



Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils of all abilities to help them reach their full potential.

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 Primary School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	6.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 2024
Date this statement was published	Autumn Term 2023
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by	Sarah Greenan
Pupil premium lead	Sarah Greenan (Mandy Hall)
Governor / Trustee lead	Sue Sharpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,420
Recovery premium funding allocation this academic year	£ 3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£53,335

Part A: Pupil premium strategy plan

Statement of intent

At West Park Primary School, we have high expectations, and set aspirational targets, for all pupils in our school. We believe that with outstanding teaching, effective engagement with parents and a personalised approach to meeting children's individual needs, every child can fulfil their individual potential socially, emotionally and academically. All members of staff and our Local Academy Committee (LAC) are committed to addressing the inequalities which exist between children from disadvantaged backgrounds and their peers.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a broad and balanced curriculum, which makes an exceptional contribution to pupils' outcomes, so that children are engaged and achieve well.

Key interventions and approaches are adopted and carefully planned on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. This is vital as the percentage of our pupils eligible for pupil premium (6.9%) is significantly below the National average (26.7%) for Primary schools. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or Recovery Premium. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium. School Leaders ensure that robust monitoring and evaluation takes place to account for the use of Pupil Premium, allowing us to be critical and confident that pupils are being given the opportunities to excel.

School leaders at West Park Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are working at a Greater Depth within their year group curriculum, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and support. We ensure that Pupil Premium funding is targeted at ensuring the raised attainment of our Previously Looked after children (PLAC) and also provides support for our Services Pupil Premium (SPP) pupils.

At West Park Primary school, we recognise the vital role that parents and carers play in the lives of their children. We ensure parents understand that they can make a positive contribution to their child's achievement in schools by engaging in school processes. We actively encourage the take up of Free School Meals (FSM) by working proactively with parents in a sensitive and supportive manner.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust, as well as being supported by the Ad Astra MAT School Improvement Team. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Continue to work with all pupils to close the "COVID" gap in attainment with a particular focus on the identified pupil group which converts WTS to EXS.
2	Teachers to adopt Principles 1-3 and Principles 4 and 5 (Feedback Policy) and include these agreed principles in planning and the delivery of all lessons.
3	Staff CPD and coaching - including the use of retrieval practices
4	Cost vs Impact of National Tutoring Programme
5	Pupil well-Being and Emotional Support
6	Lower attendance of pupil premium children

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
1. Pupils are on target to close the COVID achievement gap	Individual pupils close their COVID attainment gap by the end of the Summer Term 2023. Targets set in line with previous statutory test (may be teacher assessment)
2. Pupils are supported to achieve in line with their peers through the implementation of our Feedback Policy	Individual pupils receive live and meaningful feedback, identified gaps are fed-forward into teacher's planning and gaps in pupil learning are closed.
3. Staff have benefitted from an increased access to professional development, support and coaching.	Teaching and Learning Lead has identified staff members requiring support and put actions in place to support colleagues, securing quality first teaching throughout the school.
4. Staff and pupils have benefitted from CPD on Retrieval Practices and this has had a direct impact on individual pupil progress and the quality of lessons	Teaching and Learning Lead has supported all staff to implement Retrieval Practices in lessons and this is embedded in our engaging Curriculum. This has resulted in an increased confidence and motivation for pupils. They know and remember more.
5. The funding provided by The National Tutoring Programme is delivered through School-Led Tuition and has maximum impact on our identified pupils. High impact for low-cost.	High-quality in-house tuition is delivered to disadvantaged pupils. The impact of the tutoring is closely monitored and the outcomes for pupils show positive progress and contribute to the closing of attainment gaps. Parents/carers will support school with the delivery of tutoring.
6. Individual pupils requiring pastoral or emotional support are identified and complete a unit of work delivered by school ELSA support.	All pupils identified by staff members have had access to ELSA support sessions in the school year 2022 2023
7. Individual pupils or families are supported if absence is persistent, or impacts negatively on access to the recovery curriculum.	All Pupil Premium pupils have an attendance percentage of over 95%. When this is not the case, the school and / or Local Authority Attendance Officer have been involved with the family and taken action.

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: £9797

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff committed to 'inhouse' CPD to support quality first teaching using our experienced Teaching & Learning Lead:</p> <ul style="list-style-type: none"> - Research time for Teaching & Learning Lead - Retrieval practice staff meetings and PD days will all teaching staff - Monitoring for Teaching Learning Lead and phase leaders - Teaching & Learning lead learning walks and drop-in coaching sessions - Designated LAC teacher ensures staff have high expectations for identified pupils through monitoring. 	<ul style="list-style-type: none"> - Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) https://educationendowmentfoundation.org.uk/education - Evidence from EEF – Blog Retrieval practice https://educationendowmentfoundation.org.uk/news/quest-blog-retrievalpractice-a-common-good-or-just-commonplace - Evidence from Evidence Based Education – Great Teaching Toolkit https://evidencebased.education/great-teaching-toolkit-leaders/ - The Sutton Trust – What makes good teaching? https://www.suttontrust.com/our-research/great-teaching/ - Retrieval practice – Resource Guide. Kate Jones 2022 - Ofsted School Inspection Handbook – Quality of education – Impact and Implementation section 211 & 212 https://www.gov.uk/government/publications/school-inspection-handbook/school-inspection-handbook#evaluating-the-quality-of-education-1 	1, 2, 3
<p>Monitoring of National College at a whole school CPD provider for school staff and Local Academy Council</p> <ul style="list-style-type: none"> - monitoring of CPD and identifying relevant courses - Upskilling new staff - Disseminating CPD from Network meetings 	<p>Professional development must be prioritised by school leadership.”</p> <ul style="list-style-type: none"> - Standards for teachers' professional development: DfE July 2016 - The National College – Bridging the Gap: Improving pupil outcomes. 	1, 3
<p>Identifying staff members requiring support and put actions in place to support colleagues, securing quality first teaching throughout the school.</p> <ul style="list-style-type: none"> - Teaching & Learning Leaders supporting subject Leader's with subject knowledge and tools to support planning high quality lessons in all subjects - EYFS lead supporting with new Phonics scheme 	<ul style="list-style-type: none"> - Evidence from Education Endowment Foundation – The EEF Guide to supporting school planning: a Tiered Approach to 2021 https://educationendowmentfoundation.org.uk/support-for-schools/schoolplanning-support <p>5 Support middle and high attainers too</p> <p>The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers.</p>	1, 2, 3

<ul style="list-style-type: none"> - Tailored foundation subject Leaders support - Monitoring of impact of delivered coaching and support – SLT - Phase meetings got embedding and sharing practices. - Designated LAC teacher ensuring identified pupils have equal access to a broad and balanced education and that teachers have high expectations for all. 	<p style="text-align: center;">3 Quality teaching helps every child</p> <hr style="width: 20%; margin: auto;"/> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p>	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>
<p>Role of Pupil Premium Lead, monitoring and supporting staff</p> <ul style="list-style-type: none"> - Data analysis at least termly with foci and next steps identified - Pupil Progress meetings termly SLT - Phase meeting time for staff to share learning and build on knowledge - Time dedicated by SLT to review Pupil Premium Policy for 2023/2024 - Termly monitoring by Pupil Premium Lead - Support from Ad Astra School Improvement 	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/usingpupil-premium</p>	<p>All</p>
<p>Individual pupils receive live and meaningful feedback, identified gaps are fedforward into teacher's planning and gaps in pupil learning are closed.</p> <ul style="list-style-type: none"> - Staff meetings to review and finalise Feedback Policy - Identified as the whole school target (School Improvement Plan 2023 2024) - Teaching & Learning Leaders and School Improvement to provide tailored coaching and support for ECF - SLT to monitor impact and discuss in termly pupil progress meetings 	<ul style="list-style-type: none"> - EEF Systematic Review – feedback given the highest priority (EEF – Very high impact for very low cost based on extensive research) <p>https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/feedback-approaches</p> <p>“Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.”</p> <ul style="list-style-type: none"> - DfE Strategy – 2015 to 2020 <p>World-class education and care: “Outcomes, not methods: Set stretching, well-measured outcomes and empower professionals to determine how to achieve them, through innovative local solutions”</p>	<p>1,2, 3</p>

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

Budgeted cost: £27,961

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for children requiring Intervention and focus groups:</p> <ul style="list-style-type: none"> - SENCO support for teachers - Class teachers plan and deliver intervention for individuals and focus groups in lessons - Class teacher deploys classroom assistants in lessons to allow for class teacher individual and focus groups - Classroom assistants to deliver sessions, planned by the class teacher, to individuals and focus groups. - Frequent readers led by teachers and support staff 	<ul style="list-style-type: none"> - Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition - Targeted academic support EEF Threshold Effect: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size <p>Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research³ which has found that good teachers are especially important for pupils from disadvantaged backgrounds. “Supporting the attainment of disadvantaged pupils” DfE Publishing</p> <ul style="list-style-type: none"> - EEF three-tiered approach (support strategies): https://educationendowmentfoundation.org.uk/support-for-schools/schoolplanning-support <p>High-quality one to one and small group tuition (EEF – evidence of high impact) EEF</p> <p>Teaching assistants and targeted support (EEF Toolkit – moderate impact = suggested 4 months plus additional progress)</p> <p>2 Targeted academic support</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>1,2,5</p>

<p>Some Pupil Premium funding has been used to top up the national tutoring programme's School Led Tutoring Route</p> <p>Catch-up Tutoring (1:1 and small group)</p> <ul style="list-style-type: none"> - Training of support staff to deliver afterschool, small group intervention in reading. (2 hours) - Training of staff to deliver the Herts for Learning Reading Programme (2 hours x 6 staff) - Teaching staff to plan work in preparation for intervention - Teaching & Learning Lead to co-ordinate, monitor and track outcomes and impact analysis. 	<ul style="list-style-type: none"> - Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>evidence/teachinglearning-toolkit/small-group-tuition</p>	<p>1,2, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a range of frequent opportunities to support pupils that consider their well-being and develop:</p> <ul style="list-style-type: none"> • Resilience • Engagement • Confidence • Self-esteem • High aspirations <p>- Senior Mental Health Lead to submit project for qualification</p> <p>- Fully qualified Senior Mental Health Lead to deliver weekly mindfulness assemblies</p> <p>- Mindfulness units taught in six-week units to KS1</p> <p>- Teaching staff to be upskilled by Senior Mental Health Lead to deliver Mindfulness training to staff</p> <p>- Teaching staff to deploy Retrieval practices to build self-confidence, motivation and engagement.</p>	<p>DfE Strategy 2015-2020:</p> <p>12. Build character and resilience</p> <p>a. <i>Support schools to develop pupils into well-rounded, confident, happy and resilient individuals to boost their academic attainment, employability and ability to engage in society as active citizens</i></p> <p>- Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/usingpupil-premium</p> <p>3 Wider strategies</p> <p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</p>	<p>3, 5</p>

<p>Prioritise the monitoring of the attendance of Pupil premium pupils:</p> <ul style="list-style-type: none"> - Attendance Lead (Partially funded Band 6) – one afternoon per week to monitor attendance, liaise with external agencies and support families. - Class teacher and Deputy Head to monitor attendance percentages and the impact on educational progress. <ul style="list-style-type: none"> - Pastoral Lead Support 	<ul style="list-style-type: none"> - Improving School Attendance DfE (Charlie Taylor: Government Expert Advisor on Behaviour. <p><i>“There is a clear link between poor attendance at school and lower academic achievement”</i></p> <ul style="list-style-type: none"> - Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement</p> <p><i>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p>	1, 6
<p>Work to provide emotional support for identified pupils and families.</p> <ul style="list-style-type: none"> - Partially fund a Parent Support Worker for one morning per week to work with parents and children. • Fund nurture groups for three afternoons per week for trained staff to deliver ELSA • Designated LAC teacher to promote positive communication between all those involved in the child's life and recording the voice of the pupil. • Designated LAC teacher required time each term to identifying all LAC and PLAC pupils and updating relevant records. <p>ELSA Support Assistants</p> <p>Pastoral Support:</p>	<ul style="list-style-type: none"> - Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement</p> <p><i>Providing practical strategies with tips, support and resources to assist learning at home is beneficial to pupil outcomes.</i></p> <p>EEF: Social and emotional learning impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotional-learning#.</p> <p><i>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i></p> <p><i>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</i></p>	5
<p>Trips and visits – organise trips linked to curriculum & support financially if necessary</p> <ul style="list-style-type: none"> - Financial support for trips for pupil premium children - Curriculum led trips that are well planned for – Enrichment tracker to support this monitored by SLT. - 1x Residential that are organised and financial support is offered for key families - Cost of after-school clubs. 	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>Guide to the pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/usingpupil-premium</p> <p>3 Wider strategies</p> <p><i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i></p>	1, 6

Total budgeted cost: £ 53,315

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 2023 to 2024 academic year.

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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
National College training for teaching and leadership	The National College
Read Write Inc Spelling	Oxford Owl

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?	Funded three Emotional Literacy Support Assistants (ELSA).
What was the impact of that spending on service pupil premium eligible pupils?	Additional emotional support and pastoral care was available for all service pupil premium (SPP) pupils. SPP pupils were prioritised for referral and access to support sessions and units of work.