



Wombwell Park Street Primary School Pupil Premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wombwell Park Street Primary School
Number of pupils in school	345 N-Y6 317 R-Y6
Proportion (%) of pupil premium eligible pupils	76/317 24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sep
Date on which it will be reviewed	Mid Year End of academic Year
Statement authorised by	Chloe Lawson
Pupil premium lead	Louise Longden
Governor / Trustee lead	Elaine Oliver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,125
Recovery premium funding allocation this academic year	£11, 165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,290

Part A: Pupil premium strategy plan

Statement of intent

The ultimate aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers.

We aim to focus on areas in which disadvantaged pupils require the most support and high-quality teaching is at the heart of our approach. It has been proven to be the most effective way to impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils whilst benefitting both groups. We aim to continue to sustain and develop high attainment for our non-disadvantaged whilst working hard to accelerate the progress of our disadvantaged pupils.

We are also committed to wider school plans for educational recovery. We have worked hard to identify the pupils whose education has been most severely impacted upon through the disruption of the last two academic years, this is in addition to the identified challenges which were present for many of our disadvantaged pupils prior to this.

We will consider challenges faced by our vulnerable pupils such as those who have a social worker, are currently classed as children looked after, dealing with bereavement or families under pressure due to financial, health and domestic difficulties. As a school we are fully aware of the impact of such challenges on a child's readiness to learn and will aim to support the whole family as appropriate.

We intend our approach to be responsive to common challenges and individual needs rooted in thorough and comprehensive diagnostic assessment, not assumptions. The approaches we have adopted will meet both the learning, social and emotional needs of our pupils – providing a comprehensive package to help them excel. We will:

- ensure all pupils are challenged in the work they are set*
- act early to intervene at the point of need and ensure appropriate action for the individual is taken*
- adopt a whole school approach in which all staff take responsibility for the disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers and writers. There are also attainment gaps in reading and writing in some cohorts through school.</p> <p>2019 statutory assessment data identified a significant attainment gap in reading between our disadvantaged pupils and our other pupils. In writing. Although, the number of disadvantaged KS2 pupils reaching EXP+ in writing was broadly in line with disadvantaged pupils nationally, a gap between our disadvantaged and others remained. Steps have been taken to address this over the last two years along with the identification of missed learning as a result of the national disruption to learning caused by the pandemic. However, this needs to continue in order to further address attainment gaps through school.</p>
2	<p>Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils have been identified through assessments, observations, and discussions with pupils – the gap is particularly significant in nursery and reception but remains an issue through KS1 and KS2.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is lower than that of our non-disadvantaged. At the end of KS2 not enough of our disadvantaged pupils reached the higher standard for mathematics.</p> <p>Our last statutory assessment data for KS2 (2019) showed our disadvantaged pupils had a progress score of 3.33. 89% of pupils reached EXP+ which was significantly higher than national. However only 11% reached the higher standard compared to 16% of disadvantaged pupils nationally. At the end of KS1 58% of our disadvantaged pupils reached EXP+ compared to 84% of pupils not classed as disadvantaged.</p>
4	<p>Prior to the Covid-pandemic (2019), through observations and close interaction with pupils and families we had identified that children classed as disadvantaged were significantly more likely to experience social and emotional difficulties. The reasons for this were numerous and often connected to circumstances outside of school. The number of children and concerns raised by staff has significantly increased over the last 18 months exacerbated by the added pressures of disruption to schooling and national lockdowns – resulting in a lack of enrichment opportunities and practical difficulties accessing learning/family support. Our disadvantaged pupils have been particularly impacted upon by lack of enrichment opportunities. Approximately 75% of the pupils classed as disadvantaged have been referred for support to our PSA or for intervention work for social and emotional needs – in addition to the focus on wellbeing provided for all pupils.</p>
5	<p>Our assessments, including observations by school leaders, PSA, EWO, attendance team, teachers and support staff along with discussions with parents/carers have identified that our disadvantaged pupils have been disproportionately impacted upon by partial school closures. Teachers have reported that supporting children with returning to pre-Covid levels of</p>

	engagement and stamina for learning has been a challenge for all pupils but particularly for our disadvantaged. This is supported by national studies. This has resulted in significant knowledge gaps and pupils falling further behind particularly in reading. Through school a dip in fine motor skills and stamina for writing has been observed in KS1 and KS2 this is significantly more of an issue for our disadvantaged pupils
6	Although from 2017-2020 attendance improved for our disadvantaged pupils incrementally each year, resulting in the attendance gap closing at 97% July 2020. At the end of last academic year the attendance for our disadvantaged pupils as a group was 94% compared to 97% for those pupils not identified as disadvantaged.

Intended outcomes

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
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.
Improved reading attainment among disadvantaged pupils.	Significantly more disadvantaged pupils reaching the expected standard in 2023/24.
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.
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.
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
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and observations by classroom staff • all children positively engaging in Incredible Me activities as appropriate to their stage of development

	<ul style="list-style-type: none"> • a reduction in reported instances of disruptive behaviour • 100% of our Y6 disadvantaged pupils to have engaged in a residential by 2023/24 • Increase in the number of disadvantaged pupils engaging in enrichment activities

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT to provide CPD for staff to raise awareness of the impact on learning and life chances connected to being disadvantaged. To keep staff informed of national research and good practice. Year group disadvantaged and SEND provision documents to be completed and updated throughout the year in order to track personalised provision for each disadvantaged pupil. All support detailed - academic and pastoral. DHT to monitor and support class teachers.	EEF research supports the most effective strategy is Wave 1 quality first teaching. Using the Pupil Premium EEF	1,2,3,4,5 and 6
Further develop the whole school approach for the delivery and assessment of phonics across Foundation Stage, KS1 and into KS2 to ensure children make good progress in reading and comprehension. To build further staff confidence with delivery, planning and assessment. CPD to support KS2 staff with delivering RWI KS2 spelling sessions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. Phonics Toolkit Strand Education Endowment Foundation EEF	1
Curriculum subject leaders and DHT to work with staff to further develop strategies and resources to promote improved oral language use, increase breadth of vocabulary and work towards closing the word gap. Ensure all staff are aware of the importance of working towards closing the word gap. Work collaboratively with other schools in the trust to develop a comprehensive approach to oracy.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Early Intervention Initiative Research Into Closing the Word Gap	1,2
Ongoing programme of CPD to support with development of teaching and learning for all teaching staff. Additional mentoring and 1:1 support to support with teacher development.	Recommendations based on research and development projects EEF Teaching Toolkit EEF guidance based on research for effective CPD	1,2,3

Whole school focus on engagement strategies.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group RWI intervention for pupils who need additional support. This will be delivered by the most appropriate staff with recruitment of an additional full time teaching assistant to build capacity.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. Phonics Toolkit Strand Education Endowment Foundation EEF EEF Teaching and Learning Toolkit	1
Targeted teacher and TA support to identify and provide targeted Wave 1 support to ensure a greater number of children achieve GDS.	Evidence to show: feedback, development of metacognition and targeted input have a strong evidence base that indicates a positive outcome on raised progress and attainment. EEF Teaching and Learning Toolkit Research EEF Use of Teaching Assistants	3
Targeted Wave 1 and small group reading strategies to promote fluency and develop comprehension skills – to be accessed by all year groups.	Evidence to show reading comprehension, feedback and phonics approaches provide a strong evidence base for positive outcomes Research EEF developing literacy at KS1 EEF Teaching and Learning Toolkit There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Targeted Wave 1 and small group writing strategies to promote fluency and develop comprehension skills – to be accessed by all year groups.	Evidence to show reading comprehension, feedback and phonics approaches provide a strong evidence base for positive outcomes EEF Teaching and Learning Toolkit There is a strong evidence base that suggests oral language interventions, impact positively on outcomes in writing. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Targeted Wave 1 and small group maths strategies to develop the rapid recall of	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	3-6

multiplication and division facts.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification of children with emotional/emotional difficulties and action taken.</p> <ul style="list-style-type: none"> • Support packages developed with class teacher and support staff • Art therapy • Input from Compass B • PSA support • Incredible Me Plans • Liaison and use of external support agencies 	<p>Research shows taking prompt action to address pupils emotional needs has a positive impact on academic progress and readiness to learn.</p> <p>EEF Guidance on SEL</p>	4
<p>All pupils to access the Incredible Me approach – individual plans to be put in place for any pupils identified as requiring them.</p> <ul style="list-style-type: none"> • Resources, activities, tracking documents and support from Incredible Me Leader 	<p>Research shows taking prompt action to address pupils emotional needs has a positive impact on academic progress and readiness to learn.</p> <p>EEF Guidance on SEL</p>	4
<p>Attendance to be closely tracked and monitored. Intervention taken as required.</p> <ul style="list-style-type: none"> • Attendance closely tracked and daily follow up calls and visits made for 3 day non-attenders • Prompt attendance panel meetings for families where attendance is causing concern • Attendance celebrations and initiatives to encourage good attendance • EWO support • Support for families from PSA and SLT 	<p>Evidence to support schools actions to raise attendance and the positive impact regular attendance has on outcomes.</p> <p>Strategies to promote attendance EEF</p>	6

<p>Steps taken to increase parental engagement particularly with supporting pupils at home with their learning.</p> <ul style="list-style-type: none"> • Seesaw platform • All families provided with a laptop or tablet if one is not present in the home for learning • SLT/PSA meet and greet in the morning and check ins at the end of the day • Support sessions to help parents with technology and learning at home provided by class teachers and SLT • Parent information sessions • Transition meetings for parents • SATS information evenings • Drop in opportunities • Celebration events • PSA support • Regular opportunities for parents/carers to come into school for learning celebrations: sharing assemblies, performances, arts celebrations and open lessons 	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>EEF Parental Engagement</p>	<p>5</p>
<p>Opportunities created for disadvantaged pupils to engage in enrichment activities:</p> <ul style="list-style-type: none"> • Residential trips significantly subsidised for disadvantage pupils • Theatre performances, music/drama workshops costs covered • All disadvantaged pupils in Y6 to enter for the Arts Award • Opportunity to engage in a range of national and international arts competitions • Opportunity to learn a musical instrument (significant subsidy of cost) 	<p>Research shows that engagement across the arts has significant cognitive benefits and raises self-confidence increasing progress.</p> <p>EEF teacher toolkit</p> <p>Arts Participation Research and Evidence</p>	<p>4,5&6</p>

<ul style="list-style-type: none"> • Opportunity to engage in a wide range of school clubs (offered free of charge) 		
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Total budgeted cost: £ [139,230]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Please refer to the reviewed Pupil Premium Strategy Plan for 2022-23.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.