

West Park Academy Pupil Premium Strategy Statement 2018/2019

1. Summary Attainment										
Academic Year:	2018-19			Total PP Budget: £121 860				Date of Most recent PP review:	September 2018	
Total Number of pupils:	461			Number of pupils eligible for PP: 136			30%	Date for the next review of this strategy:	July 2019	
Overall proportion of FSM	(54)12%	National Rate		24.9%	School Deprivation Index		0.16	National Rate	0.17	
2. Current Attainment										
	School		National		Disadvantaged (School)		Non-Disadvantaged (National)			
EYFS – GLD	78.3%		71.5%		77%		72%			
Y1 Phonics	91.5%		82%		72%		83%			
KS1										
Reading EXS/HS	76%	28%	75%	26%	65%		79%			
Writing EXS/HS	69%	22%	68%	16%	59%		72%			
Maths EXS/HS	76%	31%	75%	21%	71%		79%			
KS2										
Reading EXS/HS	79%	25%	75%	28%	68%	18%	77%	29%		
Writing EXS/HS	88%	32%	78%	20%	79%	21.4%	81%	21%		
Maths EXS/HS	84%	23%	76%	24%	75%	18%	80%	27%		

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RWM combined	77%	16%	64%	10%	64%	11%	67%	11%
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**Key Stage 2**

49% of pupils were Disadvantaged

14% of the KS2 pupils who were Disadvantaged were also SEND

**3. Barriers to future attainment (for pupils eligible for PP)**

**In school barriers**

- Listening and attention skills in Early Years are lower for some pupils eligible for PP. This slows reading and writing progress in subsequent years and impacts on attainment.
- Significant numbers of children entering school with limited language and restricted vocabulary requiring highly specialised communication strategies that impact upon progress, particularly in reading in subsequent years
- Over 50% of the children with Band 10 EHCPs are also eligible for PP and academic attainment is limited as a result of their high needs.
- Social, emotional and mental health issues for an increasing number of pupils within school (many eligible for PP) are having detrimental effects on their academic progress and in some cases that of their peers.

**External barriers**

- High mobility of students particularly service families means that children enter KS2 with gaps in their learning
- Increased pressure on school to support PP parents with mental health issues which are impacting upon their engagement and their child's progress and wellbeing.
- Narrow range of opportunities outside of school for some PP pupils which attribute to the limited language and restricted vocabulary.

**4. Desired Outcomes**

**Success Criteria**

<b>A. Improved listening and attention, and communication skills for pupils eligible for PP in nursery and reception classes</b>	Pupils eligible for PP in Reception class make good to better progress over the year.
<b>B. Strengthened key systems to ensure disadvantaged pupils individual needs are addressed so that the difference between this group and others nationally continues to be reduced throughout each KS.</b>	Attainment gap between PP pupils in school and "other" children Nationally is diminished by the end of KS2
<b>C. Accelerated progress for pupils eligible for PP</b>	The % of PP children achieving the Greater Depth standard in comparative to "other" children Nationally
<b>D. Good mental health and social wellbeing being addressed</b>	PP pupils with additional SEND/SEMH show improved rate of progress. Record of Early Help Assessments in place and signed off. Fewer behaviour incidents recorded for these

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					pupils on CPOMs (without changing recording practices or standards).
<b>5. Planned Expenditure</b>					
<b>Academic Year</b>		<b>2017-18</b>			
<b>This is how we intend to demonstrate how we are using PP to improve classroom pedagogy, provide targeted support and support whole school strategies</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence/Rationale for choice</b>	<b>How will you ensure its implemented well?</b>	<b>Staff Lead and Cost</b>	<b>When will you review implementation?</b>
<b>Early Intervention A-</b> Improved listening, attention and communication skills across EYFS	We continue to purchase a Local Authority Senior Speech and Language Therapist for half a day each week (32 weeks).  Teaching Assistant works across school delivering high quality speech and language interventions following language link assessments carried out on entry.	Evidence sources such as the Berkow report & research completed by the Communication Trust suggest that supporting children's speech, language and communication thus contributes to a wide range of outcomes in achievement, social competence, behaviour and mental health and is suitable as an approach that we can embed through school.	Teachers to monitor progress and update targets on provision maps. SALT ensures there is input on targets with each teacher.  Performance management targets linked to Progress  SENDco/ Deputy P learning walks to look at application of SALT targets.	<b>Deputy Principal</b>	<b>July 2019</b>
A-% of PP pupils (not SEND) achieving GLD at end of Reception exceeds that of others nationally and this is maintained year on year.	Additional Reception teacher in place to target PP pupils and quality first teaching principles employed.  1:1 reading linked to phonics teaching/	Visits to other successful provisions demonstrate the impact of this in improving outcomes for disadvantaged pupils  Data at the end of KS1 shows that there remains a	Phase meetings lead by AP for EYFS focussing on data with teachers and TAs  Monitoring of provision maps to ensure cross referenced with targets	<b>Deputy Principal</b>	<b>May 2019</b>

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<p>B-% of PP pupils achieving the expected standard in KS1 Reading exceeds that of others nationally and this is maintained year on year.</p>	<p>recognition of sight words is embedded across EYFS and into Year 1.  All pupils who are eligible for PP, and are off track for meeting their reading progress measure, are heard twice weekly by the teacher and teaching assistant in EYFS and KS1. These children are also prioritised and listened to first through reading volunteers.</p> <p>Whole school Reading training is embedded.</p> <p>Ensure that children who did not achieve the expected standard in Y1 phonics are given early intervention in year 2.</p>	<p>gap between PP pupils and others nationally, particularly in Reading</p>	<p>through Progress Meetings.</p> <p>Learning walks by English lead to look at the consistency of provision</p> <p>Progress meetings will track children who are off track and identify progress of PP pupils every half term</p>		
<p><b>Whole School Reading Approach</b>  B-There is a consistent approach to the teaching of reading across the Academy</p> <p>C-Improved progress and attainment for</p>	<p>Continue to develop staff subject knowledge through support and training in the application of the new school reading curriculum and assessment guidelines</p>	<p>PP pupils from lower PAG (not SEND) groups not always achieving the expected at the end of KS2 particularly in Reading.</p>	<p>PM observations and targets linked to progress</p> <p>Work scrutiny focus PP books each half term</p> <p>Learning walks</p>	<p>English lead  SS</p> <p>Principal</p>	

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target children who are in receipt of PP	PM targets linked to progress		Data tracking of PP pupils termly		
<b>Total budgeted cost</b>					<b>£75 000.00</b>

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ii. Targeted Support					
Desired outcome	Chosen action/approach	Evidence/Rationale for choice	How will you ensure its implemented well?	Staff Lead	When will you review implementation
<p><b>Pastoral Support</b> D-Attendance for PP pupils is in line with their peers</p> <p>D-PP children are well supported to make good progress in their learning</p> <p>D-Parents engage with school and seek support if required.</p>	<p>Full time (37 hours) home school family co-coordinator to work with families as part of the Early Help Support process. As part of this role she will also monitor pupils and follow up quickly on absences. First day response provision.</p> <p>HSFC to complete NLP master practitioner training in order deliver support to vulnerable pupils using NLP techniques.</p> <p>EHAs in place for vulnerable pupils and impact monitored</p> <p>Monthly attendance meetings with HSFC and Principal</p> <p>Information sessions for parents- informal and</p>	<p>Government publication - updated Mental Health and Behaviour in schools in March 2016. Research indicates 1 in 10 children and young people aged 5 to 16 has a clinically diagnosed mental health disorder and around 1 in 7 has less severe problems.</p> <p>We value parent partnerships and have a strong pastoral team that is dedicated to working with children and families. Evidence from a range of sources including the EEF acknowledges that Early Help and family engagement is an effective way to improve wellbeing and encourage positive academic outcomes for children</p> <p>WPA experienced an increased number of referrals from staff/parents through CPOMs in 2016-18 and is seeking a whole</p>	<p>Progress meetings in place to track the progress, attendance and well being of vulnerable pupils.</p> <p>CPOMs to be used effectively monitor behaviours.</p> <p>Learning Walks focusing on children's learning behaviours and engagement in lessons</p> <p>EHA impact reviews. Case studies in place to identify impact.</p> <p>Marvellous me-monitoring engagement</p> <p>Student wellbeing surveys in place and feedback impacting on teaching</p> <p>Attendance review meetings between HSFC and Principal</p>	<p>Home School Family Coordinator</p> <p>Principal</p>	<p><b>July 2019</b></p>

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	<p>formal- and Marvellous Me ensure that parents feel comfortable with engaging with school.</p> <p>Training delivered to all staff on emotional wellbeing techniques and consistent behaviour strategies</p>	<p>school approach to increasing emotional stability and improving resilience.</p> <p>Mindfulness in Schools Project (MISP) suggests that 'mindfulness' may provide young people with a valuable life skill by supporting them in number of areas: to feel calmer and more fulfilled; to get on better with others; to concentrate and learn; to manage stress and anxiety; to perform well in music and sport.</p>	<p>PP strategy monitored by SLT termly.</p>		
<p><b>C- Children come into school ready to learn</b></p>	<p>Breakfast club in place and discretionary support provided for PP children.</p>	<p>Evidence from the Schools Food Trust indicated that KS2 results improved after the introduction of breakfast clubs and as a part of our drive to promote a healthy school approach our breakfast club has improved punctuality and attendance. Attendance figures continue to improve...%. It also links</p>	<p>Progress meeting termly to monitor progress and provision maps with teachers.</p>	<p>Principal Home School Family Coordinator</p>	

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		with our safeguarding practices and early help systems that are in place.			
<p><b>C- Children are accessing a range of activities designed to build confidence and self-esteem</b></p>	<p>Additional funding support for FSM/LAC children to be able to access residential trips eg Robinwood/London</p> <p>Mixed ability collaborative after school clubs to be developed on a termly basis such as Let's get cooking/Eco Warriors.</p>	<p>Often these children have limited life experiences and this can be reflected in reading and writing in particular. We want to ensure that children have every opportunity to take part in trips and after schools which aim to improve collaborative learning and provide enhanced wellbeing. The EEF suggests that potentially it can improve learning outcomes by around 5 months.</p>	<p>Monitor positive engagement through learning walks and attendance</p> <p>Observation before and after of children working collaboratively in class.</p> <p>Data analysis in core subjects.</p>	Principal	
<p><b>Personalised Provision</b> C-PP pupils who are also SEND and significantly behind their peers are accessing a relevant and personalised curriculum in a suitable environment</p>	<p>Additional classroom environment to provide 1:1 and Small group 'bespoke' tuition for children unable to access national curriculum as a result of additional needs.</p> <p>HLTA trained to be able to lead and manage this</p>	<p>Children not making progress within the classroom and their needs impacting upon the learning of others. Environment and curriculum inappropriate to needs. ASD training attended and visits to specialised provision.</p>	<p>PIVATs to be updated termly and progress tracked.</p> <p>Progress monitored through provision maps and progress meetings discussing impact of support/interventions and targets.</p> <p>Feedback from parents.</p>	SENDCO and Deputy Principal	

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	<p>facility under the guidance of the SENCO</p> <p>Bespoke training for the HLTA to ensure they can lead and manage children with complex needs</p>		<p>Observations through PM and general learning walks.</p>		
			<b>Total Budgeted Cost</b>		<b>£45 000.00</b>

Autumn Review	<p>Review of data from Autumn term shows that PP pupils (not SEND) made very similar rates of progress to their peers. In Reception PP pupils made more progress than their peers in Reading, Writing and Maths.</p>
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