

Pupil Premium Strategy at West Park Primary School 2020-21

The school has been allocated an estimated £186,955 pupil premium funding for this period. This is £1,345 allocated per pupil who has been entitled to free school meals at any time during the last 6 years – based on estimate of 139 pupils. Additional funding is also received for EY Pupil Premium (£1,208) and £6,900 government grant for specific pupils. In addition, £22,000 has been allocated as Catch Up premium. The purpose of the funding is to close the attainment gap between disadvantaged pupils and all other pupils primarily through quality first teaching and then a tiered approach through targeted support and also wider strategies linked to non-academic or external barriers. This is based on a range of research e.g. Sutton Trust, John Hattie effect sizes, EEF and other wider reading. Total £217,063

To analyse impact West Park expects pupils to have made at least expected progress and attained their challenging targets including for EXS and for GDS.

**PPG Spending by key strategies**

Barriers to Future Attainment	Brief summary of the intervention or action	Cost	New or continued strategy?	Impact
Raise Achievement – Improve the progress of reading and maths across the school with a second year focus on targeting children with capacity for high attainment/greater depth (continuity target post Covid)				
Low Attainment Baselines on Entry to School	<b>Raising Attainment</b> Key leaders to harness the findings from research and innovate approaches to raise the profile of <b>quality first teaching, learning and assessment</b> (Sutton Trust found effects of high quality teaching especially significant for pupils from disadvantaged backgrounds; gaining 1.5 years over one year; John Hattie positive effect sizes for range of areas linked to teacher capability): <b>Visible Learning</b> training and INSETs linked to feedback seeking culture and quality of feedback linked to success criteria and high pupil awareness of own attainment/targets, <b>Maths Mastery</b> specialist training for all staff including deputy headteacher training to be a lead professional in region, two specialist teachers being trained and extensive CPD for other staff, on going CPD to meet needs of EAL learners (Wolverhampton CLL team), range of training for teaching assistants to accelerate progress in reading and maths, CPD for NQT and RQT including coaching in school and external courses. CPD on blended learning to support home learning when needed/use of SeeSaw for feedback.	£25,000	Continued with additional elements	Pupil progress outcomes positive. See: School data Appraisal outcomes
	<b>Progress in Maths</b> Secure improvements in the teaching of maths and opportunities to enrich learning: physical resources, online resources (MyMaths and TT Rockstars), whole school approaches to improving maths fluency and informal methods, language development and resources to support teaching for Maths Mastery (including matched funding for Power Maths) and embedding of CPA model.	£20,000	Continued but with new initiative also	Pupil progress outcomes positive. See: School data Appraisal outcomes

	School is in year 3 of maths mastery whole school approach with SHaW maths hub – embedding mastery. Proportion of TA costs for Catch Up interventions including pre learning, overlearning and other programmes.			
	<b>Progress in English</b> Secure improvements in the teaching of reading and opportunities to enrich learning: CPD including from CLL team, investment in quality texts for whole class reads, English leaders release time to monitor, track and drive SIP priorities, including coaching and modelling where needed, texts for participation in interschool book quiz, resources to promote school focus on language development and poetry. Author visits. Proportion of TA costs for Catch Up interventions.	£20,000	New elements	Pupil progress outcomes positive. See: School data Appraisal outcomes
	<b>Inclusion</b> Rigorously track, monitor and evaluate progress and attainment of targeted disadvantaged pupils: cover for Pupil Progress meetings, CPD on assessment. Proportion of salary of inclusion leader/SENCO. Autism champion release time to work across all phases. CPD in school and external on meeting needs of SEND pupils including pupils with ASD during unstructured times. Specialist teacher support service bought in from LA to identify SMART targets and support teachers to meet pupil needs. Additional teacher and TA part funded to support early language development and assessments.	£3,000  £17,000  £22,000	Continued but with new initiatives also	PP progress in line with or exceeding non PP. See: School data
Socio Economic Factors Impeding Learning	<b>Well Being Support</b> Work with external partners to support pupils' emotional well-being, personal development, and physical health: Sports Coaching, Breakfast Club staff costs, After school clubs (sports, cooking, learning). 5 a day online resource. Health related behaviour issues identified in survey and NHS ward data – promoting oral hygiene (purchase toothbrush and paste linked to competition for all pupils), smoking and drugs awareness (Life Base bus workshops), obesity plan and personal hygiene. Anti-bullying workshops. PSHE consultant works with school.	£15,000	Continued but with new initiatives also	Continued where possible due to Covid lockdowns.
	<b>Social and Emotional Support</b> Provide individual intensive support and counselling for short, regular sessions over a period of time for identified vulnerable children: counsellor, play therapy trained teaching assistant, team of friends, mindfulness resources, and proportion of Educational Psychologist time and behaviour support counsellor.	£20,000	Continued	Lockdown impact.
Access – Improve the access to opportunities that enrich learning				

Proficiency in Language	<b>Academic Language Development and early language development</b> Improvements in opportunities available in school to enhance language development: teachers and TA delivering language development work (EY – Y6) including Helicopter Stories in reception, CPD on language learning and meeting needs of new arrivals and EAL learners. NELLI training in EYFS to support closing gaps after school closure and reduce impact of lost learning. Maths mastery training focus on 'I say, you say' approach.	£12,000	Continued but with new initiatives also	Impact of lockdowns evident on youngest children in school. NELI outcomes reported to governors. 75% pupils made progress.
Learning Opportunities that Impact on Achievement and Wider Development	<b>Curriculum Enrichment and Enhancement Activities</b> Funding allocated towards a wide range of targeted educational enrichment visits and activities including: music and dance workshops, residential (Y2 and 4), regular day visits e.g. theatre, museums, outdoor venues, Parent / child groups, cost of minibus, workshop experiences in school, author visits, on line maths homework resource, quality books as rewards, LA package for computing and experience days Review trips in pandemic – bring experiences safely into school where possible. New teacher part funded to use drama to develop language across school in different curriculum areas. Development of art curriculum and resources – artist of month gallery, prizes etc.	£20,000  £5,000	Continued but with new initiatives also	Trips to resume 2021/22
<b>Attitudes – Excellent Attitudes to Learning</b>				
Gaps in Knowledge, Skills and Understanding and Passive Attitudes to Learning	<b>1:1 Intensive Support</b> 1:1 basic skills researched interventions delivered by trained staff for identified pupils: Every Child a Reader, Catch Up, Precision Teaching, Fab Phonics, maths fluency, one to one language support, pupils identified for targeted intervention to attain higher scaled scores	£15,000	Continued with new initiatives	Interventions continued but lockdown impact negative. Some interventions started remotely.
	<b>Small Group Support</b> Targeted, researched interventions are delivered across the school to small withdrawal groups: Wellington Square, booster groups before school, after school learning clubs, pre guided reading sessions, pre learning in maths	£10,000	Continued	See above.
<b>Aspirations – Interventions for all Stakeholders</b>				
All Stakeholders have Ownership and Responsibility for Learning	<b>Parental Involvement</b> Use of Parent Ambassadors in school to aid this, and range of parent workshops in different curriculum areas. Recruit 2021. Development of virtual workshops for families in key learning areas of phonics, reading, SPaG and mathematics. Time for planning.	£1,000  £3,000	Continued	2021/22
	<b>Improve Attendance and punctuality</b> Rigorous attendance monitoring and early intervention and support for relevant families: Assistant Head and EWO part of salary	£10,000	Continued with some new initiatives	Remote learning tracked rigorously. Excellent

	Incentives including prizes, gift vouchers for families, badges and wrist bands etc.			attendance outcomes. EoY 97%.
		<b>Total Spend</b>	<b>£218,000</b>	

Review date July 2021