

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	The West Park Academy
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	50.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	July 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lee Hessey
Pupil premium lead	Mark Nunn
Governor / Trustee lead	Sue Trentini

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,915
Recovery premium funding allocation this academic year	£13,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£157,255

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Ultimately, the aim for at The West Park Academy is for all children to achieve their educational potential regardless of their socio-economic background. As a school with a significant percentage of children who are in receipt of Pupil Premium funding (50.4%), we maintain a firm focus on the attainment, progress and well-being of children who come from more disadvantaged backgrounds.

A firm belief of everyone at The West Park Academy is that supporting our children to attain to the highest possible standards in all subjects is imperative. If we are successful, this will inevitably provide our children with the best opportunity to achieve at secondary school thus providing the best platform for our children to achieve economic independence. As a result, a significant focus of our Pupil Premium Strategy is directed at giving the children the best quality teaching within low class sizes. By providing high levels of personalisation, our teachers can identify the needs of pupils with greater ease and address these gaps. This is our strategy throughout school but a particularly keen focus is directed on EYFS and KS1 to prevent attainment gaps from forming in the early years of education.

We recognise that the impact of the pandemic has disproportionately affected children from more disadvantaged backgrounds. Whilst our use of tutoring (using teachers from within the school) has mainly been aimed at children in receipt of Pupil Premium funding, this strategy has also been used for children from non-disadvantaged backgrounds.

It is clear that to separate between disadvantaged and non-disadvantaged pupils does not provide the necessary nuance to understand the different barriers that are faced. Within our school, we are aware that attendance can be a barrier for some of our children, but not all. Similarly, we know that barriers can include parental engagement, access to extended opportunities, SEMH issues for both parents and children along with other contextual barriers. Clearly, to be successful with our Pupil Premium strategy, we have to find an approach that has clear aims but equally supports individual families and their situations. At West Park, we feel that our guiding principle of supporting children achieve their academic potential is complemented by a range of other support mechanisms designed to address the issues that can cause educational disparity.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap in reading and phonics in Key Stage 1. In the 2019 Y1 phonics screener, there was a 10% gap between FSM and non-FSM children. Whilst the country average was higher than this (17%), this is still a gap that needs to be addressed.
2	Speech and language skills are low on entry into F1 and F2 which can slow progress of learning. Baseline assessments this year show that communication and language skills for 65% of children in F1 are below where they should be. Of this %, the majority of children are eligible for free school meals
3	Ensuring that Pupil Premium children attend as well as non-Pupil Premium children. On average, pupil premium children's attendance is 1% lower than that of non-disadvantaged children
4	Limited understanding of the outside world through either first-hand experience or books
5	Very few children attend clubs outside of school and therefore do not have access to different enrichment opportunities. This has been further compounded by the impact of the pandemic
6	Observations and discussions with families have outlined a number of children who have social and emotional issues – this appears to have risen significantly since the start of the pandemic, particularly from September 2020.

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
Closing the attainment gap in KS1 reading and phonics	Phonics and KS1 Reading outcomes in 2024/2025 demonstrate that the gap between disadvantaged and non-disadvantaged children has diminished. Our aim is that the gap is never more than 5% (approximately 1 child with our cohort sizes) and that attainment for all children is above the national average.
Improving communication and language skills in EYFS	By 2024/2025, at least 90% of disadvantaged children leave Foundation 1 on track to meet the ELG for Communication and Language.
Eradicate the attendance gap between disadvantaged and non-disadvantaged children	By 2024/2025, disadvantaged children attend as well as non-disadvantaged children.
Children have a greater understanding of the world due to the opportunities afforded to them at West Park	West Park has a yearly plan of out of school activities, visitors and after-school clubs that provide the children with different opportunities.

	The school library will become more extensive and classrooms will have an array of high-quality texts, recommended by staff, which will expand the children's horizons
To provide an array of after-school clubs and activities which are based on the children's interests.	By 2024/2025, we aim that all children will attend at least one after-school club by the end of the academic year.
To provide high quality support for children and families with SEMH issues	<p>Over the course of this three-year plan, we aim to see a reduction in either:</p> <ul style="list-style-type: none"> • The number of children/families who need to access support for SEMH • The length of time that targeted support is needed for. <p>The by-product of this would be:</p> <ul style="list-style-type: none"> • Improved attendance for children with SEMH needs • A reduction in behaviour incidents linked to SEMH needs

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: £ 101,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promoting improved dialogic activities in Early Years through staffing provision and CPD</p>	<p>The Early Years EEF toolkit suggests that a significant amount of progress can be made by children who are supported by improved communication and language approaches (a further 6 months development based on research). There is also evidence that this style of approach is particularly effective with disadvantaged children.</p> <p>This approach is well supported by further spending approaches details below e.g. 30 hours for all children, starting school as soon as children turn 3.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1,2,4</p>
<p>Ensuring class sizes of 15 or less in F2, Y1 and Y2 to provide high levels of personalised provision and feedback for all children</p>	<p>By ensuring that children in F2, Y1 and Y2 have class sizes of less than 15, this allows teachers to provide high quality feedback to all children which then has a significant impact on their academic progress. Teachers are able to provide live feedback both verbally and written which ensures that each child has a good understanding of their next steps in learning. There is strong evidence that live feedback has an extremely positive impact on children's development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1,2</p>
<p>Ongoing improvement of our phonics and early reading teaching. Release time is provided to ensure that a programme of teaching coaching can take place with</p>	<p>It is recognised that phonics is a high impact strategy for children who are learning to read. By using a coaching approach and accessing high quality CPD, we are seeking to ensure that the teaching of phonics at West Park is of the highest standard that it can be. With children making an average of 5 months additional progress following high quality phonics teaching, this measure should contribute significantly towards closing the gap between disadvantaged and non-disadvantaged children in early reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>

support from the English Hub		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a range of 1:1 and small group tuition for identified children from Y2 to Y6 with a specific focus on disadvantaged children.	Both external research from the EEF and internal from previous 1:1 and small group tuition shows that this approach has a significant impact on individual pupils. Using our own internal data, 6 Year 6 children made the equivalent of two terms progress over the course of 10 1:1 sessions in Summer 2021. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Implementation of the Nuffield Early Language Intervention (NELI) for children in Foundation 2	In addition to the targeted communication and language interventions that are taking place in Foundation 1, the NELI programme helps to improve early communication and literacy skills for children in Foundation 2. It is important to have this strategy for children in Foundation 2, particularly when there are children new to the school or for those who need further targeted support after leaving Foundation 1. https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,2
Ensure that a rigorous intervention programme is in place to support disadvantaged children with 'keeping up' in phonics.	This programme aims to ensure that children do not fall behind in phonics. The approach matches the 'keep up, not catch up' ethos that was outlined in the most recent Reading Framework (July 2021) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	1,2

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

Budgeted cost: £28,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide all children in Foundation 1 with the option of 30 hours education (plus a free school dinner) regardless of eligibility	<p>Although this approach only shows relatively moderate progress, observations at West Park indicate that children who attend for 30 hours progress significantly faster with their development. Additionally, children with 30 hours funding have higher rates of attendance when compared to those children who only attend in a morning or afternoon.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/extra-hours</p>	1,2,3,5
To allow all children to start Foundation 1 at The West Park Academy as soon as they turn 3.	<p>Similarly to the above, although the research basis for this shows moderate progress, our own internal observations suggest that by allowing children to start as soon as they turn 3, we are helping the children to develop more rapidly. This is particularly important when children enter our setting with typically under-developed communication and language skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/earlier-starting-age</p>	1,2,3
To provide the relevant CPD and release time to create an ELSA at West Park who can support with SEMH issues	<p>Observations within our setting suggest that by receiving support from our ELSA trained member of staff, the children who receive support are more likely to become happier in school and attend more frequently. This has been particularly effective with children who have not wanted to come into school first thing in a morning. By supporting our children to attend and be ready to learn, this intervention is then providing better foundations for academic progress. Within our ELSA Lead's case load, 90% of the children were from disadvantaged backgrounds.</p>	3,6
<p>To provide daily after-school clubs for all children, free of charge</p> <p>To ensure that a programme</p>	<p>Research from Nuffield Foundation shows that the biggest barriers for children attending clubs outside of school are cost and ease of access. By providing daily, free of charge after-school clubs we are eradicating these barriers.</p> <p>https://www.nuffieldfoundation.org/sites/default/files/files/res-br3-final.pdf</p> <p>Similarly to the above, West Park heavily subsidises trips for disadvantaged children to ensure that they are able to access a wide range of experiences in school.</p>	4,5,6

of visits, visitors and experiences are timetabled throughout the year		
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Total budgeted cost: £157,255

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 2020 to 2021 academic year.

Internal assessments suggests that performance of disadvantaged children was lower than that of non-disadvantaged children in most year groups. However, the % difference between those attaining ARE from disadvantaged backgrounds and non-disadvantaged was in most cases less than 10%. In two year groups, disadvantaged pupils outperformed non-disadvantaged.

Funding was directed towards providing a range of after-school clubs as well as subsidising breakfast club for disadvantaged children. After-school clubs were very popular at the beginning and the end of the year but unfortunately could not run between October and May. Breakfast Club remained open but numbers were limited due to the need for 'bubbles'. As a result, this is no longer part of our pupil premium strategy and is instead funding directly from the school.

During the summer term, 1:1 tuition was used effectively for a number of disadvantaged children across the school. The success of the programme meant that three Year 1 pupils progressed significantly with their phonics attainment and they are now on track to pass the Autumn screener in Y2. As mentioned previously, six Year 6 pupils made the equivalent of 2 terms worth of progress in 10 hours of tuition.

Attendance remained stable with the whole school attendance (minus Foundation 1) for the 2020/2021 academic year being 95.22%. Attendance of disadvantaged pupils was 94.31%, therefore just under 1% different.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.