

# 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	2024-2025
Date this statement was first published	September 2024
Date on which it will be reviewed	Termly
Statement authorised by	Maurice Jones – Chair of Local Governing Board
Pupil premium lead	Sam Hirst - Principal
Governor / Trustee lead	Christine Scarr – Link Governor for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£136,550

# 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 and there is no significant gap between PP pupils and their peers
Fluency in number and reading is not a barrier for disadvantaged pupils as they progress through school.	KS2 data shows that disadvantaged pupils attain well 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

	<p>Pupil voice shows that children enjoy their learning</p> <p>Disadvantaged pupils are participating fully in all aspects of school life, including before and after school clubs</p>
<p>There is a strategic approach to developing positive mental health and wellbeing through</p>	<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: £61,191.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><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. Resources are high quality and build phonics skills and fluency</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>1,2,3</p>
<p><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></p> <p><i>Subject lead to develop fluency</i></p>	<p>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</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>3</p>

<i>training and use assessment data to ensure interventions are precise and address gaps and teaching is adapted to need</i>		
<i>High quality and regular CPD for all teaching staff, including support staff on appropriate adaptation of 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>	Spending on improving teaching, including professional development, training and support for early career teachers is key in improving outcomes for pupils and release time for experienced teachers to observe and support in Phonics, Maths and English <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1,2,3
<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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	5

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

Budgeted cost: £22,721.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	1
<i>Additional 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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	3

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

Budgeted cost: £52,636.75

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 <b>EEF guidance report: Improving social and emotions</b>	4,5
<i>Additional staff trained as ELSAs to support within the classroom environment to complement the existing ELSA trained HSFW and additional hours to accommodate this</i>	Evidence associating childhood social and emotional skills with improved outcomes both academically and socially <b>EEF guidance report: Improving social and emotions</b>	5
<i>Home School Family Worker to develop stronger links with hard</i>	Evidence associating childhood social and emotional skills with improved	5

<i>to reach parents and support the family's wellbeing</i>	outcomes both academically and socially <b>EEF guidance report: Improving social and emotions</b>	
<i>A daily extra-curricular activities are in place including breakfast club which is free to all pupils</i>	Evidence associating childhood social and emotional skills with improved outcomes both academically and socially <b>EEF guidance report: Improving social and emotions</b>	5

**Total budgeted cost: £136,550**

# 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 2024-2025 academic year.

**Key Stage Two** - By the end of Key Stage 2 pupils in receipt of Pupil Premium are performing better than national data in all areas particularly Maths and writing at both the expected and at the Greater Depth Standard.

Key Stage Two	Year	EXPECTED STANDARD															
		PP v NonPP SUMMARY															
		No.	RWM Comb				Reading			Writing			Maths				
ALL PUPILS	2025	60	67%	NATIONAL	62%	SCHOOL	70%	NATIONAL	75%	SCHOOL	82%	NATIONAL	72%	SCHOOL	85%	NATIONAL	74%
	2024	60	78%		61%		92%		74%		82%		72%		92%		73%
	2023	60	68%		60%		85%		73%		78%		71%		73%		73%
	3YR avg	180	71%		61%		82%		74%		81%		72%		83%		73%
Pupil Premium	2025	17	59%	NATIONAL	47%	SCHOOL	65%	NATIONAL	63%	SCHOOL	82%	NATIONAL	59%	SCHOOL	88%	NATIONAL	61%
	2024	23	78%		45%		96%		62%		78%		58%		91%		59%
	2023	14	36%		44%		57%		60%		57%		58%		43%		59%
	3YR avg	54	61%		45%		76%		62%		74%		58%		78%		60%
Non Pupil Premium (Other)	2025	43	70%	NATIONAL	69%	SCHOOL	72%	NATIONAL	81%	SCHOOL	81%	NATIONAL	78%	SCHOOL	84%	NATIONAL	80%
	2024	37	78%		67%		89%		80%		84%		78%		92%		79%
	2023	46	78%		66%		93%		78%		85%		77%		83%		79%
	3YR avg	126	75%		67%		85%		80%		83%		78%		86%		79%
<b>Gaps 2023-2025</b>		Year	Sch Gap	NAT Gap		Sch Gap	NAT Gap		Sch Gap	NAT Gap		Sch Gap	NAT Gap		Sch Gap	NAT Gap	
School Pupil Premium v National Non-Pupil Premium		2025	10%	22%		16%	18%		-4%	19%		-8%	19%				
		2024	-11%	22%		-16%	18%		0%	20%		-12%	20%				
		2023	30%	22%		21%	18%		20%	19%		36%	20%				
		3yr Avg	6%	22%		4%	18%		4%	19%		2%	20%				

Key Stage Two	Year	High Score / Greater Depth															
		PP v NonPP SUMMARY															
		No.	RWM Comb		Reading			Writing			Maths						
ALL PUPILS	2025	60	18%	NATIONAL	8%	SCHOOL	28%	NATIONAL	33%	SCHOOL	22%	NATIONAL	13%	SCHOOL	30%	NATIONAL	26%
	2024	60	12%		8%		42%		29%		17%		13%		27%		24%
	2023	60	8%		8%		22%		29%		20%		13%		18%		24%
	3YR avg	180	13%		8%		31%		30%		19%		13%		25%		25%
Pupil Premium	2025	17	12%	NATIONAL	4%	SCHOOL	24%	NATIONAL	21%	SCHOOL	18%	NATIONAL	7%	SCHOOL	24%	NATIONAL	7%
	2024	23	4%		3%		26%		18%		4%		6%		17%		13%
	2023	14	7%		3%		7%		17%		7%		7%		7%		13%
	3YR avg	54	7%		3%		20%		19%		9%		7%		17%		11%
Non Pupil Premium (Other)	2025	43	21%	NATIONAL	11%	SCHOOL	30%	NATIONAL	39%	SCHOOL	23%	NATIONAL	16%	SCHOOL	33%	NATIONAL	32%
	2024	37	16%		10%		51%		33%		24%		16%		32%		29%
	2023	46	9%		10%		26%		34%		24%		16%		22%		29%
	3YR avg	126	15%		10%		35%		35%		24%		16%		29%		30%
<b>Gaps 2023-2025</b>		Year	Sch Gap	NAT Gap		Sch Gap	NAT Gap		Sch Gap	NAT Gap		Sch Gap	NAT Gap				
School Pupil Premium v National Non-Pupil Premium		2025	-1%	7%		15%	18%		-2%	9%		8%	25%				
		2024	6%	7%		7%	15%		12%	10%		12%	16%				
		2023	3%	7%		27%	17%		9%	9%		22%	16%				
		3yr Avg	3%	7%		15%	17%		7%	9%		13%	19%				

**Multiplication Table Check-** The Year 4 Multiplication Table Check shows that pupils in receipt of Pupil Premium Funding exceed National figures in all measures.

Multiplication Times Tables (MTC)	Year	Average Score				% 25/25					
		PP v NonPP SUMMARY									
		No.	32+ / 40		No.	32+ / 40					
2025 National not yet published <b>ALL PUPILS</b>	2025	SCHOOL	56	23.4	NATIONAL	20.6	SCHOOL	58	60%	NATIONAL	34%
	2024	SCHOOL	53	22.6	NATIONAL	20.6	SCHOOL	58	50%	NATIONAL	34%
	2023	SCHOOL	60	21.3	NATIONAL	20.2	SCHOOL	61	43%	NATIONAL	29%
	3YR avg	SCHOOL	169	22.4	NATIONAL	20.5	SCHOOL	177	51%	NATIONAL	32%
Pupil Premium	2025	SCHOOL	14	23.9	NATIONAL	18.9	SCHOOL	14	57%	NATIONAL	25%
	2024	SCHOOL	17	21.1	NATIONAL	18.9	SCHOOL	19	42%	NATIONAL	25%
	2023	SCHOOL	17	17.6	NATIONAL	18.3	SCHOOL	17	18%	NATIONAL	21%
	3YR avg	SCHOOL	48	20.9	NATIONAL	18.7	SCHOOL	50	38%	NATIONAL	24%
Non Pupil Premium (Other)	2025	SCHOOL	42	23.2	NATIONAL	21.3	SCHOOL	44	61%	NATIONAL	37%
	2024	SCHOOL	36	23.3	NATIONAL	21.3	SCHOOL	39	54%	NATIONAL	37%
	2023	SCHOOL	43	22.8	NATIONAL	20.9	SCHOOL	44	52%	NATIONAL	33%
	3YR avg	SCHOOL	121	23.1	NATIONAL	21.2	SCHOOL	127	56%	NATIONAL	36%
<b>Gaps 2023-2025</b>		Year	Sch Gap	NAT Gap	Sch Gap	NAT Gap					
School Pupil Premium v National Non-Pupil Premium		2025	-2.6	2.4	-20%	12%					
		2024	0.2	2.4	-5%	12%					
		2023	3.3	2.6	15%	12%					
		3yr Avg	0.3	2.5	-2%	12%					

Phonics- Phonics scores showed that pupils in receipt of Pupil Premium Funding performed in line with pupil premium pupils nationally.

PHONICS Y1	Year	PHONICS				
		PP v NonPP SUMMARY				
		No.	32+ / 40			
ALL PUPILS	2025	SCHOOL	63	86%	NATIONAL	80%
	2024		59	80%		80%
	2023		53	89%		79%
	3YR avg		175	85%		80%
Pupil Premium	2025	SCHOOL	9	67%	NATIONAL	67%
	2024		12	75%		68%
	2023		11	100%		67%
	3YR avg		32	81%		67%
Non Pupil Premium (Other)	2025	SCHOOL	54	89%	NATIONAL	84%
	2024		47	81%		84%
	2023		42	86%		83%
	3YR avg		143	85%		84%
<b>Gaps 2023-2025</b>		Year	Sch Gap	NAT Gap		
School Pupil Premium v National Non-Pupil Premium		2025	17%	17%		
		2024	9%	16%		
		2023	-17%	16%		
		3yr Avg	2%	16%		

The ELSA team work with children with social, emotional or mental health issues. They worked with 60 children last year. They worked on resilience, friendship, self-regulation and bereavement to enable them to be in the right frame of mind to learn. Pre and post assessments show that the vast majority of children were not re-referred.

Breakfast club hosts 50 children each day. 25% of these children are pupils in receipt of pupil premium funding. All children of these children are provided with a free breakfast and physical activity before school.

## 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