

STRATEGY FOR THE SCHOOL'S USE OF PUPIL PREMIUM FUNDING 2019/20

| 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 DIS/PP students every pupil’s circumstances are different but all barriers to learning are evident in varying degrees for students within this group. | | | | | | | | | | | | | | |
| <div><div><ul style="list-style-type: none">poor attendancepoor punctualitylow expectationcommunication difficultieslow aspirationlow self-esteemlack of confidence</div><div><ul style="list-style-type: none">limited cultural nurturinglimited opportunities outside of school and.behavioural issueshealth problemssudden change of circumstances (short term family crisis)bereavement</div><div><ul style="list-style-type: none">Social difficultiesEmotional difficultiespoor diet and nutritionlack of support at home with homeworkunsettled homelife or parents needing support with parenting skills</div></div> | | | | | | | | | | | | | | |
| <ul style="list-style-type: none">WITH IMPACT OF THE COVID PANDEMIC AND PARTIAL SCHOOL CLOSURES SOME PLANNED FUNDING INITIATIVES WERE REDIRECTED WITH AN INCREASED FOCUS ON SAFEGUARDING, SUPPORTING THE HEALTH AND WELLBEING OF FAMILIES, SUPPORTING WITH HOMELEARNING AND ENSURING NO STUDENTS WERE LEFT DIGITALLY DISADVANTAGED. | | | | | | | | | | | | | | |
| SUMMARY OF EXPENDITURE | BENEFICIARIES | Cost | REASON | INTENDED OUTCOME | ACTUAL IMPACT | | | | | | | | | |
| DHT to monitor attainment and progress of PP/Dis pupils in the foundation subjects | 8 EYFS pupils 15 KS1 pupils 55 KS2 pupils | £2,509 | To ensure that PP/Dis pupils are making at least expected progress in all subjects not just the core subjects. To monitor the gap and work with teachers to adjust provision and address any actions which arise | <ul style="list-style-type: none">To report to HT and Governors progress and attainment of PP/Dis pupils in the foundation subjects.To update tracking systems to ensure that class teachers can monitor effectively progress of all pupils in the foundation subjects and monitor the gap between PP/Dis and other pupilsTo close any attainment and progress gaps | <p>DHT monitored progress of PP/Dis in foundation subjects. With partial school closures from March 2020 end of year data unavailable to provide impact statement. From March SLT redirected focus and funding to ensuring no PP/Dis pupils digitally disadvantaged providing either laptops or tablets for all pupils needing them. SLT closely monitored engagement in home learning. Where families felt learning on line was difficult hard copies of work packs created and dropped off. All PP/Dis pupils received at least one check in phonecall per week or home visit. Any PP/Dis pupils with EHCP, EHA, Cin or CP plan or identified as vulnerable by school staff were offered a place in school or had a weekly/twice weekly check in home visit. DHT monitored home learning offer to ensure all subjects covered each half term.</p> <p>Engagement in home learning closely monitored by DHT</p> <p>PP/DIS PUPILS TRACKING OF LEARNING ENGAGEMENT</p> <table><tr><th colspan="3">TRACKING OF PP/DIS PUPILS ACCESSING LEARNING: PUPILS ENGAGING WITH LEARNING EITHER: IN SCHOOL, SEESAW LEARNING PLATFORM OR HARD COPY WORK PACKS</th></tr><tr><th>AUDIT MAY 2020</th><th>AUDIT JUNE 2020</th><th>AUDIT JULY 2020</th></tr><tr><td>30/75 40%</td><td>56/75 74.7%</td><td>73/75 97.3%</td></tr></table> | TRACKING OF PP/DIS PUPILS ACCESSING LEARNING: PUPILS ENGAGING WITH LEARNING EITHER: IN SCHOOL, SEESAW LEARNING PLATFORM OR HARD COPY WORK PACKS | | | AUDIT MAY 2020 | AUDIT JUNE 2020 | AUDIT JULY 2020 | 30/75 40% | 56/75 74.7% | 73/75 97.3% |
| TRACKING OF PP/DIS PUPILS ACCESSING LEARNING: PUPILS ENGAGING WITH LEARNING EITHER: IN SCHOOL, SEESAW LEARNING PLATFORM OR HARD COPY WORK PACKS | | | | | | | | | | | | | | |
| AUDIT MAY 2020 | AUDIT JUNE 2020 | AUDIT JULY 2020 | | | | | | | | | | | | |
| 30/75 40% | 56/75 74.7% | 73/75 97.3% | | | | | | | | | | | | |
| Literacy, Phonics, SALT and language | 8 EYFS pupils | £30,473 | To ensure that in addition to quality first wave teaching additional input is given to | <ul style="list-style-type: none">To close the attainment gap between DIS/PP pupils and other pupils in our school | RWI training undertaken for all teachers and TAs in FS and KS1. | | | | | | | | | |

| | | | | | |
|---|---|----------|--|--|--|
| based intervention groups and 1:1 support. Interventions provided by teaching staff, SLT and teaching support staff. | 15 KS1 pupils 55 KS2 pupils | | ensure pupils reach their targets to provide additional support to combat any additional barriers to learning. | <ul style="list-style-type: none"> - To ensure the DIS/PP pupils are closely monitored and progress accelerated - To promote engagement and enthusiasm for learning - To raise attainment in reading - To specifically target progress and close the gap between DIS/ PP pupils and other pupils in reading at KS2 | LEAD SENDCO, SENDCO and SENDCO assistant supported staff with updating provision maps and identifying pupils needing SALT or language based interventions groups and 1:1. Resources updated and interventions planned and carried out. These interventions evaluated half termly. DHT supported staff with PP/Dis year group trackers pulling together all first and third wave interventions in place of all PP/Dis pupils. These trackers reviewed half termly. During Autumn and early Spring term this ensured progress for the vast majority with provision for any pupils of track assessed and tweaked quickly. After March literacy leads, SENDCO and SLT supported staff with providing appropriate online and hard copies of appropriate work to support parents with home learning. 40 tablets and 4 laptops purchased to ensure no PP/Dis pupils left digitally disadvantaged |
| To develop the profile of and pupil engagement in reading. | 8 EYFS pupils 15 KS1 pupils 55 KS2 pupils | | To encourage pupils to read in school and at home daily. To make sure teachers have a wide range of teaching materials to engage children. | <ul style="list-style-type: none"> - To raise attainment in reading throughout school - To further close the attainment gap in reading | Book packs purchased for CLA pupils based on their interests. Class novels and a wider range of age appropriate reading books bought for each class. YARC assessment system used to assess pupils and ensure reading books best match to reading age and ability. Reading reward systems set up (reading diaries, reading cards, reading rewards). CPD provided for teaching staff. TA and T lead reading groups for all abilities but focus on challenge. Whole school subscription to Oxford Owl. TA for 2019/20 demonstrated good progress and attainment for both end of KS1 and KS2 PP/Dis pupils from previous phase. Evidence from practice tests and in books to support these judgements. DHT supported staff with ongoing tracking of PP/Dis pupils on year group provision tracker for individuals. SENDCO and literacy leads provided further support through staff meetings and regular pupil progress reviews. |
| Number and Maths based support, group and 1:1 intervention provided by teaching staff, SLT and teaching support staff. | 8 EYFS pupils 15 KS1 pupils 55 KS2 pupils | £26, 899 | 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. | <ul style="list-style-type: none"> - To close the attainment gap between DIS/PP pupils and other pupils in our school - To ensure the DIS/PP pupils are closely monitored and progress accelerated - To specifically target the progress gap in maths at KS1 | The progress and attainment of PP/Dis students closely monitored and progress accelerated through use of year group trackers, regular pupils progress reviews and ongoing. Maths support provided from maths leads in school and from a member of the Trust leadership team who is also a local maths hub representative. Staff have worked over the last few years to develop a mastery approach to mathematics with a focus on same lesson and same day intervention. This approach has been successful in quickly identifying gaps and misconceptions. Although the end of KS tests did not take place this year Spring Term data collection and teacher assessment showed a narrowing of the progress gap from the previous phase for both KS1 and KS2 pupils. An attainment gap still evident in both KS1 and KS2 but the progress of all |

WOMBWELL PARKSTREET PRIMARY SCHOOL

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|---------|---|---|---|--|---------|---------|---------|-----------------------|--------|------|------|------|----|------------|------|------|------|------|-----|------|------|------|------|
| | | | | | PP/Dis pupils well documented through practice tests and work in books. | | | | | | | | | | | | | | | | | | | | |
| Deputy Head of School to continue to coordinate provision for the PP/DIS. | All our DIS/PP pupils | £10,037 | <p>To ensure the wide range of interventions and support for our DIS/PP pupils is tightly coordinated and monitored.</p> <p>To challenge staff in relation to the attainment and progress of DIS/PP pupils during Pupil Progress meetings.</p> <p>To coordinate with teachers, HT and SENDCO 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/PP pupils- To close the gap between our DIS/ PP and those nationally- To close the gap between School DIS/PP and School Other pupils | <p><u>Although no test results to reference this year during the previous year</u></p> <p>From 2018 there was a 3% increase of the PP/Dis pupils reaching EXP or above in reading, writing and maths combined. The progress gap in RW&M combined closed in 2019 with both PP/Dis and non PP/Dis pupils gaining a progress score of +2. Attainment for our PP/Dis pupils in 2019 was broadly inline with those PP/Dis nationally</p> <p><u>KS2 Results</u></p> <p>From 2018 there was an 18% increase in PP/Dis pupils reaching EXP or above in RWM combined. Despite this there was a small attainment gap increase of 2%. The progress gap closed in 2019 with PP/Dis pupils reaching a combined progress score of +13. The gap between PP/Dis and non PP/Dis in 2019 was +7. Our PP/Dis pupils outperformed those PP/Dis in Barnsley LA and those nationally.</p> <p>Throughout this year despite the impact of school closures driving forward provision and monitoring the progress and attainment gap remains a whole school priority.</p> | | | | | | | | | | | | | | | | | | | | |
| CPD (Teachers and TAs) Continue to raise awareness of what PP funding is, criteria, national research and statistics. | All our DIS/PP pupils | £890 | <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 provision for DIS/PP pupils.</p> | <ul style="list-style-type: none">- Raise teacher and TA awareness of the national picture and gap between DIS/PP 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/PP pupils and establish what is working well and what they feel they could improve- £8DIS/PP tracking documents to be updated regularly and findings acted upon promptly | <p>Termly CPD provided for staff led by DHT. Staff familiarised with key national documents and relevant research and development.</p> <p>Class PP/Dis tracking documents updated by staff after each data collection and provision tweaked accordingly. All staff set challenge questions and discussed progress and attainment of PP/Dis pupils as part of pupil progress review meetings.</p> | | | | | | | | | | | | | | | | | | | | |
| Initiatives to ensure continued improvements in attendance (prizes, rewards, competitions and certificates) | All PP pupils | £500 | 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 | <ul style="list-style-type: none">- To ensure DIS/PP pupils are in school and learning.- To raise attainment and improve progress | <p>Attendance through school continues to rise for all school. Continued efforts of PSA, EWO, Attendance team, SLT and teachers has ensured gap between PP/Dis and non PP/Dis remains close. Work to continue next academic year.</p> <table><tr><td></td><td>2016/17</td><td>2017/18</td><td>2018/19</td><td>2019/20 Sep to Mar</td></tr><tr><td>PP/DIS</td><td>93.8</td><td>94.7</td><td>95.4</td><td>97</td></tr><tr><td>NON PP/DIS</td><td>95.7</td><td>95.4</td><td>95.7</td><td>97.3</td></tr><tr><td>GAP</td><td>-1.9</td><td>-0.7</td><td>-0.3</td><td>-0.3</td></tr></table> | | 2016/17 | 2017/18 | 2018/19 | 2019/20 Sep to Mar | PP/DIS | 93.8 | 94.7 | 95.4 | 97 | NON PP/DIS | 95.7 | 95.4 | 95.7 | 97.3 | GAP | -1.9 | -0.7 | -0.3 | -0.3 |
| | 2016/17 | 2017/18 | 2018/19 | 2019/20 Sep to Mar | | | | | | | | | | | | | | | | | | | | | |
| PP/DIS | 93.8 | 94.7 | 95.4 | 97 | | | | | | | | | | | | | | | | | | | | | |
| NON PP/DIS | 95.7 | 95.4 | 95.7 | 97.3 | | | | | | | | | | | | | | | | | | | | | |
| GAP | -1.9 | -0.7 | -0.3 | -0.3 | | | | | | | | | | | | | | | | | | | | | |

WOMBWELL PARKSTREET PRIMARY SCHOOL

| | | | | | |
|--|--|-------|--|---|--|
| | | | importance of good attendance. | | |
| Initiatives to continue to improve punctuality (prizes, rewards, competitions and certificates) | All PP pupils | £350 | Poor punctuality is a barrier to learning for many of our Dis pupils. It is important to minimise the loss of learning time. | - To ensure DIS/PP pupils are in school on time in order to access more learning time | Huge reduction in PP/Dis pupils arriving late for the academic year 2017/18 130 late marks recorded. This reduced to a total of 22 late marks for pp/Dis pupils in 2018/19. The gap between lateness of PP/Dis pupils and others closed this gap remained closed Sep 19 to Mar 20 Overall improvement through school in punctuality. PSA, EWO and SLT continue to work to support families as required. |
| Subsidising the cost of before and after-school provision | Available to all PP pupils – uptake over the year to be detailed in the end of year review | £250 | To support families and provide opportunities for children to develop social and emotional skills. | - To support families should the need arise | This provision was used by two families over a short period of time. Providing continuity, hot meal and support for the children and families involved. |
| Subsidising the cost of visits and trips including residential trips. | All PP pupils | £950 | 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. | - To ensure DIS/PP pupils have the same rich learning experiences as other pupils regardless of economic background | Due to the Coronavirus pandemic the residential trip did not take place. However, 9 out of the 10 pupils eligible were set to take up the offer. This will be offered next year should residential trips be possible. |
| Covering the cost of theatre and musical performances in school. | 8 EYFS pupils 15 KS1 pupils 55 KS2 pupils | £300 | To provide rich cultural learning experiences for pupils who otherwise may not be able to afford to go. | - To ensure DIS/PP pupils have the same rich learning experiences as other pupils regardless of economic background | Financial support provided for December's pantomime enabling all PP/Dis pupils in KS1 and KS2 to attend the live performance. |
| Fund all PP students in Year 6 to submit for the Arts Award at Discovery level. | 8 PP/DIS students | £132 | 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. | - Gain a recognised arts qualification. - To develop abilities and skills in the arts | Due to partial school closures emergency risk controls in place this was not possible during the Summer Term as planned. |
| PSA parental and family support. | Families of any PP/DIS pupils requiring input (uptake to be detailed) | £3957 | 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 | - To ensure families have the support needed to ensure pupils are in school and learning | PSA currently engaged and actively supporting 90% of PP/Dis families. Needs constantly reviewed and lines PSA actively engages parents through a variety of initiatives and informal drop ins. This percentage is higher than for the previous year as the Covid pandemic has added increased strain on our families. |

WOMBWELL PARKSTREET PRIMARY SCHOOL

| | in the end of year review) | | can better support their children at school. | | 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. | | | | | | | | | |
|---|---------------------------------------|-----------------|--|---|---|---|--|--|----------------|-----------------|-----------------|--------------|----------------|---------------|
| Additional support for social, behavioural and emotional issues (provided by external professionals including staff from BESST, EP, and Art Therapist). | An expected 50 % of our DIS/PP pupils | £5967 | To provide specialist and professional support to meet the needs of pupils struggling with social, behavioural and emotional issues. Coordinated by SENDCO | <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 | There were no fixed term exclusions during this academic year. 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. CONTACT LIMITED DUE TO COVID PANDEMIC FROM MARCH 2020 | | | | | | | | | |
| 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 80% of our DIS/PP pupils | £8,768 | 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>The Thrive approach continues to see huge success in school. Robust procedures and systems established by SENDCO Support and nurture sessions from PSA Additional resources and training on effective circle time 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. Since the partial closure of school PSA, SLT (including SENDCOs) have tracked the level of contact between home and school and carried out a range of welfare calls, welfare visits and provided a wide ranging package of support.</p> <p>PP/DIS TRACKING OF CONTACT WITH FAMILIES</p> <table><tr><th colspan="3">TRACKING OF PP/DIS PUPILS SCHOOL CONTACT WITH FAMILIES: SCHOOL IN CONTACT WITH THE FAMILIES OF PP/DIS PUPILS EITHER THROUGH PUPILS BEING IN SCHOOL, WELFARE CALLS, WELFARE HOME VISITS OR VIA THE SEESAW APP.</th></tr><tr><th>AUDIT MAY 2020</th><th>AUDIT JUNE 2020</th><th>AUDIT JULY 2020</th></tr><tr><td>57/75 76%</td><td>74/75 98.7%</td><td>75/75 100%</td></tr></table> | TRACKING OF PP/DIS PUPILS SCHOOL CONTACT WITH FAMILIES: SCHOOL IN CONTACT WITH THE FAMILIES OF PP/DIS PUPILS EITHER THROUGH PUPILS BEING IN SCHOOL, WELFARE CALLS, WELFARE HOME VISITS OR VIA THE SEESAW APP. | | | AUDIT MAY 2020 | AUDIT JUNE 2020 | AUDIT JULY 2020 | 57/75 76% | 74/75 98.7% | 75/75 100% |
| TRACKING OF PP/DIS PUPILS SCHOOL CONTACT WITH FAMILIES: SCHOOL IN CONTACT WITH THE FAMILIES OF PP/DIS PUPILS EITHER THROUGH PUPILS BEING IN SCHOOL, WELFARE CALLS, WELFARE HOME VISITS OR VIA THE SEESAW APP. | | | | | | | | | | | | | | |
| AUDIT MAY 2020 | AUDIT JUNE 2020 | AUDIT JULY 2020 | | | | | | | | | | | | |
| 57/75 76% | 74/75 98.7% | 75/75 100% | | | | | | | | | | | | |
| Whole school theme weeks and celebration days. | All our DIS/PP pupils | £300 | 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 | During Autumn and First half of Spring Term pupils engaged in E-Safety workshops, French Day, National Poetry Day, Anti-Bullying Week and Road Safety Week. During whole school assemblies staff and pupils engaged in a range of religious festivals, international events and local and national initiatives and celebrations. These opportunities allowed our | | | | | | | | | |

WOMBWELL PARKSTREET PRIMARY SCHOOL

| | | | | | |
|--|-----------------------|------|--|---|--|
| | | | | | PP/Dis pupils to learn more about the world and the people in it gaining a local, national and global perspective. They also had a wide range of opportunities to develop and identify new skills and talents. |
| Celebration events, prize giving, awards assemblies, letters to parents, performances, concerts etc | All our DIS/PP pupils | £300 | 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. . 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 continues to improve. Unfortunately due to parital school closures and the need for social distancing ed of year performances did not take place. Where possible all pupils benefited from virtual presentations and leavers award ceremony</p> |