

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.

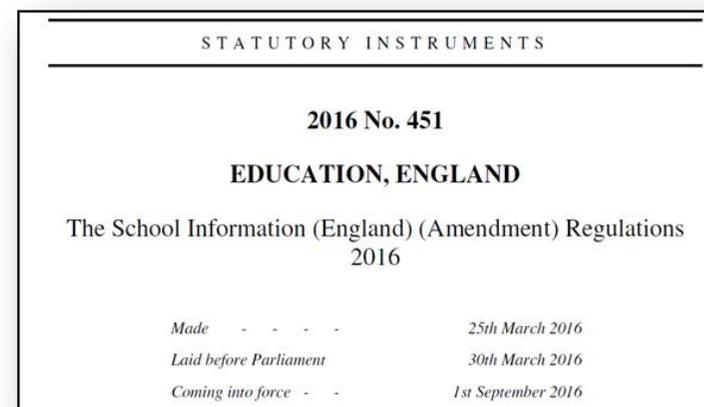
Academies and free schools may not be required by their funding agreement to publish their pupil premium strategy online, but are encouraged to do so in the interests of sharing their practice. West Park supports this statement.

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.



Pupil premium strategy statement

1. Summary information					
School	West Park				
Academic Year	2019/20	Total PP budget	£258,995	Date of most recent PP Review	Sep 2019
Total number of pupils	1366	Number of pupils eligible for PP	320	Date for next internal review of this strategy	July 2020

	<i>All West Park pupils</i>	<i>Disadvantaged West Park Pupils</i>	<i>Non West Park Pupils</i>
% Achieving standard pass in English and maths	67%	47%	73%
% Achieving good pass in English and maths	42%	16%	50%
Progress 8 score	+0.12	-0.42	+0.29
Attainment 8 score	50.02	40.19	52.92

2. Barriers to future attainment (for pupils eligible for PP)	
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.	Literacy and numeracy skills of disadvantaged pupils which has a detrimental affect on the academic progress.
C.	Lack of equipment, uniform, revision materials is having a detrimental effect on their academic progress.
External barriers	
D.	Attendance rates for eligible pupils was 94.53% in 2018. 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.	
3. Outcomes		
	<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. Basic literacy and numeracy difficulties will be addressed and pupils supported. This, alongside mentoring and careers support to help them understand the benefits of education and increase their resilience.	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.
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. Firefly is being introduced which will include push notifications and will increase communications between school and parents. We will also attempt to monitor the parental engagement with Parents' Evenings.
4. 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?
A, B , C, D, E	<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>In Year 11 25% of PP pupils in each subject who are at risk of not fulfilling their potential will be targeted.</p> <p>SISRA is being implemented across the school which will help with tracking pupils' data by class.</p>	<p>Individuals will be supported using strategies from the EEF toolkit – for example collaborative work. 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.</p> <p>KPD /JEC will liaise with nominated person in each department to make sure that those who need support are those targeted.</p> <p>Pupils who are identified will be discussed at department meetings and HOD's meeting with line managers.</p> <p>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>Training will be done on SISRA to ensure all staff are competent in its use.</p>	<p>SMC KPD JEC SLT Nominated person in each department</p>	<p>July 2020</p>

<p>A, B, C, D, E</p>	<p>Underperforming PP students will be given registration time revision sessions. These will be with HoD or HoF and will focus on CK and skills for the exam.</p>	<p>Underperformers will be supported using different strategies and revision techniques. This will include interleaving/spaced practice (time on the subject and then returning to it) and also different revision techniques will be used (dual coding)</p>	<p>The correct pupils' will be targeted and supported. The impact will be monitored through pupil voice and through data analysis.</p>	<p>JEC HoD</p>	<p>JULY 2020</p>
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<p>A, B, C, D, E</p>	<p>Year 10 pupils will be placed on Getting Back on Track in the summer term of 2020. The nominated person in each department will supply JEC/KPD with underachievers in their subjects. Those underachieving in English/Maths and any other subject 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 prevented from falling 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 2020.</p>
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<p>A, B, C, D, E</p>	<p>Refine departmental marking and assessment to ensure detailed summative and formative written comments for all pupils. Literacy boards are being created by the literacy co-ordinator and will be displayed in each classroom to support this whole school strategy. Each room has whole school words and subject specific words. Monthly literacy strategies will support this.</p>	<p>Literacy has been shown to be an area of weakness for PP pupils. With many PP pupils arriving at secondary below the level for reading. In order to combat this literacy policies and looking at literacy across the school is becoming a whole school push. This was brought up in a training JEC and KPD attended.</p>	<p>Literacy policies to be used across the school and literacy to be pushed in all areas 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. HoDs to develop and implement enhanced departmental feedback practices.</p>	<p>SMC HoD KEM KPD JEC</p>	<p>July 2020</p>
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<p>A, B, C, D, E</p>	<p>Feedback is going to be looked at by JEC and KPD to see what can be done to improve this whole school. Ideas and good practice will be passed on to other areas.</p>	<p>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) This was highlighted after attendance at the Pupil Premium course held and run by the New Opportunities Fund.</p>	<p>Feedback information will be taken from all areas and then a whole school strategy will be developed, to support PP pupils and ALL pupils.</p>	<p>JEC KPD NEA</p>	<p>July 2020</p>
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A, <u>B</u> , C, D, <u>E</u>	<p>Reward system in school.</p> <p>Enrichment cards being used in 9-11 to try and encourage a positive and optimistic attitude towards school</p> <p>Enrichment programme run for Year 9 pupils to inspire them about their GCSE choices.</p>	<p>Parental involvement has been shown to have a positive effect according to the EEF. It is seen as particularly effective with disadvantaged pupils.</p>	<p>Nominated person in each department will champion this emphasis. This will also involve Year Heads and form tutors.</p> <p>KPD/JEC will monitor improved engagement through attendance, behaviour and outcomes.</p>	<p>Nominated person</p> <p>HoYs</p> <p>KPD</p> <p>JEC</p>	<p>July 2020</p>
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<p><u>A, B, C, D, E</u></p>	<p>5 disadvantaged strategies have been brought in to help teachers teach the PP pupils. These are simple and have been explained in Teaching and Learning briefing. CPD for all staff on how to best work with and teach PP pupils. Teaching and Learning briefings will be used to try and spread best practice.</p>	<p>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. Inset days will be run through the school year to discuss teaching. During this the PP message will be discussed and embedded in the school community. Teacher's SAD audit will have pedagogical targets and will be focused to support learning of ALL.</p>	<p>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.</p>	<p>SMC NEA KPD JEC Nominated person HODs</p>	<p>July 2020</p>
<p>COST:</p>					<p>£69,439</p>

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	GJR has been employed to work as the Mental Health and Well-being co-ordinator.	Large numbers of PP pupils at West Park are reporting issues with their mental health/ issues with resilience and coping with exam pressure. In line with the government proposal Mental health is no monitored and supported. Including the employment of a safe speak councillor	GJR	SMC GJR DRS DLS KA	July 2020
<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 Y7-8.	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 2020

<p><u>A</u>, <u>B</u>, C, D, E</p>	<p>'BASE 9' will be funded to support vulnerable and least able pupils in Year 7 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>SMC FMH</p>	<p>JULY 2020</p>
<p>A, <u>B</u>, 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. E.g. YY</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>SMC SKM/HEF MIG JEC</p>	<p>JULY 2020</p>

A, B, C, D, <u>E</u>	Music lessons, bus passes other equipment and support will be offered by the school to support pupils.	Pupils will have their music lessons paid for, their trips etc paid for so that there are no barriers to them receiving the full school experience. Some pupils will have their bus fare supplemented to support their parents in getting their pupil's to school.	Pupils need to gain as much cultural capital as possible from school. This will give them the opportunity to embrace the curriculum and face complex tasks more readily.		July 2020
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	July 2020

A, B, C , D, E	Laptop loan service will be provided for the support of PP pupils in Year 11. Laptops will be loaned out to be used for school work and to make accessing the curriculum easier.	Issues were raised about pupils being able to complete work at home e.g. Maths watch and ICT work. This will remove a barrier to learning.	This will be reviewed to see if it should be rolled out to year 10 as well and how many pupils want to access this in year 11.	ICT JEC KPD	July 2020
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COST:	126,478
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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 , 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	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	DRS HoY 10	JULY 2020

		and appropriate members of staff will also be employed to support each pupil.	throughout, in line with the school's culture, will be demanding, firm and optimistic.		
A, B, C, <u>D</u> , 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. Catch-up cards are implemented for persistent absentee pupils to make sure they are catching up.	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 2020
A, <u>B</u> , <u>C</u> , D, E	Revision guides will be supplied to pupils who have missed work or who need extra support. Extra after-school classes and form time sessions 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. 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 Year 10 and 11. This year revision guides that the school pays for will be asked to be returned so that these can then be used in school by classes in revision/ catch-up sessions.	HoD SMC KPD JEC	JULY 2020

A, B, C, D, <u>E</u>	We will use improved parental engagement to secure academic success and involvement in school. Postcards will be sent home to invite PP pupils' parents to all major school events	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 2020

<u>A, B, C, D, E</u>	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 2020
<u>A, B, C, D, E</u>	Mentoring will be carried out by SLT. Pupils who are unlikely to reach a grade 4 in either English or Maths, as demonstrated by their teacher’s predicted grades.	SLT will monitor specific pupils. This will take the form of conversations, reports, extra-curricular time to discuss issues and things that limit their learning.	Impact will be assessed by improved attendance, engagement and improved behaviour.	SLT	JULY 2020

A, B, C, D, <u>E</u>	Breakfast club will be run each morning by members of staff. This is to encourage pupils to attend school on time and to supplement their free school meals. This will also give them an opportunity to speak to a member of staff.	Breakfast clubs have been shown to work nationwide as a way of improving attendance and punctuality.	Pupils will have an opportunity to speak to a member of staff and interact with them in a positive way, so building positive relationships with them. As well as making sure that they are fed and ready for the day. Issues can be dealt with at this time.	JEC Volunteer members of staff Catering team.	July 2020
A, B, C, D, <u>E</u>	Attendance celebrations to be carried out each half term (starting at the February half term) to celebrate attendance of pupils who have 98% attendance and then specifically for PP pupils – looking at those that RAISE their attendance by 2%	Attendance has been an issue and PP attendance is below that of the whole school (around 6% lower in some year groups.) Adding the raising of attendance was done to inspire some PP pupils to increase their attendance.	The pupils' who achieve and attend will be monitored and the number of pp pupils who are there will be checked. This % and targets will then be adapted to make sure that they are inspiring the PP pupils too.	KPD	July 2020
COST:					51,650
TOTAL COST:					£273,767

