

STRATEGY FOR THE SCHOOL'S USE OF PUPIL PREMIUM FUNDING 2017/18

Barriers Identified as Impacting on the Achievement of Pupil Premium Pupils at Wombwell Park Street Primary School Below are some of the barriers to learning faced by our pp students every pupil's circumstances are different but all barriers to learning are evident in varying degrees for students within this group.					
<ul style="list-style-type: none"> poor attendance poor punctuality low expectation communication difficulties low aspiration low self-esteem lack of confidence limited cultural nurturing limited opportunities outside of school and. behavioural issues health problems sudden change of circumstances (short term family crisis) bereavement Social difficulties Emotional difficulties poor diet and nutrition lack of support at home with homework unsettled homelife or parents needing support with parenting skills 					
SUMMARY OF EXPENDITURE	BENEFICIARIES	Cost	REASON	INTENDED OUTCOME	ACTUAL IMPACT
Deputy Head of School to coordinate provision for the PP.	All PP students	£47996	<p>To ensure the wide range of interventions and support for our PP pupils is tightly coordinated and monitored.</p> <p>To challenge staff in relation to the attainment and progress of PP pupils during Pupil Progress meetings.</p> <p>To coordinate with teachers, HT and INCO to make sure progress of individuals is monitored and needs addressed</p>	<ul style="list-style-type: none"> To monitor the performance of our PP pupils against the performance of other pupils and those pupils nationally. To provide support and CPD for staff. To inform Governors on the performance of our Dis pupils. To close the gap between our PP and those nationally. To close the gap between School PP and School Other pupils 	<p>DHT has produced 3 reports over the year to update the governing body with details of gap analysis with resulting actions and impact. All class teachers have updated PP class trackers which are monitored by DHT termly. The trackers detail specific and personalised barriers to learning, attainment, progress and evaluations of the impact of input and intervention.</p> <p><u>2018 YEAR 1 PHONICS CHECK GAP BETWEEN SCHOOL PP AND NON PP +9.5 gap closed</u></p> <p><u>AND SCHOOL PP AND ALL CHILDREN NATIONALLY</u> Figures for the % of PP students nationally to be published Dec 2018</p> <p><u>2018 END OF KS1 TA RESULTS GAP BETWEEN SCHOOL PP AND NON PP</u> Reading: - 20 (2016 -43 2017 -19) gap narrowing from 2016 Writing: -25 (2016 - 35 2017 -33) gap narrowing Maths: -22 (2016 -9 2017 -29)</p> <p><u>2018 END OF KS 1 TA RESULTS GAP BETWEEN SCHOOL PP AND ALL NATIONAL</u></p>

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CPD (Teachers and TAs) Raise awareness of what PP funding is criteria, national research and statistics.	All our PP pupils	£1602	<p>To ensure all teaching and support staff are aware of the statistics and national agenda and the importance of addressing inequality.</p> <p>To keep staff up to date with current research and use it to inform as appropriate our provision for PP pupils.</p>	<ul style="list-style-type: none">- Raise teacher and TA awareness of the national picture and gap between Dis pupils and those nationally.- Raise staff awareness of current research and the implications for our pupils.- Provide staff meeting time for class teachers to audit their provision for their Dis pupils and establish what is	<p>All staff aware of the PP funding agenda. DHT updated staff on the historic gaps between PP and other students and the importance of all schools and all teachers monitoring the gap and using this to inform planning and provision.</p> <p>At least one staff meeting per half term was devoted to updating staff with most current data and research or to track and monitor progress, attainment, well-being and achievements of PP students</p>																																								

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				<div>working well and what they feel they could improve.</div> <div><div>-</div><div>Update PP tracking documents and systems to better match the demands of assessment without levels</div></div>	<div>* PLEASE REFER TO THE SECTION RELATING TO PROVISION FOR THE PUPIL PREMIUM PUPILS TAKEN FROM UR MOST RECENT OFSTED REPORT</div>																																
<div>Literacy, Phonics, SALT and language based intervention groups and 1:1 support.</div> <div>Interventions provided by teaching staff, SLT and teaching support staff.</div>	<div>7 EYFS pupils</div> <div>19 KS1 pupils</div> <div>33 KS2 pupils</div>	<div>£32059.13</div>	<div>To ensure that in addition to quality first wave teaching additional input is given to ensure pupils reach their targets to provide additional support to combat any additional barriers to learning.</div>	<div><div>-</div><div>To close the attainment gap between PP pupils and other pupils in our school.</div></div> <div><div>-</div><div>To ensure the PP pupils are closely monitored and progress accelerated.</div></div> <div><div>-</div><div>To promote engagement and enthusiasm for learning</div></div>	<div>2018 YEAR 1 PHONICS CHECK GAP BETWEEN SCHOOL PP AND NON PP +9.5 gap closed</div> <div>2018 END OF KS1 TA RESULTS GAP BETWEEN SCHOOL PP AND NON PP</div> <div>Reading: - 20 (2016 -43 2017 -19) gap narrowing from 2016</div> <div>Writing: -25 (2016 - 35 2017 -33) gap narrowing</div> <div><table><tr><th colspan="4">KS1 ATTAINMENT GAP BETWEEN SCHOOL PP AND ALL PUPILS NATIONAL (STATE FUNDED)</th></tr><tr><th>SUBJECT</th><th>2016</th><th>2017</th><th>2018</th></tr><tr><td>READING</td><td>-41</td><td>-19</td><td>-15.5</td></tr><tr><td>WRITING</td><td>-32</td><td>-25</td><td>-20</td></tr></table></div> <div>2018 END OF KS2 TEST RESULTS GAP BETWEEN SCHOOL PP AND NON PP</div> <div>ATTAINMENT GAP BETWEEN % OF PP STUDENTS ACHIEVING EXP+ AND NON PP PUPILS AT WPS</div> <div>Reading: - 32.2</div> <div>Writing: +1.1 (Gap closed)</div> <div><table><tr><th colspan="4">KS2 ATTAINMENT GAP BETWEEN SCHOOL PP AND ALL PUPILS NATIONAL (STATE FUNDED)</th></tr><tr><th>SUBJECT</th><th>2016</th><th>2017</th><th>2018</th></tr><tr><td>READING</td><td>+24</td><td>-22</td><td>-37</td></tr><tr><td>WRITING</td><td>+16</td><td>-26</td><td>-3</td></tr></table></div> <div>Investment in functional and appealing resources (books, phonics equipment, games and software) has contributed to increased engagement in lessons. This has been documented in SLT monitoring reports. Reading continues to be a whole school focus next year which will be reflected in strategy plan for PP students.</div>	KS1 ATTAINMENT GAP BETWEEN SCHOOL PP AND ALL PUPILS NATIONAL (STATE FUNDED)				SUBJECT	2016	2017	2018	READING	-41	-19	-15.5	WRITING	-32	-25	-20	KS2 ATTAINMENT GAP BETWEEN SCHOOL PP AND ALL PUPILS NATIONAL (STATE FUNDED)				SUBJECT	2016	2017	2018	READING	+24	-22	-37	WRITING	+16	-26	-3
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<div>Number and Maths based support, group and 1:1 intervention provided by teaching</div>	<div>7 EYFS pupils</div> <div>15 KS1 Pupils</div>	<div>£23289.06</div>	<div>. To ensure that in addition to quality first wave teaching additional input is given to ensure pupils reach their targets to provide additional</div>	<div><div>-</div><div>To close the attainment gap between PP pupils and other pupils in our school.</div></div> <div><div>-</div><div>To ensure the PP pupils are closely monitored and progress accelerated</div></div>	<div>2018 END OF KS1 TA RESULTS GAP BETWEEN SCHOOL PP AND NON PP</div> <div>Maths: -22 (2016 -9 2017 -29)</div> <div>2018 END OF KS2 TEST RESULTS GAP BETWEEN SCHOOL PP AND NON PP</div>																																

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staff, SLT and teaching support staff.	20 KS2 pupils		support to combat any additional barriers to learning.		Maths: +9.2 (Gap closed)																
Initiatives to improve attendance (prizes, rewards, competitions and certificates)	All PP pupils	£300	Attendance is a barrier to learning for many of our Dis pupils. Applying a wide range of strategies to improve attendance in order to meet the different needs of individual pupils and families. School understands the importance of communicating with parents and pupils the importance of good attendance.	<ul style="list-style-type: none">- To ensure PP pupils are in school and learning.- To raise attainment and improve progress	<p>Robust and meticulous strategies to follow up pupils who are late has resulted in an improvement in punctuality.</p> <p>Attendance of PP pupils continues to improve</p> <p>Whole school attendance (including FS1):</p> <table><tr><td></td><td>2015/16</td><td>2016/17</td><td>2017/18</td></tr><tr><td>PP/DIS</td><td>92.6</td><td>93.8</td><td>94.7</td></tr><tr><td>NON PP/DIS</td><td>95.4</td><td>95.7</td><td>95.4</td></tr><tr><td>GAP</td><td>-2.8</td><td>-1.9</td><td>-0.7</td></tr></table> <p>* PLEASE REFER TO THE SECTION RELATING TO PROVISION FOR THE PUPIL PREMIUM PUPILS TAKEN FROM UR MOST RECENT OFSTED REPORT</p>		2015/16	2016/17	2017/18	PP/DIS	92.6	93.8	94.7	NON PP/DIS	95.4	95.7	95.4	GAP	-2.8	-1.9	-0.7
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Initiatives to improve punctuality (prizes, rewards, competitions and certificates)	All PP pupils	£300	Poor punctuality is a barrier to learning for many of our Dis pupils. It is important to minimise the loss of learning time.	<ul style="list-style-type: none">- To ensure Dis pupils are in school on time in order to access more learning time.	<p>Weekly competition for the class with the best attainment to win a prize. Certificates for individual pupils with excellent attendance. 100% attendance awards. Classroom staff actively challenging parents and pupils to attend regularly. Impact of attendance team with the support of EWO has provided support and increased the attendance of a significant number of families.</p> <p>Fewer incidents of persistent lateness.</p>																
Subsidising the cost of before and after-school provision	All PP pupils		To support families and provide opportunities for children to develop social and emotional skills.	<ul style="list-style-type: none">- To support hard pressed families should the need arise.	<p>This has provided much needed support for families who have been rehoused away from school, needing to meet the needs of other siblings, to enable families to attend important appointments.</p>																
Subsidising the cost of visits and trips including residential trips.	All PP pupils	£973	To ensure cost is less of a barrier to PP families. To provide rich learning experiences for pupils who otherwise may not be able to afford to go.	<ul style="list-style-type: none">- To ensure PP pupils have the same rich learning experiences as other pupils regardless of economic background.	<p>80% of PP students benefited from the rich learning experience provided by a residential trip to Whitby.</p> <p>* PLEASE REFER TO THE SECTION RELATING TO PROVISION FOR THE PUPIL PREMIUM PUPILS TAKEN FROM UR MOST RECENT OFSTED REPORT</p>																
Covering the cost of theatre and musical performances in school.	All PP pupils	£180	To provide rich cultural learning experiences for pupils who otherwise may not be able to afford to go.	<ul style="list-style-type: none">- To ensure PP pupils have the same rich learning experiences as other pupils regardless of economic background.	<p>All pupils regardless of economic barriers had the opportunity over the year to engage in two theatre performances. This was then used back in class as the stimulus for literacy work.</p> <p>* PLEASE REFER TO THE SECTION RELATING TO PROVISION FOR THE PUPIL PREMIUM PUPILS TAKEN FROM UR MOST RECENT OFSTED REPORT</p>																

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Opportunity to complete a half termly challenge focusing on the development of Personal, Learning and Thinking Skills. Including opportunities for enrichment and self-evaluation.	2 projects for our 33 PP KS2 pupils. 2 projects for our 14 PP KS1 pupils 2 projects for our EYFS PP pupils.	£336	To ensure PP pupils have the opportunity to use and develop Personal, learning and thinking skills. To have the opportunity to build confidence and social skills. To be given the opportunity to access the arts, workshops, work with interesting professionals, engage in rich discussions. Provide opportunities in school which pupils may not have access to or the opportunity to enjoy otherwise.	<ul style="list-style-type: none"> - Broaden social and cultural experiences. - Develop PLT skills (self-management, creative thinking, independent enquiry, teamwork, reflective learning and effective participation.) 	<ul style="list-style-type: none"> - PP students more aware of the importance of Creative thinking, effective participation, independent enquiry, self-management, reflection and teamwork. - Through targeted input from PLT lead and DHT the vast majority of PP students completed the PLT homework tasks this year. 2016/17 less than a quarter of the PP pupils returned the challenges 2017/18 more than ¾ of the PP students completed a task for each of the PLT skills.
Fund all PP students in Year 5 to submit for the Arts Award at Discovery level.	7 PP students	£63	To provide pupils with the opportunity to engage in high quality education in the arts. To visit art galleries and work alongside professional artists. To raise aspirations and confidence.	<ul style="list-style-type: none"> - Gain a recognised arts qualification. - To develop abilities and skills in the arts. 	100% of students in class 5 achieved the Arts Award at Explore level. 100% of PP students. * PLEASE REFER TO THE SECTION RELATING TO PROVISION FOR THE PUPIL PREMIUM PUPILS TAKEN FROM UR MOST RECENT OFSTED REPORT
PSA parental and family support.	any PP pupils requiring input	£3862.97	PSA to support families who may need help with financial difficulties, short term crisis, health difficulties, parenting skills, housing issues etc. If families are supported they can better support their children at school.	<ul style="list-style-type: none"> - To ensure families have the support needed to ensure pupils are in school and learning. 	As a direct result of the work of the PSA over the year families have been supported with issues relating to behaviour management, punctuality, attendance, financial issues, support for times of crisis and developing the approachability of school for parents and families. PLEASE REFER TO ATTAINMENT AND PROGRESS DATA DETAILED ABOVE
Additional support for social, behavioural and emotional issues (provided by external professionals including SLE from Springwell, staff from BESST, EP, and Art Therapist).	An expected % of our PP pupils	Final figure to be added	To provide specialist and professional support to meet the needs of pupils struggling with social, behavioural and emotional issues.	<ul style="list-style-type: none"> - To ensure the full range of pupil needs are met. - To support pupils with social and emotional difficulties so they are able to access teaching and learning. 	This year, in comparison to the previous year the number of fixed term exclusions have reduced. The social, emotional, behavioural and learning needs of our pupils are monitored regularly and school act promptly to investigate and address the needs of pupils as they arise. The high quality and robust systems school has in place to meet the needs of pupils with Special Educational Needs has been acknowledged during a recent, peer review, Ofsted and local authority inspection. School works closely with all agencies and has actively sought advice and support to best meet the needs of our pupils.

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Additional support for social, behavioural and emotional issues (provided by school staff). Including 1:1 support, small group input, circle time and Thrive input.	an expected 50% of our PP pupils	£6391.84	To meet the needs of pupils struggling with social, behavioural and emotional issues on a daily basis and act on recommendations made by professionals.	<ul style="list-style-type: none"> - To ensure the full range of pupil needs are met. - To support pupils with social and emotional difficulties so they are able to access teaching and learning. 	<p>As a result of: Training and implementation of the Thrive approach through school. Robust procedures and systems established by SENDCO Support and nurture sessions from PSA Additional resources and training on effective circle time</p> <p>The significant number of pupils in school with social, emotional and behavioural needs are spending more time in class ready for learning. Incidents are dealt with effectively meaning the impact of behaviour on learning is minimal.</p>
Whole school theme weeks and celebration days.	All our PP pupils	£ 250	To improve pupil and parent engagement. To provide engaging and exciting learning opportunities to enrich the curriculum.	<ul style="list-style-type: none"> - To ensure pupils are enjoying learning in order to achieve. - To make sure pupils want to come to school and make good progress. - To develop basic skills within a rich context for learning. 	<p>Pupil and parent questionnaires show that children enjoy learning and in particular the broad and balanced curriculum. Basic skills are given meaning.</p> <p>All pupils have had the opportunity to engage in a broad and balanced curriculum with many enrichment opportunities: School visits, art galleries, cookery, Interfaith week, Arts Week, Anti-bullying week, E-Safety work, sporting trips, theatre visits, musical performances, performing arts experiences etc. The impact of this is children want to come to school (refer to attendance data). Promoting good progress in most areas for PP/DIS pupils (refer to progress and attainment data above). Pupils have a secure understanding of their own and the cultures of others. Social, Moral, Spiritual and Cultural provision has been described a strength of the school. REFER TO PROGRESS AND ATTAINMENT DATA ABOVE * PLEASE REFER TO THE SECTION RELATING TO PROVISION FOR THE PUPIL PREMIUM PUPILS TAKEN FROM UR MOST RECENT OFSTED REPORT</p>
Celebration events, prize giving, awards assemblies, letters to parents, performances, concerts etc	All our PP pupils	£200	Recognise, celebrate and share achievements and the success of pupils.	<ul style="list-style-type: none"> - To foster an ethos of pride in achievement - Build confidence and self-belief - Raise aspirations 	<p>Increase in confidence and raised opportunities for all pupils to engage. 100% of Y5 and 6 pupils engaged in the end of year production. All pupils receive rewards and praise for good attendance, behaviour, work and wider contributions. Celebrations of achievements are shared regularly with parents through: phonecalls letters and via the website. School staff act quickly in response to feedback from parents and a recent parental questionnaire demonstrated the majority of parents feel communication between home and school is good and getting better.</p>

- *Quote taken from our most recent Ofsted inspection 7th June 2018

'In addition, inspectors at the last inspection recommended that disadvantaged pupils' progress was also carefully considered and that more was done to improve this further. These pupils do well in school and often do better than their peers. This is due to the close checks you make on these pupils' progress and the support provided where underachievement is identified. It is also due to the varied opportunities you provide these pupils to ensure they fully participate in school life. This includes your support of them participating in after-school activities, as well as various trips which enhance their understanding of the wider world. These are important factors in engaging disadvantaged pupils, who also show positive attitudes to learning and enjoyment of school life, like their peers.'