

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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	Park Academy West London
Number of students in school	805
Proportion (%) of pupil premium eligible students	42.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2025-26
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	S. Mohey, Principal
Student premium lead	N. Kumar, AP
Governor / Trustee lead	M. Lancy, RCEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,785
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	£276,785

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students access the same high quality provision at Park Academy West London, and for the gap between disadvantaged and non-disadvantaged students to be narrowed in terms of progress, attainment and attendance. We aim for all students to become confident, effective, resilient learners regardless of their socio-economic background.

Our approach is centred around high quality teaching and learning, with strategies specifically targeted at supporting students from disadvantaged backgrounds. After each assessment point, data will be analysed and gaps monitored. Information will be shared with staff and departments will be required to develop a short term action plan focused on the disadvantaged students to address any gaps that are not closing.

The development of cultural capital opportunities for our disadvantaged students is also a priority for our disadvantaged students. It is intended that greater student engagement and raised aspirations will be increased by contextualising the curriculum with real life examples and enable disadvantaged students to broaden their cultural knowledge and comprehension of the curriculum.

As an Academy, our approach will take into consideration any challenges that disadvantaged students are facing, and will respond to changing student needs. Such challenges will be identified using a range of information:

- *attitude to learning data;*
- *attendance data;*
- *teacher and student feedback*
- *information on wellbeing (including mental health) and safeguarding;*
- *participation rates in extracurricular activities.*

Challenges

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

Challenge number	Detail of challenge															
1	<p>Our assessment and observations show that the progress and attainment of disadvantaged students is generally lower than that of their peers. Key Stage 4 results from 2022 show:</p> <p>Year 11</p> <table border="1"><thead><tr><th>Category</th><th>No. of students</th><th>Grade 4+ in E&M</th><th>Grade 5+ in E&M</th><th>A8</th></tr></thead><tbody><tr><td>PP</td><td>64</td><td>47.5</td><td>27.9</td><td>43.6</td></tr><tr><td>Non-PP</td><td>53</td><td>60.8</td><td>29.4</td><td>46.1</td></tr></tbody></table> <p>Key Stage 5 results show a gap in A Level attainment between disadvantaged and non-disadvantaged students. Key Stage 5 A Level results from 2022 show:</p>	Category	No. of students	Grade 4+ in E&M	Grade 5+ in E&M	A8	PP	64	47.5	27.9	43.6	Non-PP	53	60.8	29.4	46.1
Category	No. of students	Grade 4+ in E&M	Grade 5+ in E&M	A8												
PP	64	47.5	27.9	43.6												
Non-PP	53	60.8	29.4	46.1												

Category	No. of students	A Level APS	% of entries A* - C	% of entries A* - E
PP	10	13.85	7.7	76.9
Non-PP	26	27.43	51.4	91.4

Also, end of year Key Stage 3 assessment data shows a gap in attainment in English and Maths. Disadvantaged students are generally expected to perform less well than their peers at the end of Key Stage 4:

Year	% on track to achieve grade 4+ at end of KS4 in English		% on track to achieve grade 4+ at end of KS4 in Maths	
	PP	Non-PP	PP	Non-PP
Year 7	52.9	58.8	50.0	52.0
Year 8	43.3	54.3	46.7	60.9
Year 9	47.8	57.0	59.4	64.0

2	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged students has been between 2.4 – 3.5% lower than for non-disadvantaged students.</p> <p>28.8% of disadvantaged students were ‘persistently absent’ in 2021 - 2022 compared to 17.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students’ progress.</p>
3	<p>Our students continue to have limited access to opportunities outside of school and therefore their exposure to events to develop their cultural capital and raise their aspirations is limited</p>
4	<p>Our monitoring shows that there is a high behaviour incidents and exclusion data for disadvantaged students.</p> <ul style="list-style-type: none"> • In 2020-21, 55% of FTE were disadvantaged students
5	<p>Wellbeing of students continues to be a high priority, with an increased number of referrals to pastoral programmes and external agencies during the 2021 - 2022 academic year. The impact of school closures on student wellbeing is becoming more evident and therefore high levels of support continues to be needed.</p>
6	<p>A number of staff are new to the profession: 7 ECTs (Year 1) and 1 Teach First trainee. 6 ECTs (Year 2)</p>

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
<p>Improve attainment and progress for disadvantaged students, with particular focus on A Level results at Key Stage 5 and at Key Stage 4 the EBacc, ensuring the P8 gap of 0.7 is reduced.</p>	<p>Achieve at least national average for attainment and progress for all students. Attainment and progress gaps between disadvantaged students and non-disadvantaged students are non-existent.</p> <p>By the end of our current plan in 2024/25, the gap between disadvantaged and non-disadvantaged students will be eradicated, for entering the English Baccalaureate (EBacc).</p> <p>In summer 2021 this figure was 21.9%. 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> ● an average Attainment 8 score of 47.03; ● 36% 5+ in English and Maths achieve by disadvantaged students; ● an EBacc average point score of 3.93. <p>75% of disadvantaged students will be entered for the EBacc.</p>
<p>To achieve a sustained increase in attendance for disadvantaged students and to ensure gaps in attendance are closed and in line with the Academy target of 96%.</p>	<ul style="list-style-type: none"> ● Overall absence rate for all students being no more than 5% and the attendance gap between disadvantaged and non-disadvantaged students is not more than 2% ● Persistent absenteeism is below 13% and the figure amongst disadvantaged students is no more than 2% higher than their peers.
<p>To raise the aspirations of all students, particularly amongst disadvantaged students to ensure they are aware of the opportunities available to them.</p>	<p>All disadvantaged students regularly use Unifrog to complete a range of tasks and log all interactions and activities.</p> <p>All disadvantaged students have at least three meaningful experiences to raise aspirations and to include university talks and visits, guest speakers, mentoring, and encounters with employers and employees.</p>
<p>To achieve sustained improvement in behaviour for all students, particularly leading to reducing incidents and suspensions for disadvantaged students without lowering the high expectations we have of students at Park Academy.</p>	<p>No gap exists between FTE for disadvantaged and non-disadvantaged students.</p> <p>Incidents of repeated behaviours are low as a result of effective pastoral interventions.</p>
<p>Improve disadvantaged students' wellbeing and increased participation in a wide range of enrichment activities offered at Park Academy. Students should be able to participate fully in academy life without the barrier of finance.</p>	<p>All disadvantaged students attend at least one extracurricular club each year and have the opportunity to participate in at least three enrichment activities per year.</p> <p>Student voice is used to ensure extracurricular provision matches the interests of all students, including disadvantaged students.</p>

To develop the capacity of new teachers to support disadvantaged students with emphasis on quality first teaching.

Learning walk data shows that all new teachers are supporting disadvantaged students.

All ECT pass their induction period.

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding Quality First Teaching through targeted CPD, use of IRIS, paired learning walks</p>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice suggests high quality teaching as a key aspect of successful schools.</p> <p>The effects of high-quality teaching are especially significant for students from disadvantaged backgrounds: over a school year, these students gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers</p> <p>Improving the impact of teachers on pupil achievement in the UK – interim findings</p> <p>Behaviour interventions EEF</p> <p>Feedback EEF</p> <p>Parental engagement EEF</p>	<p>1, 4, 6</p>
<p>Targeted homework support to include:</p> <ul style="list-style-type: none"> • Space available for quiet working before and after school, including computer rooms. • Ensure staff are aware of which students don't have access to computers and provide alternate method for completing work. 	<p>Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools.</p> <p>Homework that is linked to classroom work tends to be more effective.</p> <p>Homework EEF</p>	<p>1</p>
<p>Hold regular meetings with PP Lead, SEND and Year Team Leader for Year 11 to identify and highlight cross over students and set up targeted intervention</p>	<p>On average, individualised instruction approaches have an impact of +4 months' additional progress</p> <p>Individualised instruction EEF</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between +4 - 6 months on average</p> <p>Teaching Assistant Interventions EEF</p>	<p>1</p>

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

Budgeted cost: £79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase revision materials/guides and strategies for all disadvantaged pupils	Facilitate independent study and engage parental support. EEF suggest +7 months progress for metacognition and self-regulation Metacognition and self-regulation EEF	1
Increased CIAG for Year 11 students to include: All year 11 to have a Futures Interviews followed by an Independent Advisor meeting. Visits to colleges and other providers.	Raise aspirations for students with a focus on apprenticeships, further education and career advice. Evidence linking raised aspirations and attainment is complex; work on raising aspirations needs to be linked to the knowledge and the skills required to achieve them Aspiration interventions EEF	1, 3
Relaunch of library to encourage reading for pleasure	Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others Literature Review: The impact of reading for pleasure and empowerment Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment Research evidence on reading for pleasure	1
Engage in the National Tutoring Programme (NTP)	One to one tuition and small group tuition are both effective interventions, with small group tuition more cost effective. Small group tuition has an average impact of +4 months' additional progress over the course of a year, with low attaining pupils particularly benefitting Small group tuition EEF	

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

Budgeted cost: £86,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff of Breakfast Club to ensure disadvantaged students have the opportunity to have breakfast each day</p>	<p>Breakfast consumption in children has been found to:</p> <ul style="list-style-type: none"> • Improve cognitive function, particularly memory, attention, and executive function • Improve academic performance, including school grades and achievement test scores • Increase on-task behaviour in the class <p>The impact of breakfast on learning in children</p>	<p>1, 4, 5</p>
<p>Use the Pastoral Team to positively reinforce attitudes to learning, including mentoring.</p>	<p>Mentoring can have a positive impact on academic outcome, and some studies show more positive impacts for disadvantaged students</p> <p>Mentoring EEF</p>	<p>1, 4, 5</p>
<p>Offer consistency through a whole school behaviour policy.</p>	<p>Creates a purposeful learning environment for all students. Clear expectations and boundaries for students</p> <p>Improving Behaviour in Schools EEF</p> <p>The average impact of behaviour interventions is +4 months progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Behaviour interventions EEF</p>	<p>4, 6</p>

<p>Embed the attendance Intervention Programme including a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised. Use of the LA Participation Team</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Students with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than students that missed 10-15% of all sessions • Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than students that missed 15-20% of KS4 lessons <p>Absence and attainment at key stages 2 and 4: 2013 to 2014</p>	<p>1, 2</p>
<p>Work with external agencies including CAMHS, Kooth and MASH to support students and families.</p>	<p>Ofsted expects to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements (2021).</p>	<p>4, 5</p>
<p>Subsidising trips and visits for disadvantaged students</p>	<p>Matt Bromley (SecEd, 2018) stated that children not born and raised in such knowledge-rich environments don't do as well in school because new knowledge and skills have nothing to "stick" to or build upon. Unless addressed, the gap between rich and poor will continue to grow.</p> <p>Curriculum design and delivery (part 3) Suggested by DfE (2021) to help with the cost of educational trips or visits.</p> <p>Home Pupil premium</p>	<p>3</p>
<p>Provision of equipment, uniform and resources for families who cannot afford it</p>	<p>This can lead to increased parental engagement which can equate to an +4 months progress over the course of a year</p> <p>Parental engagement EEF</p>	<p>1, 2</p>

Total budgeted cost: £276,785

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 students in the 2021 to 2022 academic year.

Review of intended outcomes:

Improve attainment and progress for disadvantaged students, with particular focus on EBacc

	2018 – 2019:		2019 - 2020		2020 - 2021		2021 - 2022	
	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP
Grade 4+ in E&M	58%	28%	67%	55%	84%	61%	61%	48%
Grade 5+ in E&M	32%	24%	34%	25%	49%	36%	31%	28%
% achieving standard pass in EBACC	5.6%	10.0%	30.3%	23.2%	29.5%	15.6%	15.7%	19.7%

To achieve a sustained increase in attendance for disadvantaged students and to ensure gaps in attendance are closed and in line with the Academy target of 96%.

As of 1st June 2022:

Whole school attendance is at 92.5%, with a gap of 2.4% between disadvantaged (91.1%) and non-disadvantaged (93.5%). This has been reduced from 4.0% for the 2020 - 2021 academic year, with Year 8 seeing the lowest gap of 1.9%.

Persistent absenteeism is currently at 21.9%, with 28% of disadvantaged students falling into this category compared to 17.7% of non-disadvantaged students. 8.8% of disadvantaged students had attendance between 86.0 - 89.9%. Had these students achieved 90% attendance, the persistent absenteeism for disadvantaged students would have been in line with non-disadvantaged. The introduction of a personal First Day Absence Call List saw 122 disadvantaged students with attendance under 90% receive a call on the first day that they are absent from school. Since its introduction in January in 2021, 55.7% of disadvantaged students on this list have improved their attendance, with 100% improvement in attendance with Year 11 disadvantaged students on this list.

To raise the aspirations of all students, particularly amongst disadvantaged students to ensure they are aware of the opportunities available to them.

The introduction of Unifrog in September 2021 has enabled all students to complete a range of tasks and log interactions and activities. Since Sept, 93.4% of students have logged on to

Unifrog, with over 90% in Years 7, 8, 11 and 12 and therefore had access to a range of career focused information. 99.1% of students have had an interaction logged since September, with interactions including virtual talks, guest speakers, and encounters with employers or Higher Education. 100% of disadvantaged students have had at least one meaningful experience to raise aspirations. In addition, 100% of disadvantaged students in Years 9 - 11 have had a 1-1 careers focused meeting with a member of staff; 97.4% of disadvantaged Year 11 students have had an interview with an independent careers advisor; 95.6% of disadvantaged Year 12 students have had an interview with an independent careers advisor and 97.2% of disadvantaged Year 13 students.

To achieve sustained improvement in behaviour for all students, particularly leading to reducing incidents and suspensions for disadvantaged students without lowering the high expectations we have of students at Park Academy.

78 disadvantaged students accessed Pastoral support and intervention during the academic year 2021 - 2022.

Improve disadvantaged students' wellbeing and increased participation in a wide range of enrichment activities offered at Park Academy. Students should be able to participate fully in academy life without the barrier of finance.

All students have enjoyed a fuller enrichment programme this year, with 92.6% of disadvantaged students participating in at least one enrichment activity, compared to 93.0% of non-disadvantaged students (0.4% gap). 44.3% of disadvantaged students have participated in at least three enrichment activities, compared to 47.1% of non-disadvantaged students (2.8% gap). Funding has been used to support disadvantaged students accessing such opportunities including the Science Museum and Pantomime (Year 7) and Thorpe Park (Year 9).

A broader extracurricular provision this year has seen increased attendance throughout all year groups. The gap between attendance at extracurricular clubs between disadvantaged and non-disadvantaged students is 1.2% (40.1% v 41.3%), but with a developing programme using student voice feedback, we would expect this to develop further over the next academic 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
NTP	
Lexia	