

Pupil premium strategy statement School overview

Metric	Data
School name	West Lancashire Community High School
Pupils in school	112
Proportion of disadvantaged pupils	48=43%
Pupil premium allocation this academic year	£35,875
Academic year or years covered by statement	2020-2021
Publish date	1 st December 2020
Review date	April 2021
Statement authorised by	14 th Dec Full Governing Body
Pupil premium lead	Andrew Grant
Governor lead	

Disadvantaged pupil barriers to success

Social Emotional and Mental Health Needs (including challenging behaviour)
Cognition and learning needs
Communication and Interaction needs
Access to good quality, effective, remote teaching, and learning
Extended Family support
Sensory and or physical needs

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupil Premium students to have improved Literacy and Numeracy performance.	Evidence from small group tuition with additional staff interventions.	July 2021
All students to regularly access online teaching and learning to ensure continued educational provision which will encompass homework, periods of social isolation, local or national lock down.	To provide all students across all key stages with access to an internet enabled device.	July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Priority 1	Support for families and carers to be measured and supported accordingly re: disproportionate impact on disadvantaged children re: COVID 19 care, with vulnerable children potentially becoming carers themselves or victims of raised levels of anxiety in the home. Improved links with parents and carers, developing greater transition options and drop-ins for parents and Parenting courses available.
Priority 2	Access to pastoral support within school and additional wellbeing time to address concerns around anxiety, mental health and safeguarding issues following Lockdown and a curriculum that recognises these needs and gives time for wellbeing and SMSC.
Barriers to learning these priorities address	1. Access to parents. Identifying need and extended Family Support. 2. SEMH.
Projected spending	£7,875

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
To ensure that staff are upskilled and confident in the use of Remote Teaching and Learning technology so that home learning will be effective, improve students independence, support progress in line with key assessment points and provide effective, measurable Teaching and Learning.	Recorded CPD aimed at developing staff IT skills, tracking student engagement in home learning and identifying suitable teaching and learning opportunities for students working from home. To provide all staff with access to portable technology, web cams and remote access to school systems.	January 2021
To improve teacher access to supportive technology in order to develop High Quality Teaching and Learning both in the classroom and as a supportive tool for students accessing remote learning.	To have classroom visualisers in place and being used effectively by teachers and students to support lessons at home.	February 2021
Continued staff CPD in developing robust assessment, monitoring and moderation to identify the current position of all students and to differentiate learning more effectively and ensure students are appropriately planned for.	Valid data input which supports effective planning and teaching.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across all key stages to develop confidence and allow access to other key areas of the curriculum.
Priority 2	
Barriers to learning these priorities address	Gaps in knowledge identified between March and July 2020 through assessment in Autumn Term 1 have appeared.
Projected spending	£13,000

Wider strategies for current academic year

Measure	Activity
Priority 1	To make pastoral provision available for students and families via wellbeing time and supported intensive reading and writing support catchup focus groups to support increased student attendance and promote greater parental inclusion in school life.
Priority 2	Provide training for Key Stage SMSC Champions and develop a Governors Pupil Premium Focus Group.
Barriers to learning these priorities address	Low income area, access to transport, parent's own difficulties around literacy and numeracy, apprehension of being in a school environment.
Projected spending	£15,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Effective monitoring and tracking of progress.	Allow staff remote access to school systems.
Targeted support	Small-targeted intervention groups to develop identified groups.	Employ additional staff to support targeted interventions.
Wider strategies	Developing online homework options to increase learning and retention skills.	Include homework options on the school website.

Review: last year's aims and outcomes

Aim	Outcome
Support via interventions for Core subjects English, Maths Science.	Using RWI programme, B-Squared and IEP tracking to collate assessment data there has been evidence of an improvement in disadvantaged students in core subject areas from 2019 until May 2020.
Support via Interventions Welfare.	Increased awareness of welfare needs highlighted at TAF/CAF and Welfare meetings, increased engagement in school. Notable improvement in access to basic welfare needs for disadvantaged students.