



Pupil Premium Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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	298
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	30.11.23
Date on which it will be reviewed	01.07.24
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	Assessments at the end of KS1 and 2 indicate that attainment is lower for PP, SEND and boys overall. 69% of SEND are also PP. KS1 Reading – Lowest 20% nationally KS2 – Combined (RWM) – Lowest 20% nationally. KS2 - Maths progress - significantly below national average
3	Language and vocabulary acquisition. (Wellcomm/NFER tests/SALT reports/RWI).
4	Readiness to learn – independence, self-care, social skills, communication and language, resilience, emotional security (Baseline Assessments/External agencies/Parental Voice).
5	Maximise attendance – Overall Westwood Park is in the lowest 20% nationally.

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	We narrow the gaps for disadvantaged pupils. Pupils will make accelerated progress from their starting points. Attainment for disadvantaged pupils will be at least in line with others nationally.
Challenge 2 – Assessments	Pupil Premium data for KS1 and KS2 will show comparably to that of non-Pupil Premium pupils and individual gaps in performance will have been narrowed.
Challenge 3 – Language and vocabulary acquisition	Robust strategies for teaching vocabulary and modelling language use in the classroom will impact on pupil attainment.
Challenge 4 – School readiness	School will identify and track vulnerable children and families. Barriers for school readiness will be identified and steps made to address them. Parents and families with additional needs will be signposted to internal and external support.
Challenge 5 - Attendance	Disadvantaged pupil's attendance to increase and be in line with local and national targets. A decrease in the overall absence rate for all pupils identified as persistent absentees.

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: £101,996

Activity	Evidence that supports this approach	Challenge number(s) addressed	Half yearly review – March 2024
<p>Quality First Teaching Read Write Inc 1:1s Interventions CPD for Staff Development Days 1:1 Tuition TA Deployment</p>	<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 – 2023 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168778/Foreword_for_Reading_Framework.pdf</p>	<p>1, 2, 3, 4</p>	
<p>Attainment. Good acquisition of language and vocabulary Educational Psychologist LA Gold Package Counsellor x 1 day per week Kick Start</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> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-</p>	<p>1, 2, 3, 4</p>	

<p>WELCOMM programmes in EYFS CPD for Staff- English action plan</p>	<p>toolkit/communication-and-language-approaches</p> <p>Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success. DFE Reading Framework 2023.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Half yearly review – March 2024
<p>Use of post teaching interventions TAs deployed to provide interventions</p>	<p>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> https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	<p>1, 2</p>	
<p>Employ an Academic Mentor as part of the NTP</p>			

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

Budgeted cost: £71,289

Activity	Evidence that supports this approach	Challenge number(s) addressed	Half yearly review – March 2024
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, 2,3,	
Attendance (Family Liaison Officer/ Education Welfare Officer Walking Bus)	'Absences and Attainment' DFE Clear link between poor attendance and poor academic attainment	4, 5	
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)	1, 4, 5	
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	1, 4, 5	
School Readiness and Wellbeing (Including Resilience Project, Laurel Trust Project, Kick Start, Counsellor, Jigsaw,	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 -	4, 5	

Liaison with PRU and PIT)	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).		
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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 2022/23 suggested that the performance of disadvantaged pupils/SEND and boys was lower than national average in key areas of the curriculum.

School absence is detrimental to our disadvantaged pupils

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