

# Pupil Premium

2022-23



# 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	West Lea School
Number of pupils in school	360: Reception –Year 11
Proportion (%) of pupil premium eligible pupils	186 = 52%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Governing Board
Pupil premium lead	Thespina Skarpellis
Governor / Trustee lead	Dionne John

## FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil premium funding allocation this academic year	£193,975
Recovery premium funding allocation this academic year	£38,504 £28,776 (brought forward)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£ 261,255</b>

# Part A: Pupil Premium Strategy Plan

## STATEMENT OF INTENT

Welcome to West Lea School, an inclusive environment where everyone is welcome, no matter who they are or where they come from. Catering for students aged 4-19 with special educational needs, our four campuses – Meridian, Haselbury, Learning for Life and Horizon – equip children with a ‘suitcase’ of skills to help them progress on to further education and into the world of work. While the world provides many obstacles, we believe in tearing down walls and encourage each individual to reach beyond their realities, take risks and above all, believe in themselves.

As a part of a strong community, we are a group of people who work together to help each other, both socially and professionally. What makes a community strong is its agreement towards a common goal. ‘Learning without barriers’ is at the heart of everything we do, and our values are directly linked to all the work and support that goes on throughout the school community. We are a place of opportunity for growth and experience.

Promoting innovation, independence, kindness and inclusion, we want our students to leave West Lea in a position where they feel confident, not only in their academic abilities, but in themselves too. Working together, there is never a shortage of opportunities for our children to strive for greatness.

As part of this, West Lea is proud to be a member of The Enterprise Cooperative Trust (ECT) – a partnership of likeminded schools, charities, community groups and businesses, providing a holistic education which goes beyond academic achievement. Enterprise Cooperative Trust has a collective vision to improve education and life opportunities for all children and young people in Enfield. It challenges the ‘status quo’ by drawing on the expertise of the local community and neighbouring organisations to help our children flourish in the working world, both now and into the future. With caring teachers and support staff, we offer a safe, secure learning environment and meet the daily pastoral and academic needs of all our pupils.

At West Lea School, we see ourselves as one big family. We help mainstream schools in the area by offering interim respite to those who need it and a school place for the few who cannot cope within a mainstream setting.

West Lea School is all about innovation, and as such, we are constantly evolving! The only true way to see what we can offer is by coming to see us and discovering why we believe you should make ‘our’ school, ‘your’ school.

## CHALLENGES

CHALLENGE NUMBER	DETAIL OF CHALLENGE
1	Difficulties and challenges with home school reading which impact on pupils reading levels.
2	High needs and low attainment levels which therefore presents challenges in our learners accessing the curriculum
3	Difficulties with emotional regulation which impact on pupils' ability to access learning.

## INTENDED OUTCOMES

INTENDED OUTCOME	SUCCESS CRITERIA
To continue embed reading across our curriculum to support the development of cultural capital for all learners including our most disadvantaged. To develop a home/school reading ethos.	To improve students reading levels across the school. To facilitate an ethos of reading for pleasure.
To improve access to the Curriculum across the school by broadening holistic interventions.	Students to have access to a broad and balanced curriculum which is more accessible to all and in response to their needs.
Support our student's wellbeing and pastoral care by creating more capacity within the therapeutic support team.	Breaking down the barriers to learning in order to ensure students attend school and have the right support in order to feel empowered and able to learn.

## 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

**BUDGETED COST: £67,473.00**

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
To embed a reading log to track every learners' access to reading at home. To target learners who are unable to access reading resources at home, with a focus on disadvantaged learners, through small group or 1:1 reading at school during library sessions, guided reading or reading practice sessions.	To Support: <u>The reading framework - teaching the foundations of literacy</u> ( <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a> ) <u>Reading comprehension strategies   EEF</u> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  Please refer to the <u>School Reading Strategy</u>  To ensure parental engagement is key in its development: <u>Parental engagement   EEF</u> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2 3
To continue to review reading resources at each campus and ensure that reading material is cross curricular, reflects learners' interests and is age and stage appropriate.	<u>Improving Literacy in Key Stage 1   EEF</u> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1 2
Newly appointed Head of Curriculum for Social and		1 2

Communication, to implement the school reading strategy for learners who are working at post phonics levels and using reciprocal reading strategies to deepen reading comprehension, with a focus on disadvantaged learners.	<a href="#">Reciprocal Reading   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	
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## TARGETED ACADEMIC SUPPORT

BUDGETED COST: £114,000.00

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
To work with an occupational therapist to provide sensory targeted support and provide targeted intervention to allow learners to access their learning.	Articles to support the use of Occupational Therapist: <a href="#">Participation in Occupational Therapy Research: A Literature Review - Karin Vessby, Anette Kjellberg, 2010</a> ( <a href="http://sagepub.com">sagepub.com</a> )  <a href="https://onlinelibrary.wiley.com/doi/abs/10.1111/1440-1630.12054">https://onlinelibrary.wiley.com/doi/abs/10.1111/1440-1630.12054</a>  Supporting learners to self-regulate as a result of the support: <a href="#">Self-regulation strategies   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2 3
To develop outdoor learning environments and expertise to adapt the curriculum to motivate learners through addressing their needs and interests.	<a href="#">Metacognition and Self-regulated Learning   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  <a href="#">England's largest outdoor learning project reveals children more motivated to learn when outside - GOV.UK</a> ( <a href="http://www.gov.uk">www.gov.uk</a> )	2 3
Deploying extra support via our Teaching Assistants to offer more targeted small group work to our disadvantaged cohort, For example, using phonics intervention /catch up groups	<a href="#">Read Write Inc. Phonics and Fresh Start   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2
To deepen the subject knowledge for staff with the support of specialist consultants in English and Maths and specialist CPD for Lead Teachers.	<a href="#">Teacher professional development   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2

## WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)

Budgeted cost: £162,473.00

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
<p>Additional Therapeutic Support To ensure our disadvantaged students have input from the numerous therapeutic interventions they can have access to:</p> <ul style="list-style-type: none"> <li>• Art Therapy</li> <li>• SALT support</li> <li>• Wellbeing Hub</li> </ul> <p>Needs are identified and the relevant intervention via the therapeutic team are then put into place.</p>	<p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	3
<p>All students have the opportunity to go on a residential.</p>	<p>Residential is funded for those who cannot afford it and subsidised (50%) for all: <a href="#">Life skills and enrichment   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) LAC students given placements on trips.</p>	2 3
<p>To continue supporting the relationships and behaviour of our learners consistently across the school:</p> <ul style="list-style-type: none"> <li>• To implement a range of therapeutic interventions to support pupils with barriers to learning that result from temporary or sustained SEMH needs</li> <li>• To provide CPD for all adults in how to deescalate challenging situations and avoid pupils losing learning time.</li> <li>• To provide pupils with counselling, anger management and other group or individual talking therapies in order to help them overcome temporary or sustained barriers to learning.</li> <li>• To provide parents with expert advice and guidance to support pupils experiencing SEMH issues whilst at home.</li> </ul>	<p><a href="#">Improving Behaviour in Schools   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Inclusive Behavioural Programme   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	3
<p>Freshers Week across the school – to give students time to cope with new groupings and a new environment after the summer break and base line assessments.</p>	<p>Although this is not a summer school, the concept is similar for all our learners during this week: <a href="#">Summer schools   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2 3

<p>This will then give learners the opportunity to regulate their emotions and feel more confident in their learning environment.</p>		
<p>To continue developing of clubs/activities after-school and within the curriculum which will develop their interests and talents of our learners.</p> <p>This will enable us to enrich and broaden the student's curriculum out of classroom time, offering activities which allow the students to develop new and different skills.</p>	<p><a href="http://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 3</p>

**Total budgeted cost: £328,946.00**

## Part B:

# Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

### TEACHING

#### EVIDENCE / IMPACT

- Reading has become a crucial part of our curriculum, however, we need to continue developing our home learning initiative. We need to continue embedding reading as a whole school and the Reading Strategy, however, it is clear that this is now implemented and needs to continue being developed via what is being accessed when the learners are at home.
- Middle Leaders have been recruited on every campus and phonics and guided reading have become a regular feature in the timetable, for example; KS1/2 = once a day, KS3 = 3 times a week, KS4 = Lower pathways 3 times a week. Guided Reading for the rest of the site.
- Every site has been reviewed by an external agency and action plans implemented as a result of these visits in order for reading to continually develop.
- Parents attended events and feedback was exciting regarding the new reading initiatives. However, parents need to begin taking more ownership of the initiative when learners are at home and those failing to do this, support needs to be put in place via the school.

#### HEADLINE READING DATA 2021-22: PUPILS ACHIEVING END OF YEAR TARGET GRADE FOR READING:

KEY STAGE/NUMBER OF PUPILS	% OF PUPILS /NUMBER ACHIEVING TARGET GRADE
Key Stage 1 All (17 pupils)	76%/13
Key Stage 1 Pupil Premium (6 pupils)	100%/6
Key Stage 1 Non Pupil Premium (11 pupils)	64%/7
KS 2 All (77 pupils)	82%/63
KS 2 PP (43 pupils)	86%/36
KS 2 NPP (34)	79%/33%
KS 3 All (134 pupils)	82%/110
KS 3 PP (68 pupils)	78%/53
KS 3 NPP (60 pupils)	92%/60
KS4 Yr 10 All (41 pupils)	66%/27
KS4 Yr 10 PP (22 pupils)	55%/12
KS4 Yr 10 NPP (19 pupils)	79%/15
KS4 Yr 11 English Qualification All (43 pupils)	91%/41
KS4 Yr 11 English Qualification PP (23 pupils)	91%/21
KS4 Yr 11 English Qualification NPP (20 pupils)	100%/20

- Key Stage 1 and 2: A greater percentage of Pupil Premium Pupils achieved their target reading grade for Reading than Non-Pupil Premium



- Key Stage 3: Although a greater percentage of Non-Pupil Premium Pupils achieved their target grade, 78% (53/68 pupils) of Pupil Premium Pupils achieved their target grade for Reading.
- Key Stage 4: By Year 11, the numbers of Pupil Premium Pupils achieving their target qualification grade for English was comparable to Non-Pupil Premium Pupils (91%/100%)

#### PHONICS DATA KS1-3:

- KS1: A greater number of PP students made good progress in phonics than non-PP (PP 29%/NPP 17%)
- KS2: A greater number of PP students made good progress in phonics than non-PP (PP65%/NPP 51%)
- KS3: The number of PP students making good progress in phonics was comparable with non-PP (PP28%/NPP 31%)

### TARGETED ACADEMIC SUPPORT

#### EVIDENCE / IMPACT

Our learning domains and related subjects have been created by taking into consideration the views of pupils, parents/carers, staff and governors. These domains and associated key milestones form our curriculum intent. All areas of learning are closely interlinked, as pupils draw on the knowledge and skills across domains when applying to learning tasks, situations and opportunities. The school's core values as well as independence, literacy, numeracy and ICT are threaded across all curriculum areas. There is also a focus on developing pupils life skills across the school day, through the curriculum and all that we do.

- The school curriculum in place allows us to ensure Learning over time and ensure our learners have a rich and individual curriculum, with the support of the appointed middle leaders as evidenced below:

#### HEADLINE WRITING DATA:

KEY STAGE/NUMBER OF PUPILS	% OF PUPILS /NUMBER ACHIEVING TARGET GRADE
Key Stage 1 All (17 pupils)	94%/16
Key Stage 1 Pupil Premium (6 pupils)	83%/5
Key Stage 1 Non-Pupil Premium (11 pupils)	100%/11
KS 2 All (77 pupils)	84%/65
KS 2 PP (43 pupils)	86%/36
KS 2 NPP (34)	85%/29
KS 3 All (134 pupils)	79%/106
KS 3 PP (68 pupils)	79%/54
KS 3 NPP (60 pupils)	80%/52
KS4 Yr 10 All (41 pupils)	68%/28
KS4 Yr 10 PP (22 pupils)	68%/15
KS4 Yr 10 NPP (19 pupils)	68%/13
KS4 Yr 11 English Qualification All (43 pupils)	91%/41
KS4 Yr 11 English Qualification PP (23 pupils)	91%/21
KS4 Yr 11 English Qualification NPP (20 pupils)	100%/20

- All Key Stages: The Percentage of Pupil Premium and Non-Pupil Premium achieving their target grade in Writing is comparable.
- Key Stage 1: All but one pupil did not achieve their target grade in Writing.

#### HEADLINE MATHS DATA:

KEY STAGE/NUMBER OF PUPILS	% OF PUPILS /NUMBER ACHIEVING TARGET GRADE
Key Stage 1 All (17 pupils)	65%/11
Key Stage 1 Pupil Premium (6 pupils)	83%/5
Key Stage 1 Non Pupil Premium (11 pupils)	55%/6
KS 2 All (77 pupils)	82%/63
KS 2 PP (43 pupils)	77%/33
KS 2 NPP (34)	88%/30
KS 3 All (134 pupils)	78%/104
KS 3 PP (68 pupils)	81%/55
KS 3 NPP (60 pupils)	74%/49
KS4 Yr 10 All (41 pupils)	73%/30
KS4 Yr 10 PP (22 pupils)	68%/15
KS4 Yr 10 NPP (19 pupils)	79%/15
KS4 Yr 11 Maths Qualification All (43 pupils)	91%/39
KS4 Yr 11 Maths Qualification PP (23 pupils)	87%/20
KS4 Yr 11 Maths Qualification NPP (20 pupils)	95%/19

- Key Stage 1 and 2: A greater percentage of Pupil Premium Pupils achieved their target maths grade than Non-Pupil Premium in Key Stage 1 and was comparable (77%/88%) in Key Stage 2
- Key Stage 3: A greater percentage of Pupil Premium Pupils achieved their target maths grade than Non-Pupil Premium
- Key Stage 4: By Year 11, the numbers of Pupil Premium Pupils achieving their target qualification grade for Maths was comparable to Non-Pupil Premium Pupils (87%/95%)
- The Curriculum has been developed as a whole school and time and finances have been put in place to ensure staff upskilled to deliver this
- Specialist practitioners have also been involved in supporting this across the school.
- Extra PE staff and coaches have been appointed on each campus
- Drop Days were not as successful and did not take place as we would have liked last academic year due to the continued COVID restrictions and cases on sites. The school remained in bubbles and on alert until April 2022
- Tuition took place across all site, within differentiated formats. However small group interventions are more successful

## WIDER STRATEGIES

### EVIDENCE / IMPACT

- We continue to monitor the wellbeing of our learners in order to break down the barriers to learners and will continue to do this as we see the impact COVID has had on our learners and their social and emotional needs
- The school has appointed numerous therapists to support learners needs.
- Mental Health Champions have been trained on sites
- Learners wellbeing is being met via the different support in house meaning the school only use external services when necessary
- This has been extremely positive and will continue over the years to support learners over time.
- Only certain learners attended residential last year due to finances and restrictions, the school are in the process of ensuring parents are aware that residential are an extended part of our curriculum
- Campus leads have been implemented on each site for relationships and behaviour. A new behaviour policy has been rolled out and is being implemented
- PRICE has not been rolled out as a whole school but relevant staff have the training.
- A team have been put together to deliver PRICE training when necessary

### EXTERNALLY PROVIDED PROGRAMMES

PROGRAMME	PROVIDER
ELKLAN (Speech and Language Support)	Staff internally trained to deliver training
PRICE (Protecting Rights In a Caring Environment)	Staff internally trained to deliver training

## Further information

The planning our new pupil premium strategy, has taken into consideration the needs and growth of the school in a short space of time. Although reading has been an integral part of the curriculum, we wanted to ensure that over the years that access is expanded, a revised strategy implemented and new resources and interventions provided as it continues to thrive throughout our curriculum.

We also recognise how much our learners have struggled during the pandemic and the disruption caused to their learning. As a result, we are ensuring that additional therapeutic support is provided.

The pandemic has given us insight into family life for those from disadvantaged backgrounds and we have been able to forge better, stronger relationships with parents/guardians as a result. By ensuring we are tying all three areas (Reading, Curriculum and Wellbeing) together ensures the cultural capital for our learners where their education and learning is imperative with additional support and high expectations, which ensure the learners are safe and happy.

This document remains under review. West Lea School is working in partnership with the London Borough of Enfield and Marc Rowland, Advisor for improving outcomes for disadvantaged learners to ensure our pupil premium spend best meets the needs of our learners.



community  
**kindness**  
**learning for life**  
innovation **inclusion**