



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 Bank End Primary School
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Michelle Kelly
Pupil premium lead	Lisa Gagen
Governor / Trustee lead	Janine Astley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,470
Recovery premium funding allocation this academic year	£12,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£181,740

Part A: Pupil premium strategy plan

Statement of intent

Worsbrough Bank End sits in an area of high deprivation. Unemployment is high and those who do work are in the low-income bracket. Deprivation has a significant impact on the children's readiness for learning and retention of learning.

The main barriers to making progress through quality first teaching are:

- Many children enter the early years with speech deprivation usually tracking 'well below' the national expectations at baseline, children who do not catch up quickly are then vulnerable to not meeting expected outcomes.
- Retention of learning is affected for a large majority; pupils need support to 'over learn' the basics and have intervention to close gaps to meet national targets.
- SEMH needs are identified as a barrier to learning for some children and often additional support is required to bridge gaps.

Our ultimate objectives for our disadvantaged pupils are to

- Ensure all pupils receive a good inclusive education.
- All pupils make rapid progress from their starting points and continue this progress throughout school, meeting their expected targets at every stage.
- All pupils receive the support they require regardless of what that individual need may be.

Our pupil premium strategy plan supports these objectives by focusing firstly on attendance to ensure children are in school to learn. It focuses on the wellbeing and readiness to learn for all children through support and interventions. Early interventions are put in place to ensure children gain the skills and knowledge to develop well in all areas.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that nationally.
2	Our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children
3	SEMH needs mean additional support is required by some children.
4	A large proportion of children entering nursery do so with particularly low communication, language, and literacy skills.
5	End of year outcomes of our pupil premium children are lower than expected in writing across key stage 2, maths at year 4 and 6 and reading at year 5 and 6.

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
<p>1. Attendance for pupil premium is in line with rest of school and National attendance.</p> <p>Whole school attendance increases from past years and is at target of 96%.</p>	<ul style="list-style-type: none"> • The prompt contact with families means that any required support is identified quickly and effective actions put in place to improve individual attendance, in turn contributing positively to whole school figures. • Monitoring of attendance results in a decline in unauthorised absences and decreased PA figure by the end of the year. • Families feel supported through monitoring meetings and ongoing work between home and school to improve individual attendance. • This results in better attendance figures and meeting school target.
<p>2. All pupils, with a focus on pupil premium, make rapid progress in reading throughout the year.</p>	<ul style="list-style-type: none"> • RWI is successfully implemented throughout school • One to one RWI tutoring takes place daily • Fast track tutoring takes place in KS2 for those children who need it • Shine interventions will be used to support plugging gaps in reading following each assessment period

	<ul style="list-style-type: none"> Data drops throughout the year show children making rapid progress in their reading.
<p>3. Pupils identified with an SEMH need will be supported successfully</p>	<ul style="list-style-type: none"> Identified children receive one to one session with a licenced Thrive practitioner. Identified children receive regular check ins. Children feel safe and a sense of belonging during unstructured times such as breaks and lunch. Thrive assessments show children are filling gaps in their profiles and making progress.
<p>4. Our youngest children’s communication, language and literacy skills develop rapidly, and children are in line with ARE by the end of the Early Years, if not before.</p> <p>Our older children identified make rapid progress in their communication, speech, and language skills.</p>	<ul style="list-style-type: none"> Identified children across school receive Wellcomm intervention. Children’s communication, language and literacy improve. Progress is measured using Wellcomm assessments.
<p>5. Our pupil premium children meet their expected targets in reading, writing and maths.</p> <p>End of year outcomes are diminishing between pupil premium pupils and their peers.</p>	<ul style="list-style-type: none"> Targeted support is in place for all identified pupils throughout school. Shine interventions makes a positive impact on reading and maths. Writing interventions supports writing progression of identified pupils RWI tutoring makes a positive impact on children’s reading skills and confidence. Whole school handwriting scheme makes a positive impact on writing. Whole school spelling scheme makes a positive impact on writing. Children identified for NTP tutoring make rapid progress in their specifically identified areas of learning.

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: £57,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TAs are employed throughout school – YR, Y1, Y4 and Y5 to support individuals and implement a range of interventions.	New findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.	2, 3, 4, 5
RWInc to be purchased and all members of staff to receive RWInc training during September INSET.	Schools which have a consistent approach to phonics achieve good results. This programme starts with the systematic teaching of phonics, carefully matching the sounds that children have been taught with books that contain only those sounds. This will support rapid progress in reading for all children. This programme also includes Fresh Start tutoring which is a catch-up programme for those children that are still learning to read in KS2. Therefore, this programme provides a much-needed whole school consistent approach to reading.	2, 5
Teachers receive RWInc Story Time Training during October INSET.	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	2
Whole school approach for spelling and handwriting is introduced to support writing. Explicit spelling and handwriting sessions happen daily throughout school.	A whole school approach provides consistency for all pupils. Research suggests that slow or effortful handwriting and spelling takes most of children's focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to improve the presentation, quantity and quality of children's writing.	

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

Budgeted cost: £71,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children from Nursery to Y6 receive structured SALT programme	Speech and language are one of the main barriers to pupils progressing in reading, writing, maths, and the wider curriculum. Speech and language data shows that if gaps in language are targeted then progress is accelerated.	4
RWInc Fresh Start tutoring takes places daily for those children identified at each assessment point throughout the year.	Fresh Start has been tested through a previous EEF efficacy trial. The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year.	2
NTP tutor to work with some Y6 PP pupils.	Research has shown that pupils learning has been affected by school closures (EEF, 2021), which is supported by a larger body of evidence suggesting that the attainment gap tends to grow over periods such as summer holidays when schools are shut. There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupil's specific needs; and that is can be particularly effective for disadvantaged pupils.	5
Two members of staff to receive Thrive training to become a licenced Thrive practitioner. They will deliver SEMH interventions/one-to-one session to those children identified by individual profiles.	Children who have gaps in their early development face ongoing barriers which need to be overcome to achieve long term outcomes. Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children. Effective social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance.	3
Shine interventions are used to support pupil premium pupils' reading and maths following each assessment point throughout the year.	Shine interventions are delivered in small groups and are targeted at pupil's specific needs, two elements deemed effective by evidence.	5
1st Class@Writing intervention is used within key stage 2 to support progression in writing for pupil premium pupils. ELS is used within key stage 1.	Evidence suggests that children with literacy difficulties need coordinated help in order to catch up with their peers (Brooks, 2007).	

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

Budgeted cost: £61,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a well-being team to support and improve attendance and a readiness to learn.	Research shows that attendance is an important factor in student achievement. Poor attendance has serious implications for later outcomes as well. Our PA children do not meet national outcomes or in-school targets.	1
Fruit is provided by school for all KS2 pupils.	Children need their basic needs meeting before they are ready to learn effectively. When children have these needs fully met, they are more prepared for the day ahead and thus more prepared to meet outcomes. Providing fruit promotes healthy lifestyles and provides our children with the opportunity to try foods they might not always have at home.	5
Identified pupil premium families are invited to breakfast club free of charge to support well-being and attendance.	Historically at Bank End, several children are known to arrive at school without having breakfast. The School Food Plan report stated that schools with an on-site breakfast club reported an increased likelihood that their pupils will eat a healthy breakfast and that it improves attendance, punctuality and pupils settling down to learn at the start of the school day.	1, 5
Breakfast club is subsidised for all children to encourage a healthy lifestyle, good well-being, improved attendance, punctuality, and attainment.		1, 5
Trips are heavily subsidised to ensure all children can attend to support learning for all.	Our children have limited experiences outside of school. Providing well thought out experiences linked to the curriculum supports learning and children's interest, which in turn improves outcomes.	5
Develop the EYFS outdoor area, this includes creating a specific outdoor environment for reception children as well as improving the outdoor environment for nursery children.	Children in early years should learn through a range of approaches both indoors and out. The EEF Early Years Toolkit states that evidence of play-based learning indicates a positive relationship between play and early learning outcomes. On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months.	4, 5

Total budgeted cost: £ 190,329

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.

Summer of Outcomes by year group

Year 1

- Disadvantaged pupils continue to achieve higher than their peers in all areas.
- Gaps from baseline have all widened in favour of disadvantaged pupils, this has been the trend all year including at baseline.

Year 2

- Disadvantaged pupils' exp+ is slightly below that of their peers in all areas.
- The largest gap (18%) can be seen in writing with only 29% of PP pupils achieved exp+, this in turn has impacted on combined outcomes.
- The gap has widened for disadvantaged pupils in all areas expect maths which has closed by 20%.

Year 3

- Disadvantaged pupils' exp+ is inline or slightly above that of their peers in reading, writing and combined.
- Disadvantaged pupils exp+ is 8% below that of their peers in maths.
- The gap has widened by 14% in maths from baseline (+6% down to -8%)
- All other gaps have widened or closed in favour of disadvantaged pupils.

Year 4

- Disadvantaged pupils' exp+ is slightly below that of their peers in reading, writing and combined.
- Disadvantaged pupils exp+ is 7% above that of their peers in maths.
- The gap in maths has closed by 13%.
- The gap in writing has remained.
- The gap in reading has widened by 21% (+12% down to -9%).

Year 5

- Disadvantaged pupils' exp+ is significantly below that of their peers in all areas.
- The gap in reading has widened slightly by 4% and in writing by 13%.
- The gap in maths has closed slightly but only by 2% and combined by 4%.

Year 6

- Disadvantaged pupils' exp+ is significantly above that of their peers in all areas.
- Gaps have continued to widen from baseline in favour of disadvantaged pupils.
- However, outcomes are extremely low in all areas both for disadvantaged pupils and the cohort.

What is working (how do we know)

- Children receiving additional support in classes due to no crossing of bubbles has meant that those vulnerable children have been able to access all aspects of learning in class alongside their peers.
This will continue to be the school's approach in the upcoming year with additional staffing allocated throughout school to support class-based learning.
- Pupils recall of knowledge and skills has continued to improve in most lessons and subjects. *This will continue to be a focus in every lesson for every child to ensure this continues to improve.*

What needs subtle re-direction of resources (why)

- Interventions in reading, writing and maths
- SEMH support
- Attendance improvements are needed due to 1. Not meeting school target as a whole and 2. A decline from previous years.
- Shine interventions to be used in all year groups in reading and maths linked identified needs at each assessment period, this may not have been as consistent as it needed to be due to January 2021 closure (half size classes in school for 8 weeks) and individual bubble closures throughout the year.

Funding Intention for 2021-2022

- Extra staffing to support learning of all children, individual complex needs and early intervention in reading, writing, maths and speech and language.
- Train a further 2 licenced thrive practitioners to support the increasing number of children with identified needs.
- Invest into an approved phonics programme to ensure rapid progress in reading is made by all children and KS2 children are provided with a consistent intervention to support phonics and reading.
- Invest in an whole school approach to handwriting and spelling to ensure rapid progress is made in writing across key stage 2.
- Interventions to be used consistently throughout school – Shine for reading and maths, RWI for phonics, 1st Class@Writing in key stage 2 and Early Literacy Support in key stage 1.
- Whole school approach to handwriting and spelling to be introduced.
- Develop wellbeing team within school to support attendance and punctuality.
- NTP tutor to work with Y6 PP pupils to ensure the gaps are closed, children meet individual targets and the cohort meet floor targets. This cohort has the largest gaps in all areas of learning when compared with their peers in class.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A