identified Learning Mentor teaching assistant and access intervention work in literacy and numeracy.</p>	<p>90% of pupil premium pupils will achieve at least 1 level of progress per year in Maths and English. Those identified as gifted in these areas will achieve at least 1.5 levels of progress per year.</p>	<p>Pupil progress will be tracked half termly through classroom monitor and addressed during pupil progress meetings.</p>	<p>Learning mentors - Funding towards staffing to facilitate 1:1 and small group work with identified pupils. £25,989</p>	<p>Impact- Good progress was made in class groups when planned interventions were implemented by experienced and trained TA's. Interventions used successfully in lower school were RWI and Numicon. Pupils made expected or above expected progress and due to their large gaps in learning being filled they showed an overall increased engagement in the curriculum. The attendance of some pupils also increased and the number of incidents spent out of class. Due to the small cohort of pupils, some evidence has been drawn from individual case studies. The learning mentor focused on bespoke learning for GCSE pupils. Learning points - The introduction of wave 2 and 3 interventions have had a very positive benefit on learning for pupils with a low starting point. They have had the opportunity to 'catch up' by accessing an intensive intervention program with skilled staff. Learning mentors/Skilled TA's should be used as an opportunity to raise attainment</p>
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<p>Purchase of equipment to enhance learning opportunities and improve engagement.</p>	<p>Equipment including ICT to be purchased to enhance the learning of whole classes and individuals. Art boxes will be purchased to provide access to engaging art materials in classes that are class based.</p>	<p>Target - that 100% of pupils will be able to access curriculum enhancing equipment.</p>	<p>Pupil progress meetings, pupil engagement in art based activities- evidence will be in books and displays, pupil comments.</p>	<p>£2525</p>	<p>The purchase of 2x apple laptops and art boxes for every class based class have impacted the engagement of some pupils and encouraged them to be creative. The intended outcomes were met in terms of the art boxes as every pupil had access to high quality art equipment to be used for lessons and leisure time. Pupil comments about the art boxes were very positive.</p>
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<p>Purchase of support/ activities for alternative/ bespoke curriculum.</p>	<p>Ensure all pupils can access a relevant and engaging curriculum that builds of strengths and develops areas of specific need that can not be effectively met in a whole class group.</p>	<p>Target- that identified pupils will be able too access a bespoke curriculum that is adequately resourced.</p>	<p>Evidenced by a reduction in incidents for targeted pupils. An increased participation and engagement in the curriculum, monitored through engagement in individual timetable. Monitored half termly through behaviour watch and classroom monitor.</p>	<p>£462</p>	<p>One pupil was identified as benefitting from being able to access fishing as part of his curriculum. Rods and equipment were purchased for him. Data showed that he benefitted from this time resulting in him being able to engage in school in a positive way, build relationships with staff and follow a bespoke timetable. Data from incident reports show that during the times he accessed fishing incidents were significantly reduced. Learning points- It's becoming more apparent from evaluations that we need tools to track pupil wellbeing.</p>
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<p>Access to after school provision.</p>	<p>Effective use pupil premium funding to allow identified pupils to access after school provision. This provision allows pupils to have social time when they would not have access to this otherwise.</p>	<p>Target: Pupils to have access to after school provision if identified that they would benefit socially and emotionally from this opportunity.</p>	<p>Evidence will be more difficult to gather as it will be pupils wellbeing that will benefit. Gather pupil comments through use of PEP pupil voice and the views of carers and social workers.</p>	<p>£624</p>	<p>The intended outcomes were met and pupil, carer, social worker and school staff all gave very positive comments about the impact that extended days had.</p>
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<p>Development of resilience factors and social and emotional skills in identified vulnerable pupils.</p>	<p>Access to 1:1 PCT sessions with an identified member of pastoral staff, nurturing lunch group in PCT if identified as required, bespoke PCT sessions planned for individual needs.</p>	<p>Target: 90% of identified pupil premium pupils will have the opportunity to access PCT sessions at a level of intensity that has been identified as suitable for them.</p>	<p>Impact measured termly using attendance and incident data. Pupils identified as needing PCT input through data analysis, pupil progress meetings and ETL's.</p>	<p>Funding towards a member of PCT staff - £7000.</p>	<p>Approximately 60% of eligible pupils were offered PCT time based on need. Other pupils would have also benefitted but due to some pupils requiring a very high level of input this wasn't possible. Of the pupils that accessed PCT for the majority there was a decrease in incidents, an increase in engagement and a positive relationship with an adult was built.</p> <p>Learning Points -</p> <ul style="list-style-type: none"> - if possible try to increase the access of identified pupils. - Again there is a need to be able to track pupil wellbeing in some way other than case studies as this is a big part of what the school does.
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Total spend - £36,600