



Pupil Premium Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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	278
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	15.12.24
Date on which it will be reviewed	01.07.25
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)
Chair of Governors	Mr Philip Royle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,559
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Early Years/Universal FSM/High Needs Top Up/Estimated Extended Hours Nursery Funding	£58,951
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	£284,510

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 0.32, Acorn data demonstrates that 87% 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 KS2 indicate that attainment is lower for PP, SEND and girls overall. 67% of SEND are also PP. We had no SATs data markers in 2024 which shows that we were in line with national results across the board.
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 – although there has been improvement.

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: £79,996

Activity	Evidence that supports this approach	Challenge number(s) addressed	Half yearly review – March 2025
<p>Quality First Teaching Read Write Inc 1:1s Interventions CPD for Staff Development Days 1:1 Tuition TA Deployment</p> <p>Ready Steady Write</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</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168778/Foreword_for_Reading_Framework.pdf</p>	1, 2, 3, 4	<p>Progressing well with phonics in line with national averages.</p> <p>Reviews of Ready Steady Write have been positive. Investigating Ready Steady Read.</p> <p>Pupil Voice suggests children enjoy lessons.</p> <p>Impact on writing outcomes positive.</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>	1, 2, 3, 4	<p>Educational psychologist has worked directly with 6 children and their families.</p> <p>Counselling extended through Talk Listen Change.</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>		<p>SALT delivering interventions to identified children. Ongoing work with TAs to improve delivery.</p> <p>Welcomm assessments in place with a designated lead.</p> <p>Letter formation/oracy/writing framework all addressed through training and monitoring.</p> <p>Ready Steady Read Trial from September.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Half yearly review – March 2025
<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</i></p>	<p>1, 2</p>	<p>Precision Teaching in place – training, implementation and monitoring.</p>

	<p>additional months' progress (effect size 0.2–0.3).”</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £163,914

Activity	Evidence that supports this approach	Challenge number(s) addressed	Half yearly review – March 2025
<p>Computing Development - new set of ipads for EYFS.</p> <p>Training for staff.</p>	<p>‘Technology should be used to supplement, rather than replace, other teaching activities and interactions.’</p> <p>EEF</p>	1, 2,3,	<p>New ipads in place being used effectively.</p> <p>Curriculum reviewed and modified.</p> <p>RSE online safety updates pending.</p>
<p>Attendance (Family Liaison Officer/ Education Welfare Officer Walking Bus)</p>	<p>‘Absences and Attainment’ DFE</p> <p>Clear link between poor attendance and poor academic attainment</p>	4, 5	<p>LA recognition of improvement (Danni Lang).</p> <p>Well supported by Governors.</p>
<p>Working with families (FLO/ Kick Start/ EP/ SENDCo/ EWO)</p> <p>Leading Parent Partnership Re-accreditation.</p>	<p>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</u></p>	1, 4, 5	<p>Partnerships with families continue to be excellent.</p> <p>Social services support has been good in</p>

<p>School of Sanctuary Award</p>	<p><u>Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. (2022)</p>		<p>our most complex cases.</p> <p>School of Sanctuary awards ceremony with pupil participation. LPPA - achieved. Racial Equality Review successful. Poverty Proofing audit – actions implemented.</p>
<p>Cultural Capital/Educational Visits subsidy (Including music provision, PE provision, trips and visits/visitors)</p>	<p>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</p>	<p>1, 4, 5</p>	<p>A full calendar (see website).</p>
<p>School Readiness and Wellbeing</p> <p>(Including: Kick Start, Counsellor, Jigsaw, Liaison with PRU/PIT, Springwood Outreach)</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</p>	<p>4, 5</p>	<p>Kick Start, Counsellor, Jigsaw, Liaison with PRU/PIT, Springwood Outreach) – all in place. EYFS support for families is a strength.</p>

	promotes positive mental health. (DfE 2018).		
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Total budgeted cost: £284,510

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 2023 to 2024 academic year.

We had no markers on our KS2 data which means that all our pupils achieved within national expectations for their designation. Y1 phonics was 89% (NA81%).

Although much improved, 94.5%, school absence is still detrimental to our disadvantaged pupils.

Through purposeful and targeted support, pupil behaviour, wellbeing and mental health are well supported and our 2022 Ofsted upheld this. We have strengthened this since with the renewal of our Leading Parent Partnership Award and our new School of Sanctuary Award. 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