

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | West Park Academy |
| Number of pupils in school | 451 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was first published | November 2022 |
| Date on which it will be reviewed | Termly |
| Statement authorised by | Maurice Jones– Chair of Trustees |
| Pupil premium lead | Sam Hirst - Principal |
| Governor / Trustee lead | Abigail Rowcroft/ trustee lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £135,901 |
| Recovery premium funding allocation this academic year | £11,600 |
| 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 | £147,501 |

Part A: Pupil premium strategy plan

Statement of intent

Our key principles are always to ensure that every child, regardless of their background makes good progress and achieves their potential. The focus of this strategy is to ensure that disadvantaged pupils are well supported to do this and there is a cohesive, evidence-based plan in place to particularly address their needs.

The key principles of the strategic plan is to focus first on quality first teaching. Evidence shows that excellent teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. This approach, whilst best supporting the needs of the disadvantaged pupils, will also improve attainment for all.

Alongside this is a set of targeted interventions for pupils, delivered through evidence based interventions and the National Tutoring Programme. This is primarily for pupils who have been most significantly affected by lockdown and as a result off track from achieving their progress measure. At least 30% of these pupils are identified as disadvantaged.

In addition, following lockdown, on return to school a small number of pupils struggled with self- regulation and behaviour. The approaches used for them support both their personal development, emotional wellbeing and their physical needs. This is through targeted occupational therapy programmes to improve sensory integration, gross and fine motor skills and perception and emotional literacy support through delivered programmes from Emotional Literacy Support Assistants (ELSA's)

Our approach is rooted firmly in robust diagnostic assessment, identifying need and approach and the tracking of impact. The approaches we have identified are designed to complement each other and support children to excel.

To ensure that they are effective we will ensure:

- Termly progress meetings utilise formative and summative data, identify children at risk of falling behind and target interventions to ensure that they catch up*
- Ensure that there is well planned CPD to support staff in delivery*
- Monitor implementation through the Senior Leadership Team*
- Track impact in an approach where all staff take responsibility for outcomes for disadvantaged and have high expectations for what they can achieve*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | On entry assessments identifies small but significant numbers of children entering school with limited language and restricted vocabulary. A high number of these children are disadvantaged. |
| 2 | Listening and attention skills in Early Years are lower for some pupils eligible for PP. This slows phonics acquisition, reading and writing progress in subsequent years and impacts on attainment. |
| 3 | Assessments show that a higher number of disadvantaged pupils struggle with fluency in reading and number. This then hampers their progress and attainment as they move through school. |
| 4 | Observations and referrals for support show that pupils and their families have identified that social and emotional wellbeing is an issue for many. There has been a significant increase in need following lockdown and cost of living crisis. These challenges particularly affect disadvantaged pupils and is impacting on their progress and thus attainment. |
| 5 | Attendance data indicates that disadvantaged pupils are more likely to have attendance below 90% than that of their peers. |

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 |
|---|--|
| 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 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 |
| There is a strategic approach to developing positive mental health and wellbeing | <p>PP pupils with additional SEND/SEMH show improved rate of progress and this is tracked through provision maps. Record of Early Help Assessments and ELSA in place and signed off. Fewer behaviour incidents recorded for these pupils on CPOMs</p> <p>Attendance for this group shows improvement as a result of targeted intervention with attendance for this group narrowing to be in line with their peers.</p> |

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: £43,523

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Continue developing a robust Early Reading strategy that secures stronger phonics and early reading skills for all. Learning walks and training ensure that all staff are delivering high quality phonics teaching.</i> | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 1,2,3 |
| <i>Continue working with the Math hub as part of the Mastering Number project with NCTEM. Training and resources are targeted to staff and children in R-Y2, Y4 and Y5 to develop mathematical fluency.</i> | DFE guidance produced with the NCTEM indicates the importance of secure firm foundations in the development of good number sense for children to go on to make good to better progress https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 3 |
| <i>High quality and regular CPD for all teaching staff, including support staff on appropriate adaptation of</i> | Spending on improving teaching, including professional development, training and support for early career teachers is key in improving outcomes for pupils https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | 1,2,3 |

| | | |
|--|---|-----|
| <i>teaching. This ensures we can provide high quality targeted interventions to address gaps in learning and scaffolded support within lessons to enable children to access appropriate learning.</i> | | |
| <i>Teacher release time to attend training and deliver team teaching in key areas of the curriculum (Maths and English) to improve the quality of teaching in that subject</i> | Supporting high quality teaching is pivotal in improving children's outcomes https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 5 |
| <i>Improve the quality of the emotional literacy support through training for all staff. Approaches are embedded across school through a wave approach. Wave 1 being a universal approach for all pupils</i> | There is extensive evidence that well developed social and emotional skills in childhood lead to better attainment, attitudes and relationships in later life. EEF guidance report: Improving social and emotions | 4,5 |

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

Budgeted cost: £51,623

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|---|--|---|
| <i>SALT TA employed and trained to deliver the Nuffield Early Language Programme focusing on early language development and closing the word gap.</i> | Oral language interventions are proven to have a positive impact on pupils' attainment in phonics and reading https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 1 |
| <i>Additional targeted phonics and fluency sessions in Maths and Reading built into the school day and resources including training purchased to support</i> | Phonics and early number approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and number fluency https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 3 |
| <i>Additional teaching hours to provide a blend of tuition, mentoring and school-led tuition in Maths and Reading</i> | Tuition targeted at specific at specific needs and knowledge gaps can be an effective method to support lower attaining pupils and those falling behind both one to one and in small targeted groups https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | 3 |
| <i>Additional support to ensure that those children who are struggling with reading fluency are supported with 3 x weekly Daily reading and Reading Plus in Year 5 and Year 6</i> | Lightning Squad is a short-term early intervention tutoring programme aimed at struggling readers in Year 2 and KS2 (the lowest-achieving 20%). The goals are to promote literacy skills, reduce the number of pupils who are struggling to read, and prevent long-term reading difficulties. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | 3 |

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

Budgeted cost: £52,355

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Implementation of a range of bespoke therapy approaches to improve emotional regulation</i> | Evidence associating childhood social and emotional skills with improved outcomes both academically and socially EEF guidance report: Improving social and emotions | 4,5 |
| <i>Additional staff trained as ELSAs to support within the classroom environment to complement the existing ELSA trained HSW and additional hours to accommodate this</i> | Evidence associating childhood social and emotional skills with improved outcomes both academically and socially EEF guidance report: Improving social and emotions | 5 |
| <i>Home School Family Worker to develop stronger links with hard to reach parents and support the family's wellbeing</i> | Evidence associating childhood social and emotional skills with improved outcomes both academically and socially EEF guidance report: Improving social and emotions | 5 |

Total budgeted cost: £147,501

Part B: Review of outcomes in the previous academic year- See also the Review of 2022-23 document

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Internal assessments for 2022-23 show that Pupil Premium pupils made at least good progress, with many making outstanding progress in all year groups apart from Year 5. We have identified that Year 6 (2023-24) are a focus and additional adult support has been allocated to ensure that this year group close the gap through targeted keep up and catch up intervention. Data showed that in all year groups PP pupils (not SEND) are attaining in line with their peers.

Early reading and phonics teaching throughout EYFS and Year 1 is a strength and continues to develop and has resulted in 89% of children achieving the expected standard.

The ELSA team are well established and their impact can be seen through individual assessment and provision maps.

In Breakfast Club and after-school clubs, PP pupils are well represented and all children attend all events, activities and trips which require a donation regardless of whether individual families have paid or not.

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 |
|-----------------------------|------------|
| Positive behaviour training | Team Teach |