

# West Park CE Primary School



## Pupil premium strategy statement

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	West Park CE Primary School
Number of pupils in school	827
Proportion (%) of pupil premium eligible pupils	8.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022/ 2023/2024
Statement authorised by	Caitriona Bull
Pupil premium lead	Nina Craig
Governor / Trustee lead	Juliette Webb

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – <i>allocated financial year for maintained schools and academic year for academies (includes ever 6)</i>	£122,395
Recovery premium funding allocation this academic year – £3539 <i>received in November 2021 est for year</i>	£10,617
Pupil premium funding carried forward from previous years (enter £0 if not applicable) 20/21	£7,000
Service Children	£310
Looked after children	£4,130
Adopted	£9,380
<b>Total</b>	<b>153,832</b>
Catch up funding (see separate analysis)	£55,761
<b>Total budget for this academic year (financial year)</b>	<b>£209,593</b>

# Part A: Pupil premium strategy plan

## Statement of intent

West Park CE Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged.

We are determined to ensure that all of our pupils are given every opportunity to realise their potential and are ready for their next stage of learning.

### Background

Pupil Premium funding is a government initiative that targets additional support for pupils from deprived backgrounds. This is because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government has used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (CLA) and service children. The government does not dictate how this money should be spent but schools are expected to employ strategies that they are confident will 'diminish the difference' in attainment between those pupils which are considered to be deprived and those who are not.

### Inclusive Provision

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

### Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching, consistently using strategies with evidence based impact on learning
- Concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- Place the highest importance on the breadth of the curriculum; pupils must access the very broadest opportunities
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate pastoral support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

#### How we will measure the impact of the pupil premium:

- Tracking of progress and attainment of individual children and groups against learning objectives in lessons and interventions, half termly learning targets and National Curriculum expectations in line with school Assessment Policy.
- Setting of attainment and progress targets reviewed termly.
- Shadow analysis of current against historical data to identify trends and anomalies.
- Capturing 'Pupil Voice' as part of year group monitoring activities, giving a clear picture of the learning experience for children.
- Engagement with virtual learning platforms (Dojo and Google Classroom) for homework, home learning and Remote Learning if local or national lockdown enforced.
- Attendance at extra-curricular activities.

#### Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have below National Average attainment at the end of KS2 in statutory assessments; disadvantaged learners attainment below that of peers. Reading and writing progress insufficient; when there is a gap on entry at EYFS the gap remains to the end of KS2 and is reflected in EYFS, phonics and KS1 statutory assessments.
2	Early language development is an issue for a small number of pupils.
3	A number of disadvantaged pupils have negative perceptions of themselves as learners. This increases the incidence of negative behaviours. Behaviour incidents recorded show 16% students tagged under 'behaviour' in 2020-21 were disadvantaged which is twice the proportion of disadvantaged children in school. Of the 16 children tagged 'immediate' indicating SLT involvement needed urgently, 6 were disadvantaged which is four times proportionately of the school population.
4	Attendance: in 2020-21 disadvantaged pupils had an Overall Absence of 5.7%. This is 2.3% higher than the national Non-Disadvantaged cohort at 3.4%. 19.5% of disadvantaged pupils were persistently absent. This is 10.8% higher than the national Non-Disadvantaged cohort at 8.7% It should be noted that the number of disadvantaged pupils taking up offered places in lockdown 2020-22 did affect PA figures.
5	Social isolation, and pockets of disadvantage within areas of relative affluence, are issues. Low mobility and coastal isolation are issues that may impact.
6	Some families find it more difficult to build positive relationships with school.
7	Multiple disadvantage: in 2020-21 30.2% (29) of disadvantaged pupils have a SEN provision, 3.8% higher than the national of 26.4%, in 2021-22 31% (31) of disadvantaged pupils have a SEN provision, 4.6% higher than the national of 26.4%.

## 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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>improved reading attainment among disadvantaged pupils at KS2</p>	<p>KS2 reading outcomes improve and by 2023/4 the gap between WPS disadvantaged and National non-disadvantaged significantly narrowed or eliminated.</p> <p>As cohort numbers vary across the school some groups are very small which has disproportionate impact on data.</p> <p>Disadvantaged pupils have made at least expected progress from their individual starting points.</p>
<p>improved writing attainment among disadvantaged pupils at KS2</p>	<p>KS2 reading outcomes improve and by 2023/4 the gap between WPS disadvantaged and National non-disadvantaged significantly narrowed or eliminated.</p> <p>As cohort numbers vary across the school some groups are very small which has disproportionate impact on data.</p> <p>Disadvantaged pupils have made at least expected progress from their individual starting points.</p>
<p>to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>➤ qualitative data from pupil voice, pupil and parent surveys and teacher observations, Pastoral Lead monitoring and reports</li> <li>➤ significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/5 demonstrated by:</p> <ul style="list-style-type: none"> <li>➤ the overall absence rate for all pupils being no more than 3.5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being not more than 1.5%</li> <li>➤ the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 7% lower than their peers</li> </ul>

## 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: £98,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Planned programme of teaching and support staff CPD- Rosenshine's Principles in Action- consistent application of principles across all curriculum areas and in every lesson Rosenshine's Principles in Action used to support and understand QFT</p>	<p>Metacognition and self regulation: Very high impact for very low cost based on extensive evidence EEF guidance is based on a range of the best available evidence:  EEF's guidance report on Metacognition and Self regulation EEF's guidance report on Special Educational Needs in Mainstream Schools Toolkit strand\ Education Endowment Foundation\ EEF</p>	<p>1,2,3,7  Budget: 10 additional teachers for inset £3,500 (03GAP)  Staffing costs taken from 03GAP £77,652 (proportions for NCr, EY,JW,MY)</p>
<p>Purchase of Accelerated Reader programme (Using Catch Up funding see Additional Information) to ensure all children are reading books at the correct level and ongoing quizzing to ensure vocabulary and comprehension development Training for staff to ensure programme used correctly across the school Funding additional administration staffing to code school library books Funding additional texts to support bands underrepresented in library</p>	<p>Accelerated Reader is one of the most heavily researched reading programs in the world. It has earned high ratings and endorsements from multiple researchers and education organizations:  <ul style="list-style-type: none"> <li>Accelerated Reader meets the <a href="#">Every Student Succeeds Act (ESSA) requirements</a> for strong evidence</li> <li>The <a href="#">Promising Practices Network</a> gave Accelerated Reader a "proven program" rating</li> <li>The <a href="#">National Dropout Prevention Center (NDPC)</a> rates Accelerated Reader a "model program" with "strong evidence"</li> <li>The <a href="#">Council of Administrators of Special Education (CASE)</a> endorses Accelerated Reader</li> </ul>           EEF  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a> </p>	<p>1 Budget:  AR programme £14,772 (03Catchup-costed separately)  Training (03GAP) £1500  LSA library prep £1000 (03GAP)</p>

		Texts £10,000 (03GAP)
Enhancement of our writing teaching curriculum planning and delivery embedding the 'Write Stuff' model across KS1 and KS2	<p>The Write Stuff approach is research informed and practically applies evidence into effective best bets for improving writing outcomes,</p> <p>The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of The Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing.</p> <p>This aligns with Rosenshine's Principles.</p>	1,2,3
Durrington Research School led CPD: From Mitigation to Success: Tackling Educational Disadvantage	<p>This programme supports leaders in West Sussex with sustaining their work on tackling educational disadvantage, using an evidence informed seven step approach.</p> <p><a href="#">Teacher feedback to improve learning</a>  <a href="#">Gathering and interpreting data to identify priorities.</a>  <a href="#">Improving behaviour guidance report</a>  <a href="#">Working with parents guidance report</a>  <a href="#">Cognitive science approaches in the classroom..</a>  <a href="#">Metacognition Guidance Report</a>  <a href="#">Literacy Guidance Reports</a>  <a href="#">A tiered approach</a>  <a href="#">Instructional coaching</a>  <a href="#">EEF Guidance on effective teacher development</a>  <a href="#">Implementation Guidance Report</a>  <a href="#">Behaviour change wheel</a>  <a href="#">Evaluation - why, what and how?</a></p>	all areas

<p>Pupil Premium Progress Review 2021-22</p>	<p>Carried out by Marc Rowland (adviser for improving outcomes for disadvantaged learners for the Unity Schools Partnership, a large cross-phase Multi Academy Trust based in the East of England; Marc works with the Education Endowment Foundation's national Research School Network on a range of programmes) and Shaun Allison (Durrington Research School), this will take place early in spring term 2022, as a half day school visit. It will focus on the progress made with the pupil premium strategy to date and help to plan next steps.</p>	<p>all areas</p>
<p>CPD: An Evidence Informed Approach to Supporting SEND Students in Mainstream Schools (Durrington Research School)</p>	<p>What will be the potential impact on teachers and pupils as a result of this training?</p> <p>Students will have their needs better understood and so the support provided will better meet their needs.</p> <p>TA support in the classroom will be evidenced informed and will therefore be more effective in the classroom</p> <p>EEF guidance report: Special Educational Needs in Mainstream Schools</p>	<p>1,2,3,7</p>
<p>Curriculum: Laying the foundations for effective feedback Subject leaders developing further our full curriculum to ensure learning is 'sticky' (spaced learning) and so remembered rather than encountered, has consistently high expectations of disadvantaged learners and the pupils can articulate their learning. Aligns with Metacognition</p>	<p>'Before providing feedback, teachers should provide high quality instruction'</p> <p>EEF report Teacher Feedback to improve pupil learning</p> <p>EEF's guidance report on Metacognition and Self regulation</p> <p>EEF's guidance report on Special Educational Needs in Mainstream Schools</p> <p>Toolkit strand\ Education Endowment Foundation\ EEF</p>	<p>1,2,3,7</p> <p>1.5 days per year for each subject leader-prep time</p> <p>15 x 1.5 x £200 supply cost = £4,500 (03GAP)</p>

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

Budgeted cost: £ 18,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics: Y2 additional LSA supporting disadvantaged children in phonics lessons weekly in autumn term</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics Toolkit Strand EEF</p>	<p>1,2  £200 to provide additional phonics resources (03GAP)</p>
<p>Oral language intervention: KS1 and Y3 additional LSA attending class weekly library sessions: sharing books/ hearing readers, discussion vocabulary and comprehension, supporting AR quiz completion</p>	<p>The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>	<p>1,2,3</p>
<p>Oral Language intervention: NELI screening followed by intervention for pupils identified with low speech and language on entry. It is delivered over 30 weeks by teaching assistants in groups of three to four children.</p>	<p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p>	<p>1,2,7  Proportion of MN costs £7755 (03GAP)</p>
<p>Oral language intervention: Y6 book club for disadvantaged pupils weekly sessions sharing book and discussing vocabulary and comprehension</p>	<p>Evidence shows that purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.  Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.  Guidance report:Improving Literacy in Key Stage 2 EEF</p>	<p>1,6</p>

<p>Additional LSA support in English/ Maths lessons targeting disadvantaged children who are not yet on track to meet age related expectations. Recapping teacher instruction, modelling and providing scaffolding that is reduced with growing confidence (following Rosenshines' Principles)</p>	<p>2X LSA funded for additional support timetabled based on evidence of need. Evidence of impact in children's books and outcomes of ongoing assessments.</p> <p>EEF's guidance report on Metacognition and Self regulation EEF's guidance report on Special Educational Needs in Mainstream Schools Toolkit strand\ Education Endowment Foundation\ EEF</p>	<p>1 JH &amp; MY costings noted in previous section</p>
<p>Pre teaching and misconception pick up sessions (delivered by LSA, targeting disadvantaged pupils on an evidence based needs basis reviewed termly)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups Pre teaching engenders confidence and ensures a firm foundation on which to build in lessons</p> <p>Teaching Assistant Interventions EEF Teaching and Learning Toolkit EEF SEN in Mainstream Schools</p>	<p>1,3,7 £10,500 2 x p/t (03Recovery)</p>
<p>Provision of dual language and supportive resources for classroom settings (as informed by needs analysis and in consultation with EMTAS) for children with EAL and limited English/ non-English speakers at home (focus on EAL in EYFS and new international arrivals across the school)</p>	<p>EEF report: EAL and Educational Achievement '(schools) need to guard against the danger of assuming the strong progress of EAL students is inevitable; even if the level of need were not rising as rapidly as it is, there is no guarantee that EAL students will continue to make such good progress unless schools continue to receive, and to use appropriately, funding to address EAL learning needs.'</p> <p>EEF report: A Systematic review of intervention research examining English language and literacy development in children with EAL 'some children with EAL in the UK have been shown to lag behind their non-EAL peers on measures of reading comprehension, despite having comparable skills in single word reading (decoding) (Bourgoyne, Whitely &amp; Hutchinson, 2011; Bourgoyne, Kelly, Whitely &amp; Spooner, 2009; Hutchinson, Whitely, Smith &amp; Connors, 2003).'</p>	<p>£500 (03GAP)</p>

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

Budgeted cost: £36,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training (including support staff and MMS) on behaviour management and de-escalation approaches (see school Care and Management of Pupils Policy).</p> <p>Developing our ethos and consistency of approach when supporting pupils.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF</p>	<p>3</p> <p>7 x MMS trained £225 (03GAP)</p> <p>LSA's £2,500 (03GAP)</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Continued development of the pastoral support across the school and development of the role of Pastoral Manager to include deputy DSL responsibilities and availability during school holidays</p>	<p>Having a point of contact and support in school that is not an academic member of staff reduces barriers to families who find it difficult to engage with school.</p> <p>When carefully implemented, Social and Emotional Learning can increase positive pupil behaviour, mental health and well-being and academic performance</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>3,5,6</p> <p>Grading for PM and additional F/T all year round role Additional £2500</p>
<p>Further development of the role of the Mental Health First Aider</p>	<p>Anna Freud National Centre for Children and Families: We must do more to support school leaders, teachers and other school staff to ensure that their mental health and wellbeing is prioritised. If we don't recognise the importance of this we will fail not only staff, but the children and young people</p>	<p>All</p> <p>EY additional time for training and course costs &amp; resources £1,500</p>

	<p>they support. (Ten steps towards school staff wellbeing, Dec 2018)  The Department of Education has acknowledged the challenge many schools face in their Teacher Recruitment and Retention Strategy: We will help to create the wider conditions in which teachers can focus on teaching – working with head teachers to create a clear and supportive system that allows them to provide a positive school culture to attract, retain and nurture their staff. (DfE, Jan 2019)  In March 2019, the <u>Health and Safety Executive</u> published <u>Tackling work-related stress using the Management Standards approach</u>. This puts a legal duty on employers to protect employees from stress at work by completing a stress risk assessment and acting upon it.</p>	
<p>Attendance:  Developing what and how information is shared with parents to improve attendance  Pastoral Manager/ Attendance Officer continue to build relationships with families of children with low attendance or inconsistent punctuality</p>	<p>The British Psychological Society report: School attendance, exclusion and persistent absence</p> <p>Having a regular and consistent point of contact and support in school that is readily available and has high expectations for the children is crucial for both children and families.</p> <p>Sharing what the children are missing out on rather than just % attendance can help parents understand the importance of regular attendance.</p>	<p>4,6</p> <p>(costings above for time to work during holidays)</p>
<p>Attendance:  Invite only 'morning club' targeted at children (first priority disadvantaged) who find coming into school in the morning on time or ready for learning difficult.  Club led by pastoral team members</p>	<p>Taking part in pastoral activities designed to promote self regulation providing a supported bridge between home and school will reduce children's anxieties and so incidents of challenging behaviour and non-compliance at the start of the day. The children will be ready to learn from the start of the day.</p> <p>In school evidence of the impact of Pastoral manager having planned handovers from home to school with individual children</p> <p>EEF reports: Improving Social and Emotional Learning in Primary Schools  Improving behaviour in schools  Metacognition and self-regulated learning</p>	<p>4,6,3</p> <p>£2,500 for LSA hours and resources (03GAP)</p>

Provision of technology in school for disadvantaged children to carry out AR assessments	From evidence during last partial closure our disadvantaged children all do have technology at home that could be used, however engagement with remote learning and homework online was inconsistent (monitoring evidence from Class Dojo and Google Classroom use 2020-21). These children need to be prioritised in school to ensure equity of provision. Completing the AR quizzes provides essential diagnostic assessment data to inform teaching and learning, and provides immediate feedback to the children. They will be contributing to the class target of becoming word millionaires( inclusion).	1,3, £7,000 ( 03GAPPP)
Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences Provide opportunities for all pupils to participate in enrichment activities including sport and music	EEF Life Skills and Enrichment Toolkit: Arts Participation Physical Activity: Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	£1500 (03GAP)
Contingency fund for acute issues.	Based on our experiences 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.	all areas Available funds from totals of 03GAP funds: £18,800

**Total budgeted cost: £153,832**

**Activity this year           £98,352**

**Targeted support           £18,955**

**Wider Strategies           £36,525**

**Total                           £153,832**