

# Pupil premium strategy statement- West Park Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	5%- Service 15%-FSM 2.5%-LAC
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	Termly
Statement authorised by	Maurice Jones – Chair of LGB
Pupil premium lead	Sam Hirst - Principal
Governor / Trustee lead	Christine Scarr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,230.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£103,230.00 (inc service premium)

# 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 well. 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. These interventions are for pupils who are significantly below their peers.*

*In addition, behaviour for learning may be a factor that slows progress. The approaches used for children who struggle to regulate include support both their personal development, emotional wellbeing and their physical needs. This is through targeted sensory circuits 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 of 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 vocabulary acquisition.
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.
6	See separate Service Premium Strategy

## 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 and listening and attention. This will be tracked through termly monitoring using the tracking data with children achieving R= by Reception Spring term. Children using sentences of 4-6 words, using simple conjunctions and able to express their ideas and feelings using words rather than behaviour.
Early reading and writing are linked, active and engaging with any gaps in knowledge quickly identified and targeted.	The phonic screening check at year 1 will show 90%+ of children are at the expected standard and there is no significant gap between PP pupils and their none PP peers nationally. There is a well linked writing curriculum in place that supports children in their phonics application

	Internal data shows a reduction in the proportion of pupils in the lowest 20% requiring additional scaffolding. Lesson observations and book looks show that writing tasks reduce the need for adult transcription support. Internal data shows a reduction in the proportion of pupils in the first 20% requiring additional scaffolding.
Fluency in reading and Maths is not a barrier for disadvantaged pupils as they progress through school.	KS2 data shows that disadvantaged pupils attain in line with their none PP peers nationally in Reading and Maths and this is sustained.
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 of disadvantaged pupils is above National other 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 before and after school clubs. All disadvantaged pupils will have had the opportunity to attend a club or represent the school and if they choose not to the reason as to why will be explored with them.
There is a strategic approach to developing positive mental health and wellbeing	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 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.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £51,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff on developing oracy and improved pupil/ adult interactions throughout EYFS</p>	<p>EEF sites oral language interventions making the most of spoken language and verbal interaction show high impact.  <a href="#">Oral language interventions   EEF</a></p>	<p>1</p>
<p>Revisit the KS1 writing curriculum and ensure writing tasks are fully aligned with pupils' secure phonic knowledge. Ensure that all Reception and KS1 staff attend Early writing training and they are confident in planning writing tasks matched to phonics progression. Learning walks and training to ensure all staff are consistent with LW approaches and writing delivery</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>OFSTED's <i>English: The Reading Framework</i> (2021, updated 2023) states that pupils' <b>writing should reflect their phonic knowledge</b>. It highlights that: "Children should be taught to write using the GPCs they know so that their transcription does not impede composition."</p>	<p>1,2,3</p>
<p>Continue working with the Math hub as part of the Mastering Number project with NCTEM. Training and resources are</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>

<p>targeted to staff and children in R-Y5 to develop mathematical fluency.</p> <p>Subject lead to continue to develop fluency training and use of assessment data to ensure interventions are precise and address gaps and teaching is adapted to need</p>		
<p>Reading fluency sessions are built into daily timetables across Key Stage 2 and data is tracked to ensure that children who are not achieving age related expectations receive additional reading support.</p> <p>Subject lead to support staff to develop this through CPD, walkabouts and Team Teaching</p>	<p>When pupils read fluently their cognitive resources shift from the mechanics of decoding to understanding</p> <p><a href="#">Fluency: a bridge to reading success   EEF</a></p>	3
<p>High quality and regular CPD for all teaching staff, including</p>	<p>The evidence around adaptive teaching utilises the plan, do, review cycle ensures that there are high expectations for all learners</p> <p><a href="#">Adaptive teaching: how it helps inclusive education   Ambition Institute</a></p>	1,2,3

<p>support staff on appropriate adaptation of teaching to ensure that all pupils within the lesson can achieve the same goal.</p> <p>Learning walks and book looks built in to ensure adaptations are appropriate and impacting positively on progress</p>		
<p>Teacher release time to attend training, deliver team teaching and do joint work scrutines in key areas of the curriculum (Maths and English) to improve the quality of teaching in that subject</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes</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>	5

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

Budgeted cost: £11,055

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Early Talk Boost and NELI program</p>	<p>EEF sites oral language interventions making the most of spoken language interaction show high impact.</p> <p><a href="#">Oral language interventions   EEF</a></p>	1

<p>me used in Nursery and Reception as a targeted small group intervention with additional story time and book discussions</p>		
<p>Small group reading fluency sessions used to target children who require additional reading support</p>	<p>When pupils read fluently their cognitive resources shift from the mechanics of decoding to understanding. Children who are not fluent are focusing on decoding and are not developing their understanding of the text.</p> <p><a href="#">Fluency: a bridge to reading success   EEF</a></p>	<p>3</p>
<p>Small group – teacher led catch up phonic sessions delivered to those that require additional support</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>2,3</p>

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

Budgeted cost: £42,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 trained ELSA and 1 ELSEY delivering recognised programmes with supervision from Eps to enable them to support children who are struggling with emotional regulation	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
Home School Family Worker who is a trained Early Help Lead to enable us to support who require it and who supports with attendance strategies	Evidence shows the impact of early intervention to improve school attendance <a href="#">Breaking down the gap - Education Policy Institute</a>	4,5
A programme of free extra-curricular activities is in place including breakfast club to encourage engagement with school	Evidence associating childhood social and emotional skills and attendance with improved outcomes both academically and socially <b>EEF guidance report: Improving social and emotions</b> and <a href="#">Breaking down the gap - Education Policy Institute</a>	4,5
Developing metacognition strategies, self-regulation and collaborative learning through revisiting the Teacher Effectiveness and Enhancement Programme (TEEP) strategies. Developing children's knowledge of how they learn, making links with prior learning and scaffolding this process to develop more independent and effective learners.	Evidence shows that giving children the strategies for supporting pupils to develop their metacognitive skills and knowledge improves attainment for disadvantaged learners. <a href="#">Metacognition and Self-Regulated Learning   EEF</a>	4

**Total budgeted cost: £103,230**