

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

	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	Assessments and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. In 2025, from low starting points, 82.4% of pupils reached the expected level in phonics in the Year 1 Phonics Screening Check – this is higher than National but lower than the previous two school years. In addition, no pupils passed the phonics recheck in 2025. There is a negative impact on their development as readers for pupils who do not reach the required standard and this shows through historic reading results at the end of KS2 where the gap between FSM and non FSM in 2025 was 23.3%. reading fluency skills need to be developed further to allow children to become competent readers in KS2.
4	Pupil Premium children achieve significantly lower in writing than their non Pupil Premium counterparts. This was clearly highlighted in the 2025 data where the gap was 27%
5	Pupil Premium children achieve significantly lower in mathematics than their non Pupil Premium counterparts. This was clearly highlighted in the 2025 data where the gap was 27%
6	Observations, discussions and internal data indicate that social and emotional difficulties for many pupils are impacting their ability to focus and concentrate in school. This can include them not feeling equipped to deal with the emotional challenges that instability in their home life can bring and some pupils are not entering school feeling safe enough to engage with learning effectively. They need more support to ensure that they are engaged and ready to learn.

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
Improving oral language skills and vocabulary in Early Years and for other children in other areas of school who need it	Assessments and observations will show significantly improved oral language among disadvantaged pupils – engagement in lessons, book scrutiny, termly assessments, intervention assessments
Closing the attainment gap in KS1 reading and phonics – in line with or better than LA and National averages	Assessments and reading and phonics outcomes over the next three years show that disadvantaged children are making progress in reading and that the percentage of pupils reaching national expectations improves year on year, narrowing the gap.
Improved attainment in writing for disadvantaged pupils – in line with or better than LA and National averages	Writing assessments over the next three years show that disadvantaged children are making progress in writing and that the

	percentage of pupils reaching national expectations improves year on year, narrowing the gap.
Improved attainment in reading for disadvantaged pupils – in line with or better than LA and National averages	Reading assessments and observations over the next three years show that disadvantaged children are making progress in reading and that the percentage of pupils reaching national expectations improves year on year, narrowing the gap.
Improved attainment in mathematics for disadvantaged pupils – in line with or better than LA and National averages	Assessments and maths outcomes over the next three years show that disadvantaged children are making progress in maths and that the percentage of pupils reaching national expectations improves year on year, narrowing the gap.
Improved mental wellbeing for all pupils, leading to improved engagement in their learning.	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.

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>EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or small group support.</p> <p>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.</p> <p>Teachers' continuing professional development EEF</p> <p>Oral language interventions EEF</p>	1, 2, 3, 4, 5, 6

Nuffield Early Language Intervention - NELI	Nuffield Early Language Intervention EEF Oral language interventions EEF	
To ensure staffing in all year groups enables small group teaching to develop focus, confidence and self-esteem.	Through evidence from the EEF, it is proven that a wide range of group teaching and collaborative learning styles helps pupils make expected and accelerated progress Collaborative learning approaches EEF Individualised instruction EEF Mastery learning EEF Small group tuition EEF Feedback EEF	2, 3, 4, 5, 6
To provide staff CPD to ensure provision is personalised and effective for all children, including disadvantaged children.	Through planning and personalised coverage, Pupil Premium children's personal needs are met. Individual Instruction – EEF Teachers' continuing professional development EEF Individualised instruction EEF	2, 3, 4, 5, 6
Specific SEND Provision implemented for children with high level additional needs. Purchase of a sensory curriculum, core word programme and musical interaction programme. Training of staff in these programmes to ensure they are implemented effectively.	Through planning and personalised coverage, Pupil Premium children's personal needs are met. Communication and language approaches EEF Teachers' continuing professional development EEF Individualised instruction EEF Play-based learning EEF Self-regulation strategies EEF Social and emotional learning strategies EEF Small group tuition EEF Individualised instruction EEF	1, 2, 3, 4, 5, 6

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
Teaching assistants will be employed to provide targeted intervention and 1:1 support	Through evidence from the EEF, it is proven that a wide range of group teaching and collaborative learning styles helps pupils make expected and accelerated progress	1, 2, 3, 4, 5, 6

Small group working within class and with teaching assistants ensures quality teaching and feedback can be given	Collaborative learning approaches EEF Individualised instruction EEF Small group tuition EEF Feedback EEF Teaching Assistant Interventions EEF	
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. Phonics EEF	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. Oral language interventions EEF	1, 2, 3, 4

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

Budgeted cost: £34,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
School will employ a Pastoral Lead to provide support to pupils and families to develop home relationships and boost engagement with school.	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 Social and emotional learning EEF Behaviour interventions EEF	3, 4, 5, 6
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. Behaviour interventions EEF Social and emotional learning EEF	2, 3, 4, 5, 6
To provide targeted 1:1 behaviour intervention	Improved behaviour and a positive rewarding atmosphere create a	3, 4, 5, 6

for identified pupils to support their regulation and to develop strategies to manage their behaviour.	purposeful environment and good behaviour for learning which motivates pupils to achieve. Behaviour interventions EEF Social and emotional learning EEF	
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 Social and emotional learning EEF Behaviour interventions EEF	6
Contingency fund for acute issues	Based on our experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

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 KS2 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%

Pupil Premium children achieved higher than the Local Authority in Writing, SPaG and Combined RWM and in line with the Local Authority in maths. The gap between Pupil Premium and Non Pupil Premium children

As part of the 3 year strategy to narrow the gap in attainment between Pupil Premium and Non Pupil Premium children, the table sets out the current gap to be analysed and monitored throughout our 3 year plan.

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 Learning
White Rose Hub Maths	White Rose Maths
REAL PE Curriculum	REAL PE
Lunchtime and after school sports coaching	Next Level and Mansfield Town Football Club

Service pupil premium funding

<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>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information

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.