



## Pupil Premium Strategy Review of Intended outcomes for the Academic Year 2022-23

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	End of Year Evaluation
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement during lessons, book scrutiny, breadth of vocabulary applied during oral and written work across the curriculum and ongoing formative assessment.	<b>To address this target the following steps have been taken</b> <ul style="list-style-type: none"><li>- Staff CPD to ensure all aware of the disadvantaged word gap nationally, locally and in our school setting. The implications of this if left unaddressed and development of strategies to address this in our setting.</li><li>- Subject leaders have developed vocabulary progression documents. Continued non-negotiables around the expectation that all lessons begin with explicit consolidation of previously taught vocabulary and introduction of new vocabulary. Teachers continually model and insist upon accurate vocabulary use. Pupils build up personal word banks and knowledge organisers.</li><li>- Learning is set in a meaningful context. Target audience and purpose of each task is made clear.</li><li>- Consistent use of Park Street Pedagogy strategies TTYP, MTYT – oracy strategies and opportunities embedded into every lesson.</li><li>- Early identification of pupils whose oral language skills are below expected for their age and first and third wave intervention implemented. The effectiveness of these interventions monitored regularly and amended as required. In addition to pupil progress tracking systems all class teachers complete and review Pupil Premium/Disadvantaged progress documents regularly to ensure that the effectiveness of any</li></ul>



## WOMBWELL PARKSTREET PRIMARY SCHOOL

		<p>intervention or focused learning is being evaluated and amended as appropriate.</p> <ul style="list-style-type: none"><li>- Opportunities to further develop the cultural capital of pupils are embedded in the sequence of learning and wider curricular provision. Rich educational visits, workshops, visitors, fieldwork, experiences involving the arts performances, awareness days and them weeks. Encouraging enjoyment and the drive for pupils to talk about their learning</li><li>- Incredible Me programme consistently embedded into PSHE lessons and positive behaviour systems and rewards. Providing pupils with the resources and opportunities required to develop emotional intelligence and the vocabulary to evaluate their feelings and empathise with others.</li></ul> <p><b>As a result:</b></p> <ul style="list-style-type: none"><li>- During lesson monitoring observations from the Autumn Term to Summer Term there has been an improvement generally in the engagement of all pupils including the PP. Tighter focus in class on the development of vocabulary in all lessons has supported pupils with their development – improved and more consistent use of accurate vocabulary has been noted by school leaders and during external monitoring visits.</li><li>- Raised awareness of staff</li></ul>
Improved reading attainment among disadvantaged pupils.	Significantly more disadvantaged pupils reaching the expected standard in 2023/24.	<p><b>At the end of 2023 assessment data:</b></p> <ul style="list-style-type: none"><li>• <b>Y1 Phonics 80%</b> of PP/DIS pupils reached EXP. This is an increase of <b>13.3%</b> from the previous year. The Gap between the PP/Dis in school and others was <b>-11.7</b> which has narrowed from the previous year where the gap was <b>-17.7</b> The Gap between PP/DIS at Park Street and those nationally closed <b>+0.6</b></li><li>• KS1 TA <b>54%</b> of PP/DIS pupils reached EXP+ in reading an increase of <b>14%</b> on the previous year. Gap between school PP/DIS and school others was <b>-11</b> this has narrowed from the previous year when the gap was <b>-34.2</b> The Gap between</li></ul>



## WOMBWELL PARKSTREET PRIMARY SCHOOL

		<p>PP/Dis at Park Street and those PP/DIS nationally is in line at <b>0</b>.</p> <ul style="list-style-type: none"><li>• <b>KS2 60%</b> of PP/DIS pupils reached EXP+ in reading which is a slight increase of <b>6.2%</b>. Gap between PP/DIS at Park Street and school others was <b>-17.1</b> narrowing from the previous year at <b>-21.2</b>. Gap between PP/DIS at Park Street and those PP/DIS nationally is broadly inline at -0.2</li></ul>
Improved maths attainment for disadvantaged pupils	KS2 maths outcomes in 2023/24 show that the percentage of disadvantaged pupils remains high with an increase in the percentage of disadvantaged pupils reaching the higher standard.	<p>At the end of 2023 assessment data:</p> <ul style="list-style-type: none"><li>• <b>KS1 TA 38%</b> of PP/DIS pupils reached EXP+ in maths which is a decline of <b>8.7%</b> on the previous year. Gap between PP/DIS at Park Street and school others was <b>-36</b> a slight increase on the previous year when the gap was <b>-33.9</b>. The Gap between PP/DIS at Park Street and those PP/DIS nationally <b>-18</b>. <b>8.3%</b> of PP/DIS at Park Street reached the higher standard compared to school others at <b>25%</b>. Gap between school and national PP/Dis for higher standard closed <b>+0.5</b></li><li>• <b>KS2 77.3%</b> of PP/DIS pupils reached EXP+ in maths an increase of <b>6.6%</b> from 2022. Gap between PP/DIS at Park Street and school others was <b>-21</b> a wider gap than in 2022 (<b>-7.3</b>). Gap between PP/DIS at Park Street and those PP/DIS nationally closed <b>+14.5</b>. <b>13.3%</b> of PP/DIS at Park Street reached the higher standard an increase of <b>5.6%</b> from 2022. The gap between School PP/Dis reaching the higher standard and school others was <b>-21</b>. The gap between School PP/Dis reaching the higher standard and PP/Dis nationally was <b>+0.3</b></li></ul>
Increased writing attainment for disadvantaged pupils.	KS2 writing outcomes in 2023/24 shows that more disadvantage pupils met the expected standard building on previous years.	<p><b>At the end of 2023 assessment data:</b></p> <ul style="list-style-type: none"><li>• <b>Y1 Phonics 80%</b> of PP/DIS pupils reached EXP. This is an increase of <b>13.3%</b> from the previous year. The Gap between the PP/Dis in school and others was <b>-11.7</b> which has narrowed from the previous year where the gap was <b>-17.7</b> The</li></ul>



## WOMBWELL PARKSTREET PRIMARY SCHOOL

		<p>Gap between PP/DIS at Park Street and those nationally closed <b>+0.6</b></p> <ul style="list-style-type: none"><li>• <b>KS1 TA 31%</b> of PP/DIS pupils reached EXP+ in writing a dip of <b>2.2%</b> from 2022. Gap between PP/DIS at Park Street and school others <b>-40</b> the gap has increased since 2022 when it was <b>-18.3</b></li><li>• <b>KS2 TA 73.3%</b> of PP/DIS pupils reached EXP+ in writing (higher than EXP+ for all pupils nationally). Gap between PP/DIS at Park Street and school others <b>-9.6</b>. Gap between PP/DIS at Park Street and those PP/DIS nationally <b>+15.2</b></li></ul>
To achieve and sustain improved attendance for all our pupils particularly our disadvantaged pupils	For the overall annual attendance of our disadvantaged pupils to be 97% or higher	For our full-time pupils, annual attendance of our disadvantaged pupils was 91.89% at the end of the academic year 2021=2022. This attendance figure rose to 94.2% at the end of the academic year 2022-2023. Although this remains below our whole school attendance target of 97%.
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and observations by classroom staff</li><li>• all children positively engaging in Incredible Me activities as appropriate to their stage of development</li></ul>	<p>All PP/DIS pupils have engaged in Incredible Me activities in all year groups this year. 14/15 PP/DIS pupils engaged in our Y6 residential visit to Robinwood. 72% of our PP/Dis pupils have accessed extra-curricular clubs (multi-sport club, choir, dance gardening club and morning and/or after school activity clubs.</p> <p>All PP/DIS pupils in Y6 engaged in and achieved the Arts Award (discovery). This involved visiting The Cooper Art Gallery, Experience Barnsley Museum, Tut 22 Exhibition and engaging in a range of workshops for National Shakespeare week.</p> <p>All PP/DIS pupils engaged in Technology and Science Week, Anti-bullying Week, Internet Safety Day, Literacy Week, World Book Day, Interfaith Week, National Shakespeare Week and Road Safety Week.</p> <p>All PP/Dis pupils have had the opportunity to engage in local and national art competitions.</p>



## WOMBWELL PARKSTREET PRIMARY SCHOOL

	<ul style="list-style-type: none"><li>• a reduction in reported instances of disruptive behaviour</li><li>• 100% of our Y6 disadvantaged pupils to have engaged in a residential by 2023/24</li><li>• Increase in the number of disadvantaged pupils engaging in enrichment activities</li></ul>	<p>All PP/Dis pupils have attended at least 1 educational visit and engaged in fieldwork in either the school grounds or local area. PP/Dis pupils in Y1-Y5 have visited the local library.</p> <p>All PP/Dis pupils have had the opportunity to attend music and poetry writing workshops.</p> <p>Pupils in Reception, Y1 and Y2 had the opportunity to engage in a Diwali dance workshop.</p> <p>All Pupils in Y6 had the opportunity to engage in traditional Indian Dance workshop.</p> <p><b>Positive Response from Parental Questionnaire</b></p> <ul style="list-style-type: none"><li>✓ <b>97% of parents agree their child is happy in school; 72% of these strongly agree</b> <i>(Vs 100% of parents agreed their child is happy at school, 70% of these strongly agreed October 2022)</i></li><li>✓ <b>100% of parents agree their child feels safe at school; 78% of these strongly agree</b> <i>(Vs 100% of parents agreed their child feels safe at school, 73% of these strongly agreed October 2022)</i></li><li>✓ <b>97% of parents agree that staff encourage children to behave well; 72% of these strongly agree</b> <i>(Vs 100% of parents agreed that staff encourage children to behave well, 66% of these strongly agreed October 2022)</i></li><li>✓ <b>83% of parents agree that the school deals with behaviour well; 54% of these strongly agree and 10% do not know which suggests they have no experience of this)</b></li></ul>
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