

# West Park Primary Pupil Premium 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.

John Hattie's Visible Learning meta-analysis and the EEF Toolkit were used alongside what has worked over time 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	280
Proportion (%) of pupil premium eligible pupils	55% (153)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Headteacher Briony Jones
Pupil premium lead	Headteacher Briony Jones
Governor leads	Azizan Kabil Bryanie Clarke Obaida Ahmed

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,326
Recovery premium funding allocation this academic year	£22,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,000
<b>Total budget for this academic year</b>	<b>£256,947</b>

# 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.

The heart of our strategy is quality first teaching in the classroom, where all adults and pupils are enabled to provide excellent feedback at the right time. Quality modelling, scaffolding, questioning and retrieval practice ensure that pupils have high levels of engagement with their learning. Our Visible Learning approach enables all pupils to be self-aware of their current attainment and progress so that they are empowered to drive their own learning.

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. The curriculum offer is broad and balanced to nurture a love of different curriculum areas.

We aim to do this through:

Ensuring that teaching and learning meets the needs of all pupils, including high attainers and the lowest 20%

Ensure that provision is made for vulnerable groups e.g. socially disadvantaged, new arrivals, NRPF families, children with social care involvement, those at risk of low attendance etc.

Identifying priority classes, groups and individuals so that resources including staff are allocated appropriately

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to school
2	Socio-economic factors impacting on learning, including limited experiences and 'cultural capital' (quintile 5 most deprived; nearly double national average of PP)
3	Proficiency in English
4	Family ability to know how to support learning effectively e.g. early independence, phonics, early reading, speech and language and number
5	Low levels of resilience and emotional well-being of some 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
Progress	Maintain the proportion of pupils making well above average levels of progress by the end of KS2
Attainment	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
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

## 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: £106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and in school support and resources to ensure quality first teaching that meets the needs of all learners (phase leaders, SLT, Reading Recovery teacher, language support teacher)</p> <p>Development of excellent relationships built on trust informed by pupil learning and attitude surveys</p> <p>Reading for pleasure focus across school</p>	<p>Sutton Trust +1.5 years for high quality teaching – particularly disadvantaged children</p> <p>John Hattie collective teacher efficacy (1.57), teacher clarity (0.84), teacher-student relationships (0.72)</p> <p>Oral language focus including reading aloud (+6)</p> <p>EYFS framework</p> <p>DfE The Reading Framework July 2021</p> <p>DfE report Supporting the Attainment of disadvantaged pupils: articulating success and good practice Nov 2015</p>	1 3
<p>LA support promote excellent quality first teaching e.g. maths, EAL and early years specialists</p>	Sutton Trust	1 3
<p>Specialist CPD – Maths Mastery (SHaW Maths Hub), Reading Recovery and Visible Learning</p>	<p>RECME report</p> <p>John Hattie (Visible Learning)</p> <p>Fair Education Alliance – closing the attainment gap in maths: a study of good practice in early years and primary settings</p>	1
<p>Phonics teaching in small groups</p>	<p>EEF (+5)</p> <p>Small group phonics</p> <p>John Hattie small group learning (0.49)</p>	1 3
<p>Small group teaching for maths, reading and speech and language</p>	<p>EEF small group tuition (+4)</p> <p>John Hattie small group learning (0.49)</p>	1 3

<p>Specialist leaders for assessment, maths, English, computing, science and mental health and well-being</p> <p>Subject release time for all leaders and CPD, including from LA, to support excellent outcomes in all subjects and capable leaders who can raise attainment for all groups</p> <p>LA support to develop leaders confidence in reporting to stakeholders</p> <p>SENDCo time to meet needs of pupils, support staff, meetings and CPD</p>	<p>EEF guide to pupil premium – tiered approach – quality first teaching as priority, including CPD</p>	<p>1</p>
<p>Pupils get the right feedback at the right time in lessons to best impact on progress</p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching assistants</li> <li>• Peers</li> <li>• Self</li> </ul>	<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>	<p>1 2 3 5</p>
<p>High quality resources promote inclusion, motivate pupils, CPA approach in maths</p>	<p>Quality first teaching</p>	<p>1</p>

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

Budgeted cost: £ 64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 learning conferences termly</p>	<p>EEF metacognition and self-regulation (+7)</p> <p>John Hattie metacognitive strategies (0.69)</p>	<p>1 2 5</p>
<p>LA specialist SEND teacher</p>	<p>Ofsted Research and analysis Supporting SEND 13.3 21</p> <p><a href="http://www.gov.uk">Supporting SEND - GOV.UK (www.gov.uk)</a></p>	<p>1</p>
<p>Targeted structured interventions – Echo reading, Catch Up, Wellington Square, maths and reading interventions, Fab Phonics, 121 addition facts fluency interventions</p>	<p>EEF teaching assistant interventions (+4)</p>	<p>1 2 3</p>

Power Maths resources to support lowest 20% learners	Ofsted Research and analysis Supporting SEND 13.3 21 EEF guidance on SEND in mainstream schools	1
CPD training for teachers and teaching assistants – in house and external (SHaW Maths, LA, Reading Recovery) to enhance subject and pedagogical knowledge, quality feedback and interventions	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 – and also CLL and MFB in EYFS 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)	EEF Early Language Development Combination of standardised assessments and internally developed assessment tools	1
Intensive academic support – interventions Reception to Y6 1:1 teaching, language assessments, speech and language interventions delivered by trained staff Small group tutoring e.g. boosters	Precision Teaching (Fab Phonics, 121 addition facts) School Led Tutoring NELI ELKAN Helicopter Stories Spot on with Number Echo Reading Catch Up Reading Recovery EEF implementation guide	1

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

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Well Being Support</b> Work with external partners to support pupils' emotional well-being, personal development, and physical health: Sports Coaching, Breakfast Club staff costs, Breakfast Club contribution (£1,000) After	EEF Social and emotional learning (+4)	2 5

<p>school clubs (sports, cooking, learning, art). 5 a day online resource. Health related behaviour issues identified in survey and NHS ward data – promoting oral hygiene (purchase toothbrush and paste linked to competition for all pupils), smoking and drugs awareness, obesity plan and personal hygiene. Anti-bullying workshops.</p> <p>PSHE consultant works with school.</p> <p>Support pupils to be safe and responsible online through CPD, external support, accreditation 360 online safety mark, in-house expertise to train pupils to be Digital Ambassadors</p>	<p>Wolverhampton inclusion Support Service Getting it Right document</p>	
<p><b>Social and Emotional Support</b></p> <p>Provide individual intensive support and counselling for short, regular sessions over a period of time for identified vulnerable children: counsellor, play therapy trained teaching assistant, mindfulness resources, and proportion of Educational Psychologist time and behaviour support counsellor. Art therapy expression sessions.</p> <p>Zones of Regulation whole school approach to promote self-regulation and emotional literacy</p> <p>Whole school behaviour strategy to promote self-regulation and excellent attitudes to learning, including class rewards and individual prizes.</p>	<p>Wolverhampton inclusion Support Service Getting it Right document</p> <p>DfE mental health and behaviour in schools</p> <p>Zones of Regulation</p> <p>EEF behaviour interventions (+4)</p>	<p>2 5</p>
<p><b>Academic Language Development and early language development</b></p> <p>Improvements in opportunities available in school to enhance language development: teachers and TA delivering language development work (EY – Y6) including Helicopter Stories in reception, CPD on language learning and meeting needs of new arrivals and EAL learners. NELI training in EYFS to support closing gaps after school closure and reduce impact of lost learning. Maths mastery training focus on 'I say, you say' approach.</p>	<p>EEF Early Language Development</p> <p>Early Years Framework</p>	<p>1 3</p>
<p><b>Curriculum Enrichment and Enhancement Activities</b></p> <p>Funding allocated towards a wide range of targeted educational enrichment visits and activities including: music and dance workshops, residential (Y2, 4 and 6), regular day visits e.g. theatre,</p>	<p>EEF arts participation (+3)</p>	<p>1 2</p>

<p>museums, outdoor venues, Parent / child groups, cost of minibus, workshop experiences in school, author visits, on line maths homework resource, quality books as rewards, SLA package for computing and experience days.</p> <p>Review trips in pandemic – bring experiences safely into school where possible.</p> <p>Teacher part funded to use drama to develop language across school in different curriculum areas.</p> <p>Development of art curriculum and resources – artist of month gallery, prizes etc.</p>		
<p><b>Parental/family engagement in supporting learning – nursery to y6</b></p> <p>Development of virtual and face to face workshops for families in key learning areas of early independence and fine motor (EYFS), phonics, reading, SPaG and mathematics. Time for planning.</p> <p>Resources to support children and families with home learning.</p>	<p>EEF parental engagement (+4)</p>	<p>4</p>
<p><b>Maintain attendance and punctuality</b></p> <p>Rigorous attendance monitoring and early intervention and support for relevant families: Assistant Head and EWO part of salary</p> <p>Incentives including prizes, gift vouchers for families, badges and wrist bands etc.</p>	<p>DfE report Supporting the Attainment of disadvantaged pupils: articulating success and good practice Nov 2015</p>	<p>1 5</p>

**Total budgeted cost: £ 256,000**

## 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 2020 to 2021 academic year.

*See PP impact document 2020-2021*

### 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