

# Pupil premium strategy statement – West Park School

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	1463
Proportion (%) of pupil premium eligible pupils	25.97%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/25-2026/27
Date this statement was published	6 <sup>th</sup> November 2025
Date on which it will be reviewed	30 <sup>th</sup> September 2026
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	£384,850.00
<b>Total budget for this academic year</b> <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>	£384,850.00

# 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 all pupils' 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 the wider school development plan and links to our priority areas. The needs and provision addressed in our strategy, particularly those in section C, reflect the wider national picture at present and the current challenges that people are experiencing, reflective of today's society. 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
1	<p><b><u>Increase attainment at GCSE</u></b></p> <p>Whilst our 2025 examination results had pleasing elements and showed progress in specific areas, attainment for disadvantaged pupils is still lower than that of their non-disadvantaged peers. Disadvantaged attainment improved from 2024, with a notable increase at basics 9-4, however, an increase was expected and predicted with the cohort. There was also a slight increase in whole school attainment and the disadvantaged data matches this.</p> <p>The number of disadvantaged pupils achieving basics 9-5 was 32.8%, compared to the whole school figure of 51.2%. This difference of 18.4% is very slightly higher than last year's difference of 18%. Although an increase is disappointing, 0.4% only equates to 2.4 GCSE grades so the difference is negligible. 32.8% was also 1.8% up on disadvantaged data for basics 9-5 for 2024 which was 31%. Although an increase is positive and shows movement in the right direction, 1.8% equates to 10.9 GCSE grades so we want to continue striving to decrease the difference between disadvantaged and non-disadvantaged pupils and increase the number of grades 4 and 5+ and subsequently the basics statistics.</p> <p>Disadvantaged pupils achieving basics 9-4 in 2025 was 59.7% compared to a whole school figure of 72.9%. 59.7% is a 14.7% increase from 2024 which shows great improvement in pupils achieving basics 9-4. The difference of 13.2%, between non-disadvantaged and disadvantaged pupils at basics 9-4, shows a large improvement on the difference last year of 25%.</p> <p>Attainment 8 figures for disadvantaged pupils show a pleasing improvement of 5.1 from 2024, increasing to 38.8. Whole school attainment 8 in 2025 was 48.6 therefore a difference of 9.8. This shows a pleasing decrease of 2.8 in the difference between disadvantaged and non-disadvantaged attainment 8 scores from 2024-2025.</p> <p>Although we have seen improvements, we would like to see these figures improve further. Key performance factors we want to achieve are as follows:</p> <ul style="list-style-type: none"> <li>➤ Basics 9-5 to be in line with local and national averages for all pupils. Currently these are 47% 2024 (38.7% 2025) and 38.7% 2024 (45.2 % 2025) respectively.</li> <li>➤ The difference between all pupils and disadvantaged pupils achieving basics 9-4 to decrease to below 10%. Currently the difference is 25% 2024 (13.2% 2025)</li> <li>➤ Attainment 8 for disadvantaged pupils to be above 40. Currently this 33.7 2024 (38.8 2025)</li> </ul>
2	<p><b><u>Pupil engagement</u></b></p> <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 pupil's 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><b><u>Literacy barriers</u></b></p> <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</p>

	adversely disproportional effect on their result as these questions are worth more marks on the examination papers.
4	<p><b><u>Attendance</u></b></p> <p>Attendance of disadvantaged pupils is an issue with whole school attendance for 2024-2025 being 90% (90.1% 2023-2024) and disadvantaged attendance being 85.2 (84.5) %.</p>
5	<p><b><u>Parental engagement</u></b></p> <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><b><u>Lack of provision/experience</u></b></p> <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.	<p>By the end of our current plan in 2026-2027, the following performance goals are realised:</p> <ul style="list-style-type: none"> <li>➤ Basics 9-5 to be in line with local and national averages for all pupils. Currently these are 47% 2024 (38.7% 2025) and 38.7% 2024 (45.2 % 2025) respectively.</li> <li>➤ The difference between disadvantaged and non-disadvantaged pupils at west Park achieving basics 9-4 to decrease to below 10%. Currently the difference is 25% 2024 (13.2% 2025)</li> <li>➤ Attainment 8 for disadvantaged pupils to be above 40. Currently this 33.7 2024 (38.8 2025).</li> </ul>
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  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	1,2,3
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	EEF – Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>  <a href="#">Homework   EEF</a> <a href="https://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>  <a href="#">Parental engagement   EEF</a> <a href="https://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	1,2,4,5

developing a successful learner. Inherent in the process will also be engagement with homework and independent learning and revision.		
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.	EEF Toolkit – Improving Literacy in secondary schools  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	1,3

## 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
Maths, English and Science tutoring for pupils with the biggest attainment gaps and needing the most intervention to get them on target. A significant proportion of these pupils will be disadvantaged.	EEF Toolkit – One to one tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="#">Small group tuition   EEF</a>	1,3,4
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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>  <a href="#">Teaching Assistant Interventions   EEF</a>	1,3,4

More formalised tracking and intervention process developed to be followed by the Pupil Premium lead in each department. More regular analysis of disadvantaged pupils' attainment and more specific regular intervention when required to address knowledge and understanding gaps.	Specific intervention which addresses gaps in pupils' knowledge and understanding, identified from accurate assessment, is more beneficial than a general intervention group which does not look at specific need.	1,2,4,5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £91,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast allowance	On evaluation, we have adapted our breakfast club model to become a breakfast allowance. This allows pupils to access a wider range of breakfast products, is more cost effective and has led to a more consistent take up from pupils, mainly down to social reasons.	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 any other relevant opportunities.	Before funding was available for this, disadvantaged pupils were typically far less likely to access such trips and provision thus limiting their life experiences and cultural capital.	1,4,6
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

**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.

On the whole, disadvantaged results were pleasing with increases in most performance indicators. Attainment 8 score for disadvantaged pupils increased from 33.7 to 38.8, moving closer to our target of being above 40 by 2027.

Disadvantaged basics 9-4 increased from 45% to 59.7%, a particularly pleasing increase which demonstrates the work that has gone into identifying and supporting pupils who are borderline grade 3/4 and historically falling below and pushing lower 3's up to 4's. Disadvantaged basics 9-5 also increased, albeit not as greatly as 9-4, from 31% to 32.8%. Again, this is pleasing and shows movement in the right direction, but we would like to see a bigger increase in this score.

Pleasingly there has been a rise in the percentage of disadvantaged pupils achieving the top grades in maths and English. Basics 9-7 for disadvantaged stands at 6% compared with 2% in 2024. Although an increase of 4% is showing progress, it equates to only 4 out of 67 pupils. We will continue to develop strategies to increase the attainment of our higher ability disadvantaged pupils.

The difference between our disadvantaged pupils' basics 9-5 score and that of all pupils locally has decreased considerably. Whilst the difference did stand at 16% in 2024, a drop of 8.3% locally and our increase of 1.8% has reduced the difference to 5.9%. This shows the strong performance of our pupils (and staff) as we have gone against the trend and improved both our disadvantaged and non-disadvantaged 9-5 scores whilst others have decreased their attainment levels at both.

A further pleasing improvement is the percentage of pupils achieving 5 standard passes including maths and English. This figure has risen to 55.2%, an increase of 12.3% from 2024. This is more evidence that staff have become more skilled in helping pupils move into the grade 4 boundary.

Attendance for disadvantaged pupils for 2024-2025 was 85.2% and for non-disadvantaged was 90%. The difference of 4.8% is still above our target of no more than 2% but a slight decrease on last year of 5.6%. The decrease is due to a rise in disadvantage attendance of 0.7% and a decrease in whole school attendance of 0.1%. Although marginal, it is pleasing that the decrease in the difference is predominantly to do with the increase in disadvantaged pupils' attendance and not a decrease in whole school attendance.

Based on all the information above, the performance of our disadvantaged pupils, met expectations on some levels. We have made some progress towards meeting our performance goals for the 2026-2027 cohort and whilst some of this progress was substantial, notably basics at 9-4, some of the progress was marginal and it is predicted that 2026 results

will not be as strong with the current cohort we have in year 11. Therefore, we need to continue implementing our strategies and ensure our best practice is embedded with all year groups to ensure that we achieve all the outcomes we set out to achieve by 2026/27, 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 allowance 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. There was an increase in disadvantaged pupils targeted with tutoring with maths increasingly marginally from 26% to 28%, English increasing from 19% to 33% and Science increasing from 0% to 50%. However, the 33% in English was 2 out of 6 pupils (last year's 19% was 4 out of 20) and the 28% in maths was 4 out of 14 pupils (last year's 26% was 5 out of 19). Therefore, although an increase as a percentage, there are fewer disadvantaged pupils accessing tutoring in English and maths. In maths, the grades achieved by the pupils were 3,4,5 and 8. In English the grades achieved were 5:5 and 5:4, language: literature. In science there were more pupils targeted but 6 out of the 14 pupils targeted achieved at least 44 and three achieved at least 55. These results were improved from 2024 where the success rate for each subject of achieving 9-4 was less than 50%.

Despite the percentage of disadvantaged pupils receiving tutoring still being low, the figures for current year 10 and 11 pupils in receipt of tutoring are much more favourable for disadvantaged pupils. English percentages are 71 and 50, maths 75 and 60 and science 73 and 57 for years 10 and 11 respectively. As pupils are initially targeted in year 10, this demonstrates that changes made to the selection criteria have resulted in more disadvantaged learners being targeted.