

# Pupil Premium Strategy Statement

Summary information					
<b>School</b>	West End Academy				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£78,000	<b>Date of most recent PP Review</b>	Sep 2020
<b>Total number of pupils</b>	192 UFS- Y6	<b>Number of pupils eligible for PP</b>	39 (UFS – Y6) 20%	<b>Date for next internal review of this strategy</b>	Sep 2021

## School context

At West End Academy, the percentage of disadvantaged pupils for whom the pupil premium provides support is broadly in-line with the national average (20% compared to a national average of 24%). There are a number of factors affecting the Pupil Premium pupils attending our school. We believe that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way. At West End, we invest time and funding in opportunities and experiences which are designed to raise our pupils' aspirations and broaden their future horizons, starting with promoting the importance of excellent attendance.

Pupil Premium pupils at West End lack access to learning resources and wider experiences, in particular those that children in privileged families are often familiar with. We ensure that throughout their time at West End, Pupil Premium children have regular subsidised opportunities to enjoy stimulating visits, visitors and residentials (where government guidance allows). Pupil premium pupils are also supported financially with regards to school uniform and wider opportunities such as music lessons.

Poor communication, language and literacy skills of so many of our Pupil Premium pupils and families is also a significant barrier. Early reading and phonics is a key priority for us from the moment pupils enter nursery and this continues to be crucial for us through key stage 1 to ensure that all of our pupil premium pupils acquire the skills to pass through the 'reading gateway', preparing them for the wider KS2 curriculum and beyond. We strive to meet these needs by providing our Pupil Premium pupils with quality first teaching of reading and phonics whilst providing them with regular opportunities to access a wide and varied range of quality texts, starting with our fully decodable reading scheme in EYFS and KS1. Alongside this, we aim to create 'language rich' learning environments to help develop a love of literacy and promote the importance of language and good communication skills.

## Current attainment EYFS (based on 2019 data)

<b>Total number of pupils</b>	28	<b>Number of pupils eligible for PP</b>	3	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving GLD</b>				66%	Unknown
<b>% achieving all learning goals</b>				66%	Unknown
<b>% achieving all prime areas of learning</b>				66%	Unknown
<b>% achieving all specific areas of learning</b>				66%	71%

Current % achieving the expected standard in phonics at KS1 (based on 2019 data)					
% achieving the expected standard at Y1				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Total number of pupils</b>	26	<b>Number of pupils eligible for PP</b>	6	100%	82%
% achieving the expected standard at Y2 (re-sitting the screening).				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Total number of pupils</b>	6	<b>Number of pupils eligible for PP</b>	3	0%	n/a

Current attainment KS1 (based on 2019 data)					
<b>Total number of pupils</b>	28	<b>Number of pupils eligible for PP</b>	4	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths				50%	65%
Reading				50%	75%
Writing				50%	69%
Maths				50%	76%

Current attainment KS2 (based on 2019 data)					
<b>Total number of pupils</b>	30	<b>Number of pupils eligible for PP</b>	12	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths				42%	71%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )				<b>Person/Team Responsible</b>	<b>Cost</b>
<b>A.</b>	35% of pupils are assessed as working below ARE in CLL on entry to nursery.			SLT	£10,000
<b>B.</b>	A structured, systematic intervention program for phonics has been developed, shared and started but is not yet fully embedded and proven.			SLT	£10,000
<b>C.</b>	The use of assessment in KS2 is not currently rigorous enough to be able to quickly identify gaps in pupils' knowledge and in turn allow teachers to address misconceptions affectively to drive rapid progress.			SLT	£30,000
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )				<b>Person/Team Responsible</b>	
<b>D.</b>	Financial restraints of families and limited extra-curricular experiences when outside of school.			Sports Leader and SLT	£25,000
<b>E.</b>	Pupils lacking aspirations for the future and having a limited knowledge of opportunities which exist outside of their own locality.			SLT	£3,000

## A. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>35% of pupils are assessed as working below ARE in CLL on entry to nursery.</p>	<p><b>Active Ingredient 1-</b> All staff to use the new progression document for speaking and listening to support children who are behind ARE to plan and teach interventions.</p> <p><b>Active Ingredient 2-</b> CJ will support teaching staff with the use of this document.</p> <p><b>Active Ingredient 3-</b> Staff will attempt to use this training to improve their intervention sessions and their daily teaching on the areas of provision.</p>	<p>CPD will be given to all EYFS staff around effective use of key words and repetitive phrases which will aid children's communication and language acquisition.</p> <p>Formal communication will take place through staff meetings and regular meetings with HT. Staff will be encouraged to communicate informally to maintain momentum.</p> <p>Follow up support in terms of coaching will be provided by the HT on a regular basis.</p>	<p><b>Short term:</b>  <b>Fidelity:</b> All staff are able to clearly articulate the ways in which language acquisition is being developed. Staff are embedding proven strategies into their pedagogy.  <b>Acceptability:</b> The majority of staff experience a growing confidence in using repetitive carrier phrases and key language prompts that enable PP pupils to develop their language.  <b>Medium term</b>  <b>Fidelity:</b> There is a body of evidence in terms of planning and pupils work and monitoring activities that pupils are actively developing their verbal skills.  <b>Reach:</b>                      All Staff are confident in their own roles in terms of developing pupils' language. Teaching staff are confident that the activities and areas they have resourced enable pupils to develop their language and that non-teaching staff are confident in how to support pupils in these areas through effective facilitation.</p>	<p><b>Short term.</b> Pupils will begin to use carrier phrases and key language prompts to aid their language acquisition.  <b>Medium term-</b> Pupils' outcomes will improve in oracy. Pupils will be improved speakers and listeners and this will have a positive effect on their written outcomes and their understanding of instructions.  <b>Long term-</b> Outcomes for pupils will improve more rapidly as they move through reception in to UFS. Videos will show the improvements in language for a child from entry to UFS.</p>

## B. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>A structured, systematic intervention program for phonics has been developed, shared and started but is not yet fully embedded and proven.</p>	<p><b>Active Ingredient 1</b> – The SENDCo will continue to monitor the effectiveness of the phonics interventions and there will be weekly communication between DN and class teachers so that there is a shared understanding of how the children are progressing and what the next steps are. EEF’s Teaching and Learning Toolkit supports the use of one to one intervention and highlights the positive impact regular, focused interventions can have on pupil outcomes (+5 months for primary age pupils).</p>	<p>CPD will be given to all teaching staff around effective approaches to the delivery of phonics lessons and interventions. Formal communication will take place through staff meetings and meetings with HT, DHT or SENDCo. Staff will be encouraged to communicate informally to maintain momentum. Follow up support in terms of coaching will be provided by the SENDCo.</p>	<p><b>Short term:</b>  <b>Fidelity:</b> All staff are able to clearly articulate the ways in which phonics is taught most effectively and what phase each of their pupils is working at.  <b>Acceptability:</b> The majority of staff experience a growing confidence in delivering phonics lessons that are pitched in line with pupils’ current phonics phase.  <b>Medium term</b>  <b>Fidelity:</b> There is a body of evidence in terms of planning and pupils work and monitoring activities that pupils are making rapid progress towards reaching the ‘reading gateway’ by the end of Key Stage 1  <b>Reach:</b>                      All Staff are confident in the consistency and effectiveness of the whole school approach to phonics and early reading.</p>	<p><b>Short term.</b> Pupils phonics lessons and/or interventions will be planned and delivered following a consistent whole school model.  <b>Medium term-</b> Pupils will make rapid progress in phonics lessons and through interventions. Pupils’ reading will improve which will begin to impact on their work in other parts of the curriculum.  <b>Long term-</b> The percentage of pupils who pass the phonics test having failed in Year 1 will increase to at least 93%.</p>
<p><b>Review Progress at the end of the autumn term</b></p>	<p><b>Review Progress at the end of the spring term</b></p>		<p><b>Review Progress at the end of the summer term</b></p>	

### C. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p><b>Context:</b> The percentage of Pupil Premium pupils who achieved combined ARE at the end of KS2 was 42% - based on the most recent published data in 2019</p> <p>1. Teacher assessment of pupil premium pupils has not been rigorous enough to ensure that gaps in learning are identified and addressed quickly and effectively.</p>	<p><b>Active Ingredient 1</b> – HT to identify pupils who need to achieve combined ARE for the current year 6 cohort. HT to work closely with the year 6 teacher to communicate which pupils can realistically be targeted to achieve ARE in reading, writing and maths.</p> <p><b>Active Ingredient 2</b> – HT to work with Year 6 teacher on the planning and delivery of focused interventions where pupils gaps in knowledge is currently behind ARE. Year 6 staff and HT to deliver these interventions and monitor their impact.</p> <p><b>Active Ingredient 3</b> – Pupil resources to be bought to enhance current maths provision linked to key facts and arithmetic.</p> <p><b>Active Ingredient 4</b> – Pupil resources to be bought linked to reading comprehension.</p> <p><b>Active Ingredient 5</b> – Pupil revision guides for reading, writing and maths to be bought to support pupils in preparation for the SATs.</p> <p><b>Active Ingredient 6</b> – HLTAs will continue to be employed to release members of the SLT so that teaching and learning can be improved through school, focusing on rigorous in-lesson AFL.</p>	<p>Regular CPD will be given to the Year 6 teacher in regards to the planning and delivery of reading, writing and maths content.</p> <p>Formal communication will take place through staff meetings and meetings with HT and the English lead.</p> <p>Follow up support in terms of coaching will be provided by the HT on a weekly basis.</p>	<p><b>Short term:</b>  <b>Fidelity:</b> Year 6 teacher to be confident on who the targeted pupils are and what provision is in place to make sure a greater proportion of them achieve combined ARE by the end of the year.  <b>Acceptability:</b> Year 6 staff experience a growing confidence in being able to talk about the progress that targeted pupils are making in reading, writing and maths and they are increasingly able to talk about what pupils' next steps are.  <b>Medium term</b>  <b>Fidelity:</b> Termly standardised scores from practice SATs will show that an increasing percentage of pupil premium pupils achieve combined ARE.  <b>Reach:</b>                      All Staff are confident in the consistency and effectiveness of provision for pupil premium pupils in reading, writing and maths. Core subject leaders closely monitor the impact that improved planning and new, bought resources have on outcomes.</p>	<p><b>Short term.</b> Pupils outcomes in books will show that they are achieving ARE in reading, writing and maths. Pupils will speak positively about new resources and interventions and communicate how they are having an impact on their learning.</p> <p><b>Medium term-</b> Pupils will have made rapid progress between assessment periods and standardised scores will show that they are working towards a scaled score of 100 in reading and maths and working towards the expected standard in writing.</p> <p><b>Long term-</b> The percentage of pupils who achieve combined ARE will be 71% (5 out of 7 children) compared to 42% in 2019 (the school's most recent published data).</p>
<p><b>Review Progress at the end of the autumn term</b></p>	<p><b>Review Progress at the end of the spring term</b></p>		<p><b>Review Progress at the end of the summer term</b></p>	

## D. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>1. Pupils typically experience limited opportunities to visit places of interest outside the area in which they live.</p> <p>2. Financial restraints for some families mean that pupils are unable to take part in clubs and competitions outside of school.</p> <p>3. Financial restraints for some families mean that pupils do not always have the correct uniform and/or PE kit.</p> <p>4. Pupils do not always have access to resources which allow them to continue their learning at home. Financial restraints and lack of awareness means that pupils do not always have access to reading books, stationary or the means to buy revision guides.</p> <p>5. Pupils do not regularly complete their homework, read their book and learn their weekly spellings.</p>	<p><b>Active Ingredient 1</b> – A proportion of funding to be used to subsidise school visits and visitors to school for all pupil premium pupils. Evidence taken from the EEF's Teaching and Learning Toolkit supports that collaborative learning through such experiences have a consistently positive impact on pupils.</p> <p><b>Active Ingredient 2</b> – Pupils able to participate in after school clubs either for free or at a significantly subsidised rate. After school clubs to continue to be more varied, linked to sport and the wider curriculum to accommodate a wider set of pupils' interests. Wakefield Music Service guitar lessons to be fully funded for pupils who sign up.</p> <p><b>Active Ingredient 3</b> – Funding will ensure that all classes have a new supply of PE kit. Year 6 blazers will be bought for pupils to ensure that are fully prepared for school. Funding will also make sure that pupils have new, clean pumps for use inside school.</p> <p><b>Active Ingredient 4</b> – Revision guides to be bought for pupils in year 6 for reading, GPS and maths. Reading books to be bought for pupils to support the book they are studying in class.</p>	<p>Office staff to manage number of pupil premium pupils attending visits and so that funding is distributed correctly.</p> <p>HT to monitor pupils' participation in after school clubs and whether the variety of new clubs continues to meet the needs of pupil premium pupils.</p>	<p><b>Short term:</b>  <b>Fidelity:</b> All staff to be aware of how the pupils in their class are being supported with resources to help them to be prepared for school and helping them to continue their learning at home. All staff to have a knowledge of how pupils are being supported to take part in clubs and visits  <b>Acceptability:</b> All staff experience a growing confidence in being able to talk about how disadvantaged children are supported financially so that they are able to access uniform, learning resources and access wider opportunities within school.  <b>Medium term</b>  <b>Fidelity:</b> Monitoring will show that all pupils are able to access school visits and participation in after school clubs will continue to increase, particularly in KS1. Children will have the correct uniform and will not 'appear' different to their non-pp peers.  <b>Reach:</b>  All Staff are confident in the consistency and effectiveness of provision for pupil premium pupils. SLT closely monitor the impact that bought resources have on outcomes and wider, extra-curricular opportunities have on pupil's well-being and overall school experience.</p>	<p><b>Short term.</b> Pupils' participation in lunch and afterschool clubs will continue to increase and pupils will speak positively about the range of clubs that are on offer. Pupils will also speak positively about the music lessons they attend.  <b>Medium term-</b> Participation in lunch and afterschool clubs will have increased significantly. Year 2 and 6 pupils will have access to new revision guides and they will feel supported in their revision. Pupils will have made good progress in their music lessons and continue to enjoy the experience.  <b>Long term-</b> There will be no gap between the number of PP and Non-PP pupils attending school clubs. The use of revision guides will have fully prepared pupils for their SATs, resulting in an increased number of pupils making positive progress from their KS1 starting points.</p>
<b>Review Progress at the end of the autumn term</b>	<b>Review Progress at the end of the spring term</b>		<b>Review Progress at the end of the summer term</b>	

## E. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<ol style="list-style-type: none"> <li>1. Some pupils have little or no experience of parents/family members having a job.</li> <li>2. Pupils have a limited view of future opportunities outside of Hemsworth.</li> <li>3. Many of our pupils suffer with poverty of expectation. They have a limited understanding of how their life can change for the better and the routes they need to take to achieve this.</li> </ol>	<p><b>Active Ingredient 1</b> – Half-termly assemblies will focus on raising aspirations through focusing on a particularly profession – these will be delivered by the professionals themselves sourced through the Primary Futures Project.</p>	<p>HT to liaise with Primary Futures Project on planning assemblies in consultation with the JLT.</p>	<p><b>Short term:</b>  <b>Fidelity:</b> All staff to be aware of how pupils' aspirations are being raised/developed through visitor-led assemblies.  <b>Acceptability:</b> Staff experience a growing confidence in being able to talk about how pupils' aspirations are being raised.  <b>Medium term</b>  <b>Fidelity:</b> Pupils will be able to speak about a wider range of future opportunities linked to the assemblies and be able to talk about the 'road' they would need to follow to achieve such a position.  <b>Reach:</b>                      All Staff are confident in the strategies which are in place to raise pupils aspirations and can talk about specific pupils and how the strategies are having a positive impact of them and their outlook on the future.</p>	<p><b>Short term:</b> Pupils will have a growing knowledge of professions from the autumn assemblies.  <b>Medium term:</b> Pupils will possess an increasing knowledge of professions and the skills which are needed to pursue a career in that area.  <b>Long term:</b> Conversations with pupils will evidence that they now have a wider set of aspirations linked to their increased knowledge of professions and career routes.</p>
<p><b>Review Progress at the end of the autumn term</b></p>	<p><b>Review Progress at the end of the spring term</b></p>	<p><b>Review Progress at the end of the summer term</b></p>		