

# Pupil Premium

23-24



# 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 2023           |
| Date on which it will be reviewed                                       | June 2024               |
| Statement authorised by   | Governing Board         |
| Pupil premium lead  | Angela Poplar           |
| 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<br>£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 to embed reading across our curriculum to support the development of cultural capital for all learners including our most disadvantaged.<br>To develop a home/school reading ethos. | To improve students reading levels across the school.<br>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 |
|---|---|-------------------------------|
| <p>To research into Voice 21 &amp; Oracy strategies for school. To investigate the potential of what impact this can have on our learners. Giving learners a voice in lessons, across the school and within the community. Begin to explore the development of a communication toolkit to support our learners access learning.</p> <p>Continue 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.</p> | <p>To Support:<br/> <a href="https://voice21.org/">https://voice21.org/</a></p> <p><u>The reading framework - teaching the foundations of literacy</u><br/> <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a></p> <p><u>Reading comprehension strategies   EEF</u><br/> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Please refer to the <u>School Reading Strategy</u></p> <p>To ensure parental engagement is key in its development:<br/> <u>Parental engagement   EEF</u><br/> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> | <p>2<br/>3</p>                |
| <p>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.</p>  | <p><u>Improving Literacy in Key Stage 1   EEF</u><br/> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>   | <p>1<br/>2</p>                |

## TARGETED ACADEMIC SUPPORT

BUDGETED COST: £114,000.00

| ACTIVITY  | EVIDENCE THAT SUPPORTS THIS APPROACH   | CHALLENGE NUMBER(S) ADDRESSED |
|---|--|-------------------------------|
| To continue to develop the work with an occupational therapist to provide sensory targeted support and provide targeted intervention to allow learners to access their learning.                    | <p>Articles to support the use of Occupational Therapist: <a href="#">Participation in Occupational Therapy Research: A Literature Review - Karin Vessby, Anette Kjellberg, 2010 (sagepub.com)</a></p> <p><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></p> <p>Supporting learners to self-regulate as a result of the support: <a href="#">Self-regulation strategies   EEF (educationendowmentfoundation.org.uk)</a></p> | 2<br>3                        |
| To develop & resource outdoor learning environments. To further meet the needs of our sensory learners. Creating an environment that supports the growth of our learners to access the curriculum.  | <p><a href="#">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">England's largest outdoor learning project reveals children more motivated to learn when outside - GOV.UK (www.gov.uk)</a></p>   | 2<br>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                   | <p><a href="#">Read Write Inc. Phonics and Fresh Start   EEF (educationendowmentfoundation.org.uk)</a></p>   | 2                             |
| To deepen the subject knowledge for staff with the support of specialist consultants in English and Maths and specialist CPD for Lead Teachers. Consultant to support with planning for Wjec units. | <p><a href="#">Teacher professional development   EEF (educationendowmentfoundation.org.uk)</a></p>  | 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<br/>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><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>  | 3                             |
| <p>All students have the opportunity to go on school trips and for families to have support towards residential opportunities.</p>  | <p>Trips as part of our curriculum offer are funded. Residentials are funded for those who cannot afford it and subsidised (50%) for all:<br/><a href="#">Life skills and enrichment   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)<br/>LAC students given placements on trips.</p> | 2<br>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><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Inclusive Behavioural Programme   EEF</a><br/>(<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><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>  | 2<br>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 clubs/activities after-school and within the curriculum which will develop the interests and talents of our learners.</p> <p>This will enable us to enrich and broaden the student's curriculum beyond the classroom, offering activities which allow the students to develop new and different skills. Providing opportunities they may not otherwise have.</p> | <p><a href="http://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>2<br/>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

- We continue to embed reading as a crucial part of our curriculum; more learners are accessing books both at school and at home. Every campus has a dedicated phonics/reading slot within their timetable to enable this to be a focus on the learners' day to day routine. For example; KS1/2 = once a day, KS3 = 3 times a week, KS4 = 3 times a week. Reciprocal reading has become a development of the phonic to develop their understanding.
- The new Head of Curriculum has supported the development of the Reading Strategy and this can clearly be seen in our latest Ofsted report,

*'Leaders have prioritised reading. Pupils of all ages in the school take part in daily phonics lessons to develop their reading fluency. They love to read books as a class. These include books from diverse authors and genres, including poetry and Shakespeare. Staff have been trained to deliver the phonics programme with confidence. They model new sounds clearly and demonstrate how to blend these. Pupils who need additional reading support receive individual sessions, which help them to improve their accuracy and fluency.'* (Ofsted – May 23)

#### HEADLINE READING DATA 21/22 & 22/23 KEY STAGES 1,2&3: PUPILS ACHIEVING END OF YEAR TARGET GRADE - READING

##### Key Stage 1, 2 and 3:

| 2021/22<br>Key Stage/Pupils | 2021/22<br>Number/% Achieving<br>End of Year Target | 2022/23<br>Key Stage/Pupils | 2022/23<br>Number/% Achieving<br>End of Year Target |
|-----------------------------|---|-----------------------------|---|
| Key Stage 1 All - 17        | 13/76%  | Key Stage 1 All - 21        | 20/95%  |
| Key Stage 1 PP - 6          | 6/100%  | Key Stage 1 PP - 12         | 11/92%  |
| Key Stage 1 NPP - 11        | 7/64%   | Key Stage 1 NPP - 9         | 9/100%  |
| KS 2 All - 77               | 63/82%  | KS 2 All - 77               | 68/88%  |
| KS 2 PP - 43                | 36/86%  | KS 2 PP - 44                | 40/91%  |
| KS 2 NPP - 34               | 79/33%  | KS 2 NPP - 33               | 27/82%  |
| KS 3 All - 134              | 110/83%   | KS 3 All - 141              | 133/94%   |
| KS 3 PP - 68                | 53/78%  | KS 3 PP - 83                | 77/93%  |
| KS 3 NPP - 60               | 60/92%  | KS 3 NPP - 58               | 56/97%  |

##### 2022/23 Commentary:

- Increase in outcomes and narrowing of gap between PP and Non-PP
- Reading Curriculum becoming embedded
- Phonics programme becoming embedded
- Timetabling and setting (English classes in Pathways) providing consistency
- Significant improvement of PP outcomes (apart from KS1) between 2021/22 and 2022/23



## HEADLINE PHONICS DATA 22/23 KS1,2 & 3: PUPILS ACHIEVING END OF YEAR TARGET GRADE - PHONICS

| 2022/23<br>Key Stage/Pupils | 2022/23<br>Number/% Achieving End of Year Target |
|-----------------------------|--|
| Key Stage 1 All - 21        | 18/88%   |
| Key Stage 1 PP - 13         | 9/69%  |
| Key Stage 1 NPP - 8         | 8/100%   |
| KS 2 All – 64               | 64/100%  |
| KS 2 PP – 37                | 37/100%  |
| KS 2 NPP – 27               | 27/100%  |
| KS 3 All – 136              | 133/98%  |
| KS 3 PP – 80                | 79/99%   |
| KS 3 NPP - 57               | 56/98%   |

2022/23 Commentary:

- Phonics fully embedded across KS1,2 &3
- Pupils benefitting from personalised approach, especially those who did phonics 21/22
- Apart from KS1 (small number of pupils) PP and NonPP at parity. We would expect more variance at KS1 (new to school, still developing learning patterns)

## 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.

Please see feedback from Ofsted May 23:

*'Teachers deliver the new curriculum with confidence. They have a strong understanding of the subjects they teach. They plan opportunities for pupils to revisit what they have previously learned. They explain new concepts clearly with a focus on subject vocabulary. Teachers carefully help pupils to explore new concepts. For example, pupils studying art in Year 10 and Year 11 made pinch-pots from clay. They explored a variety of artists and techniques to inform their own designs.'*

## HEADLINE WRITING DATA 22/23 KS1,2 & 3: PUPILS ACHIEVING END OF YEAR TARGET GRADE – WRITING

| 2021/22<br>Key Stage/Pupils | 2021/22<br>Number/% Achieving<br>End of Year Target | 2022/23<br>Key Stage/Pupils | 2022/23<br>Number/% Achieving<br>End of Year Target |
|-----------------------------|---|-----------------------------|---|
| Key Stage 1 All – 17        | 16/94%  | Key Stage 1 All - 22        | 21/95%  |
| Key Stage 1 PP – 6          | 5/85%   | Key Stage 1 PP - 12         | 12/100%   |
| Key Stage 1 NPP - 11        | 11/100%   | Key Stage 1 NPP - 9         | 8/89%   |
| KS 2 All - 77               | 65/84%  | KS 2 All – 76               | 68/89%  |
| KS 2 PP – 43                | 36/86%  | KS 2 PP – 44                | 40/91%  |
| KS 2 NPP – 34               | 29/85%  | KS 2 NPP – 32               | 2/88%   |
| KS 3 All – 134              | 106/79%   | KS 3 All – 142              | 137/96%   |
| KS 3 PP – 68                | 54/79%  | KS 3 PP – 84                | 81/96%  |
| KS 3 NPP – 60               | 52/80%  | KS 3 NPP - 58               | 56/97%  |

2022/23 Commentary:

- PP at least at parity across Key Stages
- Significant improvement of PP outcomes between 2021/22 and 2022/23

### Year 11 21/22 & 22/23: Year 11 Pupils achieving End of Year 11 English Qualification Target

| 2021/22<br>Number of Yr 11 Pupils | 2021/22<br>Number/% Achieving<br>End of Year English<br>Qualification Target | 2022/23<br>Number of Yr 11 Pupils | 2022/23<br>Number/% Achieving<br>End of Year English<br>Qualification Target |
|-----------------------------------|--|-----------------------------------|--|
| Yr 11 All - 42                    | 41/91%   | Yr 11 All - 58                    | 57/98%   |
| Yr 11 PP - 23                     | 21/91%   | Yr 11 PP - 34                     | 34/100%  |
| Yr 11 NPP - 20                    | 20/100%  | Yr 11 NPP -25                     | 24/96%   |

2022/23 Commentary:

- PP 100% met target
- Review of qualifications 2021/22 has supported outcomes

## HEADLINE MATHS DATA 22/23 KS1,2 & 3: PUPILS ACHIEVING END OF YEAR TARGET GRADE FOR MATHS

| 2021/22<br>Key Stage/Pupils | 2021/22<br>Number/% Achieving<br>End of Year Target | 2022/23<br>Key Stage/Pupils | 2022/23<br>Number/% Achieving<br>End of Year Target |
|-----------------------------|---|-----------------------------|---|
| Key Stage 1 All – 17        | 11/65%  | Key Stage 1 All - 22        | 22/100%   |
| Key Stage 1 PP – 6          | 5/85%   | Key Stage 1 PP - 12         | 12/100%   |
| Key Stage 1 NPP - 11        | 6/55%   | Key Stage 1 NPP - 10        | 10/100%   |
| KS 2 All - 77               | 63/82%  | KS 2 All – 76               | 69/91%  |
| KS 2 PP – 43                | 33/77%  | KS 2 PP – 44                | 38/86%  |
| KS 2 NPP – 34               | 30/88%  | KS 2 NPP – 32               | 31/97%  |
| KS 3 All – 134              | 104/78%   | KS 3 All – 142              | 127/89%   |
| KS 3 PP – 68                | 55/81%  | KS 3 PP – 84                | 78/93%  |
| KS 3 NPP – 60               | 49/74%  | KS 3 NPP - 58               | 49/84%  |

2022/23 Commentary:

- Significant improvement of PP outcomes between 2021/22 and 2022/23
- Maths curriculum and pedagogy, developments supporting outcomes (e.g. training, intervention)

### Year 11 21/22 & 22/23: Year 11 Pupils achieving End of Year 11 Maths Qualification Target

| 2021/22<br>Number of Yr 11 Pupils | 2021/22<br>Number/% Achieving<br>End of Year Maths<br>Qualification Target | 2022/23<br>Number of Yr 11 Pupils | 2022/23<br>Number/% Achieving<br>End of Year Maths<br>Qualification Target |
|-----------------------------------|--|-----------------------------------|--|
| Yr 11 All - 43                    | 39/91%   | Yr 11 All - 58                    | 55/95%   |
| Yr 11 PP - 23                     | 20/87%   | Yr 11 PP - 34                     | 31/91%   |
| Yr 11 NPP - 20                    | 19/95%   | Yr 11 NPP -25                     | 24/96%   |

2022/23 Commentary:

- PP 91% met target. Increase on 2021/22 with overall increase in number of pupils
- Review of qualifications 2021/22 has supported outcomes

## 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. Key year groups will attend residential, Year 6, Year 9, Year 11 and Year12.
- 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
- Enrichment has continued to develop across the school:

*Enrichment activities are planned to help pupils gain confidence and develop increased independence. Pupils take part in regular educational outings and residential stays. All pupils in Year 10 complete the Duke of Edinburgh's Award. They plan and undertake expeditions and volunteer in their community. Students in the sixth form plan educational city breaks. They book transport and accommodation and consider the places they want to visit. (Ofsted May 23)*

## EXTERNALLY PROVIDED PROGRAMMES

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

## Further information

The planning of 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**