

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	West Lancashire Community High School
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lee Fazackerley
Pupil premium lead	Andrew Grant
Governor / Trustee lead	-

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,728
Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£262
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,485

# Part A: Pupil premium strategy plan

## Statement of intent

We will ensure that no child is disadvantaged either by their socio- economic background or diversification of need.

We will direct appropriate and measurable support to facilitate opportunities for our learners to achieve to their fullest potential.

We will ensure that pupil premium funding enables us to achieve and sustain positive outcomes and measurable progression for our disadvantaged students.

These key areas are identified as:

- *Academic accreditation, in particular maths and communication.*
- *Progression at key transition points.*
- *Opportunities for employability.*
- *Social opportunities*

We will deliver a school-wide Quality First Teaching provision with a spotlight on disadvantaged students via robust diagnostic assessment and supported by multi-faceted access to a broad and balanced curriculum in order to meet their EHCP outcomes.

Whilst there is a spotlight on students who are disadvantaged, all students benefit from our emphasis on high quality teaching and all students advance by default.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for employability and adulthood.

### **Long Term Aims over the 3 years aimed at removing barriers to success by:**

1. *Providing wide and varied routes to progression and accreditation, developing mathematics, phonics and reading as a key academic priority.*
2. *Reducing gaps in attainment*
3. *Developing careers progression and work experience.*
4. *Continuing to develop social and emotional maturity and wellbeing.*

### **Context:**

*We are a generic Special Needs school in Skelmersdale serving an area which falls into the top 10% of areas of greatest deprivation and need, with the Northwest in general having a higher than national average of unemployment.*

### **Achieving our 3 year aims and Objectives:**

1. By 2024/25 our end of year assessments and data reports to Governors will culminate in an evidence-based increase in take-up and success rate for learners at Functional skills levels 1 and 2 in English and Maths surpassing all previous accreditation rates.  
By Identifying CPD to support staff make provision of appropriate and effective reading and Phonics materials, prioritise reading, phonics and communication via appropriate means.  
By including Mathematics as a common thread through all learning in the school day to support the increased take up of accreditation at L1 and L2.  
To make access to accreditation easier across key stages, prepare parents and students for accreditation and its importance as part of the transition programme.  
To monitor, record, assess and develop successes and identify areas for further development.
2. Regular assessment and moderation will show that:
  - (1) Targeted interventions to support development of learners with identified gaps in their knowledge and skill-sets has been measurably effective.
  - (2) that identified barriers to learning have not only been removed but that effective programmes have been designed to identify those barriers earlier in a student's school career and remove them before they negatively impact learning and progress.
3. The accreditations routes targeted at employability and or access to college or apprenticeships /internships will be supported by a wider approach to employability.  
By extending our current provision to further developing skills that help with job search, career decision-making and career management and the job application processes.  
School-driven career guidance supported by Gatsby benchmarking and reinforced by accreditations provide by recognised awarding bodies enhancing our student's credibility and recognition by employers and institutions.
4. Provide consistent and widely available opportunities for wellbeing, enrichment, and personal development. Develop greater access to the school by parents and carers in order to develop opportunities for Social Interaction.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance: Our analysis of attendance data shows that students from our poorer and, or, harder to reach families are more likely to be persistent non-attenders due to a variety of factors often stemming from illness or anxiety driven behaviours.
2	Our assessment data shows reduced Reading, social emotional use of language and general fluency have been negatively impacted by the enforced isolation of lockdowns and ensuing lack of productive conversational skill building and social etiquette activities.
3	<p>Through observations, numbers of learners who struggle to maintain emotional stability when faced with difficulties, new experiences and associated crisis along with an uncertainty about the future is more prevalent than noted in previous years.</p> <p>This may be as a result of students facing high levels of uncertainty during lockdown with some having perhaps witnessed heightened situations in the family home during a difficult time for parents/carers or indeed become carers themselves.</p> <p>Friendships may have deteriorated and greater time accessing online content may have increased cyber bullying.</p> <p>Constant change in direction and guidance during the pandemic may have developed a lack of trust in adults' decision making and regular testing may have added further to levels of uncertainty.</p>
4	<p>Through the annual review cycle and regular parental contact, we are aware that there are barriers to parental/carer involvement in their child's learning and development both in school and at home.</p> <p>We serve a low-income area with difficulties around easy access to transport, parent's own difficulties around literacy and numeracy and or apprehension of being in a school environment all, with some parents having had a less than positive experience of school themselves. This has an impact on parent/ carer involvement in accreditation and 'next steps' for their child's progression into college or employment.</p>
5	Our Observations, data gathering and discussions with students indicate that the ongoing impact of lockdowns, classroom closures, restricted movement within school added to loss of access to external facilities; college, work experience, sports and social activities have had a negative impact on school development opportunities across the board.
6	Quality First teaching: Classroom observations and learning walks show that a combination of student motivational issues, crisis of confidence, external influences, a high variance in academic and social abilities within groups and anxiety driven behaviours impact upon high quality teaching.

## 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
1. Increase levels of attendance and surpass 92% attendance.	School has provided a programme of engagement with parents and persistent non-attenders with attendance mentors who target 'lost learning' and provide targeted 'catch-up' sessions to reduce gaps and bring students rapidly back on track.
2. Increase reading, phonics and associated fluency.	Increased use of written text, learners actively engaging in reading for pleasure with reading opportunities seen as a reward. Reading, the love of reading and the pleasure of owning a book integrated into all appropriate areas of Teaching and learning.
3. Develop social and emotional stability.	Disadvantaged students will have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. Students will have a sense of belonging and not 'stand out' as being different or disadvantaged.
4. Removing barriers; increasing access to appropriate accreditation	Student data will show an upward/ sideways trend with greater depth of understanding, working knowledge, skills and greater cultural capital being displayed via achievements in the EHCP with greater access to accreditation routes to support progression in adult life. Parents/carers will have a greater understanding and involvement in the accreditation process which will have a greater presence in the curriculum across key stages.
5. Removing Barriers; Impact of Lockdown, social isolation and associated uncertainty.	By 2024/5 Levels of confidence will have improved, staff will recognise signs of mental health struggles and the many different ways in which they present themselves. The 'Thrive' approach as a developmental and trauma sensitive approach to supporting students emotional and social needs will be fully embedded complimenting the current systems in place.
6. High quality teaching	Maintained scheduled reviews, supported by Impact statements, of the quality of teaching and learning will show success and areas for development whilst identifying those students at risk of underachieving and the planned interventions to support those students. Learning spaces will be fully inclusive and Teachers will have an improved understanding of strategies designed to support those who are either more vulnerable or need greater input and support.

## 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: £ 12,540

Activity	Evidence that supports this approach	Challenge number(s)addressed
<p>Thrive *£4,495 *Recovery Premium</p>	<p>There is strong evidence to support the focus on the healthy social, emotional and cognitive development as a young person grows. The Thrive approach will allow us to interpret behaviour and enable us to determine how best to respond and support students.</p>	<p>3,4,5</p>
<p><i>Read Write Inc Phonics CPD</i> £3,500</p>	<p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes, with Reading, phonics, and communication as a key developmental area this CPD is pivotal to the success of the programme of study.</p>	<p>2,6</p>
<p><i>Teacher Salary Contribution</i> £5,795</p>	<p>An additional teacher with a strong and accredited background in behaviour management has provided stability for a group of students, become a role-model, simplified the complex and provided an element of in-house CPD for his key stage around behaviour management strategies and support systems.</p>	<p>6</p>

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

Budgeted cost: £6,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
Technology to support teaching and learning	For pupils with SEND, technology can be a useful tool to support teaching. This contribution to IT infrastructure and staff training will also support pupils' literacy skills and help to deliver the curriculum effectively. <a href="https://www.educationendowmentfoundation.org.uk/using-digital-technology-to-improve-learning">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	2,4
Fluency interventions	The importance of Fluency and communication is unquestionable. To develop this core subject to a greater level we will use the Read Write Inc (RWI) Book Blog, <i>Reading for pleasure, our Book vending machine, continue with a RWI annual subscription, provide 20 minute sessions on language comprehension from a lead practitioner for disadvantaged students who require further support. Each student to receive up to two sessions per week.</i> DfE reading framework July 2021 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/">https://assets.publishing.service.gov.uk/government/uploads/system/</a>	2
KS4 residential (Feb 2022)	Learning away from school has shown that residential learning experience provides opportunities and benefits/impact that cannot be achieved in any other educational context or setting. The Impact is greater when residential are fully integrated into the school curriculum and ethos. <a href="https://naee.org.uk/impacts-benefits-residential-experience/">https://naee.org.uk/impacts-benefits-residential-experience/</a>	1,3,4
School Uniform provision	Prior to lockdown, nearly one in eight families cut back on food and other essentials to meet the cost of school uniforms. This was just one of the findings from research published by the Children's Society before the pandemic struck (2020). <a href="https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/">https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/</a>	3,5
Personal Hygiene support and clothing	Some students require support around staying clean and healthy for different reasons whether it be parents who are unable to support their child's needs themselves or because of a physical inability to maintain good hygiene. Supporting our learners whilst preserving their dignity is an incredibly important part of the care that we provide. <a href="http://www.autismtoolbox.co.uk/personal-hygiene-and-toileting">http://www.autismtoolbox.co.uk/personal-hygiene-and-toileting</a>	1,3,5
Year 11 Leaver's Prom Photos		3

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

Budgeted cost: £ 12,831

Activity	Evidence that supports this approach	Challenge number(s) addressed
Immersive Room £10,000	An immersive learning experience allows us to support an element of our students who benefit from learning in an environment many of them rarely if ever experience in real life, but in the safety of our school environment. <a href="https://educationaltechnologyjournal.springeropen.com">https://educationaltechnologyjournal.springeropen.com</a>	3,5,6
Attendance interventions/ rewards/ sanctions	Persistent absence is often linked to anxiety driven behaviours. Parents may be struggling to maintain control at home. Evidence: feedback from parents/carers. Review documentation	1
Financially supported access to off site visits, after school clubs, potentially summer clubs.	Catchment area families are often not in a position to pay for additional activities for their children. This puts them at a distinct disadvantage and limits their opportunity to engage in positive adult-led social interactions. Funding these activities balances these disadvantages, improves self-worth, a feeling of belonging, promotes physical and mental health, reduces risky behaviours and supports social and emotional wellness. <a href="https://youth.gov/youth-topics/afterschool-programs/benefits-youth-families-and-communities">https://youth.gov/youth-topics/afterschool-programs/benefits-youth-families-and-communities</a>	3,5
Thrive activities	A significant percentage of our students are not working emotionally at their chronological age. Which may stem from unmet social and emotional needs which can lead to a poorly developed stress-regulation system. <a href="https://www.teachwire.net/products/the-thrive-approach-and-its-impact-in-the-classroom">https://www.teachwire.net/products/the-thrive-approach-and-its-impact-in-the-classroom</a>	3,4,5
Reading and Phonics development learning materials, subscriptions and books:	Understanding the meaning of a text requires a combination of word recognition and language comprehension. Supporting the significant input into developing Reading, Phonics and communication with targeted teaching and learning materials will reinforce the work being done through CPD and departmental led incentives to become involved in Communication across the board. DfE reading framework July 2021 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/">https://assets.publishing.service.gov.uk/government/uploads/system/</a>	2

**Total budgeted cost: £ 31,193[]**



## Part B: Review of outcomes in the previous academic year: Pupil premium strategy outcomes

P.P SPENDING PLAN STRATEGY 2020 - 2021		OUTCOMES	EVIDENCE
Strategy aims for disadvantaged pupils		<p>Staff have a greater awareness of mental health strategies and can utilise them effectively.</p> <p>Additional staff employed to support intervention strategies and targeted student support work.</p>	<p>A greater emphasis on mental wellbeing in the curriculum; our internal assessments during 2020/21 indicated that disadvantaged pupils' academic and wider development outcomes were in general below those anticipated. Despite being on track during the previous year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised, however input via mental health support and recognition of the need for that support and the strategies surrounding it was timely considering the ensuing events. Evidence (data report to Governors February 2021)</p>
<b>ALLOCATED</b>	<b>£7,875</b>		
Mental Health training for staff (March 2021)	£300		
Contribution to Staffing Costs 1.0 FTE TA2	£21,212		
<b>TOTAL</b>	<b>£21,512</b>		
<b>Targeted Intervention</b>		<p>Targeted intervention work to support students.</p> <p>Introduction of Evidence for Learning has now developed across all of KS3 and is planned to become the whole-school assessment tool by July 2022 and will show measurable impact by 2024.</p>	<p>Intervention work became a more dynamic model with the original emphasis on small group work being re-purposed as well-being support.</p> <p>Reference to Evidence for Learning now being included in Annual Review documentation.</p> <p>Evidence: EFL update report by lead teacher to Head Teacher October 2021.</p>
<b>ALLOCATED</b>	<b>£13,000</b>		
Contribution to staffing costs (0.5 FTE TA2)	<b>10606</b>		
Evidence for learning (5year cost up-front)	£3,495		
<b>TOTAL</b>	<b>£14,101</b>		
<b>Available balance</b>	<b>-£1,101</b>		
<b>Wider strategies</b>		<p>Staff developed wider I.T skills and supported students with remote learning access and enabled home/school learning to continue whilst the school remained open throughout lockdowns.</p> <p>Students were not able to benefit from improvements to teaching and learning or targeted interventions to the degree that we had intended, however the welfare of students, their families and access to continued learning was highly successful.</p>	<p>1. Funding was made available to a small number of students to support the achievement of the outcomes and targets outlined in their EHC plans re: access to technology ( evidence: EHCP) 2.Access to homework and online teaching and learning were successfully made available (evidence : school website) 3.We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when students were not in school, via resources provided by staff both on and offline.(evidence: remote learning logs, marking and assessment of work and full Data report to SLT and School Governors showing effectiveness of remote learning strategies including the supply of IT equipment to students and staff alike to enable continued teaching and learning during the pandemic.</p>
<b>ALLOCATED</b>	<b>£15,000</b>		
<b>Available balance</b>	<b>£15,000</b>		
<b>Overall Spend</b>	<b>£35,613</b>	<b>Overall available balance£262</b>	<b>Carried forward to 2021-22</b>

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The social and emotional needs of our service child's family when dad was posted away from home that a weekly phone call from the Deputy Head Teacher meant that support was provided by school when it was needed, and a regular contact was kept until such time as dad returned from his tour.
What was the impact of that spending on service pupil premium eligible pupils?	This provided support for managing the emotional needs of the student and his mum over time during last year. Questions about FSM vouchers, food parcels and schoolwork were all answered putting parent's minds at rest and reducing anxieties at a time when she felt quite vulnerable.

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium with the continuation and development of excellent practice by:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable our students to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

As part of developing the use of Pupil Premium we looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

One significant target area in our Pupil Premium plan is the ongoing support for students and their families in relation to the aftereffects of the pandemic on family life and attitudes to school and learning.