

# Pupil Premium 2020-2021



THE WEST PARK ACADEMY

LABOR OMNIA VINCIT

## Pupil Premium Spending Current Academic Year

SUMMARY INFORMATION			
Total number of pupils:	229	Total pupil premium budget:	£130,465
Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	January 2021
Number of pupils eligible for pupil premium:	97	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT
<p>The curriculum at The Forge Trust is underpinned by 3 key drivers: aspiration, standards and cultural diversity. It is imperative that pupils who receive pupil premium funding are aspirational and achieve high standards of pupil achievement. We feel that this is the school's role to ensure this happens for all pupils. We believe that pupils should access the full spectrum of the curriculum and that finances should not limit children's access to a high quality education.</p> <p>Our strategy involves low class sizes and three waves of teaching related to the core subjects:</p> <ol style="list-style-type: none"><li>1. Wave 1 1<sup>st</sup> quality teaching (daily);</li><li>2. Wave 2: Guided group work (daily);</li><li>3. Wave 3: 1:1 tuition (linked to teacher appraisal).</li></ol> <p>We believe that this ensures our children make good or better progress as learning is personalised.</p> <p>The overall aim of our pupil premium strategy is to ensure children move on to the next phase of their education (secondary school) well equipped in the core subjects so that they can achieve a good academic performance and therefore become high performers. Ultimately, we want our children to reach their full potential to go into careers that make a positive contribution to society.</p>

## Assessment information (Published 2019 data) \*\* No 2020 data due to COVID 19\*\*

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	Closing the Gap
Good level of development (GLD)	42.9%	60%	<b>-17.1%</b>
Reading	60%	59.3%	<b>+ 0.7%</b>
Writing	60%	55.6%	<b>+4.4%</b>
Number	80%	63%	<b>+17%</b>
Shape	80%	59.3%	<b>+27%</b>

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	Closing the Gap
40%	50%	<b>-10%</b>

**Additional commentary:** In EYFS, children who received pupil premium funding outperformed other pupils in school in the key areas of reading, writing and number (even though GLD is significantly lower).

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	Closing the Gap
% achieving expected standard or above in reading, writing and maths	N/A	N/A	N/A
% making expected progress in reading	47.6%	55%	<b>-7.4%</b>
% making expected progress in writing	23.8%	40%	<b>-16.2%</b>
% making expected progress in maths	52.4%	55%	<b>-2.6%</b>

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	Closing the Gap
% achieving expected standard or above in reading, writing and maths	57.1%	53.8%	<b>+3.3%</b>
% making expected progress in reading	57.1%	53.8%	<b>+ 3.3%</b>
% making expected progress in writing	76.9%	78.6%	<b>- 1.7%</b>
% making expected progress in maths	78.6%	61.5%	<b>+17.1%</b>

**Additional commentary:** The percentage of children making expected standards in reading, writing and maths for pupil premium children is below other pupils. The gap is greatest in writing (see School Development Plan-Writing and KS1). KS2 performance is generally good in all areas for PP children.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/math)

A	Oral Language skills are 'generally' lower for pupils eligible for PP on entry to foundation stage.
B	Low aspiration and awareness of career routes and opportunities linked to education.
C	Gaps in knowledge and understanding of phonics (early reading) reading comprehension, spelling, grammar and punctuation.

### ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Challenging home circumstances can lead to poor patterns of attendance and punctuality.
E	Poor parental engagement and home learning environment.
F	Equal access to curriculum enrichment and opportunities for some pupils.

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	<ul style="list-style-type: none"> <li>Oral language skills and vocabulary acquisition to be in line with all pupils in foundation stage;</li> <li>Increased vocabulary development throughout school.</li> </ul>	<ul style="list-style-type: none"> <li>FSP profile score is narrowed against all pupils nationally for speaking and listening;</li> <li>Pupils acquisition of vocabulary is at least in line with age expectations (phase 2 and phase 3 concept pyramid).</li> </ul>
B	Curriculum informs children and inspires them to pursue a career	By Year 6 children demonstrate an awareness of career paths and have ambition.
C	<ul style="list-style-type: none"> <li>Revamped Phonics Policy which is designed to close the gap between PP and non-PP children;</li> <li>Closing the gaps in writing between PP children and all other children at KS1 (<i>strategies to do this include: daily shared and modelled writing; regular opportunities for children to write independently (weekly); weekly guided writing opportunities for children; daily short-burst dictation in spelling sessions. See School Development Plan for more detail on this</i>).</li> <li>Accelerated progress in year groups where proportion of PP children is high but attainment has previously been low. Pupil Premium children are currently performing less well than non PP children.</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> quality phonics teaching;</li> <li>tracking, wave 2 and wave 3 teaching where necessary enables gaps to be narrowed.</li> </ul>
D	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94% to 96% in line with 'other' pupils.
E	Children have opportunities in school to complete homework to a high standard and be supported with learning.	<ul style="list-style-type: none"> <li>Uptake of children attending is high;</li> <li>Home/school diaries signed and actioned by school staff highlighting support.</li> </ul>

F	Participation in clubs, residentials and school trips for all children. Encourage further attendance in Foundation 1	<ul style="list-style-type: none"> <li>All children participate and have opportunities.</li> </ul>
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## Planned expenditure for current academic year 2020-2021

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
A1. Staff member trained in SALT to provide interventions for children in EYFS/Year 1 (3 days per week). Children targeted are those who are not currently under external SALT but have been assessed to have some S+L difficulties.  <b>Cost: £15,993</b>	Oral language skills and vocabulary acquisition to be in line with all pupils in foundation stage.	EEF Toolkit: Early years intervention (+5)	<ul style="list-style-type: none"> <li>Monitor staff member's delivery</li> <li>Half termly meeting with Principal and EYFS Lead.</li> </ul>	Mark Nunn/Beth Turner	September 2021.

<p>A2. Ensure curriculum has ambitious vocabulary and ensure the 4 strands of the speaking and listening curriculum are embedded (speaking, listening, non-verbal communication and awareness of audience).</p> <p><b>Cost: £1000 (CPD costs and cover costs for curriculum leads)</b></p>	<p>Increased vocabulary development throughout school.</p> <p>Children 'present' better.</p>	<p>EEf Toolkit:</p> <p>Oral language intervention (+5)</p>	<ul style="list-style-type: none"> <li>Monitoring delivery of curriculum;</li> <li>CPD session on the Speaking and Listening curriculum document;</li> <li>Check concept maps for ambitious vocabulary and new learning (review pre and post assessments for progress).</li> </ul>	<p>Principal. English Leader.</p>	<p>December 2020.</p>
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
<p>B1. Assemblies highlight career options and encourage ambition.</p>	<p>Curriculum informs children and inspires them to pursue a career</p>	<p>EEF Toolkit:</p> <p>Aspiration intervention (0 months) based on limited evidence.</p>	<ul style="list-style-type: none"> <li>Monitor the children's dreams and range of careers on display;</li> <li>Check the Superstar log book with listed weekly children;</li> <li>Monitor Superstar Assembly input.</li> </ul>	<p>Principal</p>	<p>Ongoing</p>
<p>B2. Topic Maps (stage 1 planning) are actioned and deliver the golden thread of 'aspiration' with a programme of visits and visitors.</p>	<p>Curriculum informs children and inspires them to pursue a career</p>	<p>EEF Toolkit:</p> <p>Aspiration intervention (0 months) based on limited evidence.</p>	<ul style="list-style-type: none"> <li>Planning scrutiny.</li> </ul>	<p>Principal SLT</p>	<p>Weekly</p>

<p>C1. Provide CPD to teachers through the academy's link with the English Hub in how to deliver effective phonics lessons. A renewed focus is given to how we support children 'catch up' through additional practice sessions (individual intervention) <b>Cost: £2500</b></p>	<p>A greater proportion of children are reaching ARE by the end of the year for phonics. Children in the lowest 20% have made accelerated progress through additional practice session interventions</p>	<p>EEF Toolkit  Moderate impact based on very low cost (4 months)</p>	<ul style="list-style-type: none"> <li>• Monitor phonics teaching on a regular basis</li> <li>• Analyse data half termly</li> <li>• TMV on additional practice session delivery</li> </ul>	<p>Principal/Phonics Lead/English Lead</p>	<p>Weekly</p>
<p>C2. Provide CPD for teachers so that they can competently teach writing <i>(through daily shared/modelled writing; weekly guided writing; daily dictation in spelling sessions; regular opportunities for children to write independently).</i></p>	<p>Closing the gaps in writing between PP children and all other children at KS1.</p>		<ul style="list-style-type: none"> <li>• Track progress at data points;</li> <li>• Work scrutiny in writing for pupil premium children;</li> <li>• Formal observations in writing and spelling dictation.</li> </ul>	<p>Principal</p>	<p>½ termly.</p>
<p>C3. Provide additional teachers in Y3 and Y6 to reduce class sizes in key year groups (Less than 20 children per class)  <b>Cost: 2 x NQT = £69,064</b>  Provide additional Teaching Assistant in Year 4 (Grade 4) to deliver targeted interventions in reading, writing and maths to small groups.  <b>Cost: £30,209</b></p>	<p>Y3, Y4 and Y6 to make accelerated progress</p>	<p>EEF Toolkit  Moderate impact for high cost (4 months)</p>	<ul style="list-style-type: none"> <li>• Data tracking in pupil progress meetings</li> <li>• Work scrutiny</li> </ul>	<p>Principal</p>	<p>½ termly</p>

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
D. Attendance Officer monitors attendance and action plan.	Increased attendance rates for pupils eligible for PP.	Research into the effects of persistent absence demonstrates detrimental effect on pupil achievement	Attendance Officer is in place and has tight appraisal targets.	Attendance Officer Principal	½ termly
E. Weekly Homework Club	Children have opportunities in school to complete homework to a high standard and be supported with learning.	EEF Toolkit: Homework (+2) low cost	Check attendance register; Target pupils who need support; Check quality of homework (TMV)	SLT member.	½ termly.

<p>F1. Provide funding to minimise costs of opportunities for all</p> <p><b>Cost: £3000</b></p> <p>F2. Offer free 'extra' sessions for F1 children who only receive 15 hours funding but quality for EYPP.</p> <p><b>Cost: £3000</b></p>	<p>Participation in clubs, residential and school trips for all children.</p> <p>Increased attendance for targeted pupils improves progress</p>	<p>EEF Toolkit:</p> <p>Social &amp; emotional learning (+4) for moderate cost.</p> <p>EEF Toolkit</p> <p>Extending school time – low impact for moderate cost (2 months)</p>	<p>Full uptake in residential participation rates.</p> <p>Monitoring of take up, target parents where take up is not happening</p>	<p>Principal</p> <p>Beth Turner/Mark Nunn</p>	<p>Termly.</p> <p>Termly</p>
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**Other approaches**

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
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<p>School Uniform To ensure all children have correct uniform for school including PE Kit</p> <p><b>Cost: £500</b></p>	<p>Children are dressed in line with their peers.</p>	<p>EEF Toolkit:  School uniform (0) low cost</p>	<p>Monitor take-up of uniform</p>	<p>Principal</p>	<p>Termly</p>
<b>Other approaches</b>					
<p>Develop out of school provision to facilitate improved attendance and school readiness:</p> <p>Subsidise Breakfast Club so that cost is £1 per session</p> <p><b>Cost: £4000</b></p> <p>Provide targeted after school clubs specifically for PP children, particularly those whose attendance is poor</p> <p><b>Cost: £2000</b></p>	<p>Enhanced provision is in place for before and school.</p> <p>The provision is well-attended and targeted pupils are accessing this.</p> <p>Attendance of targeted pupils improves at key data points.</p>	<p>EEF Toolkit:  Extending school time (+2) for moderate cost.</p>	<p>Monitor register to ensure children take up the opportunity.</p> <p>Invite children to breakfast club.</p>	<p>Principal</p>	<p>Termly</p>
Total budgeted cost:					<b>£131,266</b>

**Total Cost £131,266 - £130,465 additional funding cost to school £801**

**REVIEW (MINUTES OF MEETINGS & ACTIONS)**

Date: (Autumn 1) Leaders/Teachers present:  
Actions:

Date: (Autumn 2) Leaders/Teachers present:  
Actions:

Date: (Spring 2) Leaders/Teachers present:  
Actions:

Date: (Summer 2) Leaders/Teachers present:  
Actions:

## Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £149 482.50				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned KEEP/TWEAK/STOP?	Cost
Weekly, targeted Y6 small group intervention with a focus on fluency and vocabulary skills	<ul style="list-style-type: none"> <li>An increase in children's fluency skills in mathematics positively impacts on progress and attainment;</li> <li>An increase in children's vocabulary skills positively impacts on progress and attainment;</li> <li>An increase in children's fluency skills in mathematics positively impacts on progress and attainment.</li> </ul>	<p>Data shows the gap has closed between PP and non PP.</p> <p>Maths- There is now a positive gap of 17% between the two groups with more PP children National standards.</p> <p>Reading- There is now a positive gap of 3.3% between the two groups with more PP children National standards.</p>	<p>This strategy worked well. Continue this year with a stronger reading focus.</p> <p>Keep (not within PP strategy)</p>	£4100

Action	Intended outcome	Impact	Lessons learned KEEP/TWEAK/STOP?	Cost
To ensure that all groups for Maths and English are below 20 pupils to enable a high degree of personalised learning.	<ul style="list-style-type: none"> <li>Ratios have improved to allow staff to carry out individual interventions and deliver high quality feedback;</li> <li>Pupils identified through target setting make accelerated progress across ability groups</li> </ul>	<p>See page 3 for KS2 data.</p> <p>See page 2 for EYFS data.</p>	<p>The personalisation agenda has been largely successful throughout school. However, writing at KS1 needs to rapidly improve. Plans are in place to address this issue.</p> <p><b>KEEP</b></p>	£123,100
<b>Targeted support</b>				
Action	Intended outcome	Impact	Lessons learned	Cost
Speech and language therapist in F1 to facilitate personalised intervention to embed and develop communication skills.	<ul style="list-style-type: none"> <li>Children's speech and comprehension improves.</li> </ul>	Children's Speech and Language has improved since entry to FS 1	<p>Continue with strategy. West Park children historically have low-levels of CLLD on entry.</p> <p><b>KEEP</b></p>	£15,000

Other approaches

Action	Intended outcome	Impact	Lessons learned	Cost
<p>Intervention in Early Years To ensure high quality transition into and from EYFS in conjunction with Luan's Little People</p> <p>Release staff half-termly for transition planning with Luan's Little People</p> <p>Release time for Home Visits</p>	<ul style="list-style-type: none"> <li>Children are school ready on entry and demonstrate improvements in terms of the</li> </ul>	<p>Monitoring demonstrates that tailored support leads to the engagement of hard to reach pupils.</p>	<p>Continue with this strategy. Staff and children know each other before starting school- improved transition.</p> <p>Remove – Luan's Little People has since closed</p>	<p>£450</p> <p>£900</p>
<p>To offer extra sessions to the PP children in F1 to support educational development.</p>	<ul style="list-style-type: none"> <li>Children are school ready on entry and demonstrate improvements in terms of the characteristics of effective learners at key transition points</li> </ul>	<p>Children have benefitted socially, emotionally and educationally from additional sessions.</p> <p>EVIDENCE- Ages and Stages</p>	<p>Continue with this strategy- positive feedback.</p> <p>KEEP</p>	<p>£3000</p>

Other approaches to encourage children to eat and interact with others

Action	Intended outcome	Impact	Lessons learned	Cost
To create a subsidised breakfast club.	<ul style="list-style-type: none"> <li>The provision is well-attended and targeted pupils are accessing this;</li> <li>Attendance of targeted pupils improves at key data points.</li> </ul>	Breakfast Club well attended.	Continue with this strategy- positive feedback.  <b>KEEP</b>	£10,300
To ensure all children have correct uniform for school including PE Kit	<ul style="list-style-type: none"> <li>Children are dressed in line with their peers.</li> </ul>	All children are dressed in the academy uniform	Continue- no child is singled out.  <b>KEEP</b>	£500
Appoint MDSA	<ul style="list-style-type: none"> <li>To encourage children to eat and interact with others.</li> </ul>	Little	NO- not needed. We have all meals cooked on-site to a high quality.  <b>STOP</b>	£8918

Completed by Mark Nunn (Principal) and checked by ESLT of The Forge Trust 22.9.2020.