

Pupil premium strategy statement – West Kirby School



This statement details our school's use of pupil 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	114
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026/29 (This is year 1)
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	R Hicks
Pupil premium lead	J Jones
Governor / Trustee lead	J Bettles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£34,840

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at West Kirby School and College, irrespective of their background or the challenges they face, make good progress academically, socially and emotionally. The focus of our pupil premium strategy is to support all pupils to achieve that goal (2026-29)

When making decisions about using Pupil Premium funding, we have considered the context of our school and the subsequent challenges faced. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

We aim to do this through:

- Ensuring that students benefit from quality first teaching (with teachers receiving quality CPD) and access to quality resources across all subjects.
- Ensuring that appropriate provision is made for pupils by identifying barriers, planning targeted interventions and support to address gaps and monitoring these through pupil progress meetings throughout the year.
- Ensuring regular contact with parents to discuss barriers and forge positive relationships that encourage attendance and support with work.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support, to support pupils in their emotional and social development.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. All pupils at West Kirby School and College require support academically and emotionally and the intention of our pupil premium strategy is to reach out to all areas of need. EEF research has been used to support decisions on how Pupil Premium funding is used.

We have a clear strategic approach to the use of Pupil Premium funding, and plans are integrated into our wider school support and improvement systems. These are monitored and evaluated regularly and data analysis ensures that the correct support and strategies are identified to maximise progress.

The strategy links closely to our school development plan and our school values;

- Be aspirational
- Be nurturing
- Be enterprising
- Be respectful
- Be kind
- Be proactive.



Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many pupils. We also identify that our pupils can have limited vocabulary linked to the limited life experiences they may have linked to their diagnoses.
2	We are keen to continue developing reading for pleasure across the school. Research indicates that this has a significant impact on standards, particularly writing, across the curriculum. There is also research to suggest that reading for pleasure impacts positively on pupil wellbeing.
3	We know that children enter our school with significant gaps in their education and usually working below age related expectations particularly in literacy and maths. Pupils may start at our school at any point in their school career and frequently have significant barriers to learning that have negatively impacted attainment.
4	We know that some of our pupil's struggle with attendance linked to EBSA or anxiety. This has an impact on their attainment and over all wellbeing. Understanding social situations and expectations is difficult for our pupils due to SEND and is a vital part of our plan in terms of developing understanding and resilience within our pupils.
5	We know that some of our pupil's struggle with emotional regulation and mental health wellbeing. This has an impact on their ability to take part fully in the school offer and is an area of need we know needs to be prioritised for our particular cohort.

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
Improved oral language skills and vocabulary amongst all pupils.	Through continuation of embedding the Voice 21 program, spoken language skills will continue to be developed and enhanced across the school. Oracy will be a big focus in all lessons making up 85% of the lesson content. The outcome will support raising attainment and developing confidence further in all pupils across the school. It will also develop the breadth of vocabulary our pupils are able to access in their every day conversations.
Improved reading attainment across the school.	First quality teaching will be taking place across the curriculum and adaptations to the learning will suit each learners needs. Interventions will ensure that gaps in learning are quickly identified and acted upon by the curriculum lead, reading team and SLT. Gaps between reading age and chronological age will begin to diminish. The outcome will be raised attainment for learners in reading.
Improved maths attainment across the school.	First quality teaching will be taking place across the curriculum and adaptations to the learning will suit each learners needs. Interventions will ensure that gaps in learning are quickly identified and acted upon by the curriculum lead, learning mentors and SLT. The outcome will be raised attainment for learners in maths.
Greater engagement with reading, both in lessons and for pleasure.	Staff will demonstrate the importance of reading throughout the day through example and prioritising sessions such as DEAR and form reading sessions. Pupils with specific reading barriers will be supported through the reading team. The outcome will be increased engagement with reading throughout the school day.
To further develop systems and processes in order to achieve and sustain improved attendance for all pupils.	Through staff working closely with each other and our families to address attendance in a holistic person-centred way, pupils and parents will feel supported and work in

	partnership with the school. EBSA will be a focus of training for the whole school community and will feed into the support on offer to our pupils and families. The HSL team will play a vital part in this initiative. The outcome will be improved attendance across the school.
To achieve and sustain improved wellbeing for all pupils in school so that non-academic barriers are minimalised and pupils are resilient and feel safe, secure and happy coming to school.	Wellbeing is of the upmost importance in our setting and is the thread that runs through our day-to-day interactions. Wellbeing is addressed through lessons, activities offered to our pupils, relationships and opportunities. Policies and procedures address wellbeing and have a clear framework to support pupils' wellbeing and mental health. The role of the ELSA will continue to be embedded across the school. The outcome will be improved attendance, participation, attainment and pupils demonstrating more resilience.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
To continue to embed the teaching of Voice 21 oracy program across the school. To prioritise the use of discussion in teaching to allow pupils to develop language skills in every day conversations alongside using specialist language linked to areas of the curriculum. This will be further developed across all Key Stages in the school. Staff CPD to be delivered by the reading team.	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/orallanguageinterventions</p> <p>https://voice21.org/oracy-across-the-curriculum-the-evidence</p> <p>'On average, oral language approaches have a high impact on pupil outcomes. Studies often report classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.' EEF</p>	1

<p>Reading will continue to be a key priority for 2025-2026 to embed and develop the work from previous years.</p> <ul style="list-style-type: none"> • Accelerated Reader to be embedded across Key Stages and used to track progress. • Read, Write Inc phonics and Fresh Start to continue to be developed and invested in so that all pupils have access to high quality phonics teaching. • Focus on 1:1 reading support sessions for all pupils that require it with a specialist reading support tutor to continue progression. <p>Dyslexia screeners to take place for pupils struggling with reading to identify specific barriers and adaptations to be implemented to ensure all pupils can access the level of reading required to be successful in school.</p> <ul style="list-style-type: none"> • Investment to continue to be placed in to fostering a love of reading among all pupils. Including engaging and age-appropriate books, World Book Day, visiting authors, reading workshops, Lit Fest, DEAR time and daily Form time reading sessions. 	<p>See Improving Literacy in Key Stage 2: Recommendation 2 and 3.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://www.gov.uk/government/news/new-phonics-inspired-framework-to-boost-standards-for-children</p> <p>https://educationhub.blog.gov.uk/2022/03/how-we-help-schools-and-colleges-support-pupils-with-dyslexia/</p> <p>https://www.bdadyslexia.org.uk/dyslexia</p>	<p>2 & 3</p>
<p>Further develop our maths curriculum in line with DfE and EEF guidance. Maths leads to engage in Maths CPD, sharing CPD with all staff to develop whole school standards. Evidence based interventions to be researched and purchased if they address a need within our setting.</p> <p>Maths tutors to be used to support pupils in closing gaps in learning and overcoming potential barriers.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches: The EEF guidance is based on a range of the best available evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/early-maths</p> <p>https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report</p>	<p>3</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
----------	--------------------------------------	--------------------------------

<p>To provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been impacted by their previous educational experiences. (Many of our pupils have had long periods out of education before starting with us.) The continued employment of learning mentors to deliver bespoke interventions. Tuition targeted at specific needs and knowledge gaps to support low attaining pupils or those falling behind, both one-to one and in small groups. Tuition offered in English, Maths, Science and languages by subject specialist teachers.</p>	<ul style="list-style-type: none"> • RWI groups and 1:1 interventions • 1:1 phonics intervention • Reading intervention • Maths intervention • Science intervention • 1:1 Mandarin sessions <p>https://educationendowmentfoundation.org.uk/supportforschools/making-a-difference-with-effective-tutoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2 & 3</p>
--	--	------------------

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

Budgeted cost: £14,840

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>To embed and enhance the school wide philosophy around behaviour and attitudes. Leaders in this area to have non-contact time to monitor consistency of policy implementation. Continued development and training for all staff through staff meetings and twilight sessions. CPD training linked to the Paul Dix programme to be delivered to all staff.</p>	<p>Research shows that a consistent, school-wide philosophy on behaviour and attitudes creates a predictable and nurturing environment, which provides a strong foundation for the academic, social, and emotional success of all students and staff within the school community.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-threekeys-to-unlockingpositive-learning-behaviours</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://www.whentheadultschange.com/courses/behaviour-change-course</p>	<p>4 & 5</p>
<p>To continue the development of the PE and sport provision so it is accessible and engaging for all pupils. This includes sports clubs, professional sports people delivering workshops, enhanced PE equipment, after school clubs and tournaments. Pupils to have access to community and inter school</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that</p>	<p>3 & 5</p>

<p>activities to develop reliance and sporting attitudes.</p>	<p>might not otherwise be available to them. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p>To improve attendance for all pupils but in particular the attendance of those that are persistently absent through targeted strategies, ongoing support and evidence based strategies linked to EBSA training and research. HSL team to lead on developing detailed phased returns to school for pupils who are struggling with persistence absence.</p>	<p>EEF - Interventions that are most effective take a holistic approach in understanding pupils and their specific need, and which address the specific barriers to attendance that have been identified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-and-planning/supporting-attendance&utm_medium=search&utm_campaign=site_search&search_term=attenda</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	4
<p>The continued investment into wellbeing opportunities for pupils. Including afterschool clubs, Friday afternoon wellbeing activities and PCT interventions and PSHE opportunities that address the needs of our pupils.</p>	<p>EEF - There is a great deal of evidence which suggests that noncognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotionallearning</p> <p>EEF - Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5
<p>To embed the use of ELSA across the school to support pupils with emotional literacy and develop a culture of resilience and confidence in one's own ability.</p>	<p>ELSAs are trained by educational psychologists and receive ongoing supervision. They are trained to:</p>	5

	<ul style="list-style-type: none"> • Build good relationships with children and young people • Use engaging and creative methods <p>ELSAs can help children with a variety of issues, including: Self-esteem, feeling involved in group situations, and recognising their self-worth.</p> <p>https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-se/</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	
--	--	--

Total budgeted cost: £34,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of a previous pupil premium strategy plan. On reflection the plan allowed for us to focus on improvement across all areas for our pupil premium pupils. The continued investment in reading throughout the school allowed us to develop reading skills alongside the love of reading. Daily reading sessions were embedded throughout the school with a high emphasis on reading for pleasure through DEAR sessions and also time to develop comprehension skills to improve reading ages. The love of reading has been developed by inviting in authors, poets and the launch of West Kirby Lit Fest. Our links with the local book shop and reading in the community through the elderly home weekly reading sessions developed a purpose to reading alongside the skills needed to become a confident reader.

Pupils have shown consistent improvement in Star Reader scores across the last academic year:

None pupil premium - 25% of cohort

Pupil premium - 33% of cohort

Voice 21 has allowed us to structure how we teach oracy across all key stages and this element has been built into every day lessons through the amount of oracy that takes place in each subject. Pupils have shown when visitors come into school that they are confident in talking to others and using language as a means to communicate needs, likes and interests. A great example of this was when Steve Rotheram, the mayor of Liverpool City Region, spent time with our Pupil Voice committee and commented on how well our pupils spoke about the school and their experiences of attending.

An emphasis on tutoring over the last three years has allowed for our pupils to have access to targeted interventions for English and maths. It has also allowed us to offer Mandarin to our pupils as a way to widen the curriculum. Pupil premium pupils have had access to these interventions and are referred through our in-house panel by the staff team. A focus was also placed on pupils having access to online learning to consolidate school-based lessons through SENACA and GCSE Pod. This allowed pupils to use revision sessions in a tailored way to support their progress towards final qualifications with developing independence.

Wellbeing has been a major focus for our pupil premium pupils and the funding has been used over the last three years to support this through developing staff in becoming trained ELSA's, subsidising residential trips such as the Art Residential and author/poet visits. The opportunities our pupils have to develop their personal and social skills is a high priority for our setting and one that we see the value of investing in both through time and financial funding.

Attendance is an area of focus for our school and we have worked hard to improve this for all pupils through the school offer and support we have in place. Last year our data for pupil premium pupils was a positive picture due to the pupils feeling included in our school through the array of opportunities on offer, many of which have been supported through pupil premium funding. For example, purchasing a book for each pupil from the local book shop as part of Lit Fest.

Academic year 2024-2025

PP attendance	85%
Non-PP attendance	82%
PP attendance - female	86.6%
Non-PP attendance - female	68.5%
PP attendance - male	87.5%
Non-PP attendance - male	86%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

