

Pupil Premium Strategy Statement

West Park Primary 2024-25



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

John Hattie's Visible Learning meta-analysis and the EEF Toolkit were used alongside what has worked overtime at West Park Primary School when deciding the evidence or rationale of the school's actions. In brackets is the effect size or impact in months from research.

School overview

Detail	Data
School name	West Park Primary School
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Headteacher Azizan Kabil
Pupil premium lead	Headteacher Azizan Kabil
Governor leads	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£170,200

Part A: Pupil premium strategy plan

Statement of intent

At West Park Primary School, pupil premium pupils will be given opportunities, experiences, and support to minimise any deficit due to disadvantage. Pupils will make at least the same progress as their peers, or accelerated progress from different starting points, and will have the social and learning skills to be successful in the next stage of their education and in life. We are aspirational for all pupils to be the best they can be.

Our curriculum is designed to be highly engaging and relevant to the children's diverse backgrounds, with reading, writing and Maths Mastery at the core of our drive to raise standards. We provide children with experiences that motivate and enthuse them. The curriculum offered is broad and balanced to nurture a love of different curriculum areas.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one other to enable pupils to excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. EYFS baseline and WellComm identify a low baseline (82% below age-related expectation) in oral communication, language and Literacy. Our evidence shows that this also impacts on children's overall attainment in EYFS.
2	Our assessments (including wellbeing surveys) and observations evidence that the well-being of many of our disadvantaged pupils have been further impacted by school closures to a greater extent than for other pupils (this is supported by national studies). This has contributed to ongoing significant wellbeing/pastoral and mental health needs of pupils caused by deprivation, neglect, parental substance misuse and domestic abuse.

3	Our end of year Assessment data demonstrates that (with the exception of EYFS) there is generally very little gap (if any) between our disadvantaged and non-disadvantaged pupils. This needs ongoing half-termly assessment, targeted intervention and excellent teaching in order to be maintained. Our regular high level of Non-Routine Admissions, including NA and several with SEND, can also impact this.
4	Low levels of resilience of some children demonstrate reduced levels of the behaviours and skills necessary for effective learning. This includes key areas such as self-regulation, independence, stamina, social interaction and emotional awareness. Demand for mentoring is high.
5	Observations and discussions with pupils' evidence that the majority of our pupils have limited experiences beyond their immediate environment and very limited cultural capital. This impacts on pupils understanding of elements of the curriculum: especially reading, writing and language and communication.

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
Attainment	<p>Maintain the proportion of PP children attaining at expected standard and greater depth at the end of KS2 so it is at least in line with non-disadvantaged nationally</p> <p>Increase the percentage of children achieving a good level of development (GLD) to close the gap with the national average.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupil	<p>Sustained high levels of wellbeing / mental health from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by, Safeguarding meetings, behaviour tracker and pastoral interventions. • Observations of children's engagement in learning
Inclusive ethos and trauma-informed practice	Needs of groups of pupils (SEND, new arrivals, those open to social care, SEMH needs etc) are met so that they thrive and are enabled to succeed as learners
To improve oral language and communication skills among disadvantaged pupils	Assessments (speech and language therapist reports, WellComm, teacher assessment data) and observations indicate significantly improved communication and oral language skills.
Improve cultural and childhood experience for all pupils across the school.	Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils.

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: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further developing high quality teaching, assessment and curriculum which responds to the needs of pupils.</p> <p>Communication and Language/ Oracy</p> <p>1-Wellcomm assessment used with all EYFS pupils to identify communication/language baselines and to measure progress made. Wellcomm interventions run across EYFS based on assessment findings</p> <p>2-Additional Staffing in EYFS to increase communication, modelling and dialogue in continuous provision and small group work. Interventions in EYFS</p> <p>3- Early Reading Lead (Phonics Lead) in school to model phonics sessions, support new to school staff to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1.</p> <p>4- Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>5- Professional development on evidence-based approaches including, WellComm, Intensive interactions, Makaton, Helicopter stories, Neli, Talking Time and professional learning.</p> <p>6- Small group teaching for maths, reading and speech and language across school</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence-based upon previous years trials with Speech and language therapists and Wellcomm</p> <p>Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress.</p> <p>The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months)</p> <p>The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF guidance reports 'Preparing for Literacy, Literacy in KS1 and Literacy in KS2, all prioritise the development of communication and language / speaking and listening / language .</p> <p>EEF small group tuition (+4)</p> <p>John Hattie small group learning (0.49)</p>	<p>1 3</p>

<p>Further developing high quality teaching, assessment and curriculum which responds to the needs of pupils</p> <p><u>Quality of teaching for all pupils</u></p> <p>1 - Half termly data monitoring and progress discussions</p> <p>2- HLTA/ teacher intervention groups targeted to address gaps in learning for those to achieve high standard at KS2</p> <p>3- Regular teaching and book monitoring by phase leaders and subject leaders</p> <p>4- DHT not class based to support and monitor</p> <p>5- AHT not class based to support and monitor</p> <p>6- School-based specialist teacher with additional expert knowledge of reading strategies provides additional support for groups and 1:1</p>	<p>Evidence based Education's 'Great Teaching Toolkit' summarises high quality evidence on improving teacher effectiveness.</p> <p>The EEF guidance reports identify recommendations for highly structured targeted interventions. EEF guidance reports 'Preparing for Literacy, Literacy in KS1 and Literacy in KS2, Improving Maths in EYFS and KS1 and KS2 and KS3.</p> <p>The EEF implementation Guidance report indicated the value of preparation, delivering and sustaining approach which includes effective and timely monitoring.</p>	1 3
<p>Pupils get the right feedback at the right time in lessons to best impact on progress</p> <ul style="list-style-type: none"> • Teachers • Teaching assistants • Peers • Self 	<p>EEF Metacognition and self-regulation (+7)</p> <p>Feedback (+6)</p> <p>Peer tutoring (+5)</p> <p>John Hattie self-reported grades (1.44), feedback (0.75), teacher credibility (0.9), metacognition (0.69)</p>	1 3 4 5
<p>CPD for staff regarding the development of language and communication skills, particularly in EYFS</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1
<p>Continue to increase opportunities for parental engagement in EYFS so that collaborative efforts have a positive impact on outcomes for pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 4, 5
<p>Continue to review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of core subjects/areas for SEND pupils</p>	<p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small group and one to one interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1,2,3,4

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

Budgeted cost: £ 39,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 learning conferences termly	EEF metacognition and self-regulation (+7) John Hattie metacognitive strategies (0.69)	
Interventions to support language development, Literacy and Numeracy 1- Speech and language therapy –internal and external provider 2- WellComm intervention used to improve communication/language / vocabulary in EYFS 3- Target group work in Nursery and Reception using Wellcomm 4- Intensive Interactions interventions 5- Self-regulation/executive functions focus in EYFS	EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year (EEF). The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost. EEF toolkit : Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)	1, 3
Activities and resources to meet the specific needs of disadvantaged pupils with SEND Additional Educational Psychology Non-class based SENDCo and x2 SEND assistants Recruitment of additional TAs	EEF Special Educational Needs in Mainstream Schools guidance report identifies that school must 'Build an ongoing, holistic understanding of your pupils and their needs' And 'Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach' An educational Psychologist can help us do this at the deepest possible level.	1
Interventions to support language development, Literacy and Numeracy Intervention groups / small group, led by TAs/HLTAs (based on same-day interventions and structured intervention programmes). Level3/HLTA per phase to enable consistent intervention sessions, many of which are based in class. Targeted structured interventions – Echo reading, Catch Up, maths and reading interventions, Fab Phonics, 121 addition facts	The EEF guidance reports identify recommendations for highly structured targeted interventions. EEF guidance reports 'Preparing for Literacy, Literacy in KS1 and Literacy in KS2, Improving Maths in EYFS and KS1 and KS2 and KS3 EEF toolkit small group tuition strand evidenced approach. Small group support can support pupil learning if provided in addition to and explicitly linked with, normal lessons , EEF teaching assistant interventions (+4) EEF guidance on SEND in mainstream schools	1 2 3

fluency interventions, 1:1 reading interventions for most vulnerable Teacher led interventions maths and reading		
Teaching assistant deployment and interventions Designated Teaching Assistants for every class in school plus additional SEND TAs. Member of staff's training: University OB post-grad course Dyslexia and literacy difficulties	Ofsted Research and analysis Supporting SEND 13.3 21 RECME report – Researching Effective CPD in Mathematics Education	1
Rigorous and robust data analysis English and Maths – all phases and year groups. Data analysis termly (half termly for PP children) informs children at risk of not meeting ambitious targets and identifies areas of need in provision and planning SLT analyse data/pupil progress meetings termly strategically manage interventions and support as identified (subjects, classes, groups and individuals)	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high-quality provision from the class teacher. EEF Making the Best Use of Teaching Assistants guidance report presents recommendations. The EEF Teaching and Learning Toolkit strand on teaching assistant interventions.	1,3,4,5

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting Attendance In addition to our wide range of current strategies (assemblies, Pastoral Lead, home visits, additional EWO) 1. Our attendance data will be monitored and analysed by our HT/PL and EWO. 2. Our Attendance policy will be rewritten alongside media/ awareness campaign for pupils and parents. 3. Pastoral Lead who is also attendance officer has been appointed for school. 4. Staff CPD will focus on 'Attendance is everyone's responsibility' 5. Communication with parents will be reviewed from the standard EWO	The EEF guidance report on 'Working with Parents to Support Children's Learning' 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance. Some parental communication approaches and targeted parental interventions show promise in supporting pupils' attendance. The EEF Early Years Toolkit identifies 'Parental Engagement' as high impact for low cost based on extensive evidence.	2,5

<p>Supporting pupils' social, emotional and behavioural needs</p> <p>Communicating and supporting parents</p> <p>1-School staffed with Behaviour Leads/ play therapist, Pastoral Assistants, Pastoral Lead, DSL team, Mental Health First Aiders</p> <p>2- Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed (as above).</p> <p>3- Our curriculum drivers and Curriculum goals focus on character, resilience and mental health of pupils.</p> <p>4- Guiding parents and carer (home learning resources) in supporting their child's emotional and behavioural needs including parent 'drop-ins' and our</p>	<p>EEF toolkit identifies that the following all have a positive impact.</p> <p>Behaviour intervention (+ 3months)</p> <p>Social and emotional learning (+ 4 months)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life(e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning pdf</p> <p>EEF Guidance Report on Improving Social and Emotional Learning in Primary Schools and Improving behaviour in schools includes recommendations which these activities are aligned with.</p> <p>Metacognition and Self-regulation strategies (+ 7 months)</p> <p>EEF 'Working with Parents to Support Children's Learning' report also give evidence to these activities</p>	<p>2,5</p>
<p>Extracurricular activities and Cultural capital</p> <p>1 -Experiences and visitors planned for all pupils across the year at the root of the curriculum</p> <p>2- Provide a wide range of extra-curricular activities, majority of which are cost free, to allow children to participate experiences that are not provided within the home environment</p> <p>3- Provide wide opportunities within the school day to extend children's cultural capital – , Theatre visits, Sports competition etc</p> <p>4 – Funding supports minibus, local attraction visits, subsidised trips, residential visits and external providers to deliver after school clubs</p>	<p>EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months) a</p> <p>Outdoor adventure learning (+4 months)</p> <p>EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months)</p>	<p>5</p>

Total budgeted cost: £ 170,200

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. No progress measures this year. This cohort did not do the KS1 SATs due to COVID.

Reading

Pupil group	Pupil No	EXS+ School	EXS+ National	Dif	GDS School	GDS National	Dif
All	34	91	74.2	16.8	31	28.4	2.6
PP	16	93.8	62.1	31.7	44.1	17.9	26.2

Writing

Pupil group	Pupil No	EXS+ School	EXS+ National	Dif	GDS School	GDS National	Dif
All	34	85	71.7	13.3	26.5	12.8	13.7
PP	16	81.3	58.4	22.9	18.8	6.3	12.5

Mathematics

Pupil group	Pupil No	EXS+ School	EXS+ National	Dif	GDS School	GDS National	Dif
All	34	94	73	20	41.2	23.7	17.5
PP	16	87.5	58.9	28.6	37.5	12.7	24.8

GPS

Pupil group	Pupil No	EXS+ School	EXS+ National	Dif	GDS School	GDS National	Dif
All	34	94.1	72.1	+22	47.1	31.8	15.3
PP	16	87.5	58.7	+28.8	37.5	19.7	17.8

Reading Writing and Maths combined

Pupil group	Pupil No	EXS+ School	EXS+ National	Dif	GDS School	GDS National	Dif
All	34	79.4	59	20.4	23.5	7.6	15.9
PP	16	78.9	45.5	33.4	26.3	3.1	23.2

Phonics 2024 Year 1	School Percentage	National Percentage	Dif
All	79	80	-1
PP	85	68	+17
Non-PP	87	83 (2023 figure)	+4

Year 4 MTC Outcomes Analysis 2024

2024	Group size	25	20+
All	31	48%= 15 chn 65% = 24+ = 20chn	74% = 23
Boys	18	56% 72% = 24+	72%
Girls	13	38%	77%
PP	17	41%	71%
Other	14	57%	79%

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
Educational Psychologist	Wolverhampton LA
SEND specialist teacher	Wolverhampton LA
School Nurse	Wolverhampton LA
Education Library Services	Wolverhampton LA
Musical instrument sessions	Music Service /Wolverhampton LA
Non statutory assessment and moderation	Wolverhampton LA
statutory assessment and moderation	Wolverhampton LA
Subject Leader Networks	Wolverhampton LA
Educational Welfare Support	Wolverhampton LA
Well being Warriors	InPower
Maths Mastery Support	SHAW Maths Hub & LA Maths Specialist