

Pupil premium strategy statement – West Park School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1484
Proportion (%) of pupil premium eligible pupils	21.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/25
Date this statement was published	31 st December 2022
Date on which it will be reviewed	30 th September 2023
Statement authorised by	Scott McGregor - Headteacher
Pupil premium lead	Joanne Clamp – Assistant Headteacher
Governor / Trustee lead	Pauline Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,830.00
Recovery premium funding allocation this academic year	£56,856
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through our in house tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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
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1	<p>Whilst examination results for 2022 were much improved on 2019 results for our disadvantaged pupils, the attainment is still lower than that of their non-disadvantaged peers. The number of disadvantaged pupils achieving a grade 5 in English and maths was 32%, compared to the whole school figure of 62%. Disadvantaged pupils achieving a 9-4 in English and maths in 2022 was % compared to a whole school figure of %. Although the difference between the numbers of disadvantaged pupils getting a 9-4 in English compared to Maths has diminished somewhat, there is still a 12% difference in favour of English.</p> <p>We would like to see these figures improve to be in line with local and national averages for all pupils. Currently these are 42% and 50% respectively for grades 9-5. KS2 entry data from 2017-2020 shows that, on average, 40% of disadvantaged pupils arrive below age related expectations in reading, compared with 21% of non-disadvantaged pupils. Likewise, 30% of disadvantaged pupils arrive below age related expectations in mathematics, compared with 15% of non-disadvantaged pupils. Subsequent internal and external data shows that this gap doesn't diminish significantly during pupils' time at this school.</p>
2	<p>Discussions and surveys from staff have indicated that revision remains a key barrier to our disadvantaged pupils. They do not possess the knowledge or skill set to revise effectively and the majority do not spend enough independent time revising for internal or external examinations. For those that do, their lack of knowledge results in their revision not being as effective as it could be.</p>
3	<p>Discussions and surveys from staff have indicated that essay style and long answer questions are a barrier to disadvantaged pupils in examinations. They do not write in the detail required, or have a good enough understanding of the command words therefore the expectations of the question to answer it fully. This then has an adversely disproportional affect on their result as these questions are worth more marks on the examination papers.</p>
4	<p>Attendance of disadvantaged pupils is an issue with whole school attendance for 2021-2022 being 91.2% and disadvantaged attendance being 87.23%. Non-disadvantaged attendance stood at 91.94%.</p>
5	<p>Many of our pupil premium pupils do not have access to cultural experiences, such as instrumental lessons and visits outside of school.</p>

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
<p>Improve attainment for disadvantaged pupils at the end of KS4.</p>	<p>By the end of our current plan in 2025-2025, there is a 10% decrease in the difference between disadvantaged and non-disadvantaged pupils achieving a 9-5 in English and maths, taking this figure to local average.</p>
<p>For all pupils to know and understand a variety of revision techniques and be confident in using</p>	<p>Increased pupil confidence with revision, increased levels of independent revision, improved GCSE grades at the end of KS4.</p>

these effectively in their own independent revision.	
Improved knowledge and understanding from pupils on how to answer long answer and essay style questions across all subjects.	Pupils' marks for long answer and essay style questions in assessments both internal and external, increase.
Improved attendance of disadvantaged pupils.	Attendance of disadvantaged pupils improves to make a difference of no more than 2%.
Pupils do not miss out on cultural and extra learning opportunities as a result of financial hardship/difficulty.	Educational trips and activities e.g. music lessons, theatre trips, museum visits are provided free of charge for disadvantaged pupils to ensure they experience these opportunities.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to focus on quality first teaching for all pupils through specific and targeted CPD, a supportive monitoring and feedback cycle and an effective and relevant ECT programme.	EEF – Toolkit – High-quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3
Implement effective and consistent teaching of revision strategies and techniques across all year groups in order to help pupils revise more effectively for internal and external examinations and assessments.	EEF – Toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1,2
Implement strategies to help pupils improve their	EEF Toolkit – Improving Literacy in secondary schools	1,3

ability and confidence in answering long answer questions and questions where extended writing is required.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £156,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English tutoring for pupils with the biggest attainment gaps and needing the most intervention to get them on target. This will also target pupils who were worst impacted by the pandemic. A significant proportion of these pupils will be disadvantaged.	EEF Toolkit – One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,3,4
Intervention programme during form time to develop key skills to better access the curriculum including literacy, numeracy, spelling, handwriting and reading.	EEF Toolkit – Improving Literacy in secondary schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,3,4

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

Budgeted cost: £73,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	Since setting up a breakfast club four years ago, it has been well used by a number of disadvantaged pupils who rely on it for a positive start to the day in terms of food	1,4

	and nutrition and a friendly, welcoming environment.	
Equipment clinic – including revision guides and resources	Disadvantaged pupils are typically less well-equipped for school and learning.	1, 2, 4
Provision of music lessons, school trips and any other relevant opportunities.	Before funding was available for this, disadvantaged pupils were typically far less likely to access such trips and provision thus limiting their life experiences and cultural capital.	1,4,5
Eco-shop	Local and national situation at present has put a tremendous strain on some families finances and left some families unable to afford the increase in the cost of living.	1,4

Total budgeted cost: £330,686.00