



Kirkby High School

**Pupil Premium Strategy Statement
2022 - 2023**



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Kirkby High School
Number of pupils in school	957
Proportion (%) of pupil premium eligible pupils	60.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	30 th November 2022
Date on which it will be reviewed	Termly
Statement authorised by	
Pupil premium lead	Mr P McKendrick
Governor / Trustee lead	Mrs J Henney (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£570,315
Recovery premium funding allocation this academic year	£159,804
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£730,119

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is paid to schools to maximise the potential of disadvantaged Students.

At Kirkby High School (KHS), our primary aim is to bridge the performance gap between our disadvantaged students compared to non-disadvantaged students nationally. Our expectation is to provide excellent teaching for all our students as well as providing a variety of opportunities for students to grow and mature. In this strategy we carefully target the funding to ensure we significantly reduce the barriers to learning that disadvantage students face.

An 'ethos of attainment for all' (NFER 2015) is vital for our improvement journey as in the Rowan Learning Trust (RLT) and in KHS we see pupils as individuals rather than stereotyping disadvantaged pupils as a group with similar problems and less potential to achieve. We understand the responsibility of ensuring all pupils succeed and that it is our role to adapt our curriculum and teaching to suit the individual needs of students. This includes stretching and raising aspirations of high ability disadvantaged students and never assuming that just because they are eligible for pupil premium that they are low ability.

Quality teaching along with a strong intent and implementation of the curriculum are at the heart of everything we do and this is achieved by ensuring our evaluation of school is strongly accurate. This strategy is an example of this, where interventions to reduce barriers to learning are tailored towards the individual needs of the students.

At KHS we make evidence-based decisions using strong assessment information. This is vital for us to review the actions frequently and decide whether to keep, adjust or replace them.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our clear responsive leadership has led to changes in staffing to increase capacity in key areas such as English, maths, Inclusion and safeguarding.

Finally, our pupil premium strategy is not a standalone document it forms an integral part of our whole school self-evaluation and whole school development planning.

Challenges

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

Challenge number	Detail of challenge
1	Students entering Kirkby High School have relatively low reading ages compared to their chronological age when compared to the national picture. Over 60% of students in year 8-10 (following testing on GL Assessment) and 40% of students in year 7 (following key stage 2 testing) have a reading age that is below their chronological age. A disproportionate number of students eligible for PP are below their chronological age when compared to NPP students in the year group.
2	Historically at KHS, the high and middle ability PP students underperform when compared to non pp students nationally and the school cohort, especially boys. More recently this underperformance has extended to middle and high ability girls. KHS is located in an area of significant deprivation and the students who attend Kirkby High School live in the top 20% of deprivation according to the IDACI profile (Income

	Deprivation Affecting Children Index profile). For some students this can mean low aspirations impacting on attainment and post 16 destinations. When the students in our most recent year 11 cohort (2021-22) entered Kirkby High School, only 63% of students reached expected standards in reading compared to a national 74%, 70% reached expected standards in writing compared to 78% nationally. Never confuse eligibility for pupil premium with low ability' (The Pupil Premium How Schools are spending the funding – Ofsted)
3	<p>Students who are disadvantaged, SEND, LAC, EAL or vulnerable.</p> <p>Students who have SEND need quality first teaching to ensure their individual needs are being met</p> <p><i>'Understand the importance that all day-to-day teaching meets the needs of each learner, rather than relying on interventions that are less good' – Ofsted</i></p> <p>In Kirkby High School 34.44% of our children have SEND.</p> <p>CLA - currently we have 10 children that are looked after that attend Kirkby High School. There is 1 student in year 7, 3 students in year 8, 4 students in year 9 and two in year 10. Their funding is provided by 2 local authorities but all purchases that are made to benefit the education and wellbeing of the student and is noted in the personal education plan.</p> <p>We have 1 previously looked after child (PLAC), in year 7, and understand that PLAC students will have their social, emotional, and educational needs met, where their needs are identified and necessary. This will be actively sought through attendance, behaviour, and progress data.</p> <p>Of the students that are currently on caseload 100% are receiving pupil premium. Of the students that are within the safeguarding remit, 97.5% receive pupil premium.</p>
4	<p>Attendance of disadvantaged students is lower than non-disadvantaged</p> <p>The gap between students eligible for pupil premium and non-pupil premium for 2021-22 was 6.5%.</p>
5	<p>Often, our disadvantaged students have lower aspirations than non-disadvantaged students.</p> <p>Broadening school experiences and increasing cultural capital is still a priority at Kirkby High School to impact on wellbeing and academic subjects.</p> <p>Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults. (DfE, 2015). Government want to support this by raising entries to Ebacc qualifications.</p>

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
Improve literacy and numeracy skills of students who are disadvantaged.	<ul style="list-style-type: none"> • Reading age has reduced. The average reading age gap between pp and non pp to be less than 4 months. • Percentage of PP students who have a standard age score (SAS) in line with their age is comparable to NPP students; closing the gap between whole school averages and National Average. • Books show students know more and remember more – Equally high expectations evident for PP students when compared to non-pp • Targeted intervention in inclusion faculty shows accelerated rates of progress in reading age and

	numeracy age (An increase of more than one year over the course of an academic year for targeted students)
Improve outcomes of disadvantaged students to close the disadvantaged gap especially those who are high and middle ability through quality first teaching.	<ul style="list-style-type: none"> • GCSE Outcomes- A8 gap between pp and national other students shows a reduction. • A8 of disadvantaged students to be at least 40 by 2022-23 • Gap between high ability disadvantaged students and high ability other students nationally has closed. A8 of high ability disadvantaged to be at least 48, middle at least 30. • Book Reviews show high expectations of learning in line with non-pp at all ability levels • Heads of department are held to account for PP students during results review meetings
Improve provision for those students who are AP, CLA, EAL and SEND ensuring they are supported during lessons and through the inclusion faculty.	<ul style="list-style-type: none"> • CLA meet their minimum targets following individual monitoring instead of a collective group • CLA meeting minutes show targeted interventions to break barriers to learning • SEND students make progress at least in line with other students.
Raise attendance of disadvantaged students including those who are CLA, EAL and SEND	<ul style="list-style-type: none"> • Reduction in the percentage attendance between pp and non-pp to less than 4% • Reduction in the percentage attendance between SEND and other students to less than 2% • Evidence of rigorous monitoring of individual EAL student's attendance. At present this is higher than other students.
Raise aspirations of disadvantaged students, LAC and parents to promote engagement, eagerness to learn and increase opportunities to develop student "cultural capital" with creative experiences relevant to their development stage, community, and social expectations.	<ul style="list-style-type: none"> • Destination figures increase with 100% of students in education and employment • An increase in the percentage of disadvantaged students studying Ebacc • Impact of meeting Gatsby Benchmarks evident through Compass. • Positive behaviour points of PP students rises to at least 97% closing the gap with NPP students • Personal Development Curriculum embedded and students able to explain their experiences of collective worship, RSE and British values. • Attendance of disadvantaged students to extra-curricular activities increases each term during 2022-2023.

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

Budgeted cost: £326,442

Activity	Evidence that supports this approach	Challenge number(s) addressed (and planned cost)
<p>Assess reading ages of all students. Use these to inform planning for teacher. (October 2022)</p> <p>Use reading age analysis to identify students who are in need of intervention to catch up (November 22)</p> <p>Ensure transition information is effective in ensuring immediate challenge for students as soon as they enter in Y7</p> <p>Progress tests for y7 and y8. To allow diagnostic information to be shared with English and maths faculties and used in planning.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2
<p>Development of newly appointment SENCO. Extra role on staffing structure</p>	<p>“Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of pupils means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive”. (DfE Teacher Recruitment and Retention Strategy, January 2019)</p>	1,2,3
<p>Prepare KS4 for external examinations through the purchase of revision guides for English, maths and science for y11.</p>	<p>Students feel prepared and supported though exam season and are aware of all relevant changes to exams.</p> <p>Greater number of students in education and employment once leaving KHS</p> <p>‘Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults’. (DfE, 2015).</p>	1,2
<p>Provide quality CPD of teaching through ‘Rosenshine principles of teaching’ and quality assured individual faculty approaches to CPD</p>	<p>‘Most successful school see students as individuals rather than stereotyping disadvantaged students as a group with similar problems and less potential to achieve’ (NFER 2016)</p>	1,2

Pay for annual licence of SISRA Observe/National College subscriptions and provide CPD on their effective use to improve teaching learning.	Improved teaching and learning by moving observation documents online via SISRA allowing strengths and areas for development to be used more effectively National College subscription links to SISRA so staff can have targeted intervention to maximise progress More successful schools emphasise high quality teaching first. They invest in staff training, monitor performance and share good practice (NFER 2016)	1,2
Purchase IRIS licence for all ECTs and one for English and math faculty.	Collaborative learning approaches have high impact according to EEF Teacher Tool Kit. EEF toolkit Increased informal collaboration of teachers and to provide CPD for teachers who require it.	1,2
Identify and quality assure, personalised curriculum input, including alternative provisions, to enhance progress and attainment of individual students.	Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults. (DfE, 2015). Our data indicates that students who attend alternative provision underperform at GCSE level. Please note that we place students in alternative provision when we have exhausted all options within the school and it is the best fit for the child and in the best interests of other students for them to be educated off site. This decision is not taken lightly and follows extensive support.	2,3,4,5

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

Budgeted cost: £164,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue employment of English and Maths tutors for targeted students who have fallen behind due to the pandemic. Extend the national tutoring programme for younger year groups.	'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.' 'Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons'(EEF Teacher Tool Kit)	1,2
Targeted interventions provided by the Inclusion faculty for those who enter school below the expected	For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-	1,2,3

<p>standard in terms of numeracy, literacy and speech and language (2x full time HTLA)</p> <p>Numeracy - Use of success at arithmetic, graded maths.</p> <p>Literacy – use of wild cats reading scheme, GL assessments, power of reading, CATS, Dyslexic screener, SWST/NFER Nelson, speech and language/I can programme</p>	<p>trained and supported – for example, delivering a structured intervention (EEF – Teacher toolkit)</p>	
<p>Develop provision for students with EAL with DHoF in the SEND faculty to create clear programme of intervention.</p>	<p>Students with EAL in Kirkby High School is increasing each year. The induction process ensures that expectations, in terms of attainment, for EAL students do not lower, and that language is minimised as a barrier to success.</p> <p>Individual tracking of EAL students progress ensures they are making progress in line with the capabilities.</p>	3
<p>Community police officer to provide assemblies with relevant services (bonfire night/mischief night/ topical needs)</p> <p>Student and community engagement officer to run initiative for students who are at risk of being involved in anti-social behaviour and therefore at risk of being disengaged in the Kirkby High School life.</p>	<p>Target groups of students who use external agencies tailored to their needs remain engaged in education. For example Everton in the community, Merseyside Police.</p> <p>Target group of students show improvements in terms of positive behaviour points and engagement in school.</p>	5

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

Budgeted cost: £266,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Transition induction programme to ensure students have successful induction.</p>	<p>Ofsted 'The Wasted Years' (2015). A survey to get an accurate picture of whether Key Stage 3 is providing pupils with sufficient breadth and challenge and helping them to make the best possible start to their secondary education. 'The importance of a good start to a pupil's secondary school education cannot be overemphasised. Leaders of successful schools set the right culture for learning that is embraced by their pupils from the outset. They ensure that pupils are well aware of their school's high expectations for behaviour and conduct, and they have a clear</p>	3,5

	<p>understanding of pupils' achievements in primary school and build on them from day one. These leaders ensure that their schools embed the learning habits that will stand their pupils in good stead for their future academic studies'</p>	
<p>Designated member of staff responsible for CLA and safeguarding.</p>	<p>Of the students that are currently on caseload 100% are receiving pupil premium. Of the students that are within the safeguarding remit, 97.5% receive pupil premium</p> <p>Early identification of CLA at primary liaison allows initial meetings with social car, foster carers and the students in question</p> <p>Link to appropriate members of staff for emotional support, academic support and mentoring surrounds the students with pastoral input</p> <p>Quick responses to absenteeism ensures engagement in curriculum and activities</p> <p>Mentoring sessions include short and long term personal planning with CLA with a clear support pathway to success.</p> <p>Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after¹ by them. This includes a specific duty to promote the child's educational achievement, wherever they live or are educated (DFE Promoting the education of looked after and previously looked after children)</p> <p>'Identifying each individual's barriers to learning is the key to success with the pupil premium'. (Effective pupil premium reviews, Teaching Schools Council)</p>	3
<p>Ensure careers event is launched in school and is accessible for all students not just in y11</p> <p>Targeted one-to-one meetings for Y11 and Y9 students ensuring disadvantaged students have the support they need</p>	<p>Increased attendance to careers event by students and parents raises aspirations and future goals</p> <p>Every pupil and their parents should have access to good quality information about future study options (Gatsby Benchmark 2)</p> <p>Advice and support should be tailored to the needs of each pupil (Meet requirements for Gatsby Benchmark 3)</p> <p>Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. (EEF)</p> <p>Students are 80% less likely to fall NEET if they have at least 1 employer interaction a year.</p>	5
<p>Personal development curriculum review including CIEAG programme development, RSE curriculum implementation and a review of SMSC, British Value, Citizenship, Collective Worship and Cultural Capital.</p>	<p>Drop down days planned throughout the year to improve student wellbeing of students in all year groups.</p> <p>Form time and assemblies on protected characteristics allow students to feel safe, supported and confident</p> <p>Form time themes of the week for all students give opportunity for collective worship</p>	5

	<p>Inset Days for staff and drop down days for students provide CPD on healthy relationships, British values, consent, healthy mind and healthy body.</p> <p>Ofsted Review of Sexual Abuse in Schools June 21 Recommends 'a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes</p> <p>'Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs1</p> <p>. This can help schools to demonstrate how they are meeting the requirements of Section 78 of the Education Act 2002, in their provision of SMSC.</p>	
Develop extra- curricular activities timetable including after school and lunchtime	Extra-curricular activities breed confidence and opportunities for curriculum progress outside of the classroom	4, 5
Student and community engagement officer to run initiative for students who are at risk of being disengaged.	Engagement from alternative sources outside the usual pastoral and classroom system, provide personalised opportunities for targeted students.	5
<p>Increase home visits through the use of 4 attendance mentors to increase the capacity in attendance team for working with families.</p> <p>Source a new minibus to seat more students</p> <p>Subsidise bus fayres for students to ensure pp students can attend school</p> <p>Half termly attendance competitions to improve attendance</p> <p>Increase attendance communication with parents including sending letters for low attendance</p> <p>Parental contact for any student arriving late to school</p>	DfE Sept 21 Improving school attendance: Support for schools and local authorities states that leaders should 'Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance'	4

Embed school leadership team to create positive ethos around school and contribute to student voice	Whole school ethos of attainment for all and addressing behaviour and attendance (EEF) Prefects, senior prefects and head boy/ girl and deputy head boy/girl appointed and are great role models of the Kirkby Child.	5
Use summer school to ensure students who are in y7 or y6 have an opportunity to experience numeracy and literacy at KHS	Although the EEF Tool kit suggest that this has low impact in terms of academic progress, we felt this was necessary to help a smooth transition when new year 7 students have had less opportunities to visit their secondary school	5
Introduce and subsidise coffee mornings for parent support through transition	Parental engagement within a school produces parents who are actively engaged in student learning.	5

Total budgeted cost: £757,578

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Impact

Objective 1 - Improve literacy and numeracy skills of students who are disadvantaged or have SEND.

- Form times have included numeracy and literacy input supplied by the numeracy and literacy TLR holders
- Numeracy and literacy action plans have been produced and quality assured by the deputy headteacher
- Reading tests have been purchased and used for all students in key stage 3 providing clarity of reading ages and identification of specific interventions
- There is a higher percentage of year 8 and year 9 students with a reading age of below chronological age than year 7, showing that impact of reading interventions for students who have not missed learning due to Covid interventions has had a positive effect This reflects the percentage of students in year 7 having a higher reading age than their chronological age in year 7 than in year 8 or 9. A disproportionate amount of students who are eligible for PP have a lower reading age than their chronological age in year 7-10

	% of cohort with reading age below chronological age	% of cohort with reading age in line with chronological age	% of cohort with reading age above chronological age
Year 7	60%	12%	28%
Year 8	64%	13%	23%
Year 9	76%	7%	17%

Objective 2 – Improve outcomes for all groups across all subjects especially disadvantaged raising attainment at key stage 4 and closing the gap between disadvantaged and other

- Attainment 8 score for year 11 36.01
- Grade 5+ in English and Maths: 24%
- Grade 4+ in English and Maths: 48%
- Percentage of students entering EBacc: 6.95%
- Percentage achieving 5 or above in EBACC: 2.97%
- Percentage achieving 4 or above in Ebacc 4.28%
- Attainment 8 score for disadvantaged students higher than 2018-19
- High on entry disadvantaged students' attainment 8 score higher than 2018-19
- Low on entry disadvantaged students' attainment 8 score higher than 2018-19
- Disadvantaged boys' attainment 8 score higher than 2018-19
- Middle and low on entry disadvantaged boys' attainment 8 score higher than 2018-19
- PP v Non-PP attainment 8 gap -9.27

More information available in the governors' report Sept 2022

Objective 3 - Improve outcomes for all groups across all subjects especially SEND, LAC, EAL and vulnerable students.

- A celebration event was held for all SEND students including annual rewards and competition prizes
- A subscription was made for an EAL service to support the progress of EAL students
- A break time bagel club was established, free of charge, for SEND and vulnerable students
- A separate provision is provided at lunch time for SEND and vulnerable students
- SEND students were entered into Knowsley Inclusive Sports games
- Several SEND and vulnerable students are provided with transport to and from school
- Full staff CPD has been delivered on the four broad areas of SEND need

- Key Stage 4 EHCP students were taught key life skills including using public transport and going to the supermarket
- A fully staffed intervention room for communication and interaction as well as Social and Emotional Mental Health has been established
- Weekly attendance competitions were launched for SEND students
- When comparing 2021-22 results with the last actual results of 2018-19. SEN Support Attainment 8 has increased from 14.25 to 26.07. Whilst the attainment 8 for students with an Educational Health Care Plan increased from 15.67 in 2018-19 to 35.25 in 2021-22. The gap between all students and SEND students also closed between 2018-19 and 2021-22. For SEND support this was reduced by 9.21 and for EHCP students the gap closed by 17.85 for Attainment 8.
- The 'Kirkby Child' Room has had a significant impact for our students. By creating a safe space for students who were struggling in their school day we were able to reduce the number of suspensions for EHCP students from 10 incidents in 2020 – 2021 to 0 incidents in 2021-22.

Group	Cohort	Actual results Y11 2018-19	Y11 2019-20 CAG	Y11 2020-21 TAG	Actual results Y11 2021-22
All Students	All	33.46	36.99	40.93	36.01
SEN K	All	14.25	31.79	30.17	26.07
EHCP or S	All	15.67	15	23.33	35.25

Objective 4- Raise attendance for all disadvantaged pupils and students with SEND focussing on raising PP attendance to close the PP gap.

- Introduction of weekly strategic attendance meeting (Mentoring and impact)
- Introduction of weekly safeguarding attendance meeting
- Introduction of weekly pastoral meeting for central messages
- Introduction of half termly competition for most improved attendance (Be Brilliant.... Attend)
- Introduction of weekly parental meetings to support students with low attendance
- Attendance mentors present at all parents' evenings to target students
- Termly attendance report with year on year comparisons
- Text message sent home for all students who arrive late to school
- Half-termly attendance competitions
- Mr McKendrick's pens
- LA caseload updated half termly
- RLT, LA and DFE attendance visits completed
- Cohorts of students identified for mentoring for each of the attendance mentors based on PA
- 2021-22 HT1-5 attendance for school was 86.1%, 1.3% behind the national average for the same point
- Disadvantaged student attendance was 83.5%, a gap of 6.5% to NPP students
- EHCP attendance was 86.0%, SEN attendance was 83.5%, LAC students was 87.0% and EAL was 93.7%

Objective 5 - Raise aspirations of disadvantaged students.

- Careers interviews have been offered for all year 11
- Options process includes meetings with parents to help raise aspirations of students
- All Gatsby benchmarks reached and quality assured
- Leading parent partnership award gained
- All staff have received behaviour for learning training
- Kirkby Child month introduced to visit key concepts of the kirkby child and the importance of each of the Kirkby child values
- CIAG coordinator action plan implemented and quality assured by the senior leadership link.
- Key stage 2/3 transition returned face to face and used for early identification of LAC and vulnerable students
- Although the number of suspensions has decreased, there is a disproportionate percentage of suspensions attributed to PP students compare to percentage of PP students in the school. 76.5%