

Pupil premium strategy statement

From September 2016, as well as publishing the amount of their allocation from the pupil premium grant, maintained schools are required to publish their pupil premium strategy online. It gives details about how they intend to spend their allocation to address barriers to learning and the rationale and evidence behind the school's decisions. This requirement is set out in paragraph 9 of Statutory Instrument 2016 451 at www.legislation.gov.uk/uksi/2016/451/made and summarised at www.gov.uk/guidance/what-maintained-schools-must-publish-online.

Academies and free schools may not be required by their funding agreement to publish their pupil premium strategy online, but are encouraged to do so in the interests of sharing their practice. West Park supports this statement.

West Park's strategy in respect of the pupil premium allocation for the current academic year is set out below:

- (i) The pupil premium allocation;
- (ii) a summary of the main barriers to educational achievement faced by eligible pupils;
- (iii) how the pupil premium allocation is to be spent to address those barriers and the reasons for that approach;
- (iv) how we measure the impact and effect of expenditure of the pupil premium allocation;
- (iv) the date of the next review of our pupil premium strategy.

For the previous academic year:

- (i) How the pupil premium allocation was spent; and
- (ii) the impact of that expenditure on eligible and other pupils.

| STATUTORY INSTRUMENTS | |
|--|---------------------------|
| 2016 No. 451 | |
| EDUCATION, ENGLAND | |
| The School Information (England) (Amendment) Regulations 2016 | |
| <i>Made</i> | <i>25th March 2016</i> |
| <i>Laid before Parliament</i> | <i>30th March 2016</i> |
| <i>Coming into force</i> | <i>1st September 2016</i> |

Pupil premium strategy statement

| 1. Summary information | | | | | |
|------------------------|-----------|----------------------------------|----------|--|----------|
| School | West Park | | | | |
| Academic Year | 2016/17 | Total PP budget | £272,085 | Date of most recent PP Review | Dec 2016 |
| Total number of pupils | 1283 | Number of pupils eligible for PP | 334 | Date for next internal review of this strategy | Dec 2017 |

| 2. Current attainment | | | |
|--|-----------------------------|---------------------------------------|------------------------------|
| | <i>All West Park pupils</i> | <i>Disadvantaged West Park Pupils</i> | <i>All pupils nationally</i> |
| % achieving A* - C EM (Three year average) | 76% | 52% | 58.2% |
| Progress 8 score | 0.6 | 0.36 | 0.12 |
| Attainment 8 score | 57.7 | 51.8 | 52 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers | |
| A. | Social, Emotional and Mental Health issues for some eligible pupils are having a detrimental effect on their academic progress and that of their peers. |
| B. | Negative attitudes to learning of small number of eligible pupils will have a detrimental effect on their progress. |
| External barriers | |
| C. | Attendance rates for eligible pupils was 91.53 in 2015. This reduces their school hours and contributes to them potentially falling behind their peers. |
| D. | Lack of parental engagement is a concern for some eligible pupils. |

| 4. Outcomes | | | | | |
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| | <i>Desired outcomes and how they will be measured</i> | | | <i>Success criteria</i> | |
| A. | Eligible pupils with SEMH issues will be supported to improve well-being, attendance and engagement with learning. Regular and assertive engagement with parents, social and health care professionals regarding school refusers. | | | Fewer issues, tracked through referrals to Pastoral Team. More cohesive and effective support work with parents and social and health care professionals, so that target pupils can't be given blanket 'permission' to remain absent. Improved well-being which will have a positive impact on academic progress. | |
| B. | The tracking of the progress of individual pupils and core groups including those eligible for PP will be sharpened. Underperforming pupils will be identified and rigorously supported to achieve targets. There will be a particular emphasis on PP eligible pupils and white working class pupils. Additionally, negative attitudes to learning of a small number of eligible pupils are having a detrimental effect on their progress. The low level behaviour issues of this small number of eligible pupils will be eradicated through support, counselling and mentoring. Engagement with learning will improve. | | | Underperforming pupils, including PP eligible pupils, will make at least expected progress in line with the school cohort. The gap in attainment between PP and non PP will close. 'Consequences' records, counselling reports and behaviour logs, will demonstrate reduction in negative attitudes, raising of aspirations and increased engagement. All pupils make at least four grades progress from Year 7 – 11. | |
| C. | Increased attendance rates for eligible pupils to ensure consistent learning experience. | | | Reduce the number of persistent absentees and improve the attendance of pupils eligible for PP to be at least in line with 'other' pupils. | |
| D. | Increased parental engagement to support positive attitudes to learning. | | | More parents of disadvantaged pupils will attend parents' evenings and will engage with the school in constructive face-to-face dialogue to support their child to make progress and achieve. | |
| 5. Planned expenditure | | | | | |
| Academic year | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| <p>A, B, C, D</p> | <p>Subject teachers will use assessment data to identify pupils who are underachieving. This is part of the whole school development plan. A nominated person in each dept tracks and monitors individual PP eligible pupils.</p> | <p>Individuals will be supported using strategies from the EEF toolkit – for example collaborative work. This will be carried out during form time and intervention sessions. This has been demonstrated as an effective system of support and improving attainment.</p> | <p>Pupils will be targeted effectively and correctly to make sure those who need the support are those who receive it. KPD will liaise fortnightly with nominated person in each department to make sure that those who need support are those targeted. Pupils who are identified will be discussed at department meetings and HOD's meeting with line managers. Underachievers will be highlighted and monitored in departments to make sure all are making progress. High achieving pupil premium pupils will also be monitored to make sure that they remain on target to achieve.</p> | <p>JHP KPD SLT Nominated person in each department</p> | <p>March 2017</p> |
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| A, B , C, D | Refine departmental marking and assessment to ensure detailed summative and formative written comments for all pupils. | EEf toolkit suggests high quality feedback is an effective way to improve attainment. It is a suitable approach to embed across the school. Effective feedback is seen as one of the most effective ways to improve the progress of pupils. (+8 months) | HoDs to develop and implement enhanced departmental feedback practices. HoDs monitor marking regularly to ensure all marking is in line with requirements and reciprocates with the EEf toolkit. Marking evaluated through work scrutiny to make sure it is being carried out effectively. It will have a positive impact in closing the gap if effectively implemented. Training and cover for observations will be needed to make sure that effective feedback is being given. | JHP HoD KPD | Jan 2017 |
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| A, <u>B</u> , C, <u>D</u> | Reward system in school will be oriented to make sure that 'positive' and optimistic messages feature strongly in feedback given to PP eligible children and their parents. | Parental involvement has been shown to have a positive effect according to the EEF. It is seen as particularly effective with disadvantaged pupils. | Nominated person in each department will champion this emphasis. This will also involve Year Heads and form tutors. KPD will monitor improved engagement through attendance, behaviour and outcomes. | Nominated person HoYs | |
| Total budgeted cost | | | | | £10,000 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| <u>A</u> , B, C, D | Employment of a Consultant for Personal Development, Behaviour and Welfare. | Qualified clinical nurse to work with pupils with SEAL issues. She will be supporting pupils in school as issues arise and liaising closely with outside agencies for longer term involvement and strategies. | KA's training will be kept up to date. She will work closely with the Pastoral Team to ensure that pupils are being supported and can therefore access learning effectively. Impact will be monitored through referrals and progress measures. | JHP DRS DLS KA | Jan 17 |
| <u>A</u> , B, C, D | Employment of A SEAL co-ordinator to target and organise SEAL activities and trips. | SEAL is targeted at pupils with social and emotional issues to support them in engagement with school – target group is Y7-9. | Extra time given to the pupils to support their emotional needs. Pupils' behaviour and academic progress will be monitored closely to ensure they are progressing as they should. | JIH DRS | Jan 2017 |
| <u>A</u> , <u>B</u> , C, D | 'BASE 9' will be funded to support vulnerable and least able pupils in Year 7 and 8 to help them improve their literacy and numeracy skills. Many of these pupils are PP eligible. Many lessons will be devised in 'primary' style. | Studies show that group intervention is highly effective in helping disadvantaged pupils. These pupils will be given small group tuition and take part in collaborative learning. | Base 9 pupils will have caught up significantly in both their literacy and numeracy skills by the time they reach Year 8 and enter mainstream lessons. | BWW JHP PAF BHP | June 2017 |

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| A, <u>B</u> , C, D | Selective and targeted maths and English groups will be created which will have enhanced staffing. Eligible pupils and others who are underachieving will also be given support during form time and period 6. | Class size and ratio of pupils to teachers has been shown to make a difference in the effectiveness and progress of disadvantaged pupils, if they are in classes smaller than 15 to 20. EEF shows smaller class sizes to be moderately effective in improving performance. | Named individuals to make expected progress by the end of KS4. Close tracking of the progress data of these pupils will demonstrate the impact of the programme. | JHP SKM MIG BHP | June 2017. |
| A, <u>B</u> , C, <u>D</u> | Extra support will be given to pupils who have not made expected progress by Year 8 and 9. Pupils will be supported by a teacher and a teaching assistant and PP eligible pupils will be particularly targeted and monitored. | EEF toolkit suggests small group teaching is effective when led by highly qualified staff. This is designed to raise the aspiration of these pupils. | SKM to engage with parents and address any concerns. Data to be tracked to make sure the correct pupils are being targeted and that the intervention is effective. | SKM EKL | June 2017. |
| Total budgeted cost | | | | | £144,212 |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| A, B , C, D | Targeted behaviour intervention for identified pupils. If Alternative Provision is considered an appropriate strategy this will be paid for. | Each pupil's needs will be defined and addressed and as in the EEF toolkit. Intervention will be specific and targeted. Mentoring from SLT and appropriate members of staff will also be employed to support each pupil. | Ensure that the correct pupils are identified and that parents are engaged at every stage. Behaviour will be monitored and pupils will receive consistently delivered messages about how conduct supports or depresses attainment. Structured praise (only when appropriate) will be part of the continuous formal counselling and informal discourse. The tone throughout, in line with the school's culture, will be demanding, firm and optimistic. | DRS KPD HoY 10 | Feb 2017 (to fit with the data cycle) |
| A, B, C , D | Attendance monitored by school's attendance officer. An enhanced system of monitoring and tracking attendance has been devised and this will let us act quickly to deal with pupils' whose attendance is an issue. | It is impossible to improve rates of progress and attainment if pupils are not attending school. NFER briefing for school leaders identified attendance as a key issue for PP eligible pupils. | PP Champion, Attendance Officer and Asst HoY to closely monitor attendance of PP eligible pupils. Same day calls home for target pupils. Attendance and progress discussions to be held regularly to demonstrate the impact of poor attendance. Letters about attendance to be sent and meetings to be held with parents/guardians to explore barriers. Home visits will also be carried out and links will be made with outside agencies to break down barriers. Uniform and equipment will also be paid for to make sure that this is not a barrier. Enrichment activities such as school trips will also be funded to make sure that this is not a barrier DofE, theatre trips, music lessons, sporting activities will be funded for PP eligible pupils. | DRS AMB KPD Asst HoY JS | |

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| A, <u>B</u> , <u>C</u> , D | Catch up packs of work and revision guides will be supplied to pupils who have missed work or who need extra support. Extra after-school classes will target PP eligible pupils. This will also help with those pupils whose attendance is below 95% or who are struggling with social and emotional issues. | Supplying catch up work and revision guides will help these pupils to have all the resources they need for their KS4 examinations. | HoD will create resource packs and buy in revision guides if these are suitable. | HoD JHP | |
| A, B, C, <u>D</u> | We will use improved parental engagement to secure academic success and involvement in school. | Improved levels of parental engagement is highly effective disadvantaged pupils according to the EEF. The EEF has shown that texting parents' about events can help to improve engagement and avoid absenteeism. | KPD and other nominated members of staff (HoYs/ nominated person in each department) will work on 'praise' telephone calls, letters, emails and texts. Communication with home to raise the awareness of Pupil Premium and to make sure that parents are aware of what it is. Text messages will be sent to inform parents of Parents' Evening. If these are found to be effective then this means of communication will send reminders about tests. | KPD Jon Shepherd | |
| Total budgeted cost | | | | | £117,886 |

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| 6. Review of expenditure | |
| Previous Academic Year | |
| i. Quality of teaching for all | |

| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
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| <p>Develop intervention programmes 7-11. Track individual pupils and core groups of SEN and Pupil Premium with particular emphasis on white working class boys.</p> | <p>All staff involved in monitoring and tracking named individuals. Pupil Premium Champion appointed to track individuals and groups and to devise strategies to improve their outcomes. HoDs made aware of pupils and their progress monitored carefully. The strategy of providing an outstanding educational environment for all pupils continues.</p> | <p>Outstanding outcomes for all pupils in 2016. The outstanding culture and ethos of the school, especially benefits PP eligible pupils. Targeted PP pupils in year 11 mentored and given support: revision guides/ revision timetables/ reports/ meeting with parents.</p> | <p>Strengths in 2016</p> <ul style="list-style-type: none"> • Progress 8 was significantly above average overall and for all prior attainment groups. • Disadvantaged pupils' Progress 8 was not significantly below national other overall or for any prior attainment group *and not well below average. • Progress 8 was not significantly below average overall or for any prior attainment group in English or mathematics. *and not well below average. • Disadvantaged pupils' Progress 8 was not significantly below national other overall or for any prior attainment group in English or mathematics. * and not well below average. • For pupils who have special educational needs, Progress 8 was not significantly below average overall or for any prior attainment group in English or mathematics. *and not well below average. • Progress for all pupils was not significantly below average across the curriculum (for EBacc or open elements, science, languages or humanities). * and not well below average. • Disadvantaged pupils' progress was not significantly below national other across the curriculum (for EBacc or open elements, science, languages or humanities). *and not well below average. <p>Weaknesses in 2016</p> <ul style="list-style-type: none"> • Attendance was low for the groups: FSM, SEN support (in the lowest 10%) • Persistent absence was high for the group: FSM (in the highest 10%). | <p>£12,000</p> |

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| | | | <p>To ensure a continued upward trend for future years a nominated person in each department monitors PP eligible pupils.</p> <p>Awareness raising of the potential issues facing PP pupils is part of the whole school development plan.</p> <p>SLT and the Pastoral Team will continue to be used effectively to support/mentor pupils.</p> <p>The outstanding culture and ethos of the school remains <i>the</i> most effective means of ensuring PP eligible pupils achieve at least as well as their more well off peers.</p> | |
| Improved behaviour of pupils so that there is no detrimental effect on their outcomes. | The 'Consequences' system will continue to be used consistently and sensitively, along with the School Council Hearing and the Training Centre to drive home positive messages about learning. The Pastoral Team and SLT will mentor and support individuals. | Persistent behavioural issues of a small number of PP eligible pupils were successfully dealt with in school with few exclusions. The school has used alternative provision on one occasion this year. | Pupils will be mentored by SLT, Pastoral Team, and the new clinical nurse. This will in future be undertaken in a more formalised way, with an individual's needs being more closely matched to the member of staff they are working with. The outstanding culture and ethos of the school and its highly structured day-to-day operation remains the most effective means of ensuring PP eligible pupils behave well and have no negative impact on their progress or that of their peers. In turn this means that PP eligible pupils achieve at least as well as their more well off peers. | |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | Cost |

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| Support pupils with SEMH issues. | SEAL groups/ nurture groups/ support work undertaken by a nominated member of staff. | Increasing numbers of pupils (many of whom are PP eligible) are being diagnosed with social and emotional issues. The school is having to be increasingly insistent in engaging the support of other agencies – Local Authorities, social services, police. | An additional staff member, a clinical nurse will be employed to undertake the SEAL work and counselling to support our most vulnerable pupils. The outstanding culture and ethos of the school provides a high level of support for vulnerable pupils and their families. Many of these are PP eligible pupils and educational outcomes are improved as a result of this support. | £26,000 |
| Pupils who start Year 7 with less than a level 4 are targeted and given specific support. | Base 9 accommodates pupils whose academic attainment is below level 4. Many of these are PP eligible pupils. Intervention in form time and during lessons. | Base 9 has been very successful this year. Many have been reintegrate back into mainstream lessons by the end of Year 8. Other pupils who are still struggling are being considered for Special School. | Base 9 will continue to support vulnerable PP eligible pupils. Extra lessons after school and intervention in year 11 for English and maths. | £47,500 |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | Cost |

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| Attendance for Pupil Premium pupils will improve. | Attendance officer and HoYs will support improved attendance, working with eligible pupils and their parents trying to break down barriers which prevent attendance. | Attendance of eligible PP pupils was 91.53 % below others in the school. Actions were unsuccessful with some very hard to reach families and young people, many of whom are PP eligible. | Greater emphasis will be placed on the attendance of PP eligible pupils. Pupils will be tracked and monitored daily and by lesson if necessary. More home visits and more insistent and demanding meetings with hard to reach parents will be held regularly to engage them in the importance of attendance. More insistent, co-ordinated approach with social services and other agencies, especially when their approach provides families with excuses. | £63,685 |
| All pupils will have access to the full curriculum. | Pupils who are PP eligible will have extra-curricular activities funded. This includes trips, music lessons, DofE, and sports activities. This includes funding uniform and equipment. | Pupils have been funded for school trips and extra-curricular activities. PP eligible pupils now take advantage of the full range of school activities and contribute positively to the ethos of the school. | This will be more pro-actively formalised in future. The PP Champion will promote these activities for individual pupils. | £5000 |

B: Negative attitudes to learning of small number of eligible pupils will have a detrimental effect on their progress.

| Intervention | Cost |
|---|-------------------------|
| 50% of Pastoral Team | £35,000 |
| Nominated Person in Maths and English | £7,000 |
| Refinement of assessment and feedback: staff development/training/workshops | £2,000 |
| Additional Form time support | £11,403 |
| Time limited alternative provision for named individuals | £16,000 |
| BASE 9 | £47,470 |
| Extra English/ Maths teachers in set classes for target groups | £22,058 |
| Taxi for Alternative Provision | £6,660 |
| | |
| | Total - £147,591 |

A:Social, Emotional and Mental Health issues for some eligible pupils are having a detrimental effect on their academic progress and that of their peers.

| Intervention | Cost |
|---|------------------------|
| 75% cost of Consultant for personal development , behaviour and welfare | £30,000 |
| 75% cost for SEAL Support and counselling | £16,000 |
| SEAL Activities | £1,000 |
| Targeted Safeguarding Deputy and Pastoral Support | 11,781 |
| Educational psychologist intervention for named individuals | £4,500 |
| | |
| | |
| | Total - £63,281 |

C:Attendance rates for eligible pupils was 91.53 in 2015. This reduces their school hours and contributes to them potentially falling behind their peers.

| Intervention | Cost |
|--|------------------------|
| 75% Attendance officer | £22,192 |
| Access to music lessons | £1,000 |
| Eucational trips and subsidies | £4,000 |
| T12 support break and lunch - TA support | £3,258 |
| Uniform and equipment | £1,000 |
| 50% Assistant Heads of Year costs | £16,705 |
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| | Total - £48,155 |

D:Lack of parental engagement is a concern for some eligible pupils.

| Intervention | Cost |
|--|------------------------|
| PP Co-Ordinator | £11,781 |
| Training for PP Co-Ordinator | £350 |
| Letters, Prizes, cover for emergency consultations with pupils and parents | £1,000 |
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| | Total - £13,131 |

TOTAL - £272,158