

# Pupil premium strategy 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 2023-2024	Data 2024-2025
School name	Westvale Park Primary Academy	
Number of pupils in school	270	322
Proportion (%) of pupil premium eligible pupils	7%	8%
Academic year/years that our current pupil premium strategy plan covers	2022 -2025	
Date this statement was published	October 24	
Date on which it will be reviewed	September 23 September 24 September 25	
Statement authorised by	Susan Kelly Headteacher	
Pupil premium lead	Susan Kelly	
Governor / Trustee lead	Andrew Wright	

## Funding overview

Detail	Amount 2023 - 2024	Amount 2024 - 2025
Pupil premium funding allocation this academic year	£17,460	£31,030
Recovery premium funding allocation this academic year	£0	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,460	£31,030

# 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 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 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 '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 some disadvantaged pupils.
2	Underdeveloped English and mathematic skills that prevent some pupils achieving fluency in these subjects and hamper progress in the wider curriculum.
3	Factors that impact negatively on some pupils' emotional wellbeing and success at school, such as pupil attendance and pupil participation in extracurricular activity. Cost of living affecting more families therefore fewer voluntary contributions for trips and workshops.

## 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 excellent 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 2024</p> <p>Outcomes for disadvantaged pupils meet or exceed National expectations.</p> <p>Individual tutoring supports the lowest 20% of pupils in Year 2/3 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: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will develop whole school strategies to ensure key vocabulary is taught and revisited, allowing learners to thrive in lessons. This includes the introduction of Speech Link (research based assessment and 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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1 and 2
To embed and adapt White Rose maths ensuring high quality training for staff and high-quality resources  (maths mastery). To work with AAT maths mastery lead.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1 and 2

<p>High quality teaching for all pupils.</p> <p>To embed Read Write Inc. as the primary approach taken to teach phonics, ensuring high quality training for staff and high-quality resources. 7</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.ruthmiskin.com/success-stories/">https://www.ruthmiskin.com/success-stories/</a></p> <p><a href="https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf">https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a></p>	1 and 2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

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.	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	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)	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a></p>	3

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

Budgeted cost: £6030

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><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></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 instrumental lessons for PP children.</p> <p>Provide individual therapy.</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: £ 30,030**

## 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.

KS1 Sats results in Reading, Writing and Maths were significantly above average.

100% of pupils passed their phonic screening in 2024 (100% - 3/3 PP pupils passed). RWI external consultant and Ofsted verified that we were showing fidelity to the model and therefore the teaching of early reading is effective. 'Reading is leaders' top priority and is a strength of the school' (Ofsted, June 2023). IDSR shows that we are top 1% of schools in England for teaching reading. 2/3 Year 2 passed the recheck in 2024.

80% of pupils met their EYFS GLD (75% 3/4 pupils with PP achieved GLD - 100% of PP pupils met their ELG in maths) in 2024.

Persistent absence was in the lowest 20% of all schools, both nationally and in the local authority.

Our wider curriculum offer/personal development was judged Outstanding by Ofsted, and we continue to refine this offer.

### 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?	
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## Further information

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