Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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	135 ↑
Proportion (%) of pupil premium eligible pupils	23.7% ↓
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3rd year of 3
Date this statement was published	**December 2023**
Date on which it will be reviewed	**July 2024**
Statement authorised by	Lee Fazackerley
Pupil premium lead	Andrew Grant
Governor / Trustee lead	Steve Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,245
Recovery premium funding allocation this academic year	£22,908
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£45,816
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,969

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.*
5. *Closing the digital divide.*

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 effective provision of appropriate reading and phonics materials, prioritise reading, phonics and communication whilst further developing teaching and learning skill sets for Quality First teaching and further developing teacher's specialisms to support that.
   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.

5. Students will have access to a variety of mobile IT options enabling Digital literacy, online safety, Information management, creativity and adaptive learning including Assistive technology to support communication and to enable students to 'have a voice'

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	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. 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. Friendships may have deteriorated and greater time accessing online content may have increased cyber bullying. 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.
4	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. 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.
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 with full access to IT opportunities and Teachers will have an improved specialist understanding of strategies designed to support those who are either more vulnerable or need greater input and support.

Activity in this academic year 2023-24

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: £ 4,101

Activity	Evidence that supports this approach	Challenge number(s)addressed
Mentoring and Coaching to improve Quality T&L	SLT member to take SENCO course as part of the ongoing Excellence in teaching and supporting the aims of the centre of excellence.	6
Developmental stages of social and emotional development, attachment theory, building supportive relationships supporting social and emotional development.	KS4 Lead to complete Thrive Practitioner training Understanding what the behaviour of children is actually communicating will help you to engage them with life and learning. Ultimately, this will result in better outcomes for all children.	3
Developing Mathematics	Additional staff providing greater opportunities for developing problem solving skills whilst providing opportunities for practice and time for peer supported retrieval and encoding activities.	6

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

Budgeted cost: £42,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific Interventions Phonics Handwriting SPag	**Reading, Phonics, Handwriting, SPag** • High staff to student ratio for both literacy and numeracy groups across all key stages • Booster classes and breakout groups for additional access to literacy and numeracy development for identified gaps. • Phonics catch up sessions for all key stages.	2
Additional Support for students Breakout groups- catchup T&L	**Support** • Enriching curriculum learning- developing areas identified as requiring additional teacher input. • Subsidising out of school trips Duke of Edinburgh and Residential. • Subsiding immersion opportunities with opportunities to develop student's cultural capital • Additional support for student taking GCSE inc offsite opportunities	5
Engagement and Behaviour	**Learner Engagement** • Early morning breakfast club provision for all students. • Enriching extra-curricular learning opportunities , supporting students off-site	1
Personal Hygiene support and clothing	**Personal Wellbeing** 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.	1,3
Access to Computing for all students across the school	**Closing the digital divide** Ensuring our computing curriculum offers powerful benefits for our students. Access to use of digital technology improves our students' language skills and promotes social development and creativity and enables them to be better equipped when tackling maths and especially developing STEM learning	4,6

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

Budgeted cost: £ 10,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. https://youth.gov/youth-topics/afterschool-programs/benefits-youth-families-and-communities	4
Thrive activities	Development of Thrive Learning Spaces, additional staff training to support the school-wide system. https://www.teachwire.net/products/the-thrive-approach-and-its-impact-in-the-classroom	3
Reading and Phonics development learning materials, subscriptions and books:	Further developing Library services with audio-books, a barcode scanner and student librarian roles to support 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 https://assets.publishing.service.gov.uk/government/uploads/system/	2

Part B: September 2023 Review of outcomes in the previous academic year 2022-2023

P.P SPENDING PLAN STRATEGY 2022 - 2023	OUTCOMES	EVIDENCE
Teacher Thrive Training **£1,636.00** KS4 residential **Feb 2023 £1,890.00** School Transport to Low Bank **£575** **Total Spend £ 4,101** **Available Balance £4,101**	Development of Thrive provision in KS4 School Residential to Low Bank Ground for x19 KS4 Students (X10 P.P students + 5 Residential Staff) Transport – Holmeswood coaches.	Completion of universal Thrive coverage across the school Successful school Residential, shared with staff and parents alike. Students transported to and from the venue. Reduced gaps in learning identified through lesson observations, marking , assessment and moderation and observations through the QRP
Targeted Interventions Uniform costs **£575.00** Year 11 Prom student Contribution **£30** Personal care and hygiene including clothing **£128.80** Teaching Assistant Support (1.0 FTE) **£22,094.00** Teaching Assistant (0.6 FTE) **£13,941** Teacher **£12,554** Thrive Resources **£1,599** **Total £50,921.80** **Available Balance £50,921.80**	P.P student support for School Residential Additional TA support to support targeted development of learners with identified gaps in their knowledge Teaching assistant to support additional tutoring sessions and breakfast clubs Recovery Teacher to support gaps in learning Supporting Thrive process and learning spaces.	Promoting and incentivising parents and students to attend school Support students dignity and sense of belonging Help increase attendance, punctuality and social and emotional well-being. Reduced gaps in learning identified through lesson observations, marking , assessment and moderation and observations through the QRP

Wider strategies	OUTCOMES	EVIDENCE
RWI subscription and RWI reading Buddy **£829.00**	Continued development of phonics and spelling focus as a whole school priority.	Has been influential in supporting the improvement of students listening and concentration skills, development of comprehension, stretching the imagination and improvement of spelling and word power.
Birthday books scheme **£55.90**	Continued re-stocking of the book vending machine	Observed successes of birthday tokens used to purchase reading books as a positive reward system to support the love of reading.
Tacpac Licences **£86.50**	Continuation of TACPAC provision for sensory learners.	Observed use of TACPAC to support sensory alignment for students with sensory impairment, developmental delay, complex learning difficulties and limited or pre-verbal levels of communication.
X12 Laptop suite **£7,500** (inc legacy laptops trade-in) X12 Microsoft Licences **£890** Charging Laptop Trolley **£1,100**	Students have access to IT and digital learning at all times during the school day These items support the above provision	Digital literacy, online safety, Information management, creativity and adaptive learning are witnessed supporting learning for students in any environment through lesson observations and learning walks.
Planned expenditure before March 2024 iPads x18 =£8,482 Chargers x3= £1215 Cases=£540 Classroom visualisers=£1,950 IT support for Assistive Tech (Braille/ assistive laptops etc) = £700 Ruth Miskin Subs and Training=£ 3,590		
Overall Spend **£89,032 of £97,844 (2022-23)**	**Overall available balance** **£8,812.00**	**Carried forward to 2023-24** **£8,812.00**

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
Skills Builder Programme	Skills builder
Teach Handwriting	Ruth Miskin
Thrive Approach	Thrive
NAS -Autism Friendly School	National Autism Society

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 meant that support was provided by school when discussions were held around the child being re-located at a time of flux for dad who was potentially being posted abroad.
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.

Further information (optional)

2022-2023 we have 29 students receiving Pupil Premium with 1 LAC and 1 service child.

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, attitudes to school and engagement in learning.

A case study evidencing the impact of supporting students who had gaps in learning as a result of the pandemic is available.