

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Worsbrough Common Primary School
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 – 2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rebecca Paddock
Pupil premium lead	Jenny Chambers
Governor / Trustee lead	Paul Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,135

Recovery premium funding allocation this academic year	£29381
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	£275,516

Part A: Pupil premium strategy plan

Statement of intent

At Worsbrough Common Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential,

At Worsbrough Common Primary School we believe that every child deserves the opportunity to receive a challenging, exciting, enjoyable, and relevant curriculum. We feel it is our moral duty to enable every child to be prepared for their next stage of life. Our disadvantaged pupils are specifically targeted to ensure that not only do they receive the very best quality first teaching and are targeted further through enhanced provision so that they achieve inline with their peers.

The funding will also be used across a range of different initiatives where it supports the families best in order to secure the best outcomes.

We want our children to be knowledgeable of the world around them and to develop the skills and values to be successful and make positive contribution to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind. At Worsbrough Common Primary School we are determined to ensure that our children are given every chance to realise their full potential and aspire to do their best in order to develop into respectful, responsible individuals who make the most of opportunities that come their way.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion (65%) of children enter EYFS with poor speaking, listening and communication skills. (In school barrier)

2	A large percentage of disadvantaged children, attending school, attitudes to education are poor and the households in which they live have poor aspirations and employment rates are low. (In school barrier)
3	Historically disadvantaged pupils do not achieve as well as non-disadvantaged pupils (In school barrier)
4	Disadvantaged children's attendance rates are traditionally not as high as their non-disadvantaged peers (external barrier)
5	Many families face generational unemployment. (External barrier)

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
Increased attainment at ARE at statutory points of assessment for disadvantaged pupils.	Disadvantaged pupils attain inline with national data at EYFS, KS1 and KS2 points of assessment.
Increased attainment at GD at statutory points of assessment for disadvantaged pupils.	Disadvantaged pupils attain inline with national data at EYFS, KS1 and KS2 points of assessment.
Increase Phonics attainment	Percentage of children achieving pass mark in Y1 and 2 phonics is line with peers and national data.
Improved attendance of disadvantaged pupils closing the gap between PP and non PP	All disadvantaged children meet school attendance expectations.

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: £ 111,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of NELI across EYFS and Year 1 to support development of early language and listening skills.</p> <p>Additional TA to lead NELI sessions.</p>	<p>Research identifies that positive outcomes for pupils through targeted intervention from EYP support.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</p>	<p><u>Priority 1</u></p> <p>Identification that PP children entering FS are not attaining as well as their peers.</p>
<p>Focused CPD for consistent high quality phonics teaching across EYFS and KS1. Identification of strategies and interventions to close gaps in phonics from end of Y1, Y2 and into Y3 to ensure children continue to make good progress towards reading and reading comprehension.</p> <p>Support from English hub to implement a consistent approach to phonics. CPD on school's approach to teachers and tas.</p> <p>CPD for new staff, resources to support approach. Resources to support new approach, including early reading resources.</p>	<p>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	<p><u>Priority 2</u></p> <p>Identification that PP children entering FS are not attaining as well as their peers.</p>
<p>High quality CPD on LIRA reading approach to be delivered and embedded into practice consistently</p>	<p>EFF research suggests that effective reading comprehension approaches improve learning by an additional 5 months.</p>	<p><u>Priority 3</u></p>

<p>across the School. CPD on reading a consistent feature of CPD planning throughout the year.</p> <p>CPD focused on active and collaborative approaches to ensure approach reflects whole school approach to teaching and learning and metacognition research.</p> <p>Implementation of CPD based on findings of monitoring during the year.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	<p>Identification that historical attainment in reading at KS1 and KS2 is below national.</p> <p>(2018/19) KS1- -18% KS2- -31%</p>
<p>Additional teacher will be used to support and model high quality first wave 1 teaching across school to ensure teaching is at least good. There will be a clear feedback for learning and progress, with a particular focus on PP children to ensure PP attain as well as their peers- particularly in reading & writing.</p> <p>1:1 planning support for staff. Team teaching to support understanding of use of ALC to support high quality T&L. Development, support and CPD around high quality marking and feedback. Particular focus of HA PP groups</p>	<p>Evidence suggests that when new approaches are introduced, high quality training and professional development is likely to increase impact. To support the development of decoding, children are likely to benefit from activities focusing on alphabet knowledge and phonological awareness.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p>	<p>Priority 4</p> <p>Attainment and progress whole school overview shows that pupil premium children are not achieving as well as non PP children through school in reading and writing.</p>
<p>With a significant percentage (52%) of the Year 6 Cohort who are disadvantaged an additional KS2 teacher will be in Y6 to reduce class size</p>	<p>Evidence shows that that reducing the number of pupils in a class improves the quality of teaching and learning, by increasing the amount of high quality feedback or one to one attention learners receive.</p> <p>https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=144&t=Teaching%20and%20Learning%20Toolkit&e=144&s=</p>	<p>Priority 4</p> <p>Attainment and progress whole school overview shows that pupil premium children are not achieving as well as non PP children through school in reading and writing.</p> <p>Priority 3</p> <p>Identification that historical attainment in reading, writing and maths at KS2 is below national.</p>

<p>Additional time for curriculum lead to ensure teaching in the wider curriculum is consistently good or better and appropriate CPD and support is in place.</p>	<p>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	<p>Priority 4</p> <p>Attainment and progress whole school overview shows that pupil premium children are not achieving as well as non PP children through school.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 49,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA support in KS2 to improve outcomes in reading and writing through modelled and supportive practice. TA delivering Toe by Toe and writing conferencing through Y5/6.</p>	<p>EFF research suggests that effective reading comprehension approaches improve learning by an additional 5 months.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	<p>Priority 1</p> <p>Attainment and progress whole school overview shows that pupil premium children are not achieving as well as non PP children through school in reading and writing. To be able to deliver targeted intervention and support.</p>
<p>Booster classes to take place in order to continue to narrow the gap in Year 2 & 6. Additional support to Y6 pupil premium children in reading, writing maths and SPAG.</p>	<p>EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</p>	<p>Priority 2</p> <p>Prior to 2020 KS2 outcomes have a downward trend for maths, writing, GPS and reading. Attainment remains below national attainment for RWM and GPS</p>
<p>CPD specific to improving writing outcomes. CPD using an evidenced based approach to writing with relevant subject specific pedagogy, deliv-</p>	<p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</p>	<p>Priority 2</p> <p>Prior to 2020 KS2 outcomes have a downward trend for maths, writing, GPS and reading. Attainment</p>

ered through creative and well designed teaching sequences. There is a high focus on classroom application and participants will “walk through” effective teaching sequences and units of work which can be adapted for their own contexts	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants	remains below national attainment for RWM and GPS
In School Tutor to support progress in writing for disadvantaged pupils in Y3.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=154&t=Teaching%20and%20Learning%20Toolkit&e=154&s=	Priority 2 Prior to 2020 KS2 outcomes have a downward trend for writing and GPS and reading. Attainment remains below national attainment for RWM and GPS

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 112,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentor role to support and identify EHA for families. To support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help social development. To run family parenting sessions to support parenting.</p> <p>Subscription to national college to provide CPD for staff on trauma informed practise to ensure children’s emotional wellbeing is supported in the classroom.</p>	<p>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	<p>Priority 1</p> <p>Many of our disadvantaged pupils have social, emotional needs which is a barrier to their learning.</p>

	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	
<p>Attendance and punctuality has a significant impact on outcomes for all pupils. Personalised tracking of disadvantaged pupils' attendance and punctuality, alongside bought EWO support aims to improve attendance and therefore outcomes for disadvantaged pupils.</p> <p>Attendance officer to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils and monitoring system for PA. Support work with vulnerable families to support positive attendance.</p> <p>Monthly meetings to be held to monitor attendance and decide on actions to reduce persistent absence. Home visits to take place as required from monthly meeting</p> <p>Targeted support from EWO for families struggling with attendance</p> <p>Magic Breakfast to support reduced number of children arriving late. Attendance rewards</p>	<p>There's a clear link between poor attendance and lower academic achievement DfE research (2015)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf</p>	<p>Priority 2</p> <p>Current data indicates that disadvantaged pupils attend just below non PP children, the overall figure is just below National</p>
<p>In order to create broader curriculum opportunities for disadvantaged pupils the cost for residential experiences is subsidised.</p>	<p>Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social</p> <p>A wide range of adventure activities are linked with increased academic achievement.</p>	<p>Priority 3</p> <p>Many of our pupils come from households with significantly greater than average deprivation. This means that often children have limited experiences</p>

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/	
<p>Ensuring parental engagement supports learning at home and regular communication with school is encouraged.</p> <p>Subscription to seesaw to provide a platform to school home learning.</p> <p>SATS parents briefings</p> <p>Regular parent workshops to take place around learning</p>	<p>Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</p>	<p>Priority 4</p> <p>A large percentage of disadvantaged children, attending school, attitudes to education are poor and the households in which they live have poor aspirations and employment rates are low.</p>
<p>Current data shows disadvantaged pupils with SEND are low attaining and making limited progress.</p> <p>Proportion of non Teaching SENDCO.</p> <p>Targeted meetings with parents and other stakeholders to ensure pupils across school with particular SEND are receiving same access to QFT.</p> <p>SEND pupils catered for through SMART targets on IEPs for all pupils on SEND register.</p> <p>Whole school provision map created with SENDCO to ensure all children who are borderline SEN Support are monitored closely and support provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner.</p>	<p>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers</p> <p>The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/</p>	<p>Priority 2</p> <p>Current data indicates that disadvantaged pupils attend just below non PP children, the overall figure is just below National</p> <p>Priority 1</p> <p>Many of our disadvantaged pupils have social, emotional needs which is a barrier to their learning.</p>

Total budgeted cost: £ 273,159

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 2020 to 2021 academic year.

Aim	Outcome
Increase % of disadvantaged children achieving GLD in line with peers.	Significant increase in % of PP chn achieving GLD from 2019/20 (18% to 59%). Gap between PP and their peers has also significantly reduced from -37% to -4%.
Increase phonics attainment of disadvantage to be in line with national.	Phonics data this year is positive:- Increase of 9% on % of PP chn who passed phonics test in Y1 to 80% from 71%. In addition gap between PP and their peers has closed from 20% to 8%.
Increase attainment in reading through high quality CPD on LIRA reading approach to be embedded into practice consistently across the School.	<p>End of KS2 reading outcomes have increased by 11% on 2019/20 to 63% and the gap between disadvantaged and their peers has closed by 21% (-40% to -19%).</p> <p>Decrease in KS1 reading outcome on 2019/20 by 11% (59% to 48%) and the gap has widened from -7% to -29%.</p> <p>However, PP attainment has increased in all year groups compared to where these pupils were at the end of 2019/20 and the gap between PP and non PP has reduced in:- Year 1, 2,5 and 6.</p> <p>In Year 3, PP chn are doing better than their peers.</p>
Increase attainment and progress in Literacy	<p>In reading and writing, the % of disadvantaged chn reaching ARE has increased in every year group, and reached target in most classes. The gap between PP and their peers has also reduced in most classes.</p> <p>Progress in Literacy is good – in some year groups (Y3 and 4) the gap has reversed, with a larger % of disadvantaged learners making typical+ progress.</p>
Increase KS2 outcomes for disadvantaged.	Year 6 Reading, Writing and Maths data is very positive and we are celebrating an increase in attainment of disadvantaged children. Evidence also shows that the gap has closed between their peers.
Disadvantaged pupils have their social and emotional needs met though pastoral support.	Progress data for disadvantaged children is good and in some year groups, the gap has reversed (Y3 and 4) where a greater % of disadvantage are making typical progress + compared to their peers. As a result of family support – EHA's across Y1-6 have also reduced
Increase Attendance of disadvantaged	<p>Autumn term Attendance data, including attendance of disadvantaged pupils showed a persistent upward trend (93.2% - 95.9%), whilst persistent absence has reduced (16.3% - 14.3%).</p> <p>End of year data showed that the gap has slightly reduced between disadvantaged and their peers (-2.3% - -2.03%) and a significant reduction in the gap of persistent absentees (-6.3% to -0.87%) compared to end of 2019.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Nuffield Foundation
Little Wandle	English Hub

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This is included in our whole school pupil premium approach.
What was the impact of that spending on service pupil premium eligible pupils?	

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.