

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	WYGATE PARK ACADEMY
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that your current pupil premium strategy plan covers	3 YEAR PLAN (Year 2)
Date this statement was published	SEPTEMBER 22
Date on which it will be reviewed	APRIL 23
Statement authorised by	CRAIG EARLY
Pupil premium lead	WENDY DEVINE
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,090
Recovery premium funding allocation this academic year	£3770
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	£50,860

Part A: Pupil premium strategy plan

Statement of intent

At Wygate Park Academy we want our children to be knowledgeable of the world around them and to develop the skills and values to be successful and make positive contribution to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind. At Wygate Park Academy we are determined to ensure that our children are given every chance to realise their full potential and aspire to do their best in order to develop into courteous individuals who make the most of opportunities that come their way. Learning at Wygate Park is engaging, interactive and includes a range of experiences within the classroom and beyond. Children will be challenged and supported to achieve their potential.

The Key Principles of our plan are based around:

- Good teaching practice
- Staff Development
- Exploration of evidenced-based summaries to inform the best use of funding
- Accelerate progress so that children reach and exceed expectations

We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil
- Are consistent (based on agreed core principles and components) but also flexible and responsive
- Are evidence-based
- Are focussed on clear short-term goals providing opportunities for pupils to experience success
- Include regular, high-quality feedback from teaching staff.
- Emphasise relationship-building, both with appropriate adults and with their peers
- Raise aspirations through access to high-quality educational experiences
- An emotionally-intelligent approach to the setting of clear behaviour boundaries
- Positive reinforcement
- Building self-esteem
- Learning support (both one to one and in small groups) led by Teacher and TA
- Enrichment activities that offer children the opportunity to develop talents and raise their aspirations.

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	Pupils join the school with poor social and communication skills in EYFS (vocabulary & oracy). This can impact on chn's ability to access early Phonics and reading skills.
2	Parental engagement with school (access to devices, online learning tools, homework support). Attendance of disadvantaged pupils compared with non-disadvantaged.
3	Deficit of language and vocabulary which impacts on chn's engagement with books, and the ability of developing reading skills effectively. Deficit of PP chn having access to a range of high-quality reading materials to promote the love of Reading
4	Language and vocabulary deficit impacts on chn's confidence within writing (links to the gap within reading)
5	Gap in the experiences of PP chn in the wider world with non-PP chn, which can impact on aspiration, self-esteem and confidence.

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
Pupils entering EYFS make accelerated progress from their starting points – especially in communication & language	% of PP chn achieving GLD compared to non-PP chn closes Greater % of PP chn achieve ELG in communication & language
Work collaboratively with families to ensure that PP chn attend school regularly. Engage parents to understand the importance of education. Support parents in supporting chn with school work and life	Attendance of PP chn is in line with National (96%) Decrease in PP chn being classed as PA Attendance of parents at Parents Eve, Curriculum Evenings
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	Achieve national average progress scores in KS2 Reading, Writing, Maths Gap between attainment of non-pp with pp chn has closed.
Ensure disadvantaged chn receive a rich and broad curriculum, which is aspirational and challenging	Chn's engagement with wider curriculum, Sports Clubs increased Positive attitudes to learning (pupil Voice, Interviews) Trips, Visits, Visitors logged/feedback received. Increase/sustained push on exploring wider opportunities for PP chn (initiatives, trips out, industry links etc.)

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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that disadvantaged children achieve in line with non-disadvantaged children in phonics. All staff, inc. TAs to receive relevant training on Phonic teaching & delivery Focus on early language and vocabulary acquisition in EYFS CPD: £1000</p>	<p>Communication and Language Approaches</p> <p>Oral Language Interventions</p> <p>Phonics</p> <p>Effective Professional Development Guidance Report</p> <p>EY-peer-to-peer-search-protocol.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1 3</p>
<p>CPD for staff on effective formative and summative assessment – to identify gaps quickly. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils CPD: £500</p>	<p>Feedback Toolkit “Teacher Feedback To Improve Pupils Learning”</p> <p>Feedback Approaches and educational attainment in children and young people The impact of Feedback on student attainment: a systematic review Published: August 2021 Authors: Mark Newman, Irene Kwan, and Karen Schucan Bird (EPPI-Centre, UCL Institute of Education); Hui-Teng Hoo (Nanyang Technological University, Singapore)</p> <p>Effective Professional Development Guidance Report</p>	<p>3</p>
<p>Continued training support for ECT teachers CPD: £1000</p>	<p>Effective Professional Development Guidance Report</p>	<p>1 2 3 4 5</p>

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

Budgeted cost: £39,065.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure there is a consistent approach to teaching & assessing writing across the school</p> <p><i>Spelling Shed: £25.20</i></p> <p><i>Literacy Shed Plus: £24.59</i></p>	Feedback Toolkit	4
<p>Ensure consistent and robust approach to Guided Reading and Reading for Pleasure</p> <p><i>Reading Eggs - £137.49</i></p> <p><i>Digital Reading Records - £39.20</i></p> <p><i>BEDROCK - £127.70</i></p> <p><i>Phonics Shed: £390.60</i></p> <p><i>School Library: £6000</i></p>	<p>Oral Language Interventions Toolkit</p> <p>Phonics Toolkit</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	3 4
<p>Targeted support for chn using QFT & targeted interventions (small group/1:1 work) to narrow the progress and attainment gap between disadvantaged & non-disadvantaged pupils</p> <p><i>TA support staff: £35,511.28 (inc. targeted intervention)</i></p> <p><i>PiXL Assessment Package - £378</i></p> <p><i>Tapestry - £31.92</i></p>	<p>Making Best Use of Teaching Assistants</p> <p>EEF Guidance toolkit</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1 3 4

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

Budgeted cost: £6728.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Free access to Breakfast & Afterschool Club.</p> <p>Use of EWO Team to ensure that families with poor attendance are supported effectively.</p> <p>Use of Central Team Pastoral support to engage families.</p> <p><i>BASC Fees: £3606.26</i></p> <p><i>Central Team costs: £2320.64</i></p>	<p>How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice</p> <p>Published September 2019</p> <p>Authors: Nick Axford¹, Vashti Berry², Jenny Lloyd², Darren Moore², Morwenna Rogers², Alison Hurst², Kelly Blockley¹, Hannah Durkin² and Jacqueline Minton²</p> <p>¹ University of Plymouth</p> <p>² University of Exeter</p>	1 2

	EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloud-front.net) Magic Breakfast EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	
<p>Disadvantaged chn to have funded trips and visits places.</p> <p>To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development.</p> <p>Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos.</p> <p>Access for PP chn to online learning platforms</p> <p><i>Bikeability - £33.60</i></p> <p><i>LBQ Devices - £230.86</i></p> <p><i>LBQ Licence: £210.00</i></p> <p><i>Carrot Rewards: £152.60</i></p> <p><i>TT Rockstars: £14.28</i></p> <p><i>Magical Maths Subscription: £160</i></p>	<p>Improving School behaviour EEF Guidance Report</p> <p>Behaviour</p> <p>Improving Behaviour in Schools: Evidence Review</p> <p>Published: December 2019</p> <p>Authors: Darren Moore¹, Simon Benham-Clarke², Ralph Kenchington², Chris Boyle¹, Tamsin Ford², Rachel Hayes² and Morwenna Rogers², Jacqueline Minton²</p> <p>¹ Graduate School of Education, University of Exeter</p> <p>² University of Exeter Medical School</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p> <p>5</p>

Total budgeted cost: £51,894.22

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.

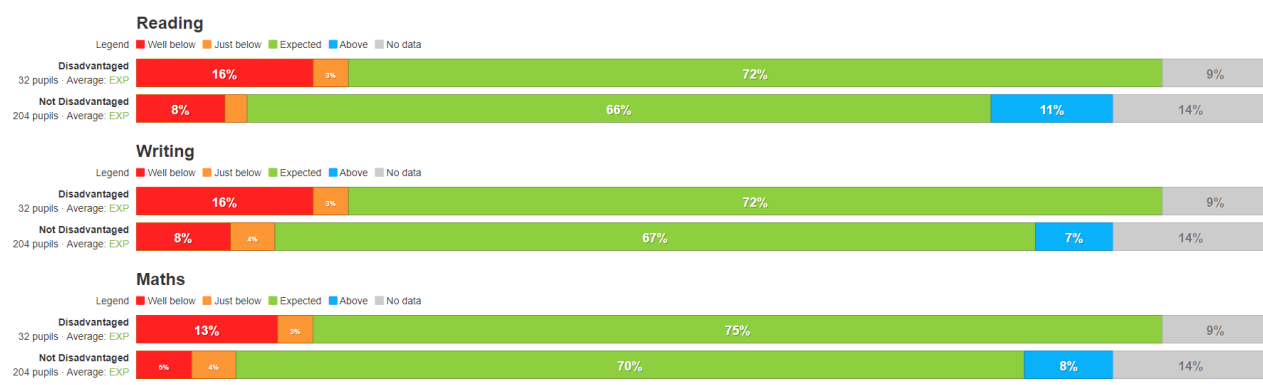
DECEMBER 21 REVIEW:

Pupil Premium:

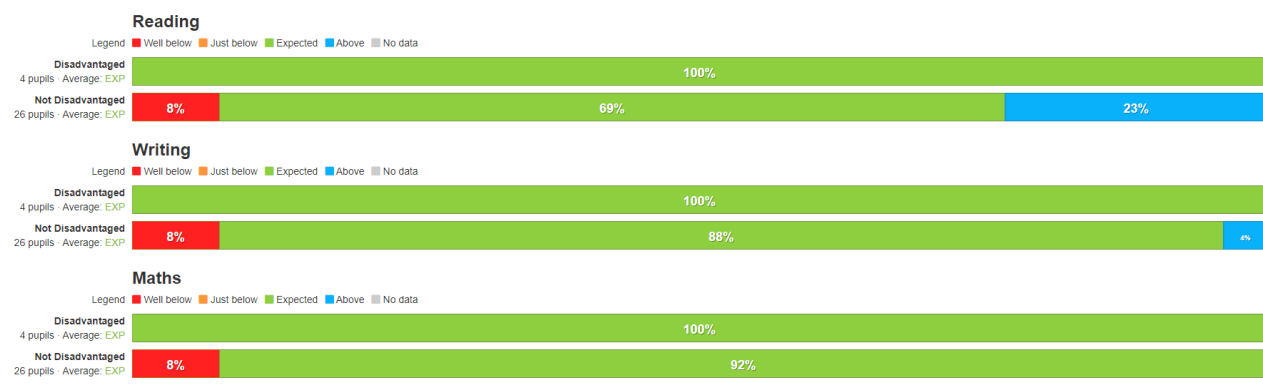
Pupil Premium strategy has been shared with staff, to ensure a whole school approach to raising standards for disadvantaged children.

25% (1/4) PP chn entering EYFS were at the expected level of development typical for Reception chn in all areas. The school has designed the provision to ensure all chn, especially PP, make accelerated progress and achieve GLD. At the end of the year the school predicts that 75% (3/4) will achieve GLD.

Across the school, PP chn are achieving well in line with non-PP chn. Autumn Term 2 data shows:



Data shows that PP chn in Year 6 are achieving well alongside their peers: Autumn Term



Attendance:

Attendance meetings between Inclusion Lead and Office occur weekly - detailed analysis of PA chn is conducted and "target" families identified and monitored.

Current attendance figures for Autumn Term:

PP: 94.96%
 Non-PP: 95.36%

PP attendance is nearly in line with non-PP - figures affected by 1 PP child who had extensive time off for medical reasons.

PP attendance figures are above National figures for whole school attendance.

Wider Strategies:

Support given with trips/in school events : 16% (5/32)

PP chn supported to access Breakfast & ASC:

Breakfast Club: 41% (13/32)

ASC: 47% (15/32)

PP Chn attending clubs: 44% (14/32)

JULY 22 REVIEW:

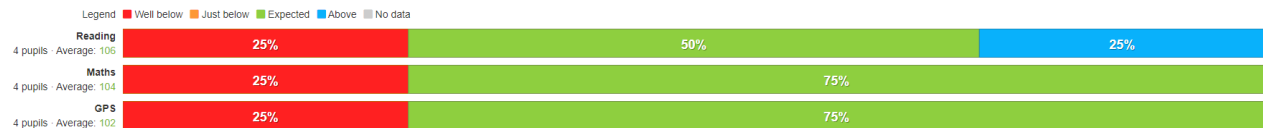
FINAL DATA KEY YEAR GROUPS:

EYFS:



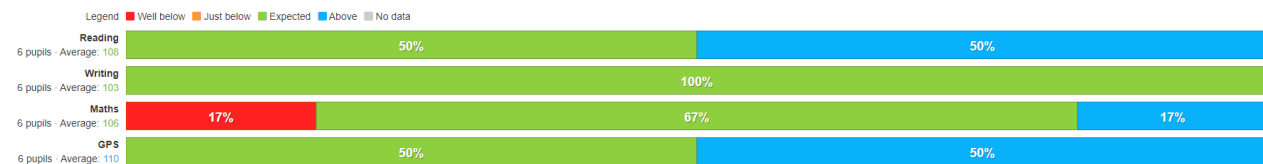
PP chn achieved well in EYFS with 75% GLD.
 1 child who did not achieve GLD is also SEND.

KS1:



1 child who did not achieve in the SATs, was close. Scaled scores of 97+.
 This child joined the school at the end of Year 1.

KS2:



At the end of KS2 SATs – PP chn performed very well.

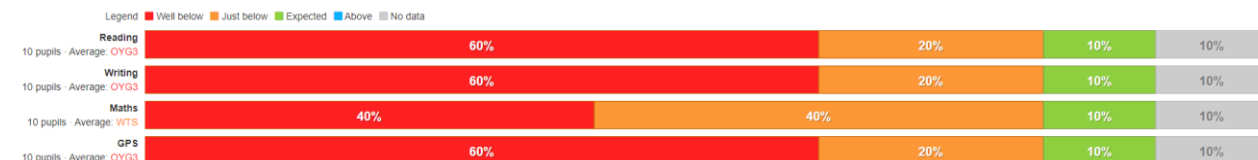
100% achieved ARE in Reading, Writing, GPS.

83% achieved ARE in Maths. (1 child who didn't achieve is also SEND)

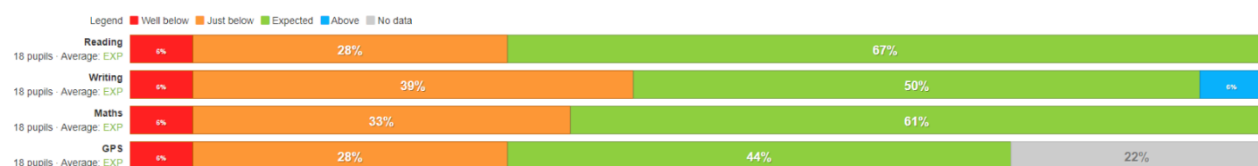
Overall the disadvantaged chn have performed well in the key year groups across RWM. This shows that the money invested in PiXL, interventions and assessment tracking are paying off, with more children achieving the expected standard at the end of key year groups.

10 chn who are disadvantaged are also on the SEND register (exc: YR & Y6)

1 child has only just joined – hence no data



Compared to chn who are just in the disadvantaged bracket:



This shows that these chn are performing better than chn who fall under the PP & SEND bracket.

Phonics:



4/5 chn achieved the standard in the Y1 Phonic screening check.

Approaches to Phonic teaching, dedicated interventions with clear training have had an impact in this area.

Attendance:

FSM: 94.23%

Non-FSM: 95.28%

9% (4/46) have had direct work with the EWO regarding attendance

41% of chn have had free access to ASC and BKC across the academic year when required (19/46)

Attendance breakdown:

19 disadvantaged children were affected by absences due to COVID and subsequent isolation.

Attendance of disadvantaged chn not affected by COVID related absence is 95.96%

Wider Experiences:

39% of chn have been supported with costs towards Cultural visits/swimming this academic year (18/46)

41% of chn have had free access to ASC and BKC across the academic year when required (19/46)

41% of chn have attended an afterschool sports club paid for by the school. (19/46)

17% (8/46) have had direct intervention/work with the pastoral team

9% (4/46) have had direct work with the EWO regarding attendance.

2 chn have been supported in purchasing uniform/leavers hoodies

22% (10/46) were funded to attend the Magical Maths Club

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.