

## 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](http://www.legislation.gov.uk/uksi/2016/451/made) and summarised at [www.gov.uk/guidance/what-maintained-schools-must-publish-online](http://www.gov.uk/guidance/what-maintained-schools-must-publish-online).

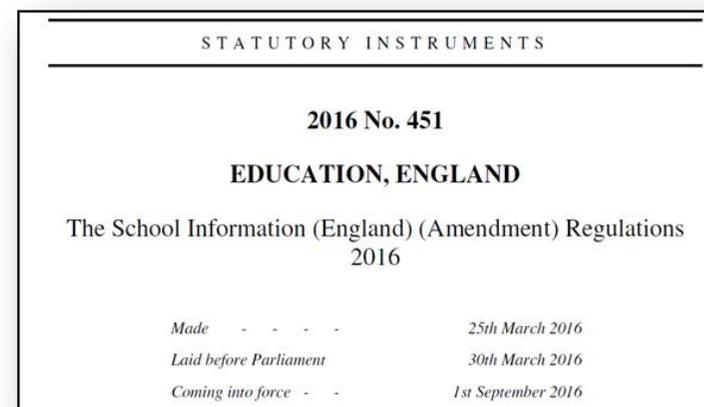
Academies and free schools may not be required by their funding agreement to publish their pupil premium strategy online, but are encouraged to do so in the interests of sharing their practice. West Park supports this statement.

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.



## Pupil premium strategy statement

1. Summary information					
School	West Park				
Academic Year	2017/18	Total PP budget	£286,110.	Date of most recent PP Review	Feb 2018
Total number of pupils	1291	Number of pupils eligible for PP	346	Date for next internal review of this strategy	July 2018

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)	<b>75%</b>	<b>44%</b>	<b>58.2%</b>
Progress 8 score	<b>0.33</b>	<b>-0.21</b>	<b>0.12</b>
Attainment 8 score	<b>51.4</b>	<b>41.2</b>	<b>52</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
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.
C.	Lack of equipment, uniform, revision materials is having a detrimental effect on their academic progress.
<b>External barriers</b>	
D.	Attendance rates for eligible pupils was <i>91.63 in 2016</i> . This reduces their school hours and contributes to them potentially falling behind their peers.

E.	Lack of parental engagement is a concern for some eligible pupils.
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<b>4. Outcomes</b>	
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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 be diminished. '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.	Pupils will have everything they need to be "ready for learning" and especially ready for revision. Supplying them with equipment, uniform and revision materials to remove the barriers for learning.	Pupils will be ready for learning at all times, so that conversations in class will be focused on academic progress not lack of resources.
D.	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.
E.	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.

<b>5. Planned expenditure</b>	
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Academic year	
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<b>i. Quality of teaching for all</b>
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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?
A, <b>B</b> , C, D, E	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.	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.	Pupils will be targeted effectively and correctly to make sure those who need the support are those who receive it. KPD /JEC will liaise 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.	JHP KPD JEC SLT Nominated person in each department	July 2018

<p>A, <b>B</b>, C, D, E</p>	<p>Year 10 pupils will be placed on Getting back on track in the summer term of 2018. The nominated person in each department will supply JEC/KPD with underachievers in their subjects. Those underachieving in four or more subjects will be targeted by KPD/JEC. This will involve them being given information and catch up by their teachers so they are "back on track" by Year 11.</p>	<p>Pupils will be stopped from failing further behind. To maintain pupil engagement they will be told what it is they need to do to "catch" up. Involved in this will be parental engagement as parents will be made aware by letter.</p>	<p>Pupils will be targeted based on their Feb data and their teachers raising a concern. All staff will be involved in giving the pupils suitable and practical advice and guidance on how to catch up. This will be the first year through so it will be monitored carefully by KPD/JEC and reviewed in July.</p>	<p>KPD JEC Nominated person Subject teachers</p>	<p>July 2018</p>
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A, <b>B</b> , C, D, E	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 JEC	July 2018
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A, <b><u>B</u></b> , C, D, <b><u>E</u></b>	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/JEC will monitor improved engagement through attendance, behaviour and outcomes.	Nominated person HoYs KPD/JEC	
<b><u>A, B, C, D, E</u></b>	CPD for all staff on how to best work with and teach PP pupils.	The EEF states that Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods	CPD will be reviewed and nominated person in each department will make sure that the strategies are being implemented. Learning walks to be carried out after CPD to monitor the impact.	KPD JEC Nominated person HODs	
<b>Total budgeted cost</b>					£3500

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?
<u>A</u> , B, C, D, E	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	July 2018
<u>A</u> , B, C, D, E	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	July 2018

<p><b><u>A</u>, <u>B</u>, C, D, E</b></p>	<p>'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.</p>	<p>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.</p>	<p>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.</p>	<p>BWW JHP PAF BHP</p>	<p>July 2018</p>
<p>A, <b><u>B</u></b>, C, D, E</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>JHP SKM MIG BHP</p>	<p>July 2018.</p>

A, <u>B</u> , C, D, <u>E</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.
A, B, <u>C</u> , D, <u>E</u>	A uniform and equipment issues will be dealt with. Pupils in Year 10 will be given a “kit” for their examinations. Uniform will also be supplied in situations where it is deemed necessary. This will be to make sure that every pupil is “ready” for lessons and so conversations with teachers can simply focus on learning and not on equipment/uniform.	Issues in school were reported about lack of uniform/ lack of equipment which was becoming a blocker to learning. This will also raise attendance as it will remove a barrier to learning.	This will be reviewed to see by speaking to staff and monitoring how much equipment and uniform is being handed out and if it is helping to avoid low level disruption and disturbances to the beginnings of lessons.	JEC KPD Christine Miles AMB	
<b>Total budgeted cost</b>					118528

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?
A, <b>B</b> , C, D, E	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	July 2018 (to fit with the data cycle)
A, B, C, <b>D</b> , E	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 JEC Asst HoY JS	July 2018

A, <b><u>B</u></b> , <b><u>C</u></b> , D, E	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. Pupils will be asked to return revision guides once they have finished so that pupils can use them in the future.	Supplying catch up work and revision guides will help these pupils to have all the resources they need for their KS4 examinations. Pupils who do not engage regularly with school have resources to make sure that they are capable of taking their examinations.	Revision guides will be supplied to the PP pupils in Yar 10 and 11.	HoD JHP KPD JEC	July 2018
A, B, C, D, <b><u>E</u></b>	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, JEC 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 JEC Jon Shepherd	July 2018

A, B, <u>C</u> , D, <u>E</u>	Improving parental engagement from year 6.	Improved levels of parental engagement is highly effective disadvantaged pupils according to the EEF. The EEF has shown that contacting parents' about events can help to improve engagement and avoid absenteeism.	KPD and JEC to contact the parents' of pupil premium pupils before they arrive in Year 7. Parents will be invited to meet with JEC and KPD and issues will be discussed, such as lack of uniform, equipment etc.	KPD JEC	July 2018
A, B, C, D, E	Revision sessions to be organised for Year 11. Including a "how to revise session" with revision supported materials.	The EEF states that PP pupils can make up to 3 months progress through extending the school day. The revision sessions will support the PP pupils' learning and support their independence and resilience.	Impact will be assessed by Year 11 results in July 2018 and also by pupil voice and teacher reports on whether engagement and revision skills have improved.	KPD JEC Nominated person	July 2018

A, B, <b>C</b> , D, <b>E</b>	Access to the Brilliant Club. University trips and mentoring carried out.	Early intervention to maintain engagement and aspirations in school.	Pupil voice will be used to monitor effectiveness, as well as assessing impact on assessment data.	KPD JEC KA	July 201
<b>Total budgeted cost</b>					<b>164024</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>

<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><b>Strengths in 2016</b></p> <ul style="list-style-type: none"> <li>• <i>Progress 8 was not significantly below average overall and for all prior attainment groups.</i></li> <li>• <i>Disadvantaged pupils' Progress 8 was not significantly below national other overall or for any prior attainment group *and not well below average.</i></li> <li>• <i>Progress 8 was not significantly below average overall or for any prior attainment group in English or mathematics. *and not well below average.</i></li> <li>• <i>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.</i></li> <li>• <i>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.</i></li> <li>• <i>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.</i></li> <li>• <i>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.</i></li> </ul> <p><b>Weaknesses in 2016</b></p> <ul style="list-style-type: none"> <li>• Attendance was low for the groups: FSM, SEN support (in the lowest 10%)</li> <li>• Persistent absence was high for the group: FSM (in the highest 10%).</li> </ul>	<p>£15,000</p>
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			<ul style="list-style-type: none"> <li>• To ensure a continued upward trend for future years a nominated person in each department monitors PP eligible pupils.</li> <li>• Awareness raising of the potential issues facing PP pupils is part of the whole school development plan.</li> <li>• SLT and the Pastoral Team will continue to be used effectively to support/mentor pupils.</li> <li>• 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.</li> </ul>	
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.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>

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
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>

<p>Attendance for Pupil Premium pupils will improve.</p>	<p>Attendance officer and HoYs will support improved attendance, working with eligible pupils and their parents trying to break down barriers which prevent attendance.</p>	<p>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.</p>	<p>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.</p>	<p>£63,685</p>
<p>All pupils will have access to the full curriculum.</p>	<p>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.</p>	<p>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.</p>	<p>This will be more pro-actively formalised in future. The PP Champion will promote these activities for individual pupils.</p>	<p>£5000</p>