

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	285
Proportion (%) of pupil premium eligible pupils	18% (50)
Academic year/years that your current pupil premium strategy plan covers	3 YEAR PLAN (Year 1)
Date this statement was published	SEPTEMBER 24
Date on which it will be reviewed	DECEMBER 24
Statement authorised by	CRAIG EARLY
Pupil premium lead	WENDY DEVINE
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,998
Recovery premium funding allocation this academic year	0
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	£74,998

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: £72,786.15

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>Spelling Shed: £68.04</p> <p>Literacy Shed Plus: £34.83</p> <p>Letterjoin: £44.64</p>	Feedback Toolkit	4
<p>Ensure consistent and robust approach to Guided Reading and Reading for Pleasure</p> <p>Boom Reader: £82.44</p> <p>BEDROCK - £253.21</p> <p>Phonics Shed: £108</p> <p>Phonics play: £13.50</p> <p>Big Cat Digital Books: £59.98</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>TA support staff: £61,435.08 (inc. targeted intervention)</p> <p>PiXL Assessment Package - £438.20</p> <p>INSIGHT - £118.80</p> <p>Tapestry - £28.80</p> <p>NELI Language Intervention – £42.50</p> <p>Maths Support inc. White Rose</p> <p>Maths/Master The Curriculum: £56.40</p> <p>Provision Map: £180.90</p> <p>T&L Standards Lead: £9820.80</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: £19,205.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Free access to Breakfast & Afterschool Club. Use of EWO Team to ensure that families with poor attendance are supported effectively. Use of Central Team Pastoral support to engage families.</p> <p>BASC Fees: £5968.98 Central Team costs: £4301.82 Family Support Worker: £4627.44 Inclusion Strategic Lead: £2239.78</p>	<p>How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice Published September 2019 Authors: Nick Axford¹, Vashti Berry², Jenny Lloyd², Darren Moore², Morwenna Rogers², Alison Hurst², Kelly Blockley¹, Hannah Durkin² and Jacqueline Minton² ¹ University of Plymouth ² University of Exeter</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloud-front.net) Magic Breakfast EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2</p>
<p>Disadvantaged chn to have funded trips and visits places. To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development. Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Access for PP chn to online learning platforms</p> <p>LBQ Devices - £90 LBQ Licence: £262.46 Carrot Rewards: £208.98 TT Rockstars: £19.05 Jigsaw PSHE/RE: £179.10</p>	<p>Improving School behaviour EEF Guidance Report</p> <p>Behaviour Improving Behaviour in Schools: Evidence Review Published: December 2019 Authors: Darren Moore¹, Simon Benham-Clarke², Ralph Kenchington², Chris Boyle¹, Tamsin Ford², Rachel Hayes² and Morwenna Rogers², Jacqueline Minton² ¹ Graduate School of Education, University of Exeter ² University of Exeter Medical School</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2 5</p>

Total budgeted cost: £94,491.50

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 2023 to 2024 academic year.

JULY TERM REVIEW 2023/24:

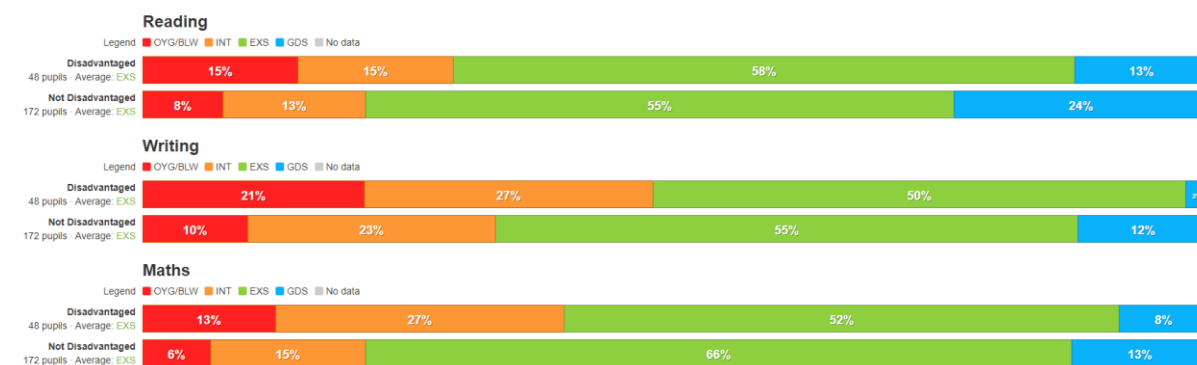
DATA ANALYSIS:

PHONICS:

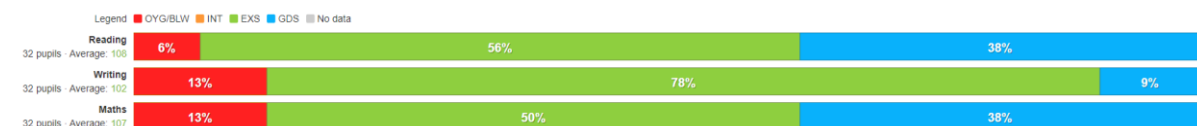
78% of PP chn achieved the PSC by end of Y1 (7/9)

89% of PP chn achieved the PSC by end of Y2 (8/9)

WHOLE SCHOOL COMPARISON:

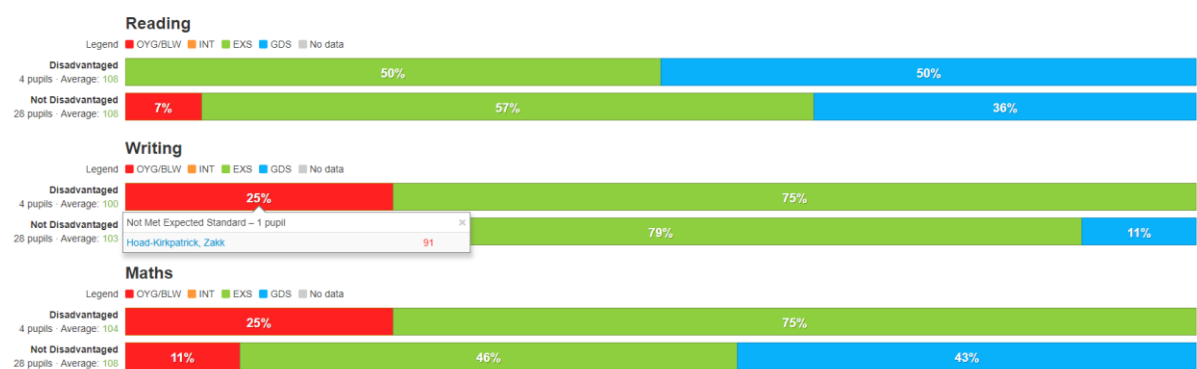


END OF KS2 OUTCOMES:



Combined was 88%

For PP vs Non-PP chn:



100% of PP chn (4/4) achieved EXS in Reading. 2chn were GDS in Reading

75% achieved EXS in Writing and Maths. The 1 child who didn't achieve EXS in Writing/Maths is also SEND.

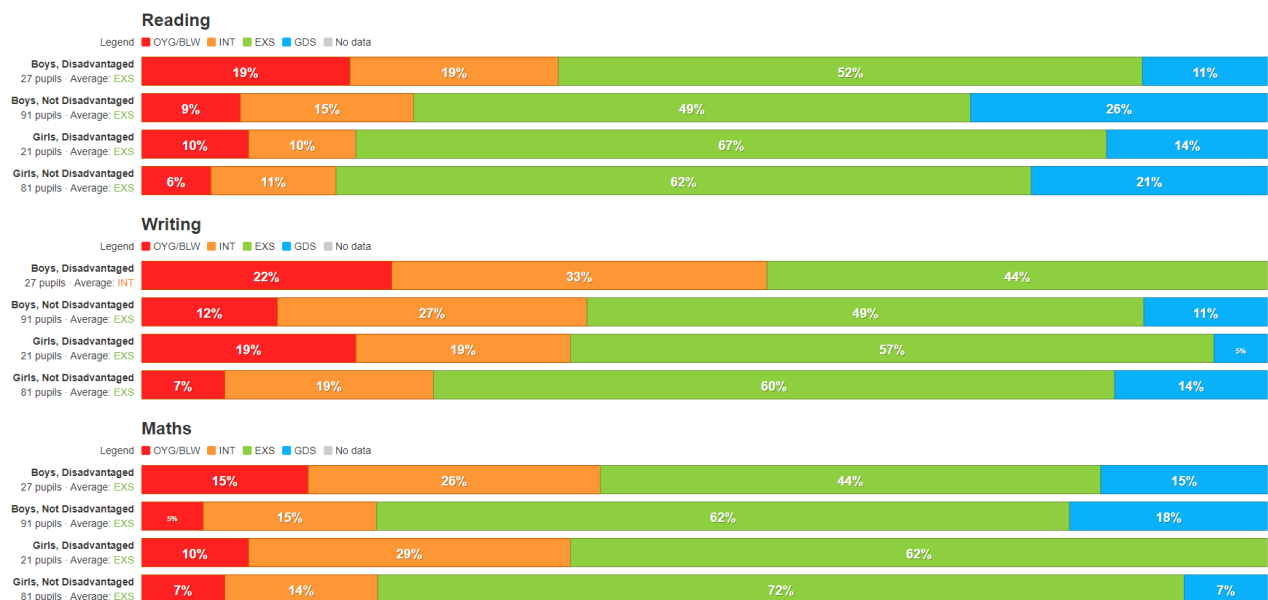
PP chn again performed well against non-PP across the school in Reading in particular.

The gap is slightly wider in Maths and Writing.

EYFS:

2/5 chn achieved GLD at the end of EYFS.

Girls V Boys:



NTP Funded Chn:

12/14 chn targeted for Phonics passed the PSC Test in Y1 (86%)

3 children received specific tutoring for Reading and Maths across the Academic year. 100% achieved EXS and above in the KS2 SATs.

4 children receiving tutoring in Writing in Y3 – ¼ made EXS by the end of the year, with the other 3 achieving WTS and an expectation that they will now accelerate through and be EXS by the end of Y4.

WIDER EXPERIENCES:

Family Learning: **9%** (9/58)

Uniform Purchased: **3%** (2/58)

Taxi Provided: **2%** (1/58)

Help funding Trips/Activities: 34% (20/58)

Breakfast & Afterschool Club provided/funded: 36% (21/58)

Afterschool Club Attended: 52% (30/58)

Received Targeted Intervention: 52% (30/58)

Targeted support from FSW: 21% (12/58)

Attended an extracurricular Club: 52% (30/58)

Bikeability – 16 Y5 PP chn

ATTENDANCE:

YTD: 95.83%

PA: 8.13%

FSM chn: 94.51% PA: 8.83%

Rigorous and transparent approach to attendance has resulted in good overall attendance and PA of PP chn being roughly in line with non-PP children.

Early identification of chn potentially at risk of PA or decreasing attendance are supportively invited in and discussions held collaboratively on ways to move forward. This has helped decrease PA numbers and increase attendance overall.

6 chn who were PA at the end of 22/23 academic year – were not PA at the end of 23/24 due to the targeted and supportive work provided.

The school's emphasis on looking at the wider support opportunities and not just focusing on academic outcomes, has reaped the rewards – with an increase in PP attendance and decrease in PP PA. Early identification and Pastoral Support provided by the FSW has also helped many children when they're in school, remain and be happy.

This, alongside the targeted academic strategies, has meant that PP chn on the whole across the school have performed well alongside their non-pp peers.

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

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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.