



**Successful Learners, Confident Individuals, Responsible Citizens**

**Pupil Premium Impact Report – Summer 2023**

The following report has been developed in order to ensure that all disadvantaged pupils are best supported to succeed in West Park. It will look at progress, attainment, pastoral care, enrichment. 28% of the current school population are pupil premium pupils.

**Objectives for Disadvantaged Pupils 2022-25**

Intended outcome	Success criteria
Improved speech, language and communication for disadvantaged pupils in the Early Years	Pupils eligible for PP in Nursery and Reception class make good to better progress over the year in their language acquisition
Phonics and Early Reading is active and engaging with any gaps in knowledge quickly identified and targeted.	Phonic screening check at year 1 shows 90%+ of children are at the expected standard
Fluency in number and reading is not a barrier for disadvantaged pupils as they progress through school.	KS2 progress measure for 2024/25 show that disadvantaged pupils make good progress over time in Maths and Reading
A broad and balanced curriculum offer is in place that broadens children's experiences and builds both personal development and knowledge and understanding within different subject disciplines.	Engagement within lessons is high and the attendance gap between disadvantaged pupils and their peers has narrowed The percentage of disadvantaged pupils who are persistently absent is in line with "other" pupils nationally Pupil voice shows that children enjoy their learning Disadvantaged pupils are participating fully in all aspects of school life, including after school clubs

**Intended Outcome 1-** Improved speech, language and communication for disadvantaged pupils in the Early Years

We have a training speech and language TA who is delivering early language intervention throughout Nursery and Year 1 through the NELI programme

**Intended Outcome 2 -** Phonics and Early Reading is active and engaging with any gaps in knowledge quickly identified and targeted.

**Phonics Screening Check**

In Year 1 21% of children were disadvantaged. 100% of these pupils achieved the standard, compared to 84% of “other” pupils nationally and 71” of Disadvantaged nationally.

**Intended Outcome 3-** Fluency in number and reading is not a barrier for disadvantaged pupils as they progress through school.

Attainment Summer Outcomes 2023 % of pupils on track or better

Year group	% on track or better					
	Reading		Writing		Maths	
	PP	All pupils	PP	All Pupils	PP	All Pupils
Year 1	91%	85%	91%	87%	92%	91%
Year 2*	56%	70%	63%	64%	63%	72%
Year 3	74%	71%	42%	50%	79%	83%
Year 4	86%	85%	36%	49%	82%	84%
Year 5	81%	82%	43%	60%	67%	80%
Year 6*	57%	85%	57%	78%	43%	73%

The priority has been to close the reading and numeracy gap. Early language intervention and adoption of the Little Wandle phonics scheme is impacting positively on children acquiring sound early reading skills. The focus for the past two years have been targeted support for those children working below the expected standard in reading and number with teacher led interventions in place for catch up phonics and mastering number. Fluency in Maths remains a priority this year, with staff accessing training in Mastering Number KS2. This is designed to enable pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

## Progress

READING		PROG PUPILS	Progress Evaluation	Progress Points
Year 1	PP	10	Good	3.00
	NON PP	40	Req Imp	2.75
Year 2	PP	15	Good	3.07
	NON PP	44	Good	3.14
Year 3	PP	17	Good	2.88
	NON PP	38	Good	2.87
Year 4	PP	19	Out	3.68
	NON PP	36	Good	2.86
Year 5	PP	21	Req Imp	2.81
	NON PP	39	Req Imp	2.79

MATHS		PROG PUPILS	Progress Evaluation	Progress Points
Year 1	PP	10	Good	3.10
	NON PP	40	Good	2.98
Year 2	PP	15	Good	2.87
	NON PP	44	Good	3.02
Year 3	PP	17	Good	2.94
	NON PP	38	Good	3.13
Year 4	PP	20	Good	3.30
	NON PP	37	Good	3.35
Year 5	PP	21	Inad	2.57
	NON PP	39	Good	2.87

## Year 6 Progress Score

	PP	All pupils
Reading	-0.17	0.84
Writing	0.68	2.53
Maths	0.01	0.64

The data on the whole shows that there may have been variation in the attainment of PP pupils but progress and the quality of teaching is ensuring that the vast majority of PP pupils make good progress.

We have identified that Year 6 (2023-24) are a focus group and additional adult support has been allocated to ensure that this year group close the gap through targeted keep up and catch up intervention.

**Intended Outcome 4** - A broad and balanced curriculum offer is in place that broadens children's experiences and builds both personal development and knowledge and understanding within different subject disciplines.

All subject leaders have been plotting out how their subject contributes to a child's personal development and develops their aspirations.

### **Enrichment**

Breakfast club has developed over the last three years and is free to all Pupil Premium pupils. It includes a flexible drop off, a healthy breakfast and the opportunity to socialise. After-school clubs are varied and include sports, gardening, cookery, STEM and choir. All after-school clubs are free to all pupils and PP pupils are prioritised.

<b>Breakfast Club</b>	<b>Attendance</b>	<b>% of PP children</b>
Autumn Term	2096	36%
Spring Term	2131	37%
Summer Term	2104	26%
<b>After-School Clubs</b>	<b>Attendance</b>	<b>% of PP children</b>
Autumn Term	166	30%
Spring Term	164	29%
Summer Term	124	24%

Additional staff have been employed or extra hours paid to existing staff to support the above provision.

2022-23 saw the return of visits and visitors in school. Each year group have attended a trip or hosted a visitor in every half term. The trips are carefully planned to ensure that they enhance the learning that is happening within the classroom. We ensure that all trips and events are affordable and when parents are struggling to meet the cost, we are able to offer financial support. We also hold an annual STEM week, which works closely with local people and businesses that have a science background and STEM ambassadors to develop curiosity, positive attitudes and understanding of careers in science and technology.

## ELSA support

Our ELSA (Emotional Literacy Support Assistants) provide guidance and support to pupils and their families. They work closely with pupils who have identified social difficulties, low self-esteem, suffered trauma or bereavement. Their sessions offer time to listen to the pupil's difficulties and offer strategies to support their wellbeing in home and at school. A significant number of the pupils who access this support are disadvantaged. This team also run a bespoke breakfast and lunch club, designed to support children throughout the day, whether it is with difficulties coming into school or catch up at lunchtime.

In addition we employ a Home School Family Coordinator, who supports children and their families with a range of issues both through the Early Help process and more informally through drop ins, support with resources and uniform as well as signposting parents to other services and helping them access these. A significant number of the families who access this support are disadvantaged.

A termly newsletter and Facebook page have been set up to ensure that parents are aware of all that is available.

## Attendance – 2022-23

% of sessions missed

\* National: 2018/2019 most recent published comparative data

\* National 2022/2023 Expected Jan 2023

	Pupils	% attendance	% sessions missed	2018/19* National %	Diff +/-
School	358	95.0	5.0	4.0	-1.0
Boys	198	94.9	5.1	4.1	-1.0
Girls	160	95.1	4.9	3.9	-1.0
Non Persistent Absentees	320	96.2	3.8	-	-
Persistent Absentees	38	84.5	15.5	-	-
Non Disadvantaged *	273	95.7	4.3	3.5	-0.8
Disadvantaged *	85	92.5	7.5	5.6	-1.9
Disadvantaged Boys	52	92.5	7.5	-	-
Disadvantaged Girls	33	92.5	7.5	-	-
Non FSM	274	95.7	4.3	3.6	-0.7
FSM	84	92.6	7.4	6.0	-1.4
No SEN	298	95.1	4.9	3.7	-1.2
EHCP/SEN statement	10	91.3	8.7	7.0	-1.7
SEN Support	50	94.9	5.1	5.4	+0.3

% of pupils absent for 10% or more sessions

	Pupils	% of cohort	2018/19* National %	Diff +/-
School	38	10.6	8.2	-2.4
Boys	23	11.6	8.6	-3.0
Girls	15	9.4	7.9	-1.5
Non Disadvantaged *	14	5.1	5.4	+0.3
Disadvantaged *	24	28.2	16.1	-12.1
Disadvantaged Boys	16	30.8	-	-
Disadvantaged Girls	8	24.2	-	-
Non FSM	15	5.5	6.0	+0.5
FSM	23	27.4	18.1	-9.3
No SEN	28	9.4	6.8	-2.6
EHCP/SEN statement	3	30.0	19.8	-10.2
SEN Support	7	14.0	14.2	+0.2

National attendance figures for 2022-23 is 93.8%. As a school our attendance overall was 95%. Attendance is beginning to return to pre-Covid levels. In 21-22 attendance for PP pupils was 91% there has been a 1.5% improvement in this group's attendance. 63% of persistent absentees (pupils whose attendance is below 90%) were PP pupils. There are a range of factors impacting on this. We are working hard to improve attendance for this group through 3 weekly attendance meetings and, where required Early Help Assessments. In order to support families we have regular welfare calls, can pick children up if required and where necessary work alongside the Local Authority Attendance Support Officer.