

Pupil premium strategy statement – West Park School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1462
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25-2026/27
Date this statement was published	
Date on which it will be reviewed	30 th September 2025
Statement authorised by	Scott McGregor - Headteacher
Pupil premium lead	Joanne Clamp – Assistant Headteacher
Governor / Trustee lead	Michelle Seal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£322,350.00
Pupil premium funding from LA	£64,000
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£386,350.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through our in house tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	<p>Whilst our 2024 examination results had pleasing elements and showed some progress in specific areas, attainment for disadvantaged pupils is still lower than that of their non-disadvantaged peers. Results dropped from 2023 but a slight drop was expected and predicted with the cohort and although they dropped, the drop was in no way as significant as the expected drop between 2023 and 2022 results. There was also a slight drop in whole school attainment and the disadvantaged data matches this. The number of disadvantaged pupils achieving a grade 5 or above in English and maths was 31%, compared to the whole school figure of 49%. This was also 1% up on disadvantaged data for 2023 which was 30%. Disadvantaged pupils achieving a 9-4 in English and maths in 2024 was 45% compared to a whole school figure of 70%.</p> <p>We would like to see these figures improve to be in line with local and national averages for all pupils. Currently these are 56.3% and 49.6% respectively for grades 9-4 in English and maths.</p>
2	<p>Discussions and surveys from staff have indicated that a barrier to learning in the classroom, for many pupils but particularly for disadvantaged pupils, is the pupils engagement in quality learning. Pupils are not displaying the skills or the mindset they need to be quality learners and maximise their potential. The impact of the quality first teaching that pupils are then receiving is lessened.</p>
3	<p>Discussions and surveys from staff have indicated that essay style and long answer questions are a barrier to disadvantaged pupils in examinations. They do not write in the detail required, or have a good enough understanding of the command words therefore the expectations of the question to answer it fully. This then has an adversely disproportional affect on their result as these questions are worth more marks on the examination papers.</p>
4	<p>Attendance of disadvantaged pupils is an issue with whole school attendance for 2023-2024 being 90.1% and disadvantaged attendance being 84.5%.</p>
5	<p>The importance that we place on pupils being able to study a broad curriculum and achieve a variety of GCSE qualifications is not always shared by all pupils and parents. Engagement in some subject areas is therefore low and parental support and engagement is sometimes lacking.</p>
6	<p>Many of our pupil premium pupils do not have access to cultural experiences, such as instrumental lessons and visits outside of school.</p>

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
Improve attainment for disadvantaged pupils at the end of KS4.	By the end of our current plan in 2026-2027, there is a 10% decrease in the difference between disadvantaged and non-disadvantaged pupils achieving a 9-5 in English and maths, taking the disadvantaged figure to -13.1% (local average of -27.1%).

Those pupils currently disaffected in terms of engagement in the classroom (for different reasons and to differing extents) become better learners within the classroom and display more of the key and positive attributes needed to engage in quality learning.	Staff identify and report an improvement in pupil engagement and pupils' quality of work and contribution in lessons is increased. Pupils place more value on positive engagement within the classroom.
Improved knowledge and understanding from pupils on how to answer long answer and essay style questions across all subjects.	Pupils' marks for long answer and essay style questions in assessments both internal and external, increase.
Improved attendance of disadvantaged pupils.	Attendance of disadvantaged pupils improves to make a difference of no more than 2%.
All pupils and parents sharing the aim that pupils achieve as highly as possible across all subjects. Greater understanding of the curriculum and its intent and more support from parents for all curriculum subjects not just English and maths. (N.B. Many parents are incredibly supportive, this does not apply to all but a selection.)	Pupils displaying equal engagement in all subjects and valuing each qualification that they are trying to achieve. More positive engagement in homework and catch up for all subjects. Greater parental support in the options process and subject selection from all pupils.
Pupils do not miss out on cultural and extra learning opportunities as a result of financial hardship/difficulty.	Educational trips and activities e.g. music lessons, theatre trips, museum visits are provided free of charge for disadvantaged pupils to ensure they experience these opportunities.

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to focus on quality first teaching for all pupils through specific and targeted CPD, a supportive monitoring and feedback cycle and an effective and relevant ECT programme.	EEF – Toolkit – High-quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3

<p>Develop and start to deliver a quality first learner programme to equip pupils with the skills and qualities needed to be a successful learner in the classroom. This will also encompass parental engagement, attendance and punctuality as these are essential to developing a successful learner. Inherent in the process will also be engagement with homework and independent learning and revision.</p>	<p>EEF – Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5</p>
<p>Implement strategies to help pupils improve their ability and confidence in answering long answer questions and questions where extended writing is required. CPD on longer style questions will continue. PP leads will have a PM target to develop longer answer question resources to further enhance department provision in this area.</p>	<p>EEF Toolkit – Improving Literacy in secondary schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1,3</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £185,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English tutoring for pupils with the biggest attainment gaps and needing the most intervention to get them on target. This will also target pupils who were worst impacted by</p>	<p>EEF Toolkit – One to one tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,3,4</p>

the pandemic. A significant proportion of these pupils will be disadvantaged.		
Intervention programme during form time to develop key skills to better access the curriculum including literacy, numeracy, spelling, handwriting and reading.	EEF Toolkit – Improving Literacy in secondary schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,3,4
Pupil premium tracking – a new pupil premium tracking approach will be introduced this year and developed over the next three years. The aim will be to better inform parents of successes and areas of concern, identify and act on areas of concern sooner and increase reward and recognition for pupil premium learners when appropriate and deserved.	Tracking at department level will allow quick identification of pupils requiring extra intervention which can be provided through our catch up system which is already up and running.	1,2,4,5

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

Budgeted cost: £91,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	Since setting up a breakfast club five years ago, it has been well used by a number of disadvantaged pupils who rely on it for a positive start to the day in terms of food and nutrition and a friendly, welcoming environment.	1,4,6
Equipment clinic – including revision guides and resources	Disadvantaged pupils are typically less well-equipped for school and learning.	1, 2, 4,6
Provision of music lessons, school trips and	Before funding was available for this, disadvantaged pupils were typically far less likely to access such trips and provision	1,4,6

any other relevant opportunities.	thus limiting their life experiences and cultural capital.	
Eco-shop	Local and national situation at present has put a tremendous strain on some families finances and left some families unable to afford the increase in the cost of living.	1,5,6
Pupil premium tracking – a new pupil premium tracking approach will be introduced this year and developed over the next three years. The aim will be to better inform parents of successes and areas of concern, identify and act on areas of concern sooner and increase reward and recognition for pupil premium learners when appropriate and deserved.	Parental engagement EEF (educationendowmentfoundation.org.uk) The e-praise system has been extremely successful and whilst this approach wont mirror it it will have similarities that it is hoped that the pupils will respond to equally as positively.	1,4,5

Total budgeted cost: £386,350.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

There were some slightly disappointing disadvantaged results this year, particularly the drop in pupils gaining a 9-4 in English and Maths. However, there was an improvement of 1% in pupils achieving a grade 9-5 in English and Maths and an increase of 3.9% and 5.9% respectively for pupils achieving a grade 7-9 in English and a grade 7-9 in maths. This shows steady progress being made in pupils' achieving the strong and higher passes and is a pleasing increase. Work still needs to take place to push pupils from a grade 3 to a grade 4. Pupils achieving a grade 9-4 in English was 51% and this was exactly the same for pupils in maths. Compared to national data, our disadvantaged results for English and Maths at grades 9-5, were better with 35% of our pupils achieving this compared to 28.4% nationally. A principal piece of data needed for disadvantaged analysis is the progress 8 score for like for like disadvantaged pupils nationally. This data is not available yet but when it is will give us a clearer indication of how our disadvantaged pupils have performed compared with the national picture.

Attendance for disadvantaged pupils for 2023-2024 was 84.5% and for non-disadvantaged was 90.1%. The difference of 5.6% is still above our target of no more than 2% and a slight increase on last year. However, whole school attendance has also dropped and this reflects the national picture. Whilst still 3.6% away from our aspiration the **data is following the national trend (attendance data for 23/24 not published by DfE until march 2025)**.

Based on all the information above, the performance of our disadvantaged pupils, met expectations on some levels, but did not achieve all the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that many of the aspects of our strategy have been effective, particularly the areas of support offered to families and pupils such as the Eco-Shop, breakfast club and access to educational trips and resources. The impact of teaching strategies should start to be evidenced more as pupils who have experienced them for five years gain their results.

The individual tutoring for those pupils identified as significantly underachieving had mixed successes this year. Whilst some pupils did achieve a grade 4 or 5 on their English, maths and/or science, it was a less than 50% success rate with each subject. The number of disadvantaged pupils targeted in these groups was also low with 26% of maths, 19% of English and 0% of science pupils targeted being disadvantaged. On evaluation we need to look closely at who we target for this intervention to ensure it is as purposeful and beneficial as possible to the pupils accessing it. All pupils targeted had target grades of 5 or above. This has started to happen this academic year with work having begun between the PP lead, teaching and learning lead and the tutor to ensure the correct pupils are targeted and the tutoring process is more effective. New criteria has been implemented for tutoring to ensure the correct pupils are targeted and the process is being reviewed by the tutor and T & L lead to improve outcomes.

