



Pupil Premium Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Westwood Park CP
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	30.11.22
Date on which it will be reviewed	01.07.23
Statement authorised by	Mrs Sara Walker Head Teacher Mrs Mandy Knipe (Deputy Head)
Pupil premium lead	Mrs Sara Walker Head Teacher Mrs Mandy Knipe (Deputy Head)
Governor	Mr Philip Royle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,885
Recovery premium funding allocation this academic year	£21,025
School-led tutoring grant allocation	£20,898
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£251,808

Part A: Pupil premium strategy plan

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Deprivation indicator 0.31, Acorn data demonstrates that 86% of our families are considered to be categorised as falling into the Financially Stretched/Urban Adversity categories. This creates an achievement challenge for our pupils e.g. lack of cultural capital/additional experiences. EEF finds “significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils Jan 2021
2	Ongoing ‘catch up’ from disrupted education. (NFER/RWI/Spelling/Mental Maths/Times tables test results).
3	Emotional well-being and parental engagement. (Teacher observation/external agencies/Family Liaison Officer reports).
4	Language and vocabulary acquisition. (Wellcomm/NFER tests/SALT reports/RWI).
5	School readiness – independence, self-care, social skills, communication and language, resilience. (Baseline Assessments/External agencies/Parental Voice).
6	Vulnerable families – looked after, previously looked after, children who have (or have had in the last 12 months) social work involvement. (External Agencies/Vulnerable Families Threshold List/C4C).
7	Maximise attendance

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
Challenge 1 - Deprivation Rapid progress and improved attainment for our disadvantaged and vulnerable pupils	All pupils make rapid progress and school achieves at least national standards for age related expectations
Challenge 2 – Disrupted education 2022 new starters make an effective start to their education in our Nursery and Reception	All new starters make an effective start in Nursery and EYFS School achieves at least national standards by the end of the academic year (see SDP)
Challenge 3 – Well-being and parental involvement Good well-being and effective parental engagement that impacts positively on outcomes	Attendance and punctuality is in line with National figures. Increasing numbers of parents attend all parent support sessions offered by subject leaders. A higher % engagement with Parent View.
Challenge 4 Good acquisition of language and vocabulary	Disadvantaged children meet national standards (see SDP) by the end of the academic year
Challenge 5 – School readiness	Independence, self-care, social skills, communication and language and resilience are supported. Nursery and Reception have levels of need – particularly in personal care.
Challenge 6 Vulnerable families are supported towards improvement of all living standards including a Cultural Capital offer.	All families feel supported and make progress and have access to outside agencies as well as school. Each year group has a number of experiences that support and enhance the curriculum which includes parental attendance.
Challenge 7 Attendance	Maximise attendance with a particular focus on vulnerable families.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £69,996

Activity	Evidence that supports this approach	Challenge number(s) addressed	Half yearly review – March 2023
Quality First Teaching Read Write Inc 1:1s Interventions CPD for Staff Development Days 1:1 Tuition TA Deployment	<p>‘A deepening recognition of the fundamental importance of improving reading standards on a child’s future academic achievement, wellbeing and success in life... proficient language development, is the key to unlocking the rest of the academic curriculum.</p> <p>Fluency of reading is a key indicator for future success in further education, higher education and employment....being a highly engaged reader has the potential to allow a child to overcome their background.</p> <p>DFE - 2022</p>	1, 2, 4	All in place. On track for Y1 phonics. CPD for TAs in place. CPD for teachers – April 2023 1:1 tuition - fluid groups, redeployment of staff.
Good acquisition of language and vocabulary Speech and Language Therapist x 5 days per week Educational Psychologist x ½ day per week Counsellor x 1 day per week Kick Start WELCOMM programmes in EYFS REAL Project	<p>WELCOMM The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>Language acquisition is especially important in the Early Years and it continues to be important through primary and secondary education. Education Endowment Foundation</p>	1, 2, 4	SALT – Therapist left. New financial constraints mean no replacement at the moment. EP – fortnightly – LA constraints.

CPD for Staff- English action plan Laurel Trust project involvement and continuation	‘proficient language development is the key to unlocking the rest of the academic curriculum’. The Reading Framework – DFE – January 22		REAL project concluded. Laurel Trust completed. Word Aware/Think Equal training added.
--	---	--	---

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

Budgeted cost: £38,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Half yearly review – March 2023
Use of post teaching interventions TAs deployed to provide interventions	EEF Guidance Report on 1-2-1 or small group interventions: <i>“Research... targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3).”</i>	1, 2	Post teaching in place.
Employ an Academic Mentor as part of the NTP			Interventions monitored.
Reading Intervention Teacher full time using catch up funding – until January 23			Mentor in place.
Phonics Booster Club after school - Spring			Extended to July 2023.
More Able Booster Teacher			No funding. (In school Boosters provided).
Acorns SEND intervention teacher			In place.

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

Budgeted cost: £101,289

Activity	Evidence that supports this approach	Challenge number(s) addressed	Half yearly review – March 2023
Computing Development - new wifi and 60 chrome books to maintain standards.	'Technology should be used to supplement, rather than replace, other teaching activities and interactions.' EEF	1,7	In place.
Attendance (Family Liaison Officer/ Education Welfare Officer Walking Bus)	'Absences and Attainment' DFE Clear link between poor attendance and poor academic attainment	5, 7	A priority issue for school.
Working with families (FLO/ Kick Start/ EP/ SENDCo/ EWO)	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. (2022)	5, 7	Leading Parent Partnership Award to be renewed July 2023.
Cultural Capital/Educational Visits subsidy (Including music provision, PE provision, trips and visits/visitors)	Pupils do not have enough opportunity to take up a range of responsibilities in school. This impacts on their ability to develop some aspects of their personal development fully. Leaders should review how they enable pupils to take a greater role within the school community. Ofsted - 2022	6	Responsibilities developing. Financial constraints on trips although we are maintaining cultural capital provision. 'Botheredness' training.

<p>School Readiness and Wellbeing</p> <p>(Including Resilience Project, Laurel Trust Project, Kick Start, Counsellor, Jigsaw, Liaison with PRU and PIT)</p>	<p>The Department for Education is focused on supporting schools to build whole school environments and develop approaches within which all students can achieve their full potential. A 2018 review of published policies and information - Mental health and wellbeing provision in schools - was commissioned in response to the Green Paper 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018).</p>	<p>3, 5</p>	<p>Closer links with School Nurse/ PIT/LSS and Springwood Outreach.</p> <p>Children's Mental Health Week was a focus.</p>
---	---	-------------	---

Total budgeted cost: £209,885

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than non-pupil premium in key areas of the curriculum. Progress that children made following the Covid pandemic was rapid but attainment targets were not achieved. There was progress in Reading but Maths needs greater focus.

Clearly Covid-19 had a significant impact, which disrupted all our subject areas. School closure/absence was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, which was aided by use of online resources and teaching.

Attendance is a high priority for Westwood Park. Gaps in learning are more significant than in previous years, which is why attendance is a focus of our current plan.

Through purposeful and targeted support, pupil behaviour, wellbeing and mental health are well supported and our recent Ofsted upheld this. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Speech, Language and Communication	WELCOMM, The Laurel Trust
Phonics	Read, Write, Inc
English	Spag.com/Lancashire English scheme
Maths	White Rose Maths, Time Tables Rockstars, My Maths
Computing	Purple Mash
EYFS	Tapestry
PSHCE	Jigsaw

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A