

Pupil premium strategy statement

School overview

Detail	Data
School name	West End Academy
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 - 2024/25
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	ASC
Pupil premium lead	Mr C Johnson
Governor / Trustee lead	Mrs J Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,455
Recovery premium funding allocation this academic year	£4,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,655

Part A: Pupil premium strategy plan

Statement of intent

West End Academy believes that all pupils, regardless of their background, should achieve highly and reach their potential across the curriculum. The focus for our pupil premium strategy is to make sure that our disadvantaged children are supported in reaching this goal.

High quality teaching for all of our children in every subject is at the forefront of our approach. This is because research deems this to be the best way of ensuring all of our children make great progress across the curriculum. It will also enable the school to close the gap in attainment between disadvantaged and non-disadvantaged children.

A great deal of time is spent supporting our staff in making improvements to their practice which will benefit all of the children who attend the school. This is an integral part of the school's development plan. It is believed that this approach will improve and sustain performance of our disadvantaged children over a long period of time.

Through our robust assessment, we are aware of the common challenges and individual needs that impact on the performance of our disadvantaged children. These are clearly identified in this strategy and feed through into the school's development plan.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children typically enter school with a low baseline in speaking, demonstrating poor communication skills and limited vocabulary.
2	Ensure that our children are able to read fluently and as a result are able to access all areas of the curriculum.
3	Address lost learning in maths caused by school closures. The time that children have lost has meant that there are significant knowledge gaps especially in arithmetic.
4	Improve our children's attendance so that they don't miss any more school.
5	Our disadvantaged children have limited opportunities to develop their talents and interests outside of school. Financial restraints for some families mean that pupils are unable to take part in extra-curricular clubs.
6	Make sure that our disadvantaged children learn more and remember more across the curriculum.

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
The oral language and vocabulary will be improved for disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Children are able to read fluently as a result of high-quality teaching and intervention.	<p>Most of our children will leave year 2 being able to read fluently.</p> <p>By the end of Key Stage 2, the percentage of disadvantaged children reaching the expected level in reading will be higher than the national average.</p>
Improve the attainment in mathematics for our disadvantaged children at the end of Key Stage 2.	By the end of Key Stage 2, the percentage of disadvantaged children reaching the expected level in mathematics will be higher than the national average.
Pupils attend school regularly and this improvement is sustained over time.	<p>The attendance of disadvantaged children will be in line with the national average.</p> <p>The percentage of disadvantaged children persistently absent will be in line with the national average.</p>
More of our disadvantaged children will attend extra-curricular activities.	79% of our disadvantaged children attended an extra-curricular club from September 2019 to March 2020. This will increase from September 2024 to July 2025.
The quality of teaching and learning, particularly in relation to disadvantaged children, improves over the next three years.	Subject leaders will recognise that children are learning more and remembering more than what they were doing in September 2021.

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: £44155

Activity	Evidence that supports this approach	Challenge number(s) addressed
A coaching model, led by the school's senior leadership team, will be implemented throughout the school giving teachers and support staff access to ongoing feedback in order to aid their development and improve quality first teaching.	Coaching will focus on children learning more and remembering more across the curriculum. There will also be a focus on elements identified by the EEF as having high impact on pupil progress: Feedback: +8 months accelerated progress Collaborative Learning: +5 months accelerated progress	1,2,3 and 6.
Strengthening the teaching and acquisition of vocabulary across all subject areas, initially in the early years, so that all children can access the school curriculum.	The EEF toolkit suggests that quality teaching carried out by a teacher, which specifically meets the needs of the child/group: +4 months accelerated progress	1
Provide ongoing training to support the delivery of teaching reading fluency to teachers and support staff.	Well-trained teachers of reading, who have strong subject and pedagogical knowledge, can have the most impact on pupil attainment and progress.	2

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

Budgeted cost: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one structured interventions using LaunchPad for Literacy will be delivered in the Early Years setting.	The EEF toolkit suggests that oral language interventions can improve outcomes: + 5 months accelerated progress.	1
Embed reading fluency intervention for year 2 and the children who need it in Key Stage 2.	Targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary: + 5 months accelerated progress.	2

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children, including those who are disadvantaged, are provided with experiences and opportunities to develop skills and talents across the curriculum which will support their personal development.</p>	<p>The EEF believes that enriching education has intrinsic benefits and all children deserve a well-rounded, culturally rich education.</p> <p>The EEF toolkit suggests that from wider involvement in the arts, improved outcomes have been identified in English, mathematics and science learning + 3 months accelerated progress.</p> <p>Wider benefits on attitudes to learning and wellbeing have also consistently been reported. Participating in sports and physical activity is also likely to have wider health and social benefits + 1 month accelerated progress.</p>	<p>5</p>
<p>The trust's education welfare officer will provide targeted support and intervention in order to secure strong, regular attendance and punctuality.</p> <p>Robust systems will be in place to support the school reaching its attendance target.</p>	<p>Regular school attendance is essential in order to ensure that this strategy can be implemented effectively.</p> <p>Research (UCL 2020) concludes that reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils.</p>	<p>4</p>

Total budgeted cost: £56,655

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 2021 to 2022 academic year.

Oral Language and Vocabulary

The impact of Talk for Stories can be seen in the Reception classroom. Children have been observed using the Tier 2 vocabulary that has been modelled to them during carpet sessions. The class teacher can also show how this vocabulary has been transferred into the children's writing or by children when they are playing in the areas of provision in the classroom. There is a clear focus on the development of language and Tier 2 words in reception. This practice has been developed a lot this year and it would benefit from being reviewed and identifying how this could be used within nursery and the nursery curriculum.

Launchpad for Literacy has been used well by the Reception teacher to show small next steps when considering development of language for those children that need specific intervention. This practice will continue to be developed next year so that adults can show how these next steps are being worked on both during intervention sessions and also importantly within the daily classroom provision.

Reading Fluency

By the end of the summer term, 70% of children in year 2 could read fluently. Of those 8 children who didn't reach 90 words a minute, 2 are new to school. The number of children across KS2 who now can't read fluently has reduced from 36 to 14. The majority of these children are the lowest 20%. Next year, there will be further support to enable this group of children to make better progress.

Attainment

63% of our disadvantaged children in year 6 reached the expected standard in reading, writing and maths. This is much higher than the 42% in 2019. It is also higher than the figure for all children nationally which is 59%. This shows that systems that have been put in place to support these children have been successful. High-quality teaching and targeted intervention, both regularly monitored, will be the way forward for next year.

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