

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	397
Percentage of pupils who receive PP funding	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2023 Reviewed and revised Summer 24
Date on which it will be next reviewed	July 2025
Statement authorised by	Rebecca Paddock
Pupil premium lead	Jenny Chambers
Governor / Trustee lead	Paul Robson

### Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£201,280
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£201,280

## 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. Worsbrough Common Primary School consider the challenges faced by vulnerable pupils, such as those who have a social worker, are on the SEND register, are new to English or are refugees. The activity outlined in this statement is also intended to support their needs, regardless of whether they are in receipt of pupil premium funding.

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
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1	A significant proportion (around 2/3) of children enter EYFS with poor language, speaking, listening and communication skills. (In school barrier)
2	The parenting capabilities of many disadvantaged pupils may face challenges due to various factors including their experience of education, core values, mental health, attitude towards school and learning, and resilience. Additionally, low employment rates contribute to these challenges. As a result, there can be an impact on parental engagement in school, self-regulation, pupil aspirations, and pupil attainment/starting points. However, it is important to note that with the right support and interventions, these challenges can be overcome, and positive outcomes can be achieved.
3	25% of our PP have additional SEND barriers
4	Disadvantaged pupils do not attend school as often as their non disadvantaged peers.

## 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
Development of language rich EYFS environment will be fuelled by high quality interactions so that pupils will make rapid progress in speaking and listening and attention throughout EYFS.	Pupils will achieve good level of development in speaking, listening and attention at the end of EYFS.
Special Educational Needs will be identified early so that additional provision and targeted support can be implemented to support pupils progress	Needs are identified early and appropriate provision is in place to enable pupils to make good progress.  SEN Progress of disadvantaged pupils will be in line with their non disadvantaged peers
High Quality Teaching and learning will facilitate a curriculum that will support pupils develop aspirations alongside metacognition and self-regulation skills	Progress of disadvantaged pupils will be in line with their non disadvantaged peers.

so that pupils develop the skills of a confident, responsible and articulate learner.	Pupils will be able to articulate their learning, identify strategies that can support their learning challenges and talk about their aspirations.
<b>Long term outcomes</b>	<b>Success criteria</b>
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: £ 90,000 2023-24 amendments 2024-25 amendments

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to high quality CPD around developing language in EYFS – working with Launchpad for Literacy – <span style="color: green;">NELI Language fundamentals for all EYFS staff.</span></p> <p>Development of EYFS environment to support language development</p> <p><span style="color: green;">Implementation of Concept Cat across EYFS.</span></p> <p><span style="color: green;">Develop vocabulary/language rich culture across school - integrated into high quality curriculum CPD</span></p> <p><span style="color: green;">Development of key documents to provide a progressive approach to support taught vocabulary across the curriculum</span></p> <p><span style="color: purple;">CPD on language fundamentals/High quality interactions for staff new to EYFS.</span></p> <p><span style="color: purple;">Ongoing EYFS specific staff meetings with a language focus.</span></p> <p><span style="color: purple;">Embed the use of key docs within setting – vocabulary tools/OLP</span></p>	<p>Evidence suggests high quality interactions between adults and children are fundamental to developing good communication and language skills.</p> <p>The language and vocabulary gap for disadvantaged pupils can mean that these pupils have heard 30 million fewer words than other children their age.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Preparing-Literacy-Guidance-2018.pdf">Preparing Literacy Guidance 2018.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Children learn and develop well in enabling environments with teaching and support from adults who respond to their interests and needs and help them to build their learning over time.</p> <p><a href="#">Principles of the EYFS – Birth To 5 Matters</a></p> <p>A supportive environment is characterised by that of trust and respect between students and teachers and among students. It is one where students are motivated,</p>	<p><b><u>Challenge 1</u></b></p> <p>Identification that PP children entering FS are not attaining as well as their peers in CLL.</p>

<p><b>Review Summer 24</b></p> <p>End of EYFS data shows:-  71% pupils were typical + in listening and attention/  63% Dis. (from 13%)  73% pupils were typical + in speaking/ 63% Dis (from 25%)</p> <p><a href="#">EYFS Communication data Summer 24.docx</a></p>	<p>supported and challenged and have positive attitudes towards their learning. Dimension 2.</p> <p><a href="#">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf (website-files.com)</a></p>	
<p>Focused ongoing Little Wandle Phonics CPD for consistent high quality phonics teaching across EYFS and KS 1, with fidelity to Little Wandle Letters and Sounds - <a href="#">ongoing CPD to support access to new programmes to support SEND/rapid catch up/keep up.</a>  <a href="#">Ongoing to ensure consistency and staff remain up to date with key changes/developments.</a>  <a href="#">Ensure all new staff access LW CPD to support high quality and fidelity.</a></p> <p>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.  <a href="#">Shift from phonics to LIRA is progressive in Y2 with all gaps identified and key children targeted.</a>  <a href="#">On going CPD for staff around support bottom 20% reading needs across school.</a></p> <p><del>Support from English hub to implement a consistent approach to phonics. CPD on school's approach to teachers and tas.</del></p> <p><del>Additional Teacher and TA for 1 day weekly to support reading attainment in Y2 for pupils who did not pass phonics test.</del>  <del>Dedicated protected time for Phonics Lead facilitate the above.</del></p> <p><a href="#">Dedicated time for phonics leads across school to monitor/develop quality of teaching of phonics across school.</a></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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p>	<p><b><u>Challenge 1</u></b></p>

<p><b>Summer 24 review</b>  Y1 phonics Summer 24 – 76%/Dis 67% -9 gap  Y2 phonics Summer 24 – 88%/ Dis 76% - 12 gap</p>		
<p>High quality CPD on LIRA reading approach to be delivered and embedded into practice consistently 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>Dedicated time for reacing leads across school to monitor/develop quality of teaching of reading across school.  Reading leads to facilitate Hearts for learning reading project.</p> <p>Identified TAs to access Hearts for learning CPD to support them to develop fluency skills.</p> <p><b>Summer 24 review</b>  <a href="#">Key Reading Outcomes summer 24.docx</a>  KS2 – minimum gap between dis/not dis –4 demonstrating closing the gap over time.  Gaps remain in interim year groups.</p>	<p>EFF research suggests that effective reading comprehension approaches improve learning by an additional 5 months.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p>Early reading should be developed using a balanced approach that focuses on both language comprehension and decoding.4  <a href="#">Preparing Literacy Guidance 2018.pdf (educationendowmentfoundation.org.uk)</a></p>	<p><b><u>Challenge 1</u></b></p>
<p>CPD around metacognition and self regulation to support pupils learn and remember more/ embed and reinforce learning.</p> <p>Develop staff skillset to explicitly teach metacognitive strategies including how to plan, monitor and evaluate their learning and how to model their thinking in supporting pupils to develop their own metacognitive skills in understanding themselves as learners.</p> <p>Develop staff skillset in managing cognitive load for pupils.</p>	<p>Effective metacognitive strategies get learners to think about their own learning more explicitly. Evidence suggests that when properly embedded these approaches are powerful levers for boosting learning  <a href="#">EEF Metacognition and self-regulated learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Dimension 4 – Activating hard thinking. Helping students to plan, regulate and regular monitor and evaluate their own learning; progressing appropriately from structured to more independent learning as students develop</p>	<p><b><u>Challenge 2</u></b></p>



<p>Embed use of ALC to support progress within a lesson.</p> <p>Half termly metacognition SDMs and Weekly learning log/retrieval practice sessions as well as integrated golden thread throughout all subjects delivered and CPD delivered.</p> <p>Pupils have weekly retrieval sessions to support them learn and remember more – this is part of a whole school retrieval plan, underpinned by our evidence-based school approach to retrieval</p> <p><b>Summer 24 review</b> – Pupil voice padlet demonstrates pupil ability to articulate learning.</p>  <p><a href="#">Retrieval Timetable 2024 2025 (1).odp</a>  <a href="#">WCPS APPROACH TO RETRIEVAL PRACTICE (2).odt</a></p> <p>Ofsted report - May 24  <i>'Older pupils talk confidently about their learning in a range of subjects.'</i>  Behaviour and Attitudes Ofsted – Outstanding</p>	<p>knowledge and expertise.  Teachers should pay attention to cognitive load it presents to their students.</p> <p><a href="#">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW DIGITAL.pdf (web-site-files.com)</a></p>	
<p>Additional teacher (CE/JC) will be used to support and model high quality first wave 1 teaching across school to ensure teaching is good or better. 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 &amp; writing.</p> <p>1:1 planning support for staff. Team teaching to support understanding of use of ALC to support high quality T&amp;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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a></p>	<p><b><u>Challenge 1,2 and 3</u></b></p> <p>Disadvantaged pupils enter school attaining below the level of their non disadvantaged peers and therefore need high quality teaching to support them to progress and close this gap.</p>

<p><b>Summer 24 review</b></p> <p>Ofsted graded EYFS provision outstanding. There does however remain a 24% gap between dis/non dis at GLD.</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><b>Ofsted 24 feedback</b></p> <p><i>They have developed a curriculum that is ambitious for all pupils. All subjects are coherently planned and sequenced. Teachers use the same lesson structure to teach all subjects. This contributes to pupils knowing and remembering more. Teachers use assessment well to plan sequences of lessons. There are regular opportunities for pupils to review previous learning. Many pupils achieve well.</i></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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p> <p>Great teachers understand the content they are teaching and how it is learned. Dimension 1.</p> <p><a href="https://www.eff.org.uk/sites/default/files/2021-05/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf</a> (website-files.com)</p>	<p><b><u>Challenge 1,2,3 , 4</u></b></p>
<p>CPD on SEN adaptations to develop staff skillset in meeting the range of learners needs in class.</p> <p><i>Continue to embed these adaptations, considering the new emerging needs of cohorts across school.</i></p> <p><b>Summer 24 review</b></p> <p>SEND provision is effective.</p> <p>LA review highlighted SEND as a strength.</p> <p><a href="#">WCPS LA SEND Audit Jan 24</a></p> <p>Ofsted feedback – May 24</p> <p><i>Staff support pupils with special educational needs and/or disabilities (SEND) to access the same curriculum as their peers where possible. Pupils who access the school’s specialist provision receive tailored support from health professionals. They frequently learn alongside their peers in mainstream provision.</i></p>	<p>Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND. Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Pupils with SEND are also more than twice as likely to be eligible for free school meals. So for us, closing the disadvantage gap means finding better ways to support pupils with SEND</p> <p><a href="#">EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p><b><u>Challenge 3</u></b></p>

<p><a href="#">SEN Progress Autumn 23.xlsx</a>  <a href="#">SEN adaptations June 24.docx</a>  <a href="#">HCAT Curriculum Adaptations doc.pdf</a></p>	<p>Supporting every pupil to succeed academically is a significant challenge for teachers and teaching assistants. The EEF's research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND, to do just that.</p> <p><a href="#">Five-a-day-poster_1.1.pdf</a>  <a href="#">(d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Great Teaching Toolkit</a></p>	
<p>School to develop a culture of 'Basics first' through development of key docs/mantras etc where fundamental basics of spelling, hand-writing, number formation etc remain at the heart.</p> <p>September Inset on this.</p> <p>Staff to access Grammarsaurus CPD to support subject knowledge of fundamentals and key strategies to support these skills.</p> <p>Ongoing review and monitoring activity of this throughout the year.</p> <p>Basics to be a key element integrated in wider monitoring activities across school.</p>	<p>School monitoring activity demonstrates that basic skills are an area for development across school.</p> <p>EEF emphasise the importance of foundational skills in maths and literacy across all key stages.</p> <p><a href="#">Educationendowmentfoundation.org.uk</a></p>	<p><b><u>Challenge 1,2 and 3</u></b></p> <p>Disadvantaged pupils enter school attaining below the level of their non disadvantaged peers and therefore need high quality teaching to support them to progress and close this gap.</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 (1.5 days weekly)</p> <p><b>Continuing</b>  <b>NELI data demonstrates better than good progress for all pupils.</b>  <a href="#">NELI provision review May 24.pdf</a>          This has also impacted overall communication EYFS data.  <a href="#">EYFS Communication data Summer 24.docx</a></p>	<p>Research identifies that positive outcomes for pupils through targeted intervention from EYP support.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a>.</p>	<p><b>Challenge 1</b>          Identification that PP children entering FS are not attaining as well as their peers.</p>
<p><del>Additional TA support in KS2 to improve outcomes in reading and writing through modelled and supportive practice. TA delivering Toe by Toe/Reading Interventions.</del></p> <p><del>Additional TA (PW) to deliver LW phonics intervention as appropriate following assessments.</del></p> <p>Implementation of LW SEND phonic with key children identified/  <b>Continuing</b>  <b>Summer 24 review</b>          Toe by Toe intervention has had positive impact. For pupils who access it- see review.          Average progress score +_0.73 demonstrating better than expected progress.</p>	<p>EFF research suggests that effective reading comprehension approaches improve learning by an additional 5 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	<p><b>Challenge 1</b>          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>

[Toe by Toe provision review Summer 2024](#)

CPD for TA's to support a 'TA champion' approach to delivering interventions; ensuring all TAs have necessary training and skillset to deliver effective intervention.

Zone of Regulation/ELSA  
Speech and Language

Continuing

**Summer 24 review**

Specific Interventions are having impact for vast majority of selected pupils. Robust system for tracking and monitoring these.

[All provision review report Summer 24.pdf](#)

Research on TAs delivering targeted interventions in oneto-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training

[TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019\\_wsqd.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

[EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

**Challenge 1,2 and 3**

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.

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.

**Summer 24 review**

Positive KS2 outcomes for Dis compared to peers Disadvantaged

Y4 MTC	Percentage Scoring 20/25		74%		Average Score		22	
KS2	Working Towards	Expected Standard	GD/HS	Average Raw Score	Average Scaled Score			
Reading	93%	76%	14%	31	104			
Writing	81%	63%	4%					
Maths	100%	86%	7%	69	103			
SPAG	93%	62%	21%	42	104			
RWM Combined	81%	66%	7%					

Not

**Dis**

KS2	Working Towards	Expected Standard	GD/HS	Average Raw Score	Average Scaled Score			
Reading	96%	72%	24%	31	103.4			
Writing	93%	81%	4%					
Maths	100%	86%	4%	68	102.8			
SPAG	100%	76%	36%	44	104.6			
RWM Combined	93%	68%	4%					

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.

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback>

**Challenge 1,2 and 3**

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>CPD specific to improving writing outcomes. CPD using an evidenced based approach to writing with relevant subject specific pedagogy, delivered 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</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><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a></p>	<p><b>Priority 2</b> 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>Third Space Learning 1:1 Tuition across Y5/6 to support pupils address personal learning gaps so that the attainment gap closes between disadvantage and their peers.</p> <p>Summer 24 review</p> <p><a href="#">Third Space learning provision review Summer 24.pdf</a></p> <p>Intervention average progress score +1.25 showing better than expected progress.</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=154&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=154&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=154&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=154&amp;s=</a></p>	<p><b>Priority 2</b> Prior to 2020 KS2 outcomes have a downward trend for writing and GPS and reading. Attainment remains below national attainment for RWM and GPS</p>
<p>Mental Health Practitioner to support pupils social, emotional and mental health needs</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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></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>2.5 days of SENDCO time to support identification and provision to ensure needs of disadvantaged pupils are met (almost 50% of SEND register are PP), through direct work with pupils, teachers and families/CPD.</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>Summer 24 review  <a href="#">WCPS LA SEND Audit Jan 24</a>  Ofsted feedback – May 24  <i>Staff support pupils with special educational needs and/or disabilities (SEND) to access the same curriculum as their peers where possible. Pupils who access the school's specialist provision receive tailored support from health professionals. They frequently learn alongside their peers in mainstream provision.</i>  <a href="#">All provision review report Summer 24.pdf</a></p>	<p>The SENCo has an important role in the development of a school's approach, but ensuring all pupils achieve—including those with SEND—is everyone's responsibility.</p> <p><a href="#">EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers</p>	<p><b>Challenge 3</b></p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 71,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing Principal 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>SUmmer 24 review Increasing contextual challenges have ment that EHAs/safeguarding have rapidly increased. School now has 54 EHAs. However as a result of progress, 14 EHAs have been closed.</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><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a></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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p><b>Challenge 2 and 4</b></p> <p>Many of our disadvantaged pupils have social, emotional needs which is a barrier to their learning.</p>
<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>There's a clear link between poor attendance and lower academic achievement DfE research (2015)</p> <p><a href="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">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</a></p>	<p><b>Priority 4</b></p> <p>Current data indicates that disadvantaged pupils attend just below non PP children, the overall figure is just below National</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

Targeted support from EWO for families struggling with attendance including over holiday periods.

Magic Breakfast to support reduced number of children arriving late.

Attendance rewards

**Summer 24 review**

**PP and Attendance**

	2022/2023	2023/2024
All	93.87% PA 20.55%	94.43% PA 17.36%
PP	93.16% PA 22.83%	92.97% PA 25.17%
Non-PP	94.6% PA 19.1%	95.38% PA 12.98%

The attendance gap between disadvantaged is widening – this remains a challenge. Above strategies to remain in place next academic year.

In order to create broader curriculum opportunities for disadvantaged pupils the cost for residential experiences is subsidised.

*Ofsted feedback – May 23*

*The school is determined to equip pupils with skills that will serve them well in adulthood. There is a very well-planned programme of wider opportunities on offer to pupils. The ‘WCPS promise’ underpins this. Opportunities for pupil leadership are many and varied. .*

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.

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social>

A wide range of adventure activities are linked with increased academic achievement.

**Challenge 2**

Many of our pupils come from households with significantly greater than average deprivation. This means that often children have limited experiences

<p><i>Educational visits are carefully chosen to broaden pupils' experiences and to enhance learning. Pupils have sung at the Royal Albert Hall and have taken part in a local Shakespeare festival. The school uses external agencies effectively to help pupils learn how to lead safe, healthy lives. During the inspection, a group of junior wardens visited the fire station to learn about fire safety, and local police officers visited the school to talk with older pupils about the dangers of drugs.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	
<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 electronic/home learning.</p> <p>Regular parent workshops eg. SATS; <i>123 read with me</i>; <i>How parents can support at home</i></p> <p>Termly SEND coffee mornings</p> <p>Summer 24 review</p> <p>Ofsted parent view feedback</p> <p><a href="#">Worsbrough Common Primary School   Ofsted Parent View</a></p>	<p>Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</a></p>	<p><b>Challenge 2</b></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>

Impact of 123 read with me <a href="#">123 Read With Me at Worsbrough Common Primary School, Barnsley on Vimeo</a>		
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**Total budgeted cost: £ 201,280**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Key outcomes 2024

All Pupils				2023/2024 Results			
<b>EYFS GLD (44)</b>	58%						
<b>Y1 Phonics (45)</b>	76%			<b>Y2 Phonics</b>	88%		
<b>KS1 (58)</b>		Working Towards+	Expected Standard+	Greater Depth	Average Raw Score	Average Scaled Score	Progress Measure
	Reading	86%	69%	17%	26	100.7	
	Writing	86%	57%	2%			
	Maths	95%	66%	10%	31.7	99.6	
	GPS	88%	60%	12%	21	100.7	
	RWM	86%	55%	2%			
<b>Y4 MTC (57)</b>	Percentage Scoring 20+/25		82%		Average Score	22.6	
<b>KS2 (54)</b>		Working Towards	Expected Standard	GD/HS	Average Raw Score	Average Scaled Score	Progress Measure
	Reading	96%	72% (76%)	15% (18%)	31.2	103	
	Writing	87%	70% (75%)	6% (12%)			
	Maths	100%	87% (92%)	11% (12%)	69	102.7	
	SPAG	96%	65% (69%)	28% (29%)	42.6	104	
	RWM Combined	70%	65% (69%)	4% (4%)			

Disadvantaged				2023/2024 Results			
EYFS GLD	38%						
Y1 Phonics	67%			Y2 Phonics		76%	
KS1		Working Towards+	Expected Standard+	Greater Depth	Average Raw Score	Average Scaled Score	Progress Measure
	Reading	67%	48%	1%	19.95	96	
	Writing	67%	38%	5%			
	Maths	86%	38%	10%	13	90.5	
	GPS	71%	33%	10%	15.4	98	
	RWM	67%	38%	1%			
Y4 MTC	Percentage Scoring 20+/25		74%		Average Score	22	
KS2		Working Towards	Expected Standard	GD/HS	Average Raw Score	Average Scaled Score	
	Reading	93%	76%	14%	31	104	
	Writing	81%	63%	4%			
	Maths	100%	86%	7%	69	103	
	SPAG	93%	62%	21%	42	104	
	RWM Combined	81%	66%	7%			

Non-Disadvantaged				2023/2024 Results			
EYFS GLD	62%						
Y1 Phonics	80%			Y2 Phonics		95%	
KS1		Working Towards+	Expected Standard+	Greater Depth	Average Raw Score	Average Scaled Score	Progress Measure
	Reading	97%	76%	5%	29	102.6	
	Writing	97%	57%	0%			
	Maths	100%	62%	11%	36	100.89	
	GPS	97%	62%	16%	24	101.8	
	RWM	97%	57%	0%			
Y4 MTC	Percentage Scoring 20+/25		88%		Average Score	22.97	
KS2		Working Towards	Expected Standard	GD/HS	Average Raw Score	Average Scaled Score	
	Reading	96%	72%	24%	31	103.4	
	Writing	93%	81%	4%			
	Maths	100%	88%	4%	68	102.8	
	SPAG	100%	76%	36%	44	104.6	
	RWM Combined	93%	68%	4%			

## 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

Third Space Learning	NTP
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## 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.