

Pupil premium strategy 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	Westvale Park Primary Academy
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2022 -2023
Date this statement was published	October 22
Date on which it will be reviewed	July 23
Statement authorised by	Susan Kelly Headteacher
Pupil premium lead	Susan Kelly
Governor / Trustee lead	Andrew Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,240
Recovery premium funding allocation this academic year	£1,160
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	£13,400

Part A: Pupil premium strategy plan

Statement of intent

The targeted and strategic use of Pupil Premium supports us in achieving our aspirations for Pupil Premium children. In using the Premium at Westvale Park Primary Academy, we will adhere to the following principles:

- Teaching and learning opportunities meet the needs of all of the pupils; high-quality teaching is at the heart of our approach,
- Appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil Premium funding will be allocated based on a need's analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium intervention at any one time; the Premium funding is allocated fairly according to this principle and can therefore be allocated to any pupil regardless of their achievement. Put simply, the Premium is targeted at all pupils who are disadvantaged where there is a need.

Our curriculum is designed around all our pupils being fluent, confident, and able readers, who access a knowledge-rich and concept driven curriculum. Our simplest aspiration is that all our pupils are fluent and able readers, who have a love of learning.

Children at Westvale Park begin reading on their first day at school. We recognise the importance of early reading and how these formative years support children's reading development. As such, our reading curriculum in the Early Years and Key Stage 1 facilitates daily reading opportunities, through phonics (word sounds) and comprehension. This two-pronged approach helps to promote reading fluency as well as a secure understanding of the texts they are reading.

Where there are gaps in knowledge, additional interventions, and afternoon –keep-up' sessions are used to reduce these gaps and help pupils learn to read.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils.
2	Poorly developed English and mathematic skills that prevent pupils achieving fluency in these subjects and hamper progress in the wider curriculum.
3	Factors that impact negatively on pupils' emotional wellbeing and success at school, such as pupil attendance and pupil participation in extra curricular activity.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, successful playtimes and book looks.</p> <p>Models for the teaching of vocabulary are embedded, and teaching is consistent, leading to good outcomes for pupils.</p>
Lowest 20% of learners make accelerated progress in Reading, Writing and Maths	<p>95% of all pupils in Y1, including those entitled to pupil premium, pass the Phonics Screening Checker in Summer 2023</p> <p>Outcomes for disadvantaged pupils meet or exceed National expectations.</p> <p>Individual tutoring supports the lowest 20% of pupils in Year 2 to make progress across the core subjects.</p>
Attendance of disadvantaged pupils is improved	<p>Pupil attendance meets or exceeds National data.</p> <p>Systems, processes and reporting lead to the effective management of pupil attendance.</p>

<p>Disadvantaged pupils have access to high quality personal development opportunities</p>	<p>Improved attendance is recognised and celebrated.</p> <p>There is targeted support for pupil premium pupils to attend after school clubs and extra-curricular opportunities</p>
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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: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will employ a private speech and language therapist to upskill staff and ensure targeted, early intervention	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1 and 2
We will employ a private Educational Psychologist to ensure early identification of need in our most disadvantaged pupils	The EP will support staff in helping children to regulate their emotions and engage with learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1 and 2
To embed White Rose ensuring high quality training for staff and high-quality resources (maths mastery)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1 and 2
High quality-first teaching for all pupils To embed Read Write Inc. as the primary approach taken to teach	Phonics Toolkit Strand Education Endowment Foundation EEF https://www.ruthmiskin.com/success-stories/	1 and 2

phonics, ensuring high quality training for staff and high-quality resources	https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered using the Read Write Inc. one to one tutoring materials.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhanced ratio to support our most disadvantaged pupils to regulate and improve listening and attention skills (and to ensure pupils can access forest school etc. safely)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies	

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

Budgeted cost: £3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Dashboard is used to monitor and evaluate attendance levels of pupils (subscribe to FFT)</p> <p>Rewards and incentives used to encourage good attendance.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	3
<p>Subsidising educational trips and visitors.</p> <p>Ensure that all PP children are appropriately dressed in school uniform and have the equipment that they need.</p> <p>Target disadvantaged children to attend after school clubs.</p> <p>Subsidise breakfast club as needed.</p>	<p>Children perform better academically when they have raised self-esteem; this strategy promotes confidence and increased motivation which supports positive behaviour, wellbeing, social skills, and positive attitudes to learning.</p>	1,2 and 3

Total budgeted cost: £ 13,400

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.

92% of pupils passed their phonic screening in 2022 (100% of PP pupils passed). RWI external consultant verified that we were showing fidelity to the model and therefore the teaching of early reading is effective

78% of pupils met their EYFS GLD (75% of PP pupils passed their GLD in 2022 the one child/25% who did not pass had additional SEND). Progress seen in communication and language for all pupils with PP (evidenced by language checkers and ongoing recorded observations).

0 children were permanently excluded or suspended from Westvale Park.

Our wider curriculum has been redesigned, for the benefit of all our pupils, and we are committed towards delivering a curriculum which is knowledge-rich, concept-driven and well-sequenced, to build on pupils' prior knowledge.

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
Read Write Inc.	Ruth Miskin
Daily Supported Reader (DSR)	Hackney Learning Trust

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

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?	

Further information

Our pupil premium strategy will be heavily supplemented by the wider school budget due to low premium numbers.