

Pupil premium strategy statement – The 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	222
Proportion (%) of pupil premium eligible pupils	40.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mark Nunn Director of Education
Pupil premium lead	Sarah Baldwin Principal
Governor / Trustee lead	Sue Trentini

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£134,835

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 so that they are effectively prepared for their future and are able to make a positive contribution to society. Irrespective of their background or the challenges they face, we aim for all children to make good progress from their starting points and achieve well in all subject areas. We encourage them to develop a strong work ethic, be respectful, kind, resilient and able to interact effectively with others, building strong relationships.

As a school with a significant percentage of children who are in receipt of Pupil Premium funding (40%) we maintain a firm focus on the attainment, progress and well-being of children who come from more disadvantaged backgrounds. Our focus is to support disadvantaged children to achieve their personal goals by considering all the challenges they face, using a wide evidence base to support this, and ensuring that our strategy enables them to overcome these challenges in order to succeed.

High quality teaching is at the heart of our approach and our focus is on ensuring that we use deliberate, evidence-based strategies that target closing the gap as well as maintaining the progress of the higher achieving disadvantaged pupils as they move through school. This approach will not only support the attainment and progress of our disadvantaged children, but will also benefit the non-disadvantaged children in our school.

Our approach to creating our strategy is based on robust diagnostic assessment of the common challenges faced by our disadvantaged children as well as assessment of individual needs. This is so that we have a clear understanding of the barriers that are faced, where these are common to groups and where this is more individual.

To ensure our approach is effective we will:

- Challenge all disadvantaged children with appropriate work
- Ensure that effective intervention and additional support is provided at an early stage
- Ensure that there is a whole school culture of high expectations for all and that all staff understand their responsibility for the attainment and progress of our disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate that our children are starting school with underdeveloped oral language skills and large vocabulary gaps among many disadvantaged children. This then impacts the literacy and mathematical development of these children, leading to lower levels 3 of overall GLD for these pupils. The gap between GLD for Pupil Premium in 2025 was 25.5%.
2	In Early Years, Pupil Premium and non Pupil Premium boys achieved significantly lower than girls in 2025. The gap between boys and girls was 59.1%. In addition, none of the children with SEND achieved GLD for the second year running. Provision for these pupils needs to enable them to make accelerated progress at their individual levels.
3	Three-year trend outcomes demonstrate that a higher proportion of pupils pass the Year 1 PSC at West Park than the national average. However, in two out of the last three years, reading outcomes at the end of KS2 have been lower than the national average. This is reflected in outcomes for disadvantaged pupils also.
4	The academy has seen a rise in class sizes due to national challenges around school finances (class sizes were previously no higher than 20 pupils). This has led to teachers needing to adapt their teaching to support a greater number of pupils with a broader range of needs.
5	Partially due to the significant level of mobility in the academy, a number of pupils do present with social and emotional needs which can affect their ability to learn.
6	Whilst the three-year trend for attendance shows an ongoing improvement in terms of overall attendance and persistent absenteeism amongst disadvantaged pupils, maintaining and improving levels of attendance remain a challenge particularly in light of the academy's significant mobility.

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
Through both high-quality classroom practice and specific intervention, pupils will leave EYFS with language skills that prepare them for accessing the Key Stage 1 curriculum	<ul style="list-style-type: none"> NELI intervention demonstrates progress for pupils who need it ELG outcomes within the area of Communication and Language and Literacy are in-line with national averages despite low starting points

	<ul style="list-style-type: none"> EYFS classrooms are language rich environments supported by adults modelling high standards of spoken communication
The excellent outcomes achieved in the Y1 PSC are consistently replicated in KS2 reading outcomes	<ul style="list-style-type: none"> Disadvantaged pupils at West Park perform better than national averages and the gap between disadvantaged and non-disadvantaged pupils is narrowed significantly. End of KS2 Reading outcomes are consistently higher than national average overall
Teachers at the West Park Academy are adept at adapting their practice to ensure that the needs of all pupils are met consistently	<ul style="list-style-type: none"> Internal and published data demonstrates that the gap between disadvantaged and non-disadvantaged pupils is narrowing Outcomes in all year groups are strong – published data demonstrates that pupils at West Park Academy consistently
Improved mental wellbeing for all pupils, leading to improved engagement in their learning.	<ul style="list-style-type: none"> Observation, discussions and attainment data evidence improved mental well-being for all pupils. Pupils are more resilient and focussed on their learning, leading to improved confidence and attainment. There is a reduction in behavioural related incidents and suspensions
Overall attendance for all pupils, in particular disadvantaged pupils, continues to rise. The percentage of persistent absentees continues to fall. This is due to the academy's consistent and rigorous approach towards challenging low attendance.	<ul style="list-style-type: none"> Attendance data demonstrates continued improvement

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: £89,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Welcomm.</p> <p>Training of staff to ensure Welcomm is used effectively.</p> <p>Speech and Language therapist employed to support staff in assessing children across school to ensure that the right pupils are identified for the right support around oral language development.</p> <p>Nuffield Early Language Intervention - NELI</p>	<ul style="list-style-type: none"> • EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or small group support. • Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. • Teachers' continuing professional development <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>NELI: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	1,2,3,4,5
<p>Provide a programme of CPD designed to develop the universal teaching offer in the academy and adaptive teaching strategies.</p>	<ul style="list-style-type: none"> • West Park leaders have developed and delivered a range of CPD using evidence-based approaches to continue improving teaching and learning across the academy. <p>Metacognition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Collaboration Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1,2,3,4

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

Budgeted cost: £34,891

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide staffing for targeted phonics intervention to support attainment in Year 1, catch up in Year 2 and further targeted phonics and reading support in KS2.	Phonics approaches have a strong evidence base including a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3
To provide staffing for speech and language intervention within EYFS to support the improvement of language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3

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

Budgeted cost: £34,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
School employs a Pastoral Lead to provide support to pupils and families to develop home relationships and boost engagement with school as part of their role.	Improved social and emotional behaviours are proven to improve outcomes in school and later on in life. With 1:1 intervention, disadvantaged pupils who have been assessed as needing support can develop strategies which help support good learning behaviours and attitudes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5,6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
To continue to promote and identify positive behaviour through a rewarding system based around a set of consistent school values	Improved behaviour and a positive rewarding atmosphere create a purposeful environment and good behaviour for learning which motivates pupils to achieve. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4,5,6
To develop a system which enables all children who would benefit, to have a 1:1 weekly 'check in' session with a trusted adult to support social and emotional targets	Improved social and emotional behaviours are proven to improve outcomes in school and later on in life. With 1:1 intervention, disadvantaged pupils who have been assessed as needing support can develop strategies which help support good learning behaviours and attitudes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4,5,6
Deliver CPD and implement the 'Zones of Regulation' approach to support pupils' self-regulation	This specialised approach supports pupils to understand their current emotional state and what they might need to do to regulate their emotions effectively. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5,6

Total budgeted cost: £158,871

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged children during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

2024/2025 data outcomes:

Subject	West Park PP	West Park NPP	Gap
Reading	55%	78.3%	-23.3%
Writing	60%	87%	-27%
Mathematics	60%	87%	-27%
SPaG	65%	78.3%	-13.3%
RWM Combined	55%	73.9%	-18.9%

Subject	West Park PP	LA PP	Gap
Reading	55%	61.2%	-6.2%
Writing	60%	57.5%	+2.5%
Mathematics	60%	60.2%	-0.2%
SPaG	65%	57.5%	+7.5%
RWM Combined	55%	45.8%	+4.2%

The 2025 academic year outcomes saw the largest gap between PP and non-PP pupils in the last 3 years. This is due to the nature of the 2025 cohort as data in the previous two years showed a much smaller gap.

Internal data from the end of 2024/2025 academic year (see below) suggests that the gap widens as pupils move into Upper Key Stage 2. It is as a result of this data that West Park are committed in focusing on targeted support for reading in Year 2 and into Key Stage 2 and the development of teaching pedagogy to ensure that the universal classroom offer is as strong as possible.

Year Group	PP % RWM Combined	Non PP % RWM Combined	Gap
1	77.8%	86.4%	8.6%
2	78.6%	62.5%	+16.1%
3	60.9%	66.7%	5.8%
4	61.5%	90.9%	29.4%
5	35.3%	50%	14%
6	55%	73.9%	18.9%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Sound Start Phonics – resources	Sound Start
Accelerated Reader	Renaissance
White Rose Hub Maths	White Rose
REAL PE Curriculum	REAL PE
Lunchtime and after-school sports coaching	Next Level and Mansfield Town Football Club

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils are encouraged and supported to participate.

We offer lunchtime sports activities where a coach works with pupils during lunchtimes to reduce behaviour issues and increase self-esteem.