Pupil premium strategy statement – Worsbrough Common Primary School 2025 - 2028

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	35.85
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Rebecca Paddock
Pupil premium lead	Rachel Dransfield
Governor / Trustee lead	Gail Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,875
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*	£204,875

Part A: Pupil premium strategy plan

Statement of intent

At Worsbrough Common Primary School we are determined to ensure that all pupils, regardless of their background or individual challenges, are given the opportunity to thrive and achieve their full potential. IDACI data tells us that only 7% of neighbourhoods across England face more deprivation than ours and many of our children face a number of vulnerabilities including SEND, being new to English, social care involvement and this can lead to a range of academic, social, emotional, and economic challenges.

We believe that the highest possible standards can only be achieved by having the highest expectations of all learners. We are committed to closing the attainment gap between disadvantaged pupils and their peers by promoting an inclusive and supportive learning environment that addresses barriers to learning and raises aspirations. We believe that every child deserves the opportunity to receive a challenging, exciting, enjoyable and relevant curriculum.

Our strategy is therefore built around a whole-school approach that builds strong foundations, has high expectations of all learners and evidence-informed practices that benefit all pupils while placing targeted support where it is needed the most.

Through our Pupil Premium strategy, we aim to:

- Ensure high-quality teaching is at the heart of everything we do.
- Empower staff through high-quality CPD to adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Improve the academic attainment and progress of disadvantaged pupils, ensuring they are well-prepared for the next stage of their education.
- Provide timely, tailored interventions that respond to individual needs, including those relating to literacy, numeracy, behaviour, and wellbeing.
- Enrich pupils' wider school experience through access to high-quality enrichment opportunities and cultural capital.
- Engage families and the wider community in supporting pupils' learning and development.

Our approach is responsive to ongoing analysis of both internal and external data, ensuring our actions are targeted, impactful, and regularly reviewed. We are determined that every child at Worsbrough Common Primary School leaves us

equipped with the knowledge, skills, and confidence to succeed, regardless of their starting point. We are resolute in ensuring that every child reaches their full potential and aspires to do their best to develop into respectful, responsible individuals who make the most of opportunities along the way.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Baseline assessments in Early years demonstrate underdeveloped oral language skills and vocabulary gaps in many vulnerable pupils.
Analysis of assessment data across school demonstrates this to be an area of need across whole school.

<table>
<tr><td></td><td>Nursery</td><td>Foundation stage 2</td></tr>
<tr><td>% Children working below age related expectations in C& L</td><td>87%</td><td>61%</td></tr>
</table>
</td></tr>
<tr><td>2</td><td>End of EYFS assessments evidence disadvantaged pupils generally perform lower than their peers across the curriculum.
<table>
<tr><td></td><td>Overall</td><td>Disadvantaged</td><td>Non disadvantaged</td></tr>
<tr><td>GLD</td><td>61%</td><td>44%</td><td>70%</td></tr>
</table>
</td></tr>
<tr><td>3</td><td>Internal and external assessments indicate a gap in attainment of disadvantaged pupils within reading, writing and maths.
Key stage 1 outcomes:
<table>
<tr><td></td><td>Overall</td><td>Disadvantaged</td><td>Non disadvantaged</td></tr>
<tr><td>Reading</td><td>70%</td><td>46%</td><td>79%</td></tr>
<tr><td>Writing</td><td>68%</td><td>46%</td><td>76%</td></tr>
<tr><td>Maths</td><td>74%</td><td>50%</td><td>91%</td></tr>
</table>
Although these gaps narrow over time, the writing gap remains at 12% and 16% in GPS at the end of KS2.
<table>
<tr><td></td><td>Overall</td><td>Disadvantaged</td><td>Non disadvantaged</td></tr>
<tr><td>Writing</td><td>74%</td><td>68%</td><td>80%</td></tr>
<tr><td>GPS</td><td>67%</td><td>59%</td><td>75%</td></tr>
</table>
</td></tr>
<tr><td>4</td><td>Our attendance data indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils, with PA being significantly higher.</td></tr>
</table>

	<table><tr><td></td><td>Overall</td><td>Disadvantaged</td><td>Non disadvantaged</td></tr><tr><td>Overall Attendance</td><td>94.9%</td><td>93.22%</td><td>95.14%</td></tr><tr><td>PA</td><td>12.43%</td><td>19.61%</td><td>12.96%</td></tr></table>
5	Through our work with pupils and families we have identified social, emotional and economic issues for many vulnerable pupils. This leads to a lack of enrichment opportunities and access to the wider world.
6	Many families in our community face challenges. Work with families shows us that these are often linked to their own experience of education, core values, mental health, attitude towards school and learning, and resilience. Additionally, low employment rates can 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. Support and intervention needs to be put in place to overcome these challenges.

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
A language rich environment, that contributes to improved oracy and vocabulary among pupils.	Communication, language and vocabulary assessments at the end of EYFS will show a significant improvement; the gap will reduce with more children achieving ARE. Other formative assessments and observations across school indicate significantly improved oracy and vocabulary among pupils.
To narrow the attainment gap between disadvantaged pupils and their peers by the end of their Early Years education.	Assessments will evidence an increase in the percentage of disadvantaged pupils attaining GLD at the end of EYFS2. The gap between this group of pupils and their peers will narrow.
To narrow the attainment gap between disadvantaged pupils and their peers by the end of KS1. To narrow the attainment gap between disadvantaged pupils and their peers in writing and GPS by the end of KS2.	Outcomes for disadvantaged pupils at the end of both KS1 and KS2 are in line or above with national statistics.
To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils.	Sustained high attendance by 2027 / 2028 demonstrates a decrease in the percentage of disadvantaged pupils who are persistently absent and an increase in overall attendance.
To maximise enrichment opportunities that raise aspirations for pupils whilst ensuring we remove barriers that could prevent children accessing these opportunities.	The WCPS promise sets out strategically planned and considered enrichment opportunities provided for all children including disadvantaged. Data demonstrates that disadvantaged children accessing these opportunities is in line with non-disadvantaged.

	Pupil and parent voice and feedback demonstrate these opportunities positively impact on well-being and aspirations.
Through positive parental engagement with school, we will achieve improved relationships, health and overall wellbeing of families in the school community.	Pupil and parent voice and feedback demonstrate positive relationships with school and high levels of well-being. Parental engagement in school life is raised and positively impacting on learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,000 **2025-26 review and updates**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a robust oracy curriculum that supports language development across subjects in all phases of school. The school leadership and subject leaders have ensured the SIP and subject action plans have oracy as a priority. CPD for staff on oracy and how to embed this effectively within all lessons. Tom Sherrington Walk thrus CPD for UKS 2 staff Autumn 2026 – teachers implement and model the approach through school by mentoring and coaching opportunities.	When consistently implemented the average impact of an effective oracy curriculum for pupils is 6 months additional impact over the course of the year. Oral language – Teaching and Learning Toolkit EEF How Does It Work — Teaching WalkThrus | Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars | Oliver Cavigioli - Tom Sherrington | UK	1,2,3

Fund 2 AHT time to deliver oracy action plan across school, modelling high quality practise and supporting CPD across school. **"Oracy has been a focus for the school and there have been clear actions and CPD has focused on this resulting in increased engagement of learners. In lessons adults model speaking in full sentences and ensure pupils echo and repeat key phrases and sentences. Monitoring shows this has increased, structured speaking and listening (eyes to eyes, knees to knees) opportunities"**		
Ensure high quality interactions between pupils and staff across EYFS, modelling high level vocabulary and communication skills. CPD including launchpad for literacy, developing high quality interactions to be delivered and monitoring scheduled to ensure positive impact. EYFS lead and nursery teacher participation in EEF talk boost training. Staff time to screen to baseline F1 children. CPD and implementation of the talk through stories approach from RWI. All staff have been on high quality interactions training – impact evident in provision during lesson observations. Nursery children have taken part in Early Talk Boost trial. Awaiting results of impact of this.	When implemented consistently, high quality interactions with children will help to develop their communication and language. Preparing for Literacy Guidance report EEF	1, 2, 3

Talk through stories have been introduced successfully and has had a positive impact on comprehension 72% and speaking 75% and understanding 74% ELG		
Head teacher time to participate in 5 days CPD through local authority around reading. This Reading CPD will then be delivered to staff during a whole school inset in January and follow up CPD across three sessions. Madeline Lindley will also be involved in delivering and support with this. The focus of the CPD will be around text choices, vocab and reading fluency. **LA reading CPD has been disseminated ensuring strategic overview of texts – strategies from this observed in monitoring.**	The reading framework Reading comprehension strategies | EEF	3
Ongoing Early reading lead dedicated time to ensure fidelity to Little Wandle program and share high quality CPD on the approach to reading for staff including LSA's. Phonics 80% , EYFS LW 63% on track- tricky words is issue 76% on track taking tricky words out, word reading GLD =73% compared to 65% last year. Also continued work with English Hub. **KS1 agreed outcomes for reading 25/26** Subject / Expected + / PP Expected + Reading / 75% 33/44 / 85% 11/13	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | EEF	2,3
Basic skills focus, such as handwriting and presentation, as part of	The writing framework	3

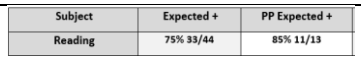
SIP and subject action plans. Staff will need dedicated time to monitor this through subject leader time looking at books, learning walks. Grammarsaurus PVPG CPD implementation through teaching. Grammarsaurus Spelling CPD and teaching of morphology, in line with new writing framework Dedicated time for Coaching/mentoring by literacy leads to support with the implementation of the CPD and teaching approaches from Grammarsaurus. **Grammarsaurus spelling using morphology and number sense are embedded and in place** **Rigour around strong foundations.**	The Effects of Morphological Instruction on Literacy Skills - Peter N. Bowers, John R. Kirby, S. Hélène Deacon, 2010	
Consistently implement Number sense program across EYFS and KS1. CPD for all teachers. Fund maths lead release time to embed the key elements of number sense, ensure a systematic approach to the teaching of early mathematics and review the impact on pupil achievement. Consistently implement daily NCETM Maths Hub Mastery sessions in KS2 to make links, using representations and problem solving. Maths lead time to implement this and deliver CPD to teachers. UKS2 teacher CPD to teh support with coaching and mentoring	Having a deep and secure understanding of number lays the firm foundations that sets children up for success later on. Improving Mathematics in Early Years and Key Stage 1 Guidance Report EEF To succeed pupils need to draw on a variety of problem-solving strategies, which enable them to make sense of unfamiliar situations and tackle them intelligently. Improving Mathematics in Key Stages 2 and 3	2,3

other KS2 teachers in the approach. Number sense in place and embedded. Power hour implemented in KS1 to support maths strong foundations. Trust CPD/Networking around our RPS approach. Further CPD in early Autumn is planned. Additional members of maths team/teachers to have own CPD around Mastering number.		

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

Budgeted cost: £ 40000 **2025-26 review and updates**

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.5 TA time to deliver Neli intervention to Early years pupils. NELI assessments completed but the impact was minimal – baselines to be done in Sept and review of the alternative (Talk Boost) and its impact to support decision making re continuing with this intervention.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Nuffield Early Language Intervention (NELI) - Reception | EEF	1,2
1 TA to be allocated to delivery of Little Wandle and Reading intervention across Key stage1 . Phonics 80% **KS1 agreed outcomes for reading 25/26**	Phonics | EEF Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions	3

	have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	
Implement bespoke SALT packages to best support individual speech and language development. CPD to best support LSA's delivering SALT programs of work following referrals. TS from SALT team has been into school to support LSAs with the delivery of specific SALT packages	Oral language interventions can be an effective approach for disadvantaged pupils. Oral Language Interventions EEF	1, 2, 3
Time dedicated to bespoke CPD for Teaching Assistants led by KA/NW with a focus on support and interventions. CPD overview document tracks the CPD of all staff including LSAs. SENCO and PP lead have also conducted an analysis of LSA skills which has enabled them to identify intervention champions.	Deployment of Teaching Assistants | EEF	1,2,3
2.5 SENDCO release time to oversee implementation of high quality interventions across school. Teaching SENDCO now moved from 2.5 to F/T SENDCO	Selecting interventions | EEF	1,2,3
Time dedicated 1 to 1 and small group boosters delivery in Year 6 for Reading, Writing, Maths, GPS. Children identified and boosters delivered. Combined RWM 62.1% PP:41.7% Non PP:76.5%	Selecting interventions | EEF	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we	All

	have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

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

Budgeted cost: £ 74875 **2025-26 review and updates**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the principles of good practice set out in the DfE's guidance on working together to improve school attendance ensuring attendance is everyone's responsibility. . Targeted support and intervention conducted by the school's attendance officer and SLT to fully engage key families in understanding the importance of regular attendance. School attendance officer is working with key families and external services to address attendance concerns. PA data: 16.67% PP, 11.55% not PP	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working Together to Improve School Attendance	4,5,6
Continuous review of WCPS promise to ensure a comprehensive and relevant offer for	An Unequal Playing Field: Extra-curricular activities, soft skills and social mobility – GOV.UK	5,

enrichment is in place. AHT and curriculum time to lead on WCPS promise and conduct regular analysis of engagement data. Targeted use of funding to subsidise enrichment activities for disadvantaged families. WCPS promise updated inline with new enrichment guidance . Engagement data and parent voice collected.	Supporting children's mental health and wellbeing in the early years | Education Endowment Foundation	
Implement robust SEMH interventions to best support identified pupils. Time dedicated to Forest school lead and PD lead to deliver wellbeing interventions including Elsa and bespoke support. Daily lunchtime support and activities from assigned members of staff, to improve well-being and reduce negative behaviours. Nurture lunch every day. School staff alongside SMSA's at lunchtime improves wellbeing and reduced behaviour incidents. ELSA – key children identified and intervention in place.	Implementing SEMH interventions is a crucial aspect of supporting pupils with SEMH needs. These interventions aim to provide tailored support to help pupils cope with their emotions, build resilience and develop coping strategies. By implementing these interventions educators create a supportive environment that foster wellbeing and enables pupils to engage more fully in their learning. Understanding the Impact of SEMH Needs on Learning Supporting children's mental health and wellbeing in the early years | Education Endowment Foundation	5, 6

CPOMS is regularly monitored to identify additional children needing support/assessment for ELSA Forest – timetable in place for forest school sessions (class and small groups)		
Well-being Principal in place to support vulnerable families and deliver parenting support, EHA offer and work alongside families and wider services. The Wellbeing Principal is a member of SLT who supports the head of school to support vulnerable pupils and families. Leads vulnerable pupil meetings and analyses data to show key behaviour trends & triggers and implements appropriate strategies to support these children and families. Is a designated safeguarding lead who attends all multi agency meetings EHA , CIN, CP and training. Currently down to 17 open EHA'S – 34 at its highest. Works alongside a range of multi agency professionals including social care, health, police, SEND, EWO, Compass B , CAMHS, IDAS, Family hubs, TEHSP,, SEMH, virtual schools & housing . Works alongside link workers from multi agency teams to	Supporting children's mental health and wellbeing in the early years | Education Endowment Foundation Recommendation 4 of EEF_Parental_Engagement_Guidance_Report.pdf	5,6

provide workshops across school to support vulnerable learners to understand key themes such as friendships, conflict resolution, healthy relationships, bullying, online safety, SATs stress & transition to Secondary. Leads in safeguarding briefings & shares good practice with all staff. Works with Barnsley Safeguarding partnership to ensure school has all the latest information to allow children, young people and families to receive the right support at the right time. Supports the delivery of a multi-agency transition- Market Place. Runs the daily breakfast club, tooth brushing club and Nurture lunch provision Is available daily to speak to parents and carers where they have any concerns. Conducts performance management reviews for LSA's SMSA's. Leads on lunchtime provision across the school, delivering training to all SMSA's. Responsible for all safeguarding inductions and supports with interviewing staff. Leads on the use of and training on CPOMs across the school.		

Leads on Motional assessments to support the SEMH of vulnerable pupils		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £204,875

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<table>
<tr>
<td>Disadvantaged pupils will continue to work inline with their peers at GLD.</td>
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<table>
<tr><td></td><td>% PP achieving GLD</td><td>% achieving GLD</td></tr>
<tr><td>GLD Summer 2026</td><td>63%</td><td>71.4%</td></tr>
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</tr>
<tr>
<td>Disadvantaged pupils will continue to work in line with their peers at the Y1 phonics check.</td>
<td>
<table>
<tr><td></td><td>% PP passing the screening check</td><td>% passing the screening check</td></tr>
<tr><td>Year 1 Summer 2026</td><td>72%</td><td>80%</td></tr>
</table>
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<tr>
<td>Disadvantaged pupils will continue to work in line with their peers in the Multiplication Check.</td>
<td>
<table>
<tr><td></td><td>% PP achieving 20+ marks</td><td>% non PP achieving 20+ marks</td></tr>
<tr><td>Year 4 Summer 2026</td><td>75%</td><td>83%</td></tr>
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APS -
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<tr>
<td>Disadvantaged pupils will continue to work in line with their peers at the end of KS2.</td>
<td>
<table>
<tr><td></td><td>% PP RWM</td><td>% non PP RWM</td></tr>
<tr><td>Year 6 Summer 2026</td><td>41.7</td><td>76.5</td></tr>
</table>
</td>
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<tr>
<td>All disadvantaged pupils will meet the schools attendance target of 97%</td>
<td>
<table>
<tr><td></td><td>% PP</td><td>% non PP</td></tr>
<tr><td>Attend-ance 2026</td><td>93.89%</td><td>95.59%</td></tr>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Place Value of Punctuation	Grammarsaurus
Place Value of Spelling	Grammarsaurus
Mastering Number	NCETM
Number sense	Number sense maths
NELI	Nuffield Early Language
ELSA	Elsa support
Oracy	Talk the Talk

Launchpad	Launchpad for literacy
Talk boost	EEF
Talk through stories	Ruth Miskin/RWI
Phonics interventions	Little Wandle