

STRATEGY FOR THE SCHOOL'S USE OF PUPIL PREMIUM FUNDING 2018/19

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.					
<ul style="list-style-type: none"> poor attendance poor punctuality low expectation communication difficulties low aspiration low self-esteem lack of confidence limited cultural nurturing limited opportunities outside of school and. behavioural issues health problems sudden change of circumstances (short term family crisis) bereavement Social difficulties Emotional difficulties poor diet and nutrition lack of support at home with homework unsettled homelife or parents needing support with parenting skills 					
SUMMARY OF EXPENDITURE	BENEFICIARIES	Cost	REASON	INTENDED OUTCOME	ACTUAL IMPACT
Literacy, Phonics, SALT and language based intervention groups and 1:1 support. Interventions provided by teaching staff, SLT and teaching support staff.	12 EYFS pupils 20 KS1 pupils 37 KS2 pupils	£32,379	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 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 	<p>EYFS Of our PP/Dis pupils 50% met ELG for reading and writing. The gap has increased this year and will remain a priority for 2019/20.</p> <p>Year 1 Phonics 75% of PP/Dis students met the PSC target. This is +4.3 above those PP/Dis pupils Nationally and +5.1 above PP/Dis pupils in Barnsley LA. PP/Dis pupils closely monitored by class teachers and DHT. Recent questionnaire carried out by Lit Leader, pupil Reader Leaders and School Council reported positive attitude to reading amongst pupils.</p> <p>KS1 Results Our schools PP/Dis pupils have raised their attainment from 2018 in reading an increase of 9.6%. In reading the attainment gap between PP/Dis and non PP/Dis reduced from -20 in 2018 to -14.9 in 2019.</p> <p>KS2 Results The percentage of PP/Dis pupils achieving EXP + in reading increased from 2018. An increase of 18.1% . The attainment gap between school PP/Dis and non PP/Dis pupils is -25.2 in reading and -17.9 in writing. School PP/Dis pupils made good progress in reading as a group +0.7 progress score which is +1.2 above PP/Dis pupils in Barnsley LA and +1.3 against PP/Dis pupils nationally. Good progress was also made by PP/Dis pupils at our school with a progress score of +1.9</p>

WOMBWELL PARKSTREET PRIMARY SCHOOL

					which is +2.3 above PP/Dis pupils in Barnsley LA and +2.4 above PP/Dis pupils Nationally.
To develop the profile of and pupil engagement in reading.	20 KS1 pupils 37 KS2 pupils	£3,500	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 	<p>KS1 Results Our schools PP/Dis pupils have raised their attainment from 2018 in reading an increase of 9.6%. In reading the attainment gap between PP/Dis and non PP/Dis reduced from -20 in 2018 to -14.9 in 2019.</p> <p>KS2 Results The percentage of PP/Dis pupils achieving EXP + in reading increased from 2018. An increase of 18.1%. The attainment gap between school PP/Dis and non PP/Dis pupils is -25.2 in reading which is slightly wider than 2018 and will remain an area for development during the academic year 2019/20. However our PP/Dis pupils as a group out performed PP/Dis students in Barnsley LA and those nationally. During a recent Peer Review an increase in pupil engagement through school was noted</p>
Number and Maths based support, group and 1:1 intervention provided by teaching staff, SLT and teaching support staff.	20 KS1 pupils 37 KS2 pupils	£32,289	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 	<p>KS1 Results The percentage of our school PP/Dis pupils reaching EXP+ in maths increased by 15.3% from 2018 to 2019. The attainment gap between PP/Dis pupils and non PP/Dis reduced from -36 in 2018 to -32 in 2019. The gap is reducing but still significant and will continue to be a priority in 2019/20. Although not closed the progress gap between PP/Dis pupils in our school and non PP/Dis reduce from -23 in 2018 to -6 in 2019.</p> <p>KS2 Results In maths 88.9% of our PP/Dis pupils achieved EXP+ this is +18.2 compared to PP/Dis pupils in Barnsley LA and +21.3 compared to PP/Dis pupils nationally. The gap between our PP/Dis pupils in school and non PP/Dis pupils in 2019 was 11% in 2018 10%. In 2019 the progress gap between PP/Dis and non PP/Dis closed with PP/Dis exceeding by +18.</p>
Deputy Head of School to coordinate provision for the PP/DIS.	All our DIS/PP pupils	£19,974	<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>	<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>KS1 Results 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>KS2 Results 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</p>

WOMBWELL PARKSTREET PRIMARY SCHOOL

			To coordinate with teachers, HT and SENDCO to make sure progress of individuals is monitored and needs addressed.		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.																
CPD (Teachers and TAs) Raise awareness of what PP funding is, criteria, national research and statistics.	All our DIS/PP pupils	£1,800	To ensure all teaching and support staff are aware of the statistics and national agenda and the importance of addressing inequality. To keep staff up to date with current research and use it to inform as appropriate provision for DIS/PP pupils.	<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- DIS/PP tracking documents to be updated regularly and findings acted upon promptly	Termly CPD provided for staff led by DHT. Staff familiarised with key national documents and relevant research and development. 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.																
Initiatives to improve attendance (prizes, rewards, competitions and certificates)	All PP pupils	£350	Attendance is a barrier to learning for many of our Dis pupils. Applying a wide range of strategies to improve attendance in order to meet the different needs of individual pupils and families. School understands the importance of communicating with parents and pupils the importance of good attendance.	<ul style="list-style-type: none">- To ensure DIS/PP pupils are in school and learning.- To raise attainment and improve progress	<p>Please refer to details above relating to progress and attainment.</p> <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 continues to close. Work to continue next academic year.</p> <table><tr><td></td><td>2016/17</td><td>2017/18</td><td>2018/19</td></tr><tr><td>PP/DIS</td><td>93.8</td><td>94.7</td><td>95.4</td></tr><tr><td>NON PP/DIS</td><td>95.7</td><td>95.4</td><td>95.7</td></tr><tr><td>GAP</td><td>-1.9</td><td>-0.7</td><td>-0.3</td></tr></table>		2016/17	2017/18	2018/19	PP/DIS	93.8	94.7	95.4	NON PP/DIS	95.7	95.4	95.7	GAP	-1.9	-0.7	-0.3
	2016/17	2017/18	2018/19																		
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Initiatives to improve punctuality (prizes, rewards, competitions and certificates)	All PP pupils	£300	Poor punctuality is a barrier to learning for many of our Dis pupils. It is important to minimise the loss of learning time.	<ul style="list-style-type: none">- To ensure DIS/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. 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		To support families and provide opportunities for children to develop social and emotional skills.	<ul style="list-style-type: none">- To support families should the need arise	This academic year this facility has not been used by any of our qualifying families.																

WOMBWELL PARKSTREET PRIMARY SCHOOL

	the end of year review				
Subsidising the cost of visits and trips including residential trips.	All PP pupils	£900	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	90% of our PP/Dis pupils attended the residential engaging in all activities and contributing fully to follow up activities and learning celebration for parents.
Covering the cost of theatre and musical performances in school.	12 EYFS pupils 20 KS1 pupils 37 KS2 pupils	£240	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	All pupils regardless of economic barriers had the opportunity over the year to engage in two theatre performances. This was then used back in class as the stimulus for literacy work.
Fund all PP students in Year 5 to submit for the Arts Award at Discovery level.	10 PP/DIS students	£45	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	Arts Award to be offered to all Year 6 pupils from 2019/20.
PSA parental and family support.	Families of any PP/DIS pupils requiring input (uptake to be detailed in the end of year review)	£3,862	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	PSA currently engaged and actively supporting 75% of PP/Dis families. Needs constantly reviewed and lines PSA actively engages parents through a variety of initiatives and informal drop ins. 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 40 % of our DIS/PP pupils	£3,200	To provide specialist and professional support to meet the needs of pupils struggling with social, behavioural and emotional issues. Coordinated by SENDCO	- 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.

WOMBWELL PARKSTREET PRIMARY SCHOOL

Additional support for social, behavioural and emotional issues (provided by school staff). Including 1:1 support, small group input, circle time and Thrive input.	an expected 50% of our DIS/PP pupils	£8,800	To meet the needs of pupils struggling with social, behavioural and emotional issues on a daily basis and act on recommendations made by professionals.	<ul style="list-style-type: none"> - To ensure the full range of pupil needs are met - To support pupils with social and emotional difficulties so they are able to access teaching and learning 	<p>As a result of: Training and implementation of the Thrive approach through school. Robust procedures and systems established by SENDCO Support and nurture sessions from PSA Additional resources and training on effective circle time</p> <p>The significant number of pupils in school with social, emotional and behavioural needs are spending more time in class ready for learning. Incidents are dealt with effectively meaning the impact of behaviour on learning is minimal.</p>
Whole school theme weeks and celebration days.	All our 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 	<p>All pupils have had the opportunity to engage in a broad and balanced curriculum with many enrichment opportunities: School visits, cookery, Interfaith week, Arts Week, Anti-bullying week, E-Safety work, sporting trips, theatre visits, musical performances, performing arts experiences etc. The impact of this is children want to come to school (refer to attendance data). Promoting good progress in most areas for PP/DIS pupils (refer to progress and attainment data above). Pupils have a secure understanding of their own and the cultures of others. Social, Moral, Spiritual and Cultural provision has been described a strength of the school. REFER TO PROGRESS AND ATTAINMENT DATA ABOVE</p>
Celebration events, prize giving, awards assemblies, letters to parents, performances, concerts etc	All our DIS/PP pupils	£250	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 Y5 and 6 pupils engaged in their end of year productions. All pupils in EYFS and KS1 had the opportunity to perform in Christmas productions. All pupils receive rewards and praise for good attendance, behaviour, work and wider contributions. Celebrations of achievements are shared regularly with parents through: phonecalls letters and via the website. School staff act quickly in response to feedback from parents and a recent parental questionnaire demonstrated the majority of parents feel communication between home and school is good and getting better.</p>
<p><u>Our School's use of the PP Grant Funding and provision for our PP/Dis pupils was praised in 2018 during our most recent Ofsted inspection. Although there are still areas for development overall we feel during the academic year 2018/19 this high standard of provision was maintained.</u></p> <p>- *Quote taken from our most recent Ofsted inspection 7th June 2018</p> <p>'In addition, inspectors at the last inspection recommended that disadvantaged pupils' progress was also carefully considered and that more was done to improve this further. These pupils do well in school and often do better than their peers. This is due to the close checks you make on these pupils' progress and the support provided where underachievement is identified. It is also due to the varied opportunities you provide these pupils to ensure they fully</p>					

participate in school life. This includes your support of them participating in after-school activities, as well as various trips which enhance their understanding of the wider world. These are important factors in engaging disadvantaged pupils, who also show positive attitudes to learning and enjoyment of school life, like their peers.'