



## STRATEGY FOR THE SCHOOL'S USE OF PUPIL PREMIUM FUNDING 2020/21

| <b>Barriers Identified as Impacting on the Achievement of Pupil Premium Pupils at Wombwell Park Street Primary School</b><br>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.   |  |           |  |  |   |
|--|--|-----------|--|--|---|
| <ul style="list-style-type: none"> <li>poor attendance</li> <li>poor punctuality</li> <li>low expectation</li> <li>communication difficulties</li> <li>low aspiration</li> <li>low self-esteem</li> <li>lack of confidence</li> <li>anxiety around Covid-19</li> <li>limited cultural nurturing</li> <li>limited opportunities outside of school and.</li> <li>behavioural issues</li> <li>health problems</li> <li>sudden change of circumstances (short term family crisis)</li> <li>bereavement</li> <li>Social difficulties</li> <li>Emotional difficulties</li> <li>poor diet and nutrition</li> <li>lack of support at home with homework</li> <li>unsettled homelife or parents needing support with parenting skills</li> <li>Bouts of isolation due to the Covid-19 Pandemic</li> </ul> |  |           |  |  |   |
| SUMMARY OF EXPENDITURE   | BENEFICIARIES                                    | Cost      | REASON   | INTENDED OUTCOME   | ACTUAL IMPACT   |
| <b>DHT to monitor attainment and progress of PP/Dis pupils in the foundation subjects</b>  | 10 EYFS pupils<br>25 KS1 pupils<br>42 KS2 pupils | £2,584.27 | 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"> <li>To report to HT and Governors progress and attainment of PP/Dis pupils in the foundation subjects.</li> <li>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 pupils</li> <li>To close any attainment and progress gaps</li> </ul>  | <i>Internal tracking systems updated so class teachers and subject leader can monitor the attainment and any gaps in attainment in all subjects. Subject leaders are currently analysing teacher assessment data from July 2021 and a thorough gap analysis has been completed in all subjects. This will provide an accurate starting point for all class teachers and subject leaders for the academic year 2021/22. All subject leaders will continue to monitor any attainment gaps termly and work with class teachers to address this. PP lead closely monitored engagement and contact with PP families during partial school closures. Class teachers, SLT, PSA and subject leaders addressed any issues promptly. As a result engagement and contact remained high. The impact on attainment and progress gap in foundation subjects during the year was less significant than in the core subjects.</i> |
| <b>Literacy, Phonics, writing, SALT and language based intervention groups and 1:1 support. Interventions provided by teaching staff, SLT and teaching support staff.</b>  | 10 EYFS pupils<br>25 KS1 pupils<br>42 KS2 pupils | £31387.19 | 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"> <li>To close the attainment gap between DIS/PP pupils and other pupils in our school</li> <li>To ensure the DIS/PP pupils are closely monitored and progress accelerated</li> <li>To promote engagement and enthusiasm for learning</li> <li>To raise attainment in reading <ul style="list-style-type: none"> <li>To specifically target progress and close the gap between DIS/ PP pupils and other pupils in reading at KS2</li> </ul> </li> </ul> | <i>Despite movement restrictions in place following Covid-19 RA RWI groups and intervention groups and 1:1 continued throughout the year. During times of partial school closures sessions were taught over Zoom for pupils learning from home and interventions continued remotely. Class teachers, subject leaders, SLT and PSA provided support for any PP families not engaging. 14 devices provided and regular contact in person, over the phone and via Zoom provided. During partial school closures class teachers and support staff continued to provide engaging literacy sessions during the school day and in addition provided daily Zoom lessons and balanced supporting children learning in school and at home with a mixture of live intervention and open Seesaw sessions – followed up with Zoom calls and telephone support as required for pupils learning from home.</i>                   |



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|   |  |                                |  |  | <p>HT literacy lead with supporting staff with remote and live literacy teaching providing internal and external CPD.</p> <p>Class teachers continue to complete and update PP/Dis trackers regularly and meet with DHT each term to discuss specifically the progress and attainment of PP/Dis pupils and the impact of resulting actions and interventions.</p> <p><b>Y2 ATTAINMENT GAP TRACKING</b></p> <table><tr><th>YEAR 2</th><th>JAN 20</th><th>OCT 20</th><th>JUNE 2021</th></tr><tr><td>READING</td><td>-36.5</td><td>-6.3</td><td>0.7</td></tr><tr><td>WRITING</td><td>-47.9</td><td>-12.5</td><td>-41.9</td></tr></table> <p><b>Y2 PROGRESS GAP TRACKING</b></p> <table><tr><th rowspan="2">Year Group 2<br/>44 (20/21 Y2)</th><th colspan="3">PROGRESS FROM END OF EYFS TO END OF Y2</th><th rowspan="2">GAP</th></tr><tr><th></th><th>PUPILS MAKING<br/>EXP+ PROGRESS</th><th>PUPIL MAKING<br/>RAPID PROGRESS</th></tr><tr><td rowspan="2">READING</td><td>PP (13)</td><td>10/13<br/>77%</td><td>3/13<br/>23.1%</td><td>EXP+<br/>2.8</td></tr><tr><td>Non-PP (31)</td><td>23/31<br/>74.2%</td><td>3/31<br/>9.7%</td><td>R<br/>13.4</td></tr><tr><td rowspan="2">WRITING</td><td>PP (13)</td><td>6/13<br/>46.2%</td><td>0</td><td>EXP+<br/>4.3</td></tr><tr><td>Non-PP (31)</td><td>13/31<br/>41.9%</td><td>2/31<br/>6.5%</td><td>R<br/>-6.5</td></tr></table> <p><b>YR 6 ATTAINMENT</b></p> <p>Point to note of the PP group 50% SEND. Of the non-PP group 8% SEND.</p> <table><tr><th>YEAR 6</th><th>JAN 20</th><th>OCT 20</th><th>JUNE 2021</th></tr><tr><td>READING</td><td>-3</td><td>11.7</td><td>-17.5</td></tr><tr><td>WRITING</td><td>-13.6</td><td>-5</td><td>-19.2</td></tr></table> <p><b>YR 6 PROGRESS</b></p> <table><tr><th rowspan="2">Year Group<br/>Team Y6<br/>34 (20/21 Y6)</th><th colspan="3">PROGRESS FROM END OF KS1 TO END OF Y6</th><th rowspan="2">GAP</th></tr><tr><th></th><th>PUPILS MAKING<br/>EXP+ PROGRESS</th><th>PUPIL MAKING<br/>RAPID PROGRESS</th></tr><tr><td rowspan="2">READING</td><td>PP (10)</td><td>9/10<br/>90%</td><td>4/10<br/>40%</td><td>EXP+<br/>-5.8 (1 PP and 1 Non-PP child less than EXP progress)</td></tr><tr><td>Non-PP (24)</td><td>23/24<br/>95.8%</td><td>8/24<br/>33.3%</td><td>R<br/>0.7</td></tr><tr><td rowspan="2">WRITING</td><td>PP (10)</td><td>8/10<br/>80%</td><td>2/10<br/>20%</td><td>EXP+<br/>-15.8 (2 PP and 1 Non-PP child less than EXP progress)</td></tr><tr><td>Non-PP (24)</td><td>23/24<br/>95.8%</td><td>6/24<br/>25%</td><td>R<br/>-5</td></tr></table> | YEAR 2 | JAN 20 | OCT 20 | JUNE 2021 | READING | -36.5 | -6.3 | 0.7 | WRITING | -47.9 | -12.5 | -41.9 | Year Group 2<br>44 (20/21 Y2) | PROGRESS FROM END OF EYFS TO END OF Y2 |  |  | GAP |  | PUPILS MAKING<br>EXP+ PROGRESS | PUPIL MAKING<br>RAPID PROGRESS | READING | PP (13) | 10/13<br>77% | 3/13<br>23.1% | EXP+<br>2.8 | Non-PP (31) | 23/31<br>74.2% | 3/31<br>9.7% | R<br>13.4 | WRITING | PP (13) | 6/13<br>46.2% | 0 | EXP+<br>4.3 | Non-PP (31) | 13/31<br>41.9% | 2/31<br>6.5% | R<br>-6.5 | YEAR 6 | JAN 20 | OCT 20 | JUNE 2021 | READING | -3 | 11.7 | -17.5 | WRITING | -13.6 | -5 | -19.2 | Year Group<br>Team Y6<br>34 (20/21 Y6) | PROGRESS FROM END OF KS1 TO END OF Y6 |  |  | GAP |  | PUPILS MAKING<br>EXP+ PROGRESS | PUPIL MAKING<br>RAPID PROGRESS | READING | PP (10) | 9/10<br>90% | 4/10<br>40% | EXP+<br>-5.8 (1 PP and 1 Non-PP child less than EXP progress) | Non-PP (24) | 23/24<br>95.8% | 8/24<br>33.3% | R<br>0.7 | WRITING | PP (10) | 8/10<br>80% | 2/10<br>20% | EXP+<br>-15.8 (2 PP and 1 Non-PP child less than EXP progress) | Non-PP (24) | 23/24<br>95.8% | 6/24<br>25% | R<br>-5 |
|---|--|--------------------------------|--|--|--|--------|--------|--------|-----------|---------|-------|------|-----|---------|-------|-------|-------|-------------------------------|--|--|--|-----|--|--------------------------------|--------------------------------|---------|---------|--------------|---------------|-------------|-------------|----------------|--------------|-----------|---------|---------|---------------|---|-------------|-------------|----------------|--------------|-----------|--------|--------|--------|-----------|---------|----|------|-------|---------|-------|----|-------|--|---------------------------------------|--|--|-----|--|--------------------------------|--------------------------------|---------|---------|-------------|-------------|---|-------------|----------------|---------------|----------|---------|---------|-------------|-------------|--|-------------|----------------|-------------|---------|
| YEAR 2  | JAN 20   | OCT 20                         | JUNE 2021  |  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| READING   | -36.5  | -6.3                           | 0.7  |  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| WRITING   | -47.9  | -12.5                          | -41.9  |  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| Year Group 2<br>44 (20/21 Y2)   | PROGRESS FROM END OF EYFS TO END OF Y2           |                                |  | GAP  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
|   |  | PUPILS MAKING<br>EXP+ PROGRESS | PUPIL MAKING<br>RAPID PROGRESS   |  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| READING   | PP (13)  | 10/13<br>77%                   | 3/13<br>23.1%  | EXP+<br>2.8  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
|   | Non-PP (31)                                      | 23/31<br>74.2%                 | 3/31<br>9.7%   | R<br>13.4  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| WRITING   | PP (13)  | 6/13<br>46.2%                  | 0  | EXP+<br>4.3  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
|   | Non-PP (31)                                      | 13/31<br>41.9%                 | 2/31<br>6.5%   | R<br>-6.5  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| YEAR 6  | JAN 20   | OCT 20                         | JUNE 2021  |  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| READING   | -3   | 11.7                           | -17.5  |  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| WRITING   | -13.6  | -5                             | -19.2  |  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| Year Group<br>Team Y6<br>34 (20/21 Y6)  | PROGRESS FROM END OF KS1 TO END OF Y6            |                                |  | GAP  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
|   |  | PUPILS MAKING<br>EXP+ PROGRESS | PUPIL MAKING<br>RAPID PROGRESS   |  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| READING   | PP (10)  | 9/10<br>90%                    | 4/10<br>40%  | EXP+<br>-5.8 (1 PP and 1 Non-PP child less than EXP progress)  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
|   | Non-PP (24)                                      | 23/24<br>95.8%                 | 8/24<br>33.3%  | R<br>0.7   |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| WRITING   | PP (10)  | 8/10<br>80%                    | 2/10<br>20%  | EXP+<br>-15.8 (2 PP and 1 Non-PP child less than EXP progress)   |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
|   | Non-PP (24)                                      | 23/24<br>95.8%                 | 6/24<br>25%  | R<br>-5  |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| To develop the profile of and pupil engagement in reading.                      | 10 EYFS pupils<br>25 KS1 pupils<br>42 KS2 pupils | £2,980                         | 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. | - To raise attainment in reading throughout school<br>- To further close the attainment gap in reading |  |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |
| Number and Maths based support, group and 1:1 intervention provided by teaching | 10 EYFS pupils<br>25 KS1 pupils<br>42            | £27,705.97                     | To ensure that in addition to quality first wave teaching additional input is given to ensure pupils reach their targets. To               | - To close the attainment gap between DIS/PP pupils and other pupils in our school                     | Class teachers continue to complete and update PP/Dis trackers regularly and meet with DHT each term to discuss specifically the progress and attainment of PP/Dis pupils and the impact of resulting actions and interventions.   |        |        |        |           |         |       |      |     |         |       |       |       |                               |  |  |  |     |  |                                |                                |         |         |              |               |             |             |                |              |           |         |         |               |   |             |             |                |              |           |        |        |        |           |         |    |      |       |         |       |    |       |  |                                       |  |  |     |  |                                |                                |         |         |             |             |   |             |                |               |          |         |         |             |             |  |             |                |             |         |



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| staff, SLT and teaching support staff.  | KS2 pupils                                       |                | provide additional support to combat any additional barriers to learning.   | <ul style="list-style-type: none"><li>- To ensure the DIS/PP pupils are closely monitored and progress accelerated<ul style="list-style-type: none"><li>- To specifically target the progress gap in maths at KS1</li></ul></li></ul>   | <p>DHT, SENDCO (Incredible Me Lead), PSA and class teachers work closely to identify any barriers to learning and address as promptly as possible. Barriers may be emotional, financial, and technological or linked to learning.</p> <p>A range of resources purchases and renewed TT Rockstars, IR ipad APPs, maths mastery boxes updated and additional resources purchased. CGP maths text books purchased for Y6. Seesaw subscription renewed. Purple Mash learning platform available to use 3 year subscription purchased.</p> <p><b>Y2 ATTAINMENT GAP TRACKING</b></p> <table><tr><th>YEAR 2</th><th>JAN 20</th><th>OCT 20</th><th>JUNE 2021</th></tr><tr><td>MATHS</td><td>-39</td><td>-9.4</td><td>-24</td></tr></table> <p><b>Y2 PROGRESS FROM EYFS</b></p> <table><tr><td rowspan="2">MATHS</td><td>PP( 13)</td><td>10/13<br/>77%</td><td>1/13<br/>7.7%</td><td>EXP+<br/>12.5</td></tr><tr><td>Non-PP (31)</td><td>20/31<br/>64.5%</td><td>1/31<br/>3.2%</td><td>R<br/>4.5</td></tr></table> <p><b>Y6 ATTAINMENT GAP TRACKING</b></p> <table><tr><th>YEAR 6</th><th>JAN 20</th><th>OCT 20</th><th>JUNE 2021</th></tr><tr><td>MATHS</td><td>-10.2</td><td>-17.5</td><td>-10.2</td></tr></table> <p><b>Y6 PROGRESS GAP TRACKING</b></p> <table><tr><td rowspan="2">MATHS</td><td>PP (10)</td><td>9/10<br/>90 %</td><td>4/10<br/>40%</td><td>EXP+<br/>-5.8 (1 PP and 1 Non-PP still less than EXP progress)</td></tr><tr><td>Non-PP (24)</td><td>23/24<br/>95.8%</td><td>6/24<br/>25%</td><td>R<br/>15</td></tr></table> | YEAR 2 | JAN 20 | OCT 20 | JUNE 2021 | MATHS | -39 | -9.4 | -24 | MATHS | PP( 13) | 10/13<br>77% | 1/13<br>7.7% | EXP+<br>12.5 | Non-PP (31) | 20/31<br>64.5% | 1/31<br>3.2% | R<br>4.5 | YEAR 6 | JAN 20 | OCT 20 | JUNE 2021 | MATHS | -10.2 | -17.5 | -10.2 | MATHS | PP (10) | 9/10<br>90 % | 4/10<br>40% | EXP+<br>-5.8 (1 PP and 1 Non-PP still less than EXP progress) | Non-PP (24) | 23/24<br>95.8% | 6/24<br>25% | R<br>15 |
|---|--|----------------|---|---|---|--------|--------|--------|-----------|-------|-----|------|-----|-------|---------|--------------|--------------|--------------|-------------|----------------|--------------|----------|--------|--------|--------|-----------|-------|-------|-------|-------|-------|---------|--------------|-------------|---|-------------|----------------|-------------|---------|
| YEAR 2  | JAN 20   | OCT 20         | JUNE 2021   |   |   |        |        |        |           |       |     |      |     |       |         |              |              |              |             |                |              |          |        |        |        |           |       |       |       |       |       |         |              |             |   |             |                |             |         |
| MATHS   | -39  | -9.4           | -24   |   |   |        |        |        |           |       |     |      |     |       |         |              |              |              |             |                |              |          |        |        |        |           |       |       |       |       |       |         |              |             |   |             |                |             |         |
| MATHS   | PP( 13)  | 10/13<br>77%   | 1/13<br>7.7%  | EXP+<br>12.5  |   |        |        |        |           |       |     |      |     |       |         |              |              |              |             |                |              |          |        |        |        |           |       |       |       |       |       |         |              |             |   |             |                |             |         |
|   | Non-PP (31)                                      | 20/31<br>64.5% | 1/31<br>3.2%  | R<br>4.5  |   |        |        |        |           |       |     |      |     |       |         |              |              |              |             |                |              |          |        |        |        |           |       |       |       |       |       |         |              |             |   |             |                |             |         |
| YEAR 6  | JAN 20   | OCT 20         | JUNE 2021   |   |   |        |        |        |           |       |     |      |     |       |         |              |              |              |             |                |              |          |        |        |        |           |       |       |       |       |       |         |              |             |   |             |                |             |         |
| MATHS   | -10.2  | -17.5          | -10.2   |   |   |        |        |        |           |       |     |      |     |       |         |              |              |              |             |                |              |          |        |        |        |           |       |       |       |       |       |         |              |             |   |             |                |             |         |
| MATHS   | PP (10)  | 9/10<br>90 %   | 4/10<br>40%   | EXP+<br>-5.8 (1 PP and 1 Non-PP still less than EXP progress)   |   |        |        |        |           |       |     |      |     |       |         |              |              |              |             |                |              |          |        |        |        |           |       |       |       |       |       |         |              |             |   |             |                |             |         |
|   | Non-PP (24)                                      | 23/24<br>95.8% | 6/24<br>25%   | R<br>15   |   |        |        |        |           |       |     |      |     |       |         |              |              |              |             |                |              |          |        |        |        |           |       |       |       |       |       |         |              |             |   |             |                |             |         |
| SLT, class teachers and PSA to monitor and support pupils with access to home learning in the event of further partial school closures or families having to isolate. | 10 EYFS pupils<br>25 KS1 pupils<br>42 KS2 pupils | £1200          | <p>To ensure no PP/Dis pupils are at a disadvantage due to a lack of technology available at home for learning on the Seesaw Platform.</p> <p>To provide hard copies of work as appropriate to the needs of specific pupils.</p> <p>To ensure all pupils are engaging in home learning.</p> <p>To provide additional support for adults and children in order</p> | <ul style="list-style-type: none"><li>- To monitor the number of children accessing home learning.</li><li>- To identify any families which may be digitally disadvantaged and provide tablet or laptop for home learning and homework.</li><li>- To maintain regular contact with families to ensure staff are aware of any support needed.</li><li>- To close further the attainment gap between PP/Dis and non pupils.</li></ul> | <p>-Emails sent offering support with online learning for those families not engaging</p> <p>-Weekly online learning and technical support session via Zoom available to all parents</p> <p>-All children without an adequate device for home learning provided with one</p> <p>-All parents offered the opportunity for a call back to deal with any technical difficulties – calls returned as soon as staff had capacity always the same day</p> <p>-An additional 16 pupils were added to the welfare call list. Contact made with those pupils not engaging online or attending school. Attendance, contact and engagement of pupils out of school monitored closely and any required actions taken promptly by teaching staff, PSA, safeguarding team or PSA</p> <p>-Work packs provided for families who felt the online provision was not appropriate for their child. Packs made available for collection, posted out or delivered</p>   |        |        |        |           |       |     |      |     |       |         |              |              |              |             |                |              |          |        |        |        |           |       |       |       |       |       |         |              |             |   |             |                |             |         |



|   |  |                 |   |   | <p>-With additional support from staff unable to work in school learning activities continued to be uploaded to Seesaw and additional staff support with acknowledging work</p> <p>-Provision for pupils in school tight catch-up focus ensuring core subjects prioritised and regular assessment to ensure any gaps in learning were being addressed</p> <p>-Staff facilitating in school and online learning – teaching staff effectively teaching two classes daily – in school and those children at home.</p> <p>-Zoom lessons provided daily for children working at home. Additional Zoom interventions provided for those pupils requiring it.</p> <p>-Following government guidance further pupils added to school defined vulnerable list to come into school</p> <p>-SLT/SEND/CO/PSA continued to support families and pupils identified as vulnerable. Regular communication maintained with social workers, family support workers and local authority</p> <p>-Frequent correspondence in relation to in school provision, nationwide/local updates and home learning sent to parents.</p> <p><b>PP/DIS PUPILS TRACKING OF LEARNING ENGAGEMENT</b></p> <table><tr><th colspan="4">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><th>AUDIT FEB 2021</th></tr><tr><td>30/75<br/>40%</td><td>56/75<br/>74.7%</td><td>73/75<br/>97.3%</td><td>75/77<br/>97.4%</td></tr></table> <p><b>PP/DIS TRACKING OF CONTACT WITH FAMILIES</b></p> <table><tr><th colspan="4">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><th>AUDIT FEB 2021</th></tr><tr><td>57/75<br/>76%</td><td>74/75<br/>98.7%</td><td>75/75<br/>100%</td><td>77/77<br/>100%</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 | AUDIT FEB 2021 | 30/75<br>40% | 56/75<br>74.7% | 73/75<br>97.3% | 75/77<br>97.4% | 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 | AUDIT FEB 2021 | 57/75<br>76% | 74/75<br>98.7% | 75/75<br>100% | 77/77<br>100% |
|---|--|-----------------|---|---|--|---|--|--|--|----------------|-----------------|-----------------|----------------|--------------|----------------|----------------|----------------|---|--|--|--|----------------|-----------------|-----------------|----------------|--------------|----------------|---------------|---------------|
| 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 | AUDIT FEB 2021  |   |  |   |  |  |  |                |                 |                 |                |              |                |                |                |   |  |  |  |                |                 |                 |                |              |                |               |               |
| 30/75<br>40%  | 56/75<br>74.7%                                   | 73/75<br>97.3%  | 75/77<br>97.4%  |   |  |   |  |  |  |                |                 |                 |                |              |                |                |                |   |  |  |  |                |                 |                 |                |              |                |               |               |
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| AUDIT MAY 2020  | AUDIT JUNE 2020                                  | AUDIT JULY 2020 | AUDIT FEB 2021  |   |  |   |  |  |  |                |                 |                 |                |              |                |                |                |   |  |  |  |                |                 |                 |                |              |                |               |               |
| 57/75<br>76%  | 74/75<br>98.7%                                   | 75/75<br>100%   | 77/77<br>100%   |   |  |   |  |  |  |                |                 |                 |                |              |                |                |                |   |  |  |  |                |                 |                 |                |              |                |               |               |
| <b>Deputy Head of School to continue to coordinate provision for the PP/DIS.</b>  | 10 EYFS pupils<br>25 KS1 pupils<br>42 KS2 pupils | £10,338.11      | <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</p> | <ul style="list-style-type: none"><li>- To monitor the performance of our PP pupils against the performance of other pupils and those pupils nationally</li><li>- To provide support and CPD for staff</li><li>- To inform Governors on the performance of our DIS/PP pupils</li><li>- To close the gap between our DIS/PP and those nationally</li></ul> | <p>Although no externally moderated data available for this year or last DHT has continued to monitor closely provision in school for PP/Dis pupils. Please refer to TA data in previous sections of this document and the impact of work by DHT, SLT, PSA, class teacher and support staff to ensure engagement of pupils in school and with online learning during partial school closures and requirements to isolate. Class teachers continue to complete and update PP/Dis trackers regularly and meet with DHT each term to discuss specifically the progress and attainment of PP/Dis pupils and the impact of resulting actions and interventions. The impact of this is that if any PP/Dis pupils are off track they are identified early and interventions or</p>  |   |  |  |  |                |                 |                 |                |              |                |                |                |   |  |  |  |                |                 |                 |                |              |                |               |               |



# WOMBWELL PARKSTREET PRIMARY SCHOOL

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|   |   |                    | <p>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"><li>- To close the gap between School DIS/PP and School Other pupils</li></ul>  | <p>actions can be put in place promptly. The impact of these actions and interventions are reviewed regularly. All class teachers are fully aware of who the PP/Dis pupils are in their class, what their attainment and progress are and what provision is in place to accelerate learning. This has been a challenging year and has undoubtedly impacted on progress and attainment for all pupils including PP/Dis. Class teachers and subject leaders have identified resulting gaps in learning and have created action plans to address going forward into 2021/22.</p>   |  |                        |                    |                      |    |       |                          |     |       |
| <p><b>CPD (Teachers and TAs)</b></p> <p><b>Continue to raise awareness of what PP funding is, criteria, national research and statistics.</b></p> | <p>10 EYFS pupils<br/>25 KS1 pupils<br/>42 KS2 pupils</p> | <p>£916.70</p>     | <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"><li>- Raise teacher and TA awareness of the national picture and gap between DIS/PP and those nationally</li><li>- Raise staff awareness of current research and the implications for our pupils</li><li>- 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</li><li>- DIS/PP tracking documents to be updated regularly and findings acted upon promptly</li></ul> | <p>DHT continues to provide half termly CPD for all staff on awareness of PP/Dis and shares any current research and good practice. DHT provides termly support for teachers with completing and reviewing class PP/Dis trackers. NQTs/RQTs and staff new to Park Street are provided with additional mentoring and support from DHT to ensure they are providing best possible provision for PP/Dis. DHT has worked with HLTA to provide SPD for teaching support staff. The impact of this has been that all adults supporting with teaching and learning in class are aware of who the PP/Dis pupils are, and are clear about why it is and continues to be a national priority to monitor and address any attainment and progress gaps. All subject leaders regularly analyse the attainment and progress gap in their subjects and any issues or actions required are shared with teaching staff and monitored by DHT and subject leaders.</p> |  |                        |                    |                      |    |       |                          |     |       |
| <p><b>Initiatives to ensure continued improvements in attendance (prizes, rewards, competitions and certificates)</b></p>                         | <p>10 EYFS pupils<br/>25 KS1 pupils<br/>42 KS2 pupils</p> | <p>£500</p>        | <p>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.</p> | <ul style="list-style-type: none"><li>- To ensure DIS/PP pupils are in school and learning.</li><li>- To raise attainment and improve progress</li></ul>  | <p>With the additional challenges of partial school closures, bubble closures and families being required to isolate monitoring of attendance has been particularly challenging. Please see above the additional monitoring of engagement and contact with PP/Dis families and also the additional steps taken by SLT, Attendance team and PSA and EWO to promote attendance and engagement. The trend since 2016 has been a year on year narrowing of the attendance gap. This is the widest gap since then and monitoring of the attendance gap will remain a priority next academic year.</p> <table><tr><td></td><td><b>Pupils in group</b></td><td><b>Attendances</b></td></tr><tr><td><b>Pupil Premium</b></td><td>85</td><td>94.34</td></tr><tr><td><b>Not Pupil Premium</b></td><td>277</td><td>97.19</td></tr></table>   |  | <b>Pupils in group</b> | <b>Attendances</b> | <b>Pupil Premium</b> | 85 | 94.34 | <b>Not Pupil Premium</b> | 277 | 97.19 |
|   | <b>Pupils in group</b>                                    | <b>Attendances</b> |  |   |   |  |                        |                    |                      |    |       |                          |     |       |
| <b>Pupil Premium</b>  | 85  | 94.34              |  |   |   |  |                        |                    |                      |    |       |                          |     |       |
| <b>Not Pupil Premium</b>  | 277   | 97.19              |  |   |   |  |                        |                    |                      |    |       |                          |     |       |
| <p><b>Initiatives to continue to improve punctuality (prizes, rewards,</b></p>  | <p>10 EYFS pupils<br/>25 KS1 pupils<br/>42 KS2 pupils</p> | <p>£350</p>        | <p>Poor punctuality is a barrier to learning for many of our Dis pupils. It is important to minimise the loss of learning time.</p>  | <ul style="list-style-type: none"><li>- To ensure DIS/PP pupils are in school on time in order to access more learning time</li></ul>   | <p>Although lateness is unfortunately still an issue the gap remains closed and staff will continue to promote punctuality for all pupils. PP late 0.26% and non-PP 0.32%</p>   |  |                        |                    |                      |    |       |                          |     |       |



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| competitions and certificates)   |   |          |  |   |   |
| <b>Subsidising the cost of before and after-school provision (when it is risk assessed as safe to offer)</b>                         | 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   | Inline with our Covid RA after school provision was not offered until October 2020 and MAC was reintroduced Summer Term. 6 PP pupils had places in after school provision.  |
| <b>Subsidising the cost of visits and trips including residential trips (when it is risk assessed as safe to offer residential).</b> | 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 | For the academic year 2020-21 following government guidance residential visits were put on hold. Following school RA educational visits were also suspended. This support will be offered for the academic year 2021-22/  |
| <b>Covering the cost of theatre and musical performances in school.</b>  | 8 EYFS pupils<br>15 KS1 pupils<br>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 | Plans for this were adapted and various online workshops and sessions were booked. Upper KS2 children engaged with a singing workshop provided by Luke Mathers – PP costs covered. All pupils had the opportunity to enjoy Peter Duncan's virtual pantomime – ticket costs for PP pupils covered. |
| <b>Fund all PP students in Year 6 to submit for the Arts Award at Discovery level.</b>   | 8 PP/DIS students   | £140     | To provide pupils with the opportunity to engage in high quality education in the arts.<br><br>To visit art galleries and work alongside professional artists.<br>To raise aspirations and confidence.                           | - Gain a recognised arts qualification.<br>- To develop abilities and skills in the arts                            | Arts Award didn't run this year funding redistributed to arts projects for pupils in Summer term this included cupcake project with funding for marketing art materials and ingredients.  |
| <b>PSA parental and family support.</b>  | Families of any PP/DIS pupils requiring input (uptake to be detailed in the end of year review) | £4075.71 | 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. | - To ensure families have the support needed to ensure pupils are in school and learning                            | Significant increase in the families supported by PSA particularly during partial school closures.<br>2018/19 – approx. 75%<br>2019/20 – 90% of families supported<br>2020/21- 100% of families supported varying degrees of support  |



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| <b>Additional support for social, behavioural and emotional issues (provided by external professionals including staff from BESST, EP, and Art Therapist).</b>             | 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"> <li>- To ensure the full range of pupil needs are met.</li> <li>- To support pupils with social and emotional difficulties so they are able to access teaching and learning</li> </ul>  | <p>Although due to Covid-19 restriction in person visits to school were limited services and support continued.</p> <p>9 PP pupils received virtual support from SALT team.</p> <p>6 PP pupils supported by EP</p> <p>5 PP children received Art Therapy</p> <p>Ongoing and new input from BESST for around 12% of PP pupils</p>   |
| <b>Additional support for social, behavioural and emotional issues (provided by school staff). Including 1:1 support, small group input, circle time and Thrive input.</b> | An increase from 80% of pupils to 100% to support with pupil wellbeing and reintegration back into full time school following the disruption of partial school closures. | £9031.04 | <p>To meet the needs of pupils struggling with social, behavioural and emotional issues on a daily basis and act on recommendations made by professionals.</p> <p>To enable pupils to have the support needed to help with any worries or anxieties linked to the Corona-virus pandemic to ensure all pupils are in a position where they are happy, engaged and ready to learn.</p> <p>All class teacher to complete a Thrive plan for their class and complete individual plans for any pupils who require them.</p> | <ul style="list-style-type: none"> <li>- To ensure the full range of pupil needs are met</li> <li>- To support pupils with social and emotional difficulties so they are able to access teaching and learning</li> </ul>   | <p>Incredible Me approach introduced and has replaced the Thrive approach in school although much of the content is mutually supportive. We have 15 of our PP students on individual IM plans to support with emotional and social development. All pupils are accessing Incredible Me sessions as age and stage appropriate. Relationships are positive in school and behaviour recognised as a form of communication. Regulation stations through school and in every classroom are being used by pupils effectively to promote self and supported emotional regulation.</p> <p>After partial school closures again there was a whole school focus on mental health and well-being. Allowing time for this focus has meant pupils settling quickly back into high levels of engagement and readiness for learning.</p> |
| <b>Whole school theme weeks and celebration days.</b>  | 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"> <li>- To ensure pupils are enjoying learning in order to achieve</li> <li>- To make sure pupils want to come to school and make good progress</li> <li>- To develop basic skills within a rich context for learning</li> <li>- To develop further pupil understanding of local, national and international issues.</li> </ul> | <p>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 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.</p>   |



## WOMBWELL PARKSTREET PRIMARY SCHOOL

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| <b>Celebration events, prize giving, awards assemblies, letters to parents, performances, concerts etc. (Some completed virtually due to current distancing restrictions)</b> | All our DIS/PP pupils | £300 | Recognise, celebrate and share achievements and the success of pupils. | <ul style="list-style-type: none"><li>- To foster an ethos of pride in achievement</li><li>- Build confidence and self-belief</li><li>- Raise aspirations</li></ul> | <p>End of year prize giving and performances were held virtually this year. Awards, trophies and certificates purchased for pupils to take home. Pupils, parents and carers were really complimentary and thanked school for the sense of pride and achievement felt by pupils.</p> <p>staff supported families to ensure that as many parents/carers as possible could engage with prize giving and online performances.</p> |
|---|-----------------------|------|--|---|---|