

Pupil premium strategy statement – West Park Primary School

School overview

Detail	Data
Number of pupils in school	336
Proportion (%) of pupil premium eligible pupils	5.06% (17 children)
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)	2025 - 2029
Date this statement was published	
Date on which it will be reviewed	July 2026
Statement authorised by	Louise Sheffield
Pupil premium lead	Sam Marino
Governor / Trustee lead	Emma Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,513
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>	£26,513

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

At West Park, our mission is to ensure that every child thrives academically, socially, and emotionally through *The West Park Way*.

Our core intent for pupils in receipt of Pupil Premium funding is to:

- **Empower children to recognise their strengths and take ownership of their areas for development.**
- **Embed a growth mindset**, enabling pupils to view challenges as opportunities and persist with resilience.
- **Support children in understanding the impact of their choices**, fostering self-regulation, responsibility, and positive decision-making.
- **Develop self-esteem through success, reflection, and encouragement.**
- **Promote inclusion and celebrate diversity**, ensuring every child feels valued, represented, and respected in our school community.
- **Equip pupils with the cultural awareness and confidence needed to navigate a diverse and ever-changing world.**

Through high-quality, adaptive teaching, targeted interventions, and strong pastoral support, we will remove barriers to learning so that all children — particularly those who are disadvantaged — can *aspire, achieve, and succeed*.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils can demonstrate lower levels of resilience which can affect motivation and perseverance in learning
2	Some pupils may have less exposure and opportunity to language rich environments
3	Some pupils need to further develop a growth mindset to enable them to approach school with confidence and self-belief

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
<p>1. Pupils will demonstrate a growth mindset by engaging positively with feedback, attempting challenges independently, and showing sustained effort even when tasks are difficult (tracked through teacher observations and by recording involvement and engagement using the Leaven scale twice a year at assessment points)</p>	<p>Majority of Pupil Premium pupils consistently edit/improve their work following feedback without prompting. They consistently edit/improve their work following feedback without prompting. All Pupil Premium pupils score at least 4+ for involvement and engagement. Noticeable decline in negative self-talk and avoidance behaviours during monitored tasks. Pupils can identify strategies they use when stuck and describe mistakes as part of learning.</p>
<p>2. Pupil Premium pupils will develop a broader and more sophisticated vocabulary, enabling them to understand and use language confidently across all curriculum areas. They will be able to articulate their thoughts clearly, engage in meaningful discussions about diversity and the wider world, and access learning at age-appropriate levels.</p>	<p>Pupils confidently use topic-related and descriptive language during discussions and in written work. Pupil Premium pupils contribute regularly to paired/group talk and whole-class discussions. They are able to explain their ideas clearly using full sentences and appropriate vocabulary. Pupils can discuss people, places and cultures beyond their immediate experience using respectful and informed language.</p>
<p>3. Pupils approach school with confidence and self-belief. They will view challenges as opportunities, take pride in their effort, and demonstrate increasing independence and resilience in their learning and personal development.</p>	<p>Pupil Premium pupils begin tasks without hesitation or reassurance. Noticeable increase in language such as “I can try”, “I’ll have another go”, rather than avoidance phrases. Pupils can articulate what they are good at, what they are working on, and how they improve. All Pupil Premium pupils achieve a minimum Leaven score of 4+ for involvement and wellbeing.</p>

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

Our pupil premium funding will be used to strengthen teaching and learning through the following approaches:

- Responsive Grouping and Targeted Instruction**
 Flexible grouping (e.g. for phonics, reading, and core subjects) will ensure pupils receive teaching at the right level, with regular assessment to adjust support and challenge.
- High-Quality Professional Development (CPD)**
 Ongoing CPD will focus on effective pedagogy, including modelling, scaffolding, questioning and feedback to support disadvantaged learners.
- Enrichment-Focused Professional Development**
 Staff will be supported to broaden pupils' cultural capital through meaningful enrichment opportunities woven into the curriculum.
- Explicit Teaching of Metacognition and the Growth Mindset**
 Pupils will be taught the value of effort and perseverance through strategies such as *overlearning*, *The Power of Yet*, and *The Learning Pit*, helping them understand that mistakes are part of progress.
- Adaptive Teaching for Inclusion**
 Lessons will be structured to remove barriers through scaffolds, challenge, and supportive tools—ensuring all pupils can access learning and achieve success.

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD across the school to support teachers in adaptive teaching, moderation and assessment	<p>Planned staff CPD sessions focused on modelling, scaffolding, adaptive questioning and feedback.</p> <p>Instructional coaching and peer observations.</p> <p>Pupil progress meetings every term to identify pupils for flexible phonics/reading/maths groups.</p> <p>Daily targeted interventions (e.g., fast-track phonics, precision teaching). Fidelity to evidence-based techniques improves classroom consistency.</p>	1, 2
Curriculum planning sessions include cultural capital and enrichment mapping	Staff training on inclusive curriculum and representation.	2

Explicit Teaching of Metacognition & Growth Mindset	Use of <i>The Power of Yet</i> language in classrooms. - Learning Pit displays and discussion routines. - Weekly reflection sessions on effort and strategies.	3
Adaptive Teaching for Inclusion	Trust support for adaptive teaching training. Reflection on AFL practice and how to use this to create effective/adaptive teaching that is consistent across school for all pupil premium children.	1, 2, 3

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Progress and Achievement through adaptive teaching	Targeted interventions (phonics groups, small group tuition, precision teaching), additional support, learning resources. <i>EEF/SEND Code: Adaptive teaching increases access and independence for disadvantaged and SEND pupils.</i> <i>- EEF Guidance: Small group and targeted teaching has high impact for disadvantaged learners</i> <i>- EEF: High-quality teaching disproportionately benefits disadvantaged pupils.</i>	1, 2, 3

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Growth Mindset and Resilience training for all staff and children.	Growth mindset workshops, Learning Pit resources, staff training on metacognition, overlearning programs <i>EEF: Metacognition and self-regulation strategies deliver +7 months progress.</i>	1

<p>Language, Communication, and Cultural Capital</p>	<p>Vocabulary programs, Talk for Writing, squiggle while you wiggle, Little Wandle and rapid catch-up interventions. Trips and cultural enrichment experiences, guest speakers and careers CPD.</p> <p><i>EEF: Cultural capital and enrichment experiences improve engagement and aspiration for disadvantaged pupils.</i></p>	<p>2</p>
--	--	----------

Total budgeted cost: £ 26,513