

Pupil premium strategy statement

School overview

Metric	Data
School name	Wood End Park Academy
Pupils in school	934
Proportion of disadvantaged pupils	25% (236)
Pupil premium allocation this academic year	£267,655 Plus carry forward of £25,000 due to Covid 19 Lockdown
Academic year or years covered by statement	2021-24
Publish date	September 2021
Review date	September 2022
Statement authorised by	Surjeet Johra
Pupil premium lead	Evelyn Joseph
Governor lead	Nevin Abraham

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA due to Covid 19 lockdown
Writing	NA
Maths	NA

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	61%

Achieving high standard at KS2	12%
--------------------------------	-----

Strategy aims for disadvantaged pupils

Aim	Target	Target date
To raise attainment of pupils underperforming in reading at Ks1 and 2, thereby reaching their individual targets and ARE.	<ul style="list-style-type: none"> - Accelerated progress: pupils reading ages will match levels reflective of their chronological ages. - Pupils to meet or surpass school targets set for meeting expected and exceeding levels in reading. 	Sept 22
Increase the % of pupils achieving ARE in writing Yrs 1 – 6	<ul style="list-style-type: none"> - Pupils to meet or surpass school targets set for ARE 	Sept 22
To raise pupils' confidence and competence in mathematical reasoning especially logic puzzle problems	<ul style="list-style-type: none"> - The achievement of pupils to always be (at least) on par to non-disadvantaged pupils 	Sept 22
Pupils to meet thresholds in phonics at end of Y1	<ul style="list-style-type: none"> - Pupils leave EYFS at secure phase 3 - Pupils to meet or surpass school targets set for meeting threshold at end of Yr1 	Sept 22
Improve school attendance	<ul style="list-style-type: none"> - Attendance of disadvantaged pupils is in line with the national average of 96% 	Sept 22

Teaching priorities for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> - Teaching and Learning lead to support staff in developing writing plans that are sufficiently focused to inspire pupil interest and to address gaps in pupils' experiences and skills.
Priority 2	<ul style="list-style-type: none"> - Teaching and learning leads to ensure maths planning and teaching across the school regularly exposes pupils to mathematical questions presented in a variety of styles.
Priority 3	<ul style="list-style-type: none"> - Staff to pupil ratio increased to allow for additional teaching groups during core subject lessons: reading, English and maths.

Priority 4	<ul style="list-style-type: none"> - Release time for team leaders/vice principals to work with PP lead to track performance of targeted pupils - Release time for team leaders to monitor focus pupils and feedback on next steps.
Barriers to learning these priorities address	Some pupils may not working at an age related level and have conceptual gaps or misconceptions
Projected spending	£138,440.5

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> - Implement 1:1 catch up reading support for pupils performing below their reading age - 1:1 and small group maths interventions for pupils not on track to meet ARE at expected and exceeding levels
Priority 2	<ul style="list-style-type: none"> - Dedicated phonics LSA: focus support of pupils reaching the expected standards in phonics check at end Y1
Priority 3	<ul style="list-style-type: none"> - After school boosters, KS2 Saturday classes and homework clubs for disadvantaged pupils falling behind age-related expectations or individual targets in core subject areas - Saturday classes for KS 1 funded by carry forward (£5000)
Priority 4	<ul style="list-style-type: none"> - Fund resources to support personal study at home: KS revision books, homework equipment including ICT hardware. - additional laptops x 30 funded by carry forward (£14,375) - Target homework resources for KS 1 and EYFS- carry forward (£1000)
Barriers to learning these priorities address	<p>Address a lack of regular routines including home reading, homework, spellings, and equipment</p> <p>Encouraging wider reading and provision for catch-up in mathematics and writing.</p>
Projected spending	£123,630 + carry forward £20,375

Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> - Fund places at the Breakfast club

	<ul style="list-style-type: none"> - Have a system for tracking and rewarding school attendance
Priority 2	<ul style="list-style-type: none"> - Fund at least one trip a year for every PP pupil including residential trips - Fund places at school clubs - Year 5 Residential trip (carry forward £2000)
Priority 3	<ul style="list-style-type: none"> - Educational Psychologist to provide support and training for staff and target families - 5 additional EP days funded by carry forward (£2,625)
Barriers to learning these priorities address	<p>Improving attendance and readiness to learn for most disadvantaged pupils</p> <p>Many children struggle to develop ideas and language as they have a lack of first hand experiences. Extra-curricular activities and trips provide opportunities for children to develop their language, ideas and writing.</p>
Projected spending	£19,977 + carry forward £4,625)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all new staff, especially years 5 and 6 get support as required with core subject planning.	Teaching & learning lead linked specifically to upper KS2.
Targeted support	Ensuring phonics provision in year 1 continues to be effective with new team leader in post	Phonics lead appointed to work with EYFS and year 1 teams and oversee provision.
Wider strategies	Engaging the families facing most challenges	Working closely with the EP and school family support worker

Review: last year's aims and outcomes

Aim	Outcome																																																																																																									
Attainment in Reading and Writing	<table border="1"> <thead> <tr> <th>EXC</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th></th> <th></th> <th></th> </tr> <tr> <th>%</th> <th>T</th> <th>O</th> <th>T</th> <th>O</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>27</td> <td>39</td> <td>18</td> <td>17</td> <td>27</td> <td>33</td> </tr> <tr> <td>3</td> <td>24</td> <td>38</td> <td>24</td> <td>23</td> <td>29</td> <td>54</td> </tr> <tr> <td>4</td> <td>33</td> <td>44</td> <td>27</td> <td>24</td> <td>24</td> <td>49</td> </tr> <tr> <td>5</td> <td>32</td> <td>33</td> <td>29</td> <td>33</td> <td>21</td> <td>43</td> </tr> <tr> <td>6</td> <td>23</td> <td>22</td> <td>23</td> <td>22</td> <td>14</td> <td>22</td> </tr> <tr> <td>EXS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>33</td> <td>59</td> <td>50</td> <td>53</td> <td>42</td> <td>47</td> </tr> <tr> <td>2</td> <td>75</td> <td>83</td> <td>67</td> <td>61</td> <td>75</td> <td>72</td> </tr> <tr> <td>3</td> <td>95</td> <td>96</td> <td>91</td> <td>88</td> <td>95</td> <td></td> </tr> <tr> <td></td> <td>100</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>88</td> <td>87</td> <td>85</td> <td>76</td> <td>91</td> <td>82</td> </tr> <tr> <td>5</td> <td>71</td> <td>75</td> <td>71</td> <td>73</td> <td>72</td> <td>73</td> </tr> <tr> <td>6</td> <td>73</td> <td>76</td> <td>73</td> <td>66</td> <td>73</td> <td>78</td> </tr> </tbody> </table>	EXC	Reading	Writing	Maths				%	T	O	T	O	T	O	2	27	39	18	17	27	33	3	24	38	24	23	29	54	4	33	44	27	24	24	49	5	32	33	29	33	21	43	6	23	22	23	22	14	22	EXS							1	33	59	50	53	42	47	2	75	83	67	61	75	72	3	95	96	91	88	95			100						4	88	87	85	76	91	82	5	71	75	71	73	72	73	6	73	76	73	66	73	78
EXC		Reading	Writing	Maths																																																																																																						
%		T	O	T	O	T	O																																																																																																			
2		27	39	18	17	27	33																																																																																																			
3		24	38	24	23	29	54																																																																																																			
4		33	44	27	24	24	49																																																																																																			
5		32	33	29	33	21	43																																																																																																			
6		23	22	23	22	14	22																																																																																																			
EXS																																																																																																										
1		33	59	50	53	42	47																																																																																																			
2		75	83	67	61	75	72																																																																																																			
3		95	96	91	88	95																																																																																																				
		100																																																																																																								
4	88	87	85	76	91	82																																																																																																				
5	71	75	71	73	72	73																																																																																																				
6	73	76	73	66	73	78																																																																																																				
Attainment in Mathematics																																																																																																										
Phonics	<p>Year 1 pupils struggled to engage online as such the disruption of the lockdowns has a negative impact on overall phonics % this year. However, there is clear evidence of individual pupils making good progress from baseline assessments in September 2020. New aim of disadvantaged pupils meeting national average for all pupils by September 2022.</p>																																																																																																									
Other	<p>No improvement in attendance since last year. NS: Liaise with LA and family support worker on target children.</p>																																																																																																									