

Pupil premium strategy statement – West Park Primary School

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	342
Proportion (%) of pupil premium eligible pupils	7%
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 - 2025
Date this statement was published	Autumn Term 2024
Date on which it will be reviewed	Autumn Term 2025
Statement authorised by	Amanda Robinson
Pupil premium lead	Amanda Robinson
Governor / Trustee lead	Sue Sharpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,420
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>	£ 49,420

Part A: Pupil premium strategy plan

Statement of intent

At West Park Primary School, we have high expectations and set aspirational targets for every pupil. We believe that with high-quality teaching, strong engagement with families and a personalised approach to meeting individual needs, every child can thrive socially, emotionally and academically. A key part of this commitment is supporting all pupils to develop resilience—equipping them with the confidence, independence and perseverance needed to succeed both in school and beyond.

We are committed to reducing inequalities between children from disadvantaged backgrounds and their peers. We continue to develop a range of strategies that provide appropriate challenge and support, enabling pupils to overcome barriers to learning. Our broad and balanced curriculum promotes high achievement and fosters resilience, ensuring pupils are engaged, motivated and well prepared for the next stage of their education.

Although the proportion of pupils eligible for the Pupil Premium at West Park Primary School (7%) is significantly below the national average, we remain fully committed to ensuring that disadvantaged pupils receive targeted, effective support. Many of our whole-school approaches benefit all pupils, not just those eligible for Pupil Premium, reflecting our belief that high-quality provision should be accessible to everyone. Specific interventions and initiatives, funded through the Pupil Premium and/or Recovery Premium, are carefully designed to meet the individual needs of eligible pupils so that they achieve outcomes comparable to their peers with similar starting points.

School leaders rigorously monitor and evaluate the use of Pupil Premium funding to ensure that it is used effectively and that pupils are given the best possible opportunities to excel. We are committed to ensuring that disadvantaged pupils, including those working at Greater Depth, receive consistently high-quality teaching. Children who have fallen behind receive timely, well-planned intervention and support.

We also ensure that Pupil Premium funding is directed towards raising the attainment of Previously Looked-After Children (PLAC) and meeting the needs of pupils eligible for the Service Pupil Premium (SPP).

At West Park Primary School, we recognise the crucial role that parents and carers play in their children's education. We work in partnership with families and ensure they understand how their involvement can make a positive difference to their child's outcomes. We also proactively support parents who may be entitled to Free School Meals (FSM) or Pupil Premium funding, engaging with them sensitively and encouraging uptake where appropriate so that eligible families receive the support they are entitled to.

Funding is allocated within the school budget each financial year, allowing us to plan and deliver a coherent programme of support based on the needs of the current cohort. Decisions on how

funding is allocated are informed by thorough data analysis and research, drawing on guidance from the Education Endowment Foundation, The Sutton Trust and support from the Ad Astra MAT School Improvement Team. Expenditure is reviewed, planned and implemented on an academic-year basis as detailed in 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 gaps 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 so that it is consistent across school (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	Pupil well-Being and Emotional Support
5	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 achievement gap	Individual pupils close their 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. Individual pupils requiring pastoral or emotional support are identified and	All pupils identified by staff members have had access to ELSA support sessions

complete a unit of work delivered by school ELSA support.	
6. 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £9,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff committed to 'inhouse' CPD to support quality first teaching using our experienced Teaching & Learning Lead: - 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.	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/guest-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	1, 2, 3

	https://www.gov.uk/government/publications/school-inspection-handbook#evaluating-the-quality-of-education-1	
Monitoring of National College at a whole school CPD provider for school staff and Local Academy Council - monitoring of CPD and identifying relevant courses - Upskilling new staff - Disseminating CPD from Network meetings	Standards for teachers' professional development: DfE July 2016 " - The National College – Bridging the Gap: Improving pupil outcomes.	1, 3
Identifying staff members requiring support and put actions in place to support colleagues, securing quality first teaching throughout the school. - Teaching & Learning Leaders supporting subject Leader's with subject knowledge and tools to support planning high quality lessons in all subjects – 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. EYFS lead supporting with new Phonics scheme	Evidence from Education Endowment Foundation – The EEF Guide to supporting school planning: a Tiered Approach to 2021 https://educationendowmentfoundation.org.uk/support-forschools/schoolplanning-support	1, 2, 3

<p>Individual pupils receive live and meaningful feedback, identified gaps are fedforward into teacher’s planning and gaps in pupil learning are closed. - 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</p>	<p>- EEF Systematic Review – feedback given the highest priority (EEF – Very high impact for very low cost based on extensive research)</p> <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 selfregulation strategies: it provides specific information on how to improve.”</p> <p>- DfE Strategy – 2015 to 2020</p> <p>World-class education and care:</p> <p>“Outcomes, not methods:</p> <p>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><i>Additional support for children requiring Intervention and focus groups: - 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</i></p> <p>Some Pupil Premium funding has been used to top up the national tutoring programme's School Led Tutoring Route Catch-up Tutoring (1:1 and small group) - 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</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</p> <p>Small group tuition EEF</p> <p>Targeted academic support EEF Threshold Effect</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <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.</p> <p>“Supporting the attainment of disadvantaged pupils” DfE Publishing - EEF three-tiered approach (support strategies):</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p> <p>High-quality one to one and small group tuition (EEF – evidence of high impact) EEF Teaching assistants and targeted support (EEF Toolkit – moderate impact = suggested 4 months plus additional progress)</p>	<p>1 ,2, 5</p>

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 - Fully qualified Senior Mental Health Lead to deliver weekly mindfulness assemblies - Mindfulness units taught in six-week units to KS1 - Teaching staff to be upskilled by Senior Mental Health Lead to deliver Mindfulness training to staff - Teaching staff to deploy Retrieval practices to build selfconfidence, motivation and engagement. Prioritise the monitoring of the attendance of Pupil premium pupils: - 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. - Pastoral Lead Support</p>	<p>DfE Strategy 2015-2020: 12. Build character and resilience a. 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 - Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Improving School Attendance DfE (Charlie Taylor: Government Expert Advisor on Behaviour.</p> <p>“There is a clear link between poor attendance at school and lower academic achievement”</p> <p>- Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>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.</p>	<p>3, 5</p>
<p>Work to provide emotional support for identified pupils and families. - 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</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Providing practical strategies with tips, support and resources to assist learning at home is beneficial to pupil outcomes.</p> <p>EEF: Social and emotional learning impact.</p>	<p>5</p>

<p>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. ELSA Support Assistants Pastoral Support:</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and%20emotionallearning</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decisionmaking skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	
<p><i>Trips and visits – organise trips linked to curriculum & support financially if necessary - 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 Residentials that are organised and financial support is offered for key families - Cost of after-school clubs</i></p>	<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/using-pupil-premium</p>	

Total budgeted cost: £ 53,315

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Some progress has been made toward the intended outcomes of the Pupil Premium Strategy; however, greater and more consistent impact is still required across more areas to fully meet the aims of the plan. Many foundations are now in place—such as improved consistency, stronger retrieval practices, and strengthened pastoral support—but the impact on attainment and long-term pupil outcomes has not yet reached the level needed.

Where more impact is needed:

- Accelerating progress in reading, writing and maths
- Ensuring interventions are more sharply targeted for pupils with persistent gaps (adaptive teaching)

Some teachers are applying Principles 1–5 of the Feedback Policy effectively, and this has begun to improve pupil independence and understanding. However, inconsistencies remain between classes and subjects, meaning the intended whole-school impact is not yet fully realised.

All identified pupils accessed ELSA intervention, and short-term outcomes show improved emotional readiness to learn. The ELSA team has been strengthened by recent CPD and children benefit greatly from this support.

What is working well:

High-quality targeted emotional support and reviews

Strong communication between ELSA staff, parents and class teachers

Where more impact is needed:

Greater emphasis on post-intervention support to maintain progress

Attendance for many disadvantaged pupils is positive and moving toward target, with several achieving 95% or higher this year.

What is working well:

- Early intervention, sharp processes, monitoring and stronger relationships with families

Where more impact is needed:

- Clearer monitoring of attendance to prevent lost learning time

Assessment outcomes show that for some disadvantaged pupils' gaps are starting to close. However, overall, when compared with non-disadvantaged pupils' gaps remain when compared with non-disadvantaged pupils both locally and within the school.

This reinforces the need for the current strategy to maintain a sharp focus on raising attainment, addressing persistent gaps through adaptive teaching, and ensuring that the approaches introduced are fully embedded for sustained, long-term impact.

Reading:

SUMMER									
PP					Non PP				
OT+		AT+		PROG	OT+		AT+		PROG
No.	%	No.	%		No.	%	No.	%	
18	72%	12	48%	2.5	204	89%	171	74%	2.8
6	50%	4	33%	2.6	112	85%	95	72%	2.7
12	92%	8	62%	2.5	92	94%	76	78%	2.8
	0%		0%	4.0	3	75%	3	75%	2.3
	0%		0%	2.2	9	47%	5	26%	2.5

Writing:

SUMMER									
PP					Non PP				
OT+		AT+		PROG	OT+		AT+		PROG
No.	%	No.	%		No.	%	No.	%	
16	64%	12	48%	2.8	180	78%	120	52%	2.5
7	58%	5	42%	2.9	98	74%	67	51%	2.4
9	69%	7	54%	2.8	82	84%	53	54%	2.5
1	100%	1	100%	9.0	3	75%	1	25%	1.8
	0%		0%	2.2	3	16%	2	11%	1.1

Maths:

SUMMER									
PP					Non PP				
OT+		AT+		PROG	OT+		AT+		PROG
No.	%	No.	%		No.	%	No.	%	
19	76%	14	56%	2.4	208	90%	168	73%	2.7
9	75%	7	58%	2.4	119	90%	102	77%	2.7
10	77%	7	54%	2.4	89	91%	66	67%	2.7
1	100%	1	100%	3.0	3	75%	3	75%	2.3
1	20%		0%	2.0	10	53%	5	26%	2.2

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

Service pupil premium funding (optional)