



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
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Faye Bettison
Pupil premium lead	Lisa Hague
Governor / Trustee lead	Janine Astley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,370
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£168,370

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	Pupil premium children in years 2, 4 and 5 are not meeting the expected standard in reading.
3	Pupils do not make the progress needing in writing resulting in low writing outcomes across school.
4	SEN children are not making the expected across reading, writing and maths.
5	Maths outcomes for year 5 are lower than that of all other year groups.

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>	<p>Sustained high attendance demonstrates that:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%. the attendance gap between pupil premium and their peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 10% the figure among pupil premium being no more than 5% lower than their peers.
<p>2. Improved reading attainment among disadvantaged pupils, with a focus on years 2, 4 and 5.</p>	<p>KS1 reading outcomes show that 78% of all pupils meet the expected standard and 50% of disadvantaged pupils.</p> <p>KS2 reading outcomes show that 83% of all pupils meet the expected standard and 77% of disadvantaged pupils.</p>
<p>3. Quality first teaching enables all pupils across school to make the progress needed to achieve end of year writing outcomes.</p>	<p>KS1 writing outcomes show that 78% of all pupils meet the expected standard and 50% of disadvantaged pupils.</p>

	KS2 writing outcomes show that 83% of all pupils met the expected standard and 77% of disadvantaged pupils.
4. SEN pupils make expected progress across reading, writing and maths.	SEN pupils make expected progress against A2E Progress Tracker. Whole school outcomes show that all SEN pupils meet their intended targets in reading, writing and maths.
5. All pupils in year 5, with a focus on pupil premium children, make rapid progress in maths.	Year 5 pupils make rapid progress and their maths outcomes are in line with the rest of school.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD ensures high quality first teaching throughout the curriculum.	The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting.	2, 3, 4, 5
RWInc training for leader and all staff including TA's attending training Reading for KS2 training RWinc materials to be purchased	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
Writing CPD opportunities are optimised, including regular sessions with the Trusts English Advisor.	Regular CPD ensures staff are continuously upskilling and improving teaching and outcomes for all.	3, 4
The writing project is implemented throughout school.	Writing lead to take part in the Writing project. All staff to take part in the spotlight sessions throughout the year. The project will support teachers in setting high expectations where all pupils achieve as writers. Through the project we aim to narrow the gender gap and support the lowest 20% of	3

	writers through scaffolding and quality first teaching.	
Whole school approach for spelling and handwriting is introduced to support writing. Explicit spelling and handwriting sessions happen daily throughout school. Both approaches are developed and continuously monitored and reviewed.	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.	3

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

Budgeted cost: £

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 Y5 and Y6 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.	2, 3, 5
Before/after school booster groups take place from reception to Year 6.	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupil's specific needs.	2, 3, 4, 5

Nurture staffing and resourcing	By addressing the early nurturing experiences that pupils are missing, teachers can help them to develop the social skills they need to thrive, and the confidence and resilience to deal with whatever life throws at them – not just at school, but for the rest of their lives	4
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.	2, 4, 5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent partnerships work	Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement strategies are typically more effective with parents of very young children.	1, 2, 3, 4, 5
Develop a strong attendance team and structure to support and improve attendance.	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.	2, 4, 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
Breakfast club is subsidised for all children to encourage a healthy lifestyle, good well-being, improved attendance, punctuality, and attainment.		1, 2, 3, 4, 5
Trips are heavily subsidised to ensure all children can	Our children have limited experiences outside of school. Providing well thought out	2, 3, 4, 5

attend to support learning for all.	experiences linked to the curriculum supports learning and children's interest, which in turn improves outcomes.	
Develop whole school learning environment.	There should be an effective learning environment across school which reflects the school's ethos.	2, 3, 4, 5

Total budgeted cost: £

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.

Attendance

Attendance continues to be below target at 91.6% for the academic year 2021-2022. Our attendance figures show there has been a 0.7% decline from last year for pupil premium pupils and therefore attendance will continue to be a focus on our current plan.

Reading

Read, Write Inc is now established within key stage one and Early Years. Resources are available for each stage of teaching as well as fast track tutoring. All staff have received the appropriate training needed to deliver Read, Write, Inc. Our internal assessments show that Year 2 made expected progress and outcomes continue to be as high as that at baseline. Year 5 made rapid progress with reading outcomes increasing by 42% from baseline. Target was exceeded in this year group. This year's strategy aims to focus on reading in years 2, 4 and 5.

SEMH

Due to the strategies put in place, identified children received one to one sessions when required during the first part of the year. It was found that one to one thrive sessions were not sustainable and therefore a whole class thrive approach was adapted. Slight changing to the staffing structure meant that identified children received the support of a designated TA and were then able to access learning in class by the end of the year.

Communication, Language and Literacy

Our internal assessments show that 83% of pupils leaving nursery achieved age related expectations in communication and language. 74% of reception children achieved ELG in communication and language, an increase of 51% on track at baseline.

Specific End of Year Outcomes

While some end of year outcomes are slowly diminishing others currently have not.

Writing

Year 3 pupil premium writing was slightly below that of their peers with many of them meeting their writing targets. Year 4 pupil premium outcomes in writing was higher than their peers. Year 5 pupil premium writing outcomes was slightly below that of their peers with the majority of pupils meeting their target. Although year 6 writing was below that of their peers over half of them did meet their targets.

Maths

Pupil premium maths outcomes for years 4 and 6 were just slightly below that of their peers.

Reading

All pupil premium pupils in year 5 met their reading targets by the end of the year. Year 6 pupil premium reading was below that of their peers with over half of pupils meeting their reading target.

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