

# 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	1475
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22-2023/24
Date this statement was published	31 <sup>st</sup> December 2023
Date on which it will be reviewed	30 <sup>th</sup> September 2024
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	£281,520.00
Recovery premium funding allocation this academic year	£75,072.00
<b>Total budget for this academic year</b> <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>	£356,592.00

# 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 are 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 our 2023 examination results were, in most areas, again better than 2019 results, attainment for disadvantaged pupils is still lower than that of their non-disadvantaged peers. Results dropped from 2022 but this was expected and predicted as a result of the examination concessions being removed in almost all subject areas. These concessions helped disadvantaged learners as they removed some of the barriers that they find the most challenging in examinations. The number of disadvantaged pupils achieving a grade 5 or above in English and maths was 30%, compared to the whole school figure of 50%. Disadvantaged pupils achieving a 9-4 in English and maths in 2023 was 52% compared to a whole school figure of 71%.</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 47% and 52% respectively for grades 9-5.</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 2022-2023 being 91% and disadvantaged attendance being 86.2%.</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
Improve attainment for disadvantaged pupils at the end of KS4.	By the end of our current plan in 2023-2024, 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.
For all pupils to know and understand a variety of revision techniques and be confident in using these effectively in their own independent revision.	Increased pupil confidence with revision, increased levels of independent revision, improved GCSE grades at the end of KS4.
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  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	1,2,3
Deliver 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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	1,2
Implement strategies to help pupils improve their ability and confidence in answering long answer questions and questions where extended writing is required.	EEF Toolkit – Improving Literacy in secondary schools  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	1,3

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

Budgeted cost: £173,592

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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	1,3,4

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

Budgeted cost: £83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	Since setting up a breakfast club five 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 and nutrition and a friendly, welcoming environment.	1,4
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	Before funding was available for this, disadvantaged pupils were typically far less	1,4,5

any other relevant opportunities.	likely to access such trips and provision thus limiting their life experiences and cultural capital.	
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: £356,592.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that although we have an, expected, drop in attainment from 2022, there were some key areas where results continued to improve from 2019 results. Most notably, there was a 16.2% increase in pupils achieving a grade 9-5 in maths and a 14.2% increase in the number of disadvantaged pupils achieving a grade 9-5 in English and maths from 2019. There was also an increase from 2019 of 14.2 % in the number of pupils getting 5 strong passes including English and maths. There was a significant drop of 19% in the number of pupils gaining a grade 9-4 in English compared with 2019 although there was a slight increase of 4.6% of pupils getting a 9-4 in English and maths. There was also a drop in pupils gaining a 9-5 in English although this was not as significant, standing at -4.6%. 2023 results see English and Maths being fairly in line with each other with 9-4 passes at 59% and 57% respectively and passes at 9-5 being at 51% and 49% respectively. The progress 8 score for disadvantaged was -0.02, this was significantly higher than the national average for like for like disadvantaged pupils which was -0.57. The percentage of disadvantaged pupils entering the English Baccalaureate was 32%. This was lower than the national average for non-disadvantaged pupils which is 43%. However, if data was available for the percentage of disadvantaged pupils entered for the English Baccalaureate nationally there would not be such a gap and potentially a positive difference.

Attendance for disadvantaged pupils for 2022-2023 was 86.2% and for non-disadvantaged was 91%. The difference of 4.8% is still above our target of no more than 2%.

Based on all the information above, the performance of our disadvantaged pupils, met expectations on some levels, but we are not at present on course to achieve all the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that many of the aspects of our strategy have been effective, particularly the areas of support offered to families and pupils such as the Eco-Shop, breakfast club and access to educational trips and resources.

The individual tutoring for those pupils identified as significantly underachieving was successful. 14 pupils were targeted with maths tutoring and 11 of these (79%) achieved a grade 4 or above. 50% achieved a grade 5 or above.