

Pupil premium strategy statement – Kirkby High School

This statement details our school’s use of pupil premium (and recovery 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	1026
Proportion (%) of pupil premium eligible pupils	59%
Academic year that our current pupil premium strategy covers	2023-2024
Date this statement was published	18/12/2023
Date on which it will be reviewed	Termly
Statement authorised by	Mrs A Dobson (Headteacher)
Pupil premium lead	Mr T Greenhalgh
Governor / Trustee lead	Mrs J Henney (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£634865
Recovery premium funding allocation this academic year	£158976
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£793841

Part A: Pupil premium strategy plan

Statement of intent

At Kirkby High School we recognise the importance of improving the aspirations and outcomes for the students in our care. The Pupil Premium is vital in developing strategies that build aspiration, increase social mobility, and allow all of our students to maximise their potential. Through a bespoke CIAEG offer as well as a programme of extra-curricular visits, we intend to develop the cultural capital of our students to unlock their aspirations.

At Kirkby High School, we make evidence-based decisions and reflect on the impact of these decisions. This is vital for us to review the actions frequently and decide whether to keep, adjust or replace them. Using this, we have placed a focus on quality first teaching as a key driver in addressing the disadvantage performance gap. Through reflecting on our school development priorities, we have identified that an increased focus on modelling and effective assessment will ensure that our students know exactly what they need to do to achieve the best academic outcomes.

At Kirkby High School, we believe that literacy is the key that unlocks the door to learning. Many of the students in our community enter our school with reading ages below their chronological age therefore we are prioritising improving the reading ages, and love of reading for the students in our community. The relationship between literacy and outcomes is well documented and we intend to develop a word rich community that has many opportunities to encounter both fiction and non-fiction texts.

As part of our review of our values, we have highlighted the significance of 'excellent attendance' and will use our strategy to identify barriers to attendance, promote excellent attendance and celebrate those students with the resilience to attend every day and maximise their potential.

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	<p>Low literacy</p> <p>A disproportionate number of students eligible for Pupil Premium are below their chronological age when compared to NPP students in the year group. The pandemic has seen the disadvantage gap widen further (EEF, 2022)</p>
2	<p>Learner self esteem</p> <p>Our observations and collation of PASS data on student self-perceptions suggest that many lower attaining disadvantaged pupils lack academic self-esteem and feel that they struggle to access the curriculum. This is reflected in outcomes for this group across the curriculum.</p>
3	<p>Attendance issues</p> <p>Attendance of disadvantaged students is lower than that of non-disadvantaged students. The gap between pupils who were eligible for pupil premium and non-pupil premium for 2022-2023 was 7.9%</p>
4	<p>Low mathematical literacy</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations, especially in maths. Historically middle and high ability pupil premium students underperform when compared to their non pupil premium peers.</p>
5	<p>Aspirations</p> <p>Often, our disadvantaged students have lower aspirations than non-disadvantaged students. Broadening school experiences and increasing cultural capital is still a priority at Kirkby High School to impact on wellbeing and academic subjects. 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>

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
<p>1) Improve literacy and numeracy skills of students who are disadvantaged.</p>	<ul style="list-style-type: none"> • Reading gap closed between Pupil Premium and Non-Pupil Premium disadvantaged students • Reading age tests show a percentage improvement in reading ages of Pupil Premium students in Year 7 • Reading age tests show a percentage improvement in reading ages of Pupil Premium students in Year 8 • Reading age tests show a percentage improvement in reading ages of Pupil Premium students in Year 9 • Reduced disparity in the percentage of Pupil Premium and non-Pupil Premium students meeting age related reading expectations • Books show students know more and remember more – Equally high expectations evident for Pupil Premium students when compared to non-Pupil Premium • 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)
<p>2) Improve outcomes of disadvantaged students to close the disadvantaged gap especially those who are high and middle ability through quality first teaching.</p>	<ul style="list-style-type: none"> • GCSE Outcomes- A8 gap between Pupil Premium and non-Pupil Premium students to show reduction. • A8 of Pupil Premium students to be at least 40 by 2024 • Gap reduced between high ability Pupil Premium students and high ability non-Pupil Premium students. A8 of high ability Pupil Premium to be at least 50, middle at least 34. • Book Reviews – High Expectations of

	<p>learning in line with non-Pupil Premium at all ability levels</p> <ul style="list-style-type: none"> • Results review meetings -Heads of department held to account for Pupil Premium students.
<p>3) Raise aspirations of disadvantaged students, CLA and parents to promote engagement, eagerness to learn and increase opportunities to develop student “cultural capital” with experiences relevant to their development stage, community, and social expectations.</p>	<ul style="list-style-type: none"> • CLA to meet their minimum targets-monitor students individual and not as a single group. • SEND students to make progress at least in line with other students. • Destination figures – Target 100% of students in education and employment • Percentage of Pupil Premium students studying Ebacc to increase for students currently in Year 9. • Compass – Shows impact in terms of meeting Gatsby Benchmarks. • Personal Development Curriculum embedded and students able to explain their experiences of collective worship, RSE and British values. • Attendance of Pupil Premium students to extra-curricular activities increases each term during 2023-2024 • Increased attendance of Parents/Carers at Progress and Aspiration Evenings to promote student engagement in learning • Personal Development Curriculum embedded and students able to explain their experiences of collective worship, RSE and British values. • All Pupil Premium students have opportunity to attend aspirational visits • All Pupil Premium students at KS3 have at least one interaction with further education providers, employers, and apprenticeship provider to build aspirations • All Pupil Premium students at GCSE have at least one interaction with further education providers, employers, and apprenticeship provider to build aspirations • All GCSE students have opportunity to attend visit to further education provider • All GCSE students have opportunity to

	engage with work experience to develop resilience and aspiration for future careers
4) Raise attendance of disadvantaged students including those who are CLA, EAL and SEND	<ul style="list-style-type: none"> • Reduce Pupil Premium /non-Pupil Premium attendance gap to below 5% • Attendance of Pupil Premium students closer to national average. • Strong attendance of EAL students continues • Gap reduced between SEN and non SEN attendance to 3%

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: **£457014.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assess reading ages of all students. Use these to inform planning for teacher. (November 2023)	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: (EEF)	1
Improve disciplinary literacy across all subjects by: <ul style="list-style-type: none"> • Improving the explicit instruction of tier three vocabulary. • Embedding reciprocal reading to support students in reading complex academic texts 	EEF report on Improving Literacy in Secondary Schools identifies these as two of the seven recommendations in the report. "To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge" EEF literacy report	1,2,4,5

Further develop quality first teaching and learning by providing quality CPD on assessment	“Curriculum planning and its formative assessment should be structured around mastery of the building blocks, not retrofitted to the test structure and requirements” Christodoulou	2
Further develop quality first teaching and learning by providing quality CPD on questioning and modelling	“Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely Executive Summary 3 and progressively introducing new learning (scaffolding) are also elements of high quality instruction.” (Coe et al What makes great teaching 2014)	2,1,4,5
Prepare KS4 students for external examinations through, purchase of revision guides for English, maths and science for Year 11.	Students feel prepared and supported though exam season and are aware of all relevant changes to exams. Greater number of students in education and employment once leaving KHS ‘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). SOI model of learning underpins Rosenshine and Generative learning, this allows students to know more, remember more and do more with it.	2
Renew annual licence of SISRA Observe/National College subscriptions and provide CPD on their effective use to improve teaching learning.	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) More successful schools emphasise high quality teaching first. They invest in staff training, monitor performance	2
Identify, provide, and quality assure, personalised curriculum input, including alternative provisions, to enhance progress and attainment of	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)	2,5

individual students.		
The role of SENDCO Assistant Headteacher post to provide support, guidance and CPD for all staff to ensure best outcomes/experience for SEND students	“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)	2,5

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

Budgeted cost: **£73747**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality in school and after school intervention and mentoring to accelerate progress of disadvantaged students	Small group tuition has an average impact of four months' additional progress over the course of the year' EEF teacher toolkit Our use of the inclusion faculty for targeted academic interventions to support our SEN and disadvantaged students	1,2,4,5
Embed love of reading through Book Buzz intervention	We believe that developing a love of reading is essential in increasing our students vocabulary and their ability to access the curriculum. Through the accelerated reader and book buzz schemes students will be empowered to read books, of a suitable level of challenge to develop their love of reading.	1
Provide high quality, targeted intervention through the inclusion faculty for those who fall behind the expected standard in terms of numeracy, literacy, and speech	Reading comprehension strategies are high impact on average (+6 months). EEF toolkit Our inclusion faculty provides students with the opportunities to develop their academic confidence whilst supporting students through	1,2,4

and language including Wild Cats reading scheme, Power of Reading, CATS, and IDL Provision of x2 HLTA positions to deliver this intervention	powerful interventions which see clear improvements in numeracy and literacy.	
Community police officer to provide assemblies with relevant services (bonfire night/mischief night/ topical needs) Student and community engagement officer to run initiatives 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. These will include: <ul style="list-style-type: none"> • Cells • Bully Busters • MYA: Think! • LFCF: ONSIDE • Street League: Goal 	For a proportion of our disadvantaged students there is a need to build resilience, aspiration, and self confidence through targeted interventions. These interventions support students in academic engagement, character development and displaying positive behaviours.	2,5

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

Budgeted cost: **£263079.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop transition induction programme to ensure students have successful induction to build self esteem and	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	2,3,5

<p>promote attendance</p>	<p>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 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>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</p>	
<p>Employ designated member of staff responsible for CLA and safeguarding.</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>	<p>2,3,5</p>
<p>Continue to develop and grow the CIAEG programme including by ensuring Careers Fayre is well attended by employers/further education providers to maximise impact</p>	<p>Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. (EEF) Students are 80% less likely to fall NEET if they have at least 1 employer interaction a year.</p>	<p>2,5</p>

<p>Targeted one-to-one meetings for Y9-11 students ensuring disadvantaged students have the support they need.</p> <p>Embedding careers education in curriculum in all subjects to improve aspirations for students</p>	<p>EEF report 'What is the impact of careers education on improving young people's outcomes?' suggests that when "mentoring, work experience, information advice and guidance" are of the highest quality 67% of providers reported that the impact on future earnings was considerable.</p> <p>"Careers education works best when it is personalised and targeted to individuals' needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment." EEF report 'What is the impact of careers education on improving young people's outcomes?'</p>	
<p>Build student aspiration and cultural capital through increased access to academic visits and visits to further education providers</p>	<p>Wide ranging out-of-classroom activities, including school trips, are cited as examples of outstanding teaching. Students are able to appreciate their studies from a different, and usually more active, perspective. (OFSTED subject reports 2011)</p> <p>At Kirkby High School we believe in offering our students wide ranging opportunities to develop their cultural capital and aspirations through local, national, and international trips and visits.</p>	2,5
<p>Review Personal Development curriculum including CIEAG programme development, RSE curriculum implementation and a review of SMSC, British</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</p>	2,5

<p>Value, Citizenship, Collective Worship and Cultural Capital</p>	<p>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 beliefs</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>	
<p>Promote attendance at extra- curricular activities including after school and lunch times</p>	<p>Extra-curricular activities breed confidence and opportunities for curriculum progress outside of the classroom, and the resilience and aspiration to maximise potential</p>	<p>2,3,5</p>
<p>Promote excellent attendance through work with families.</p> <p>Subsidise bus fares for students to ensure Pupil premium students can attend school</p> <p>Lead half-termly attendance competitions to improve attendance</p> <p>Launch reporting on attendance as 'percentage absence' rather than 'percentage attendance' to improve student and parental understanding of attendance expectations and impact of lost</p>	<p>DfE Sept21 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'</p> <p>DfE Working together to improve school attendance (2022):</p> <p>"Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents."</p> <p>Make sure attendance support and</p>	<p>3</p>

learning Provide financial support for students requiring bus travel to attend school	improvement is appropriately resourced, including where applicable through effective use of Pupil Premium funding	
Improve parental engagement by: Increasing social media presence Developing parent voice Organising coffee mornings/other informal meetings to build relationships with targeted parents	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps (EEF Techer Toolkit) Kirkby High School is a community that goes beyond students and staff. Our parents and carers are part of our community and play a crucial role in students maximising their potential	2,5
Continue to embed and grow rewards strategy	Our rewards programme supports our students in feeling valued and academically successful and is used to effectively promote consistent attendance	2,3,5

Total budgeted cost: £793841

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>Intended outcome</i>	<i>Impact</i>
<p>Improve literacy and numeracy skills of students who are disadvantaged</p>	<p>Reading age gap has reduced. The average reading age gap between pp and non pp has reduced to less than 4 months.</p> <p>Percentage of Pupil Premium students who have a standard age score (SAS) in line with their age was comparable to non-Pupil Premium students; closing the gap between whole school averages and National Average.</p> <p>Strand reviews and book reviews showed that students knew more and understood more and reduced variation between Pupil Premium and non-Pupil Premium students.</p> <p>Targeted intervention in inclusion faculty showed 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)</p> <p>Students who were assessed to have age related scores of below 9 in literacy and numeracy were provided with small group, targeted intervention at least weekly.</p> <p>Students who attended targeted intervention through inclusion faculty showed accelerated rates of progress in reading age.</p> <p>Y7: +0.9</p> <p>Y8 +0.89</p> <p>Dedicated form time activities focused on numeracy and literacy. A range of activities planned by the literacy and numeracy co-ordinators developed literacy and numeracy</p>

outside discrete subjects.

Improve outcomes of disadvantaged students to close the disadvantaged gap especially those who are high and middle ability through quality first teaching

Performance gap between Pupil Premium and Non-Pupil Premium students has reduced from 9.31 to 6.94, with the gap narrowing most for middle ability students.

<i>(APS)</i>		<i>18/19</i>	<i>21/22</i>	<i>22/23</i>
<i>Disadvantaged</i>	<i>All</i>	<i>30.88</i>	<i>31.43</i>	<i>30.05</i>
	<i>Upper</i>	<i>45</i>	<i>45.29</i>	<i>45.77</i>
	<i>Middle</i>	<i>31.21</i>	<i>25.82</i>	<i>31.28</i>
	<i>Lower</i>	<i>16.28</i>	<i>22.36</i>	<i>20.98</i>
<i>Other</i>	<i>All</i>	<i>38.02</i>	<i>40.74</i>	<i>36.99</i>
	<i>Upper</i>	<i>53.24</i>	<i>49.1</i>	<i>53</i>
	<i>Middle</i>	<i>33.76</i>	<i>33.43</i>	<i>36.52</i>
	<i>Lower</i>	<i>20.31</i>	<i>23.3</i>	<i>24.13</i>

Reduction of performance gap has been impacted by:

- Whole school focus on teaching using Rosenshine’s Principles
- Increased focus on teaching the language of exams to build student resilience and confidence for exams
- Targeted academic support – using small group teaching to provide ‘Saturday sessions’ in Maths, English and Science
- Purchasing revision guides for the core subjects maths, English and science
- Assembly to support students on how to revise
- Engaging with parents and carers by providing an overview of exam content and delivering sessions in school to advise them on how they can support effective revision at home
- Provision of a staffed after school revision room, so students have access to a computer and a quiet space to revise
- Language of Exams initiative in which teachers were reminded to include key exam details in lessons (command

	<p>words, question tariffs, length of time to spend on questions) and students were rewarded for their engagement in the exam focus and developing their exam confidence</p> <ul style="list-style-type: none"> • Parent and carer revision skills session held to ensure that all stakeholders were empowered to support students to maximise their potential. • Targeted 1-1 mentoring by SLT for targeted underachieving Year Eleven students setting weekly goals and celebrating successes. 									
<p>Improve provision for those students who are AP, CLA, EAL and SEND ensuring they are supported during lessons and through the inclusion faculty.</p>	<p>Outcomes for SEN and more able disadvantaged students have increased since 2019.</p> <table border="1" data-bbox="758 929 1404 1160"> <thead> <tr> <th>(APS)</th> <th>2019</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>SEN K</td> <td>14.25</td> <td>25.46</td> </tr> <tr> <td>EHCP</td> <td>15.67</td> <td>27.72</td> </tr> </tbody> </table> <p>The work of the Inclusion faculty, and wider staff to support students who are EAL, CLA, disadvantaged and SEND has seen Kirkby High School awarded the Inclusion Quality Mark in 2023.</p> <p>CLA students were offered emotional support and were provided with a team around the child. This included an identified trusted adult, a year group mentor and mental health worker. We ensured that CLA students were offered the same opportunities as all students and were encouraged to participate in wider opportunities that the school had to offer.</p> <p>Regular reviews took place of students on AP to improve their behaviour choices, including visits to the provisions and parental meetings and conversations. When appropriate, a clear</p>	(APS)	2019	2023	SEN K	14.25	25.46	EHCP	15.67	27.72
(APS)	2019	2023								
SEN K	14.25	25.46								
EHCP	15.67	27.72								

	<p>reintegration process took place with students returning to mainstream and a package of support was put in place, such as daily mentoring with the year team and where appropriate, use of external agencies to further support.</p> <p>There was a clear induction process for students who spent a period of time in the care centre, which is for students at risk of permanent exclusion. Students had access to a wide range of subjects and external agency support, along with regular mentoring from HLTA staff</p> <p>A dedicated room was established to support students with SEMH and Communication and Interaction needs. An Advanced Level Teaching Assistant post was created to ensure that this room was staffed all day and available to any students who required bespoke intervention.</p> <p>The LFC Foundation commenced this year, supporting students with a wide range of areas, such as improving resilience, self-esteem and confidence. This was a termly project, where students achieved two nationally recognised awards, including sports leadership, whereby they delivered sporting activities to local primary school students at the LFC AXA training ground.</p>
<p>Raise attendance of disadvantaged students including those who are CLA, EAL and SEND</p>	<p>Attendance of disadvantaged students has increased by 0.7% in 22/23</p> <p>Attendance of CLA has increased by 0.7% in 22/23</p> <p>Actions included:</p> <ul style="list-style-type: none"> • Implemented personalised attendance targets through use of 3 stage approach • Close monitoring of CLA student

	<p>attendance by Kirkby High School and the virtual school</p> <ul style="list-style-type: none"> • Attendance was always on the agenda of care planning meetings, reviews and PEPs. If concerns arose regarding attendance, actions were implemented within the PEP and all stakeholders took responsibility for improving attendance of the CLA students. • Reviewed attendance conveyor belt, including personalised attendance plans to aid the reintegration of students • Reviewed pastoral links from pandemic/existing relationships with Attendance Team to maximise impact and consolidate relationships with families • Effective use of whole school attendance reports and analysis of historic data and trends to plan personalised interventions • Raised profile of attendance across the school, including through rewards • Working alongside the EAL team at the local authority to ensure EAL students are supported within the school.
<p>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.</p>	<p>Work of CLA and attendance team led to reduction of absence for CLA, with attendance rising from 85.8% in in 20-21 to 87% in 22-23.</p> <p>Support and mentoring provided for LAC students ensured wellbeing and academic engagement</p> <p>Variety of trips and visits offered including university and higher education visits which developed the aspirations and cultural capital of our disadvantaged students. The opportunity to engage with national and</p>

	<p>international residential trips developed the cultural capital and supported the social and emotional wellbeing of our students.</p> <ul style="list-style-type: none"> • New York City • Blackpool Pleasure Beach • Dolly Hall Residential trip for Year Nine cohort • Daresbury Science Labs • Edge Hill University • Winstanley College • West Lancs College • Magdaline College Cambridge taster event • Theatre visit to watch Heathers the Musical • Theatre visit to watch A Christmas Carol • Theatre visit to watch Blood Brothers <p>All students attended Careers Fayre during which local employers and further education providers provided students with opportunity to develop aspirations</p> <p>Programme of assemblies from local further education providers over course of Year Eleven to develop aspirations</p> <p>All Year Ten students were given work experience opportunity to build resilience, confidence, and career aspirations</p> <p>Targets were set termly for CLA students and PEP funding was used to support achieving these targets. Targets covered educational, emotional targets or targets to engage in extra-curricular activities.</p>
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Externally provided programmes

Programme	Provider
n/a	n/a
n/a	n/a

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

Further to our recovery budget we will be providing the interventions and strategies below to address the challenges facing our Pupil Premium students, specifically developing aspirations, literacy and numerical literacy.

Support not dependant on Pupil Premium funding		
<p>Appointment of Level Six Careers Advisor (Funded by Right2Succeed)</p>	<p>“Careers education works best when it is personalised and targeted to individuals’ needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people’s transitions into education, training and employment.” EEF report ‘What is the impact of careers education on improving young people’s outcomes?’</p> <p>Using our Risk of NEET indicators we will deploy our careers advisor to give 1-1 coaching throughout students’ time at Kirkby High School but also offer wrap around support, including coaching and support once these students have left Kirkby High School to ensure that they have the resilience to avoid NEET.</p>	<p>2,5</p>
<p>Use of Accelerated Reader Programme (Funded by Right2Succeed)</p>	<p>“Student found that Year Seven pupils who were offered accelerated reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was five months additional progress”</p>	<p>1</p>
<p>Engagement with Into University programme for identified students across Y7-11</p>	<p>“25% of Into University 2021 alumni progressed to a Russell Group university, compared to 9% of students from similar backgrounds nationally” 2022 Into University Impact Report</p> <p>The Into University programme is a targeted intervention to promote the</p>	<p>2,5</p>

	aspirations of our students to maximise their potential	
Use of SPARXS maths to improve numeracy for KS3 and GCSE students	“Time spent using Sparx Maths is positively and significantly associated with higher outcomes in maths” Cambridge University faculty of education report ‘An independent evaluation of Sparx maths’ 2021	4