



Pupil Premium strategy statement Barrow Hedges Primary School 2019/2020



Please note that due to COVID 19 and the lengthily school closure period, having been planned for a typical academic year, the review of this strategy has been conducted differently to how the school usually does this; however, the mid-year review, referred to throughout the ensuing document in red with 'March 2020' indicated, was organic, and took place prior to any foresight of what was in fact an imminent school closure.

It is also important to note that it was not possible to implement many of the provisions planned once the school closed but some of these did still cost the same as they would have, due to contractual obligations etc. You will note that adaptations to provisions were made, including increasing or decreasing allocated funding, where it was possible. Wherever an adaptation has been made, it is indicated in blue, as are the final review notes for each provision and section 7 for ease of use. So that the original plan and the adapted plan are distinguishable, section 5 (planned expenditure, completed prior to the academic year) has not been changed and so reflects initial planned expenditure but section 6 (review of expenditure, completed during Summer Term 2020) provides adaptations in blue. Changes have also been made to sections 3 and 4 in light of the pandemic.

This document has been adapted from the 'National College for Teaching & Leadership' (NCTL) advised format. The sections within this document are as follows:

- 1. Summary Information:** This section reports on the school's Pupil Premium income and number of eligible and non-eligible pupils on roll for the academic year 2019/2020.
- 2. Current Achievement:** This section presents the school's starting position (September 2019) in terms of the academic achievements of children in receipt for Pupil Premium (also referred to as Disadvantaged children throughout the document), comparing this social group's achievements with that of their Non-Disadvantaged peers. **Completed using unvalidated data prior to the start of the academic year and reviewed once data is validated – Complete.**
- 3. Barriers to Achievement:** This section describes the school's identified key barriers for children in receipt of Pupil Premium in terms of their academic achievement. This includes in-school or internal barriers (affected by the school's own journey or other factors) and external barriers (affected by factors outside of school including social-economic factors and other home factors such as attendance). **These barriers were identified via internal research involving all stakeholders including, significantly, the pupils themselves. Completed prior to the start of the academic year - Complete.**
- 4. Desired Outcomes:** This section presents the school's aspirational intended outcomes for the academic year, providing clear focus for the use of funding and all actions/approaches. **Completed prior to the start of the academic year - Complete.**
- 5. Planned Expenditure:** This section details each action/ approach or initiative that is to be funded by Pupil Premium, providing clear rationale for this including references to the school's internal research and wider educational research findings. **Completed prior to the start of the academic year but adapted throughout the year in response to presenting issues affecting the achievement of children in receipt of Pupil Premium - Complete.**
- 6. Review of Expenditure:** This section reports on the attainment and progress of children eligible for Pupil Premium and presents the school's review of the allocated funding. **Completed during late July and throughout August when all Pupil Premium provision is finished and pupil data has been collated and analysed – Complete.**
- 7. Final Summary of School's Progress Towards Desired Outcomes:** This is a section not included on the NCTL advised format and aims to summarise the school's progress towards the desired outcomes. This section forms part of the preparation for the new allocation of funding for the academic year 2019/20 – **Completed during August - Complete.**

This document should be read alongside the school's policy for Pupil Premium which is located within the school's Inclusion Policy on the school's website; here the school's underlying approach to Pupil Premium can be found. Any questions relating to the school's Pupil Premium allocation can be directed to the school's Inclusion Leader via the school office.

1. Summary Information

School	Barrow Hedges Primary School				
Academic Year	2019/2020	Total PP budget	Projected: £64,120.30 This includes £160.30 carried over from 2018/2019.	Date of most recent PP Review	September 2019
Total number of pupils	663	Number of pupils eligible for PP in September 2019	50	Date for next internal review of this strategy	January 2020

2. Current Achievement

The information below provides extracts from a report devised for governors, staff and other key stakeholders that presents the current achievement of disadvantaged pupils at Barrow Hedges. The previous Pupil Premium Strategy Review (2018/2019) provides further information in section 7.

At Barrow Hedges, we believe that our greatest impact on pupil's progress is demonstrated in their Key Stage Two data, when our carefully allocated and continuously evaluated provision has had maximum time to benefit our pupils; with this in mind, this report first pays attention to our End of Key Stage Two data for this academic year, although until December 2019 this data remains unvalidated, so is subject to change.

The achievement of disadvantaged pupils at the end of Key Stage Two (Summer 2019)

Attainment

The table below presents the number of pupils who achieved the expected standard in each core subject, and how many of these pupils achieved the expected standard in all three subjects combined. It also provides the comparative figure for pupils who are not eligible for Pupil Premium and the national % for all children:

Subject	National % of ALL (both eligible and NON eligible) pupils to achieve the expected standard	BH eligible pupils achieving the expected standard (out of 10 pupils)	BH non eligible pupils achieving the expected standard (out of 80 pupils)	Difference between BH eligible and BH non eligible
Reading	73%	70%	85%	-15%
Writing	78%	60%	89%	-29%
Maths	79%	60%	84%	-24%
Combined	65%	50%	76%	-26%

Unlike previous years, there was also a number of children eligible for Pupil Premium who achieved the Greater Depth standard, as presented in the table below:

Subject	National % of ALL (both eligible and NON eligible) pupils to achieve the greater depth standard	BH eligible pupils achieving the greater depth standard (out of 10 pupils)	BH non eligible pupils achieving the greater depth standard (out of 80 pupils)	Difference between BH eligible and BH non eligible who achieved the greater depth standard
Reading	27%	30%	44%	-14%
Writing	20%	30%	46%	-16%
Maths	27%	10%	44%	-34%
Combined	10%	10%	28%	-18%

Progress

The table below presents the 'value added' progress scores for our pupils who reached the end of Key Stage Two in July 2019:

Subject	'Valued Added' for children eligible for Pupil Premium	'Value Added' for children NOT eligible for Pupil Premium
Reading	+2.5	+1.0
Writing	+2.1	+1.9
Maths	-0.9	+0.1

What does this data tell us?

The cohort of disadvantaged learners who left the school in July 2019 made excellent progress; this is partly portrayed here, particularly in Reading and Writing where this group of learners achieved a progress score that exceeded that of their 'non-disadvantaged' peers. This was not the case in Maths but this illustrates a school trend and not a Pupil Premium specific trend; the school's Leadership Team had already noted the focus required on Maths and the school's improvement plan describes its intention to raise standards for this subject. In terms of attainment, it is highly positive to be presenting children eligible for Pupil Premium who have achieved the Greater Depth standard, a long term ambition held by the school, and this is something the school is confident it will build upon as more eligible pupils conclude their journey through our school having benefitted from our ever-improving provision for disadvantaged learners. There remains an attainment gap between children eligible for Pupil Premium and their non-eligible peers at Barrow Hedges, this social group remain highly prevalent to the school's continued stride for improvement.

The achievement of disadvantaged pupils at Barrow Hedges in Year One to Year Six

Attainment – Expected Standard

The four tables below present the number of pupils who are on track to achieving (or 'have achieved' in the case of Year 2 and Year 6) the expected standard for the key stage they are working towards, in each core subject, and in the three core subjects combined. It also provides comparative data for each cohort in 2017 and 2018 and so reflects the school's achievement in closing the gap between eligible and non-eligible pupils as they progress through the school:

Reading:

Year Group	Number of PP children	Summer 2017		Summer 2018		Summer 2019		% Difference between PP and Non-PP			
		PP	Non-PP	PP	Non-PP	PP	Non-PP	Summer 2017	Summer 2018	Summer 2019	Difference between Summer 2018-Summer 2019
Year 1 (Year 2 from September '19)	4	N/A	N/A	N/A	N/A	75%	86%	N/A	N/A	-11%	N/A
Year 2 (Year 3 from September '19)	8 (+2 since September '18)	N/A	N/A	33%	87%	25%	88%	N/A	-54%	-66%	-12% greater gap
Year 3 (Year 4 from September '19)	5	33%	95%	20%	87%	60%	90%	-62%	-67%	-30%	37% smaller gap
Year 4 (Year 5 from September '19)	10 (+1 since September '18)	40%	87%	33%	85%	50%	85%	-47%	-52%	-35%	17% smaller gap
Year 5 (Year 6 from September '19)	10 (+1 since September '18)	33%	75%	56%	90%	30%	88%	-42%	-34%	-58%	-24% greater gap
Year 6 (Year 7 from September '19)	10 (+1 since September '18)	70%	85%	67%	84%	70%	85%	-15%	-17%	-15%	2% smaller gap
All Pupils*	47 (= to 2017/2018)	56%	86%	49%	87%	49%	87%	-30%	-38%	-38%	=

*All pupils' figures are calculated by adding up all pupil data for according academic year, not by averaging percentages from each year group.

Writing:

Year Group	Number of PP children	Summer 2017		Summer 2018		Summer 2019		% Difference between PP and Non-PP			
		PP	Non-PP	PP	Non-PP	PP	Non-PP	Summer 2017	Summer 2018	Summer 2019	Difference between Summer 2018-Summer 2019
Year 1 (Year 2 from September '19)	4	N/A	N/A	N/A	N/A	75%	86%	N/A	N/A	-11%	N/A
Year 2 (Year 3 from September '19)	8 (+2 since September '18)	N/A	N/A	33%	89%	13%	83%	N/A	-56%	-70%	14% greater gap
Year 3 (Year 4 from September '19)	5	33%	89%	20%	84%	60%	89%	-56%	-64%	-29%	35% smaller gap
Year 4 (Year 5 from September '19)	10 (+1 since September '18)	40%	87%	44%	79%	50%	81%	-47%	-35%	-31%	4% smaller gap
Year 5 (Year 6 from September '19)	10 (+1 since September '18)	0%	74%	22%	87%	40%	88%	-74%	-65%	-48%	17% smaller gap
Year 6 (Year 7 from September '19)	10 (+1 since September '18)	50%	74%	67%	79%	60%	89%	-24%	-12%	-29%	17% greater gap
All Pupils*	47 (= to 2017/2018)	40%	82%	43%	85%	47%	86%	-42%	-42%	-39%	3% smaller gap

*All pupils' figures are calculated by adding up all pupil data for according academic year, not by averaging percentages from each year group.

Maths:

Year Group	Number of PP children	Summer 2017		Summer 2018		Summer 2019		% Difference between PP and Non-PP			
		PP	Non-PP	PP	Non-PP	PP	Non-PP	Summer 2017	Summer 2018	Summer 2019	Difference between Summer 2018-Summer 2019
Year 1 (Year 2 from September '19)	4	N/A	N/A	N/A	N/A	75%	91%	N/A	N/A	-16%	N/A
Year 2 (Year 3 from September '19)	8 (+2 since September '18)	N/A	N/A	33%	90%	63%	85%	N/A	-57%	-22%	35% smaller gap
Year 3 (Year 4 from September '19)	5	17%	91%	20%	91%	60%	90%	-74%	-71%	-30%	41% smaller gap
Year 4 (Year 5 from September '19)	10 (+1 since September '18)	60%	90%	33%	78%	50%	88%	-30%	-45%	-38%	7% smaller gap
Year 5 (Year 6 from September '19)	10 (+1 since September '18)	22%	75%	22%	91%	30%	86%	-53%	-69%	-56%	13% smaller gap
Year 6 (Year 7 from September '19)	10 (+1 since September '18)	80%	89%	78%	88%	60%	84%	-9%	-10%	-24%	14% greater gap
All Pupils* (= to 2017/2018)	47	54%	88%	45%	88%	53%	88%	-34%	-43%	-35%	8% smaller gap

* All pupils' figures are calculated by adding up all pupil data for according academic year, not by averaging percentages from each year group.

Combined:

Year Group	Number of PP children	Summer 2017		Summer 2018		Summer 2019		% Difference between PP and Non-PP			
		PP	Non-PP	PP	Non-PP	PP	Non-PP	Summer 2017	Summer 2018	Summer 2019	Difference between Summer 2018-Summer 2019
Year 1 (Year 2 from September '19)	4	N/A	N/A	N/A	N/A	75%	84%	N/A	N/A	-9%	N/A
Year 2 (Year 3 from September '19)	8 (+2 since September '18)	N/A	N/A	33%	85%	13%	76%	N/A	-52%	-63%	11% greater gap
Year 3 (Year 4 from September '19)	5	17%	86%	20%	81%	60%	88%	-69%	-61%	-28%	33% smaller gap
Year 4 (Year 5 from September '19)	10 (+1 since September '18)	40%	85%	22%	73%	50%	79%	-45%	-51%	-29%	22% smaller gap
Year 5 (Year 6 from September '19)	10 (+1 since September '18)	22%	64%	22%	86%	20%	84%	-42%	-64%	-64%	=
Year 6 (Year 7 from September '19)	10 (+1 since September '18)	70%	76%	56%	73%	50%	76%	-6%	-17%	-26%	9% greater gap
All Pupils* (= to 2017/2018)	47	46%	80%	34%	80%	40%	81%	-34%	-46%	-41%	5% smaller gap

* All pupils' figures are calculated by adding up all pupil data for according academic year, not by averaging percentages from each year group.

The number of eligible pupils now on track to achieving (or who 'have achieved' in the case of Year 2 and Year 6) the greater depth standard for the key stage/year group they are working towards remains low but is a focus for the school and thus, is included below:

Subject	BH eligible pupils achieving the greater depth standard	BH non eligible pupils achieving the greater depth standard	Difference between BH eligible and BH non eligible who achieved the greater depth standard
Reading	9%	41%	-32%
Writing	9%	34%	-25%
Maths	4%	38%	-34%
Combined	4%	22%	-18%

What does this data tell us?

When considering the whole school cohort in terms of attainment, the gap between children eligible for Pupil Premium and their peers has continued to reduce overall in Writing, Maths and Combined (equal in Reading) and while this diminishment of difference is minimal (between 0% and 8%) it validates the school's provisional arrangements for these pupils who are, in this data, being compared to non-eligible pupils who are on average achieving far above national expectations. The school's governors, Senior Leadership Team and staff are fully aware of the scale of the challenge in closing this attainment gap and remain committed to doing so. This data reflects that there is no particular subject where the disparity between the ongoing achievements of disadvantaged pupils compared with their peers is distinctly significant, thus whole school trends are seemingly prevalent to disadvantaged pupils meaning the priority must be to support these pupils with their own particular learning profiles, whilst ensuring they benefit from any whole school initiatives. The instances (highlighted in red) above where the difference between disadvantaged pupils and their peers has increased (e.g. Year 6 Maths) is affected by the change in pupil numbers with each eligible pupil impacting the % heavily due to the low numbers of eligible pupils in total; it is also reassuring that in any such cases regarding Year 6, the progress scores presented earlier are demonstrative of the school's endeavour to ensure these pupils make optimal progress towards the expected standard. Finally, the disparity between the number of pupils on track to achieving, or having achieved, the Greater Depth standard throughout the school is high but as stated at the beginning of this analysis, it is our view that a disadvantaged pupil's journey at Barrow Hedges should be judged when it has concluded (in Year 6) having benefited from the provision implemented using Pupil Premium funding.

Progress of disadvantaged pupils at Barrow Hedges – Year 1 – 5

The progress made by pupils at the end of Key Stage Two (Year 6) has been presented earlier in this document and as this was the last cohort whose progress measure depended on comparing one assessment format (levels) to another, it has not been included below, hence this table presents the progress made by pupils in years one to five:

	% of pupils eligible for Pupil Premium making 'good' or 'better' progress	% of pupils NOT eligible for Pupil Premium making 'good' or 'better' progress	% difference between number of eligible and Not eligible pupils making 'good' or 'better' progress
Reading	78%	93%	-15%
Writing	73%	91%	-18%
Maths	78%	94%	-16%

What does this data tell us?

This table presents how no less than 73% of our disadvantaged pupils are making progress that is rated 'good' or 'better' when comparing their current achievement to what they achieved at the time of their last End of Key Stage assessment, for each core subject. This is positive but the school must continue to strive for comparable percentages of 'good' or 'better' progress achieved by our non-disadvantaged pupils, which does not fall below 91% in any year group. We believe our current provisional arrangements are capable of achieving this.

Summary

In summary, the school's regard for the attainment and progress of children eligible for Pupil Premium is continuing to secure success and whilst this journey is not yet complete, the school's highly documented endeavour towards this journey is impressive and should be celebrated, whilst continuing to strive for further improvement.

The ensuing sections of this document will present the school's official response to this data.

What about progress in other areas of the curriculum?

Thus far, whilst subject leaders of other subjects (besides English and Maths) have attended to any disparity between the achievement of disadvantaged children compared with their peers, other curriculum based priorities (such as curriculum design and coverage) have meant that senior leaders have not focused on this, this also due to the devotion to raising standards for these children more globally and with their core subject performance in mind. The school are now positioned to prioritise the wider curriculum in terms of monitoring and planning for improvements to the outcomes of disadvantaged children; this will be reflected within the desired outcomes in section 4.

As stated above, the data above only presents data headlines and a far more comprehensive analysis of the 2018/2019 data is available within sections 6 and 7 of the 2018/2019 Pupil Premium Strategy Review which is available, with this document, on the school's website.

3. Barriers to Achievement (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A	<p>Basic Skills and Prior Learning: Our data analysis and provision evaluations from 2017/2018 and 2018/2019 have identified that a number of pupils in receipt of Pupil Premium have existing gaps in their prior learning knowledge and basic skills. This barrier was presented on the previous Pupil Premium Strategy but remains an existing barrier. Further reflection by senior leaders has concluded that accessing the long term memory of our disadvantaged children is key here and 'over learning' is required in order to achieve this. We find that this is due to a range of other barriers, presented below, significantly these pupils' emotional response to learning and early life cultural experiences.</p>
	<p>Required Progress Rate: Another barrier identified in previous Pupil Premium Strategy Plans that remains an existing barrier is how low starting points for disadvantaged children at</p>

B	Barrow Hedges means that expected or even better progress is inadequate in closing the attainment gap, and social difference, between them and their peers. Therefore, an accelerated form of rapid progress is required for many of these pupils.
C	Social, Emotional, Mental Health: We have identified from internal research, using feedback from the staff members who implement provision for our disadvantaged pupils, that the children's emotional response to learning, and their ability to use critical learning skills (such as the school's Building Learning Powers: Resilience, Resourcefulness, Reflectiveness and Collaboration) are not secure, hindering their application when learning. This barrier has evolved from the previously documented: 'attitudes to learning' as senior leaders feel that this barrier has been partly broken via the hard work of staff members allocated to Pupil Premium funded provision.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D	<p>Attendance: The average pupil attendance % for children in receipt of Pupil Premium (94.9%) reflects a 1.5% improvement since 2017/2018 and a 1.86% improvement since 2016/2017. However, there remains a disparity between the average attendance of disadvantaged learners and their peers, of -1.6% and thus, this remains a barrier to the attainment and progress of this social group.</p> <table border="1"> <thead> <tr> <th></th> <th>2016/2017</th> <th>2017/2018</th> <th>2018/2019</th> <th>2019/2020 Target</th> </tr> </thead> <tbody> <tr> <td>% attendance of children eligible for Pupil Premium</td> <td>93.04%</td> <td>93.4%</td> <td>94.9%</td> <td>97%</td> </tr> <tr> <td>% attendance of children NOT eligible for Pupil Premium</td> <td>96.44%</td> <td>96.43%</td> <td>96.5%</td> <td>97%</td> </tr> <tr> <td>% Difference</td> <td>-3.4%</td> <td>-3.03%</td> <td>-1.6%</td> <td>0%</td> </tr> </tbody> </table>					2016/2017	2017/2018	2018/2019	2019/2020 Target	% attendance of children eligible for Pupil Premium	93.04%	93.4%	94.9%	97%	% attendance of children NOT eligible for Pupil Premium	96.44%	96.43%	96.5%	97%	% Difference	-3.4%	-3.03%	-1.6%	0%
	2016/2017	2017/2018	2018/2019	2019/2020 Target																				
% attendance of children eligible for Pupil Premium	93.04%	93.4%	94.9%	97%																				
% attendance of children NOT eligible for Pupil Premium	96.44%	96.43%	96.5%	97%																				
% Difference	-3.4%	-3.03%	-1.6%	0%																				

E **Cultural Capital:** While the school's approach to ensuring equal access to extra-curricular opportunities has evolved significantly, as reported in previous Pupil Premium Strategy Reviews, we still know there is work to be done to ensure equity in cultural experiences between our disadvantaged pupils and their non-disadvantaged peers. Consistency in exposure to cultural capital is imperative in order to raise these pupils' aspirations, confidence and independence in school and beyond. For example, soft internal data reflects that our non-disadvantaged pupils have typically visited Art museums etc. in their social life, yet our disadvantaged learners, typically have not. Hard data collection is planned in order to prioritise the reduction of this barrier.

F **Home Learning (significantly the development of Reading Fluency):** Lacking engagement, from parents, in home learning activities, such as regular reading practise and consolidation of skills, is a barrier to our disadvantaged learners. This has a knock on effect on the quality of education for these disadvantaged pupils as the engagement of our non-disadvantaged pupils' parents, along with extra provision, e.g. private tutors, means the gap can grow wider.

G **Added vulnerability during COVID 19 pandemic and subsequent school closure period:** As publicised, the pandemic has affected everybody in some way. Some of the school's disadvantaged families have been affected in such a way that they became immediately more vulnerable. Whilst some financial provisions were coordinated by the government, such as the supermarket voucher scheme, we have identified that many of our pupils, and wider families, have struggled significantly with the strains caused by COVID 19, with impact to their emotional wellbeing the most concerning aspect.

4. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<ul style="list-style-type: none"> For provision implemented for disadvantaged children, including how they are taught in class, as well as additional, specific provision, to report, with evidence, how gaps in learning have been addressed. For rates of progress for disadvantaged pupils to be continually improved as a consequence of staff awareness of prior learning gaps and the importance of over learning basic skills for disadvantaged children. 	<ul style="list-style-type: none"> There is evidence that provision is targeted according to pupil's individual learning profiles and needs. The team around any disadvantaged learner understands the child well, aware of any prior learning gaps. Evidence reflects how gaps have been closed, for each disadvantaged learner, throughout the academic year. Disadvantaged pupils' opportunities to over learn certain areas of the curriculum means the content can be recollected later, from their long term memory.
B	<ul style="list-style-type: none"> For disadvantaged pupils to make progress that results in their attainment aligning with their non-disadvantaged peers. 	<ul style="list-style-type: none"> Any disadvantaged pupil whose progress is less than good, or will be inadequate in closing the attainment gap, is explored regularly during pupil

		<ul style="list-style-type: none"> progress meetings. During these meetings, it is evident that teachers prioritise this pupil's learning profile when planning and delivering lessons, so that learning experiences are appropriate for them. The attainment gap between disadvantaged pupils and their peers, at Barrow Hedges, is closing.
C	<ul style="list-style-type: none"> <i>For disadvantaged pupils to independently display ever improving resilience, resourcefulness, reflectiveness and collaboration when learning.</i> <i>For disadvantaged pupils to be confident learners who believe to achieve and are keen to positively contribute to the wider life of the school</i> 	<ul style="list-style-type: none"> A baseline has been developed in order to prioritise improvements to pupils learning skills (including the school's four key Building Learning Powers). Provision has been implemented, both specifically to focus on the development of these learning skills, but also implicitly via whole class teaching, etc. Disadvantaged pupils will know how to share their views and contribute to appropriate school decisions (e.g. via the school council).
D	<ul style="list-style-type: none"> <i>For the attendance of disadvantaged pupils, when averaged, to be aligned with the attendance of non-disadvantaged pupils.</i> 	<ul style="list-style-type: none"> Targeted intervention has been implemented, successfully, to improve the attendance of individual cases, identified from last year's attendance analysis. The difference between the attendance average for disadvantaged children and their peers has been eradicated.
E	<ul style="list-style-type: none"> <i>For there to be no inequality in terms of the experiences afforded to any pupil attending Barrow Hedges, both curricular, extra-curricular, and in terms of key life experiences.</i> 	<ul style="list-style-type: none"> Key staff are aware of disadvantaged pupil's cultural differences, including their life experiences and exposure to opportunities similar to their peers. Targeted events/trips have been organised in order to eradicate any cultural inequality. These trips have had a measured impact on pupil's cultural development. Any identified differences in terms of life experiences of our disadvantaged learners, compared to their peers, have resulted in actions seeking to diminish these differences.
F	<ul style="list-style-type: none"> <i>For disadvantaged children to have been given opportunities that diminish any difference caused by parental engagement and home learning opportunities.</i> <i>To increase parental engagement, initially in raising parents aspirations for their own children and ensuring all stakeholders understand the impact of a child's achievement at school on their future prospects. Eventually this should translate in to understanding how they can support their child's progress at home.</i> 	<ul style="list-style-type: none"> Every disadvantaged child has at least twice weekly opportunities to practise reading, with an adult, with reading fluency a priority. All disadvantaged children have been offered an opportunity to complete set home learning activities. All disadvantaged children are able to participate fully in class, without any hindrance caused by lack of engagement from home. Parents of disadvantaged children are actively encouraged to support their children to engage in home learning.

G	<ul style="list-style-type: none"> For disadvantaged pupils, their families, and the wider Barrow Hedges community to feel supported by the school during the school closure period. For the regularity of contact between disadvantaged pupils, their families with members of school staff to enable the school to continue to perform their vital safeguarding and pastoral support, to the standard set by Barrow Hedges in recent years. 	<ul style="list-style-type: none"> Children will feel that they have access to support whenever they need it, and whatever they need this support for, regardless of the school being closed. All families, including those who are vulnerable, will feel they can contact the school for support, and when they do, support will be provided. The school's regard for and commitment to safeguarding will be as unaffected as is possible by the school closure period.
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5. Planned Expenditure

Academic year	2019/2020
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>E: Cultural Capital</p>	<p>Teaching Assistants Pupil Premium will contribute to the total cost of Teaching Assistants working throughout the entire school. Teaching Assistants, along with teachers, have been kept updated of the progress made of our disadvantaged children, their key barriers and how it is important that all learning activities are adapted to suit their individual learning styles.</p>	<p>Barrow Hedges' internal monitoring evidences a significant impact being made by Teaching Assistants throughout the school, including their contributions to support in class as well as a number of specific interventions, many of which have been identified as productive in supporting disadvantaged learners. Last academic year, this was validated by external colleagues (such as The Director for Maths for Cirrus Trust) and governors.</p>	<ul style="list-style-type: none"> Year Group Leaders will allocate Teaching Assistants according to pupil need, including consideration for children eligible for Pupil Premium. All Teaching Assistants have attended training led by the Senior Leadership Team that presented expectations for improving learning experiences for children eligible for Pupil Premium. This year, once again, one of the three performance management targets set for Teaching Assistants will relate to a disadvantaged pupil/group of pupils. The Inclusion Leader will include children eligible for Pupil Premium on every Teaching Assistant meeting agenda. 	Inclusion Leader	<p>The impact of this provision will be monitored via Teaching Assistant meetings, observations and intervention analysis, at regular intervals throughout the year, explicitly during the Inclusion Leader's end of term achievement reports.</p>
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social,</p>	<p>External Pupil Premium Review An external Pupil Premium accredited reviewer will be sourced to evaluate the</p>	<p>Whilst Barrow Hedges is proud of their commitment to disadvantaged children and the way funding has been allocated in previous years, with consideration that the Senior Leadership Team are virtually unchanged since 2014 which is also when the Inclusion Leader</p>	<ul style="list-style-type: none"> The Inclusion Leader will research the market for Pupil Premium reviewers and only select experienced, accredited providers. The review will be reported to governors 	Inclusion Leader	<p>A full report of this review will be published on the school's website.</p>

<p>Emotional, Mental Health</p> <p>D: Attendance</p> <p>E: Cultural Capital</p> <p>F: Home Learning</p>	<p>school's approach to Pupil Premium and its use of funding to raise achievement for these children.</p>	<p>(responsible for Pupil Premium allocation) was introduced to the school, an external review has been deemed appropriate in order to validate our existing approach but also advise on how the school can raise standards further.</p>	<p>at each stage and the Inclusion Link Governor will evaluate the school's commitment to changes resulting from the review.</p>		
<p>A: Basic Skills and Prior Learning</p> <p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>E: Cultural Capital</p> <p>F: Home Learning</p>	<p>School Trips, Residential and School Clubs</p> <p>Appropriate levels of support will be provided to enable children eligible for Pupil Premium to participate in all school trips, residential and school clubs.</p>	<p>School trips, residential and school clubs are highly valued at Barrow Hedges Primary School and they contribute greatly to pupil's progress and rounded learning experiences. In order to achieve inclusion for all children eligible for Pupil Premium, financial support will be appropriate at times.</p>	<ul style="list-style-type: none"> Any financial support will be discussed and agreed with the Inclusion Leader, Head Teacher and School Bursar. 	<p>Inclusion Leader/ Head Teacher/ Bursar</p>	<p>Implementation will be reviewed termly and reference to this will be included within any report created by the Inclusion Leader. When pupils participate in a funded club, or other activity, their voice is collected via a pupil voice sheet and this contributes to the ongoing review of expenditure, and plans for the future.</p>
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p> <p>E: Cultural Capital</p>	<p>Maximising the Impact of the Early Years Environment</p> <p>With a higher than ever number of disadvantaged children identified on entry in our Early Years Foundation Stage this year, the highly praised environment is more critical than ever and Pupil Premium will be used to enhance some aspects of this environment, to ensure benefits for disadvantaged children, and their peers.</p>	<p>The highly effective learning environment at Barrow Hedges contributed greatly to the school's recent accreditation of the Early Years Quality Mark. However, many of the resources in this area are worn and require updating. Due to the higher than ever number of disadvantaged pupils admitted to the Early Years this year, the absolute quality of this environment will be paramount to providing them with the best start to their education possible, and thus Pupil Premium will contribute to this.</p>	<ul style="list-style-type: none"> Inclusion Leader and Early Years Leader to work collaboratively to prioritise spending to enhance the Early Years environment. Early Years Leader is part of Senior Leadership Team so contributed to the identification of common barriers for disadvantaged pupils, and desired outcomes, above. Resources not to be purchased until all pupils, including our disadvantaged children, have settled, so that all resources can be targeted to our individual pupils, considering their interests and priorities for progress. 	<p>Early Years Leader</p>	<p>Early Years Leader to contribute to Pupil Premium review, reporting impact of the improved environment.</p>
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p>	<p>Additional, specific Learning Resources for Reading, Writing, Maths and Other Subjects</p> <p>The Inclusion Leader will</p>	<p>With improvements made to both English and Maths throughout the school over previous academic years, and with further changes planned, it is essential that these changes are implemented with consideration to the profile of disadvantaged learners. In some cases,</p>	<ul style="list-style-type: none"> Resources to be introduced via staff training led by subject leaders. Subject Leaders, and Inclusion Leader to include regular reference to resources when reporting on attainment and 	<p>English and Maths Leaders</p>	<p>Implementation will be reviewed via the many subject/project leader action plans, as well as in specific Pupil</p>

<p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>E: Cultural Capital</p> <p>F: Home Learning</p>	<p>work in liaison with subject leaders and class teachers to identify any additional resources to support the progress of disadvantaged learners.</p>	<p>additional resources or intervention programmes can bridge the gap for these learners, thus justifying this allocation.</p> <p>During each previous academic year, generic learning resources are often purchased as a result of unforeseen curriculum barriers etc., and some of the allocated funding for this approach will also be used in this way.</p>	<p>progress to Senior Leaders.</p>		<p>Premium review documentation.</p>
Total budgeted cost					£23,330.30
<i>ii. Targeted support</i>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p>	<p>Experienced Teacher 1:1 and Small Group Support</p> <p>To experienced teachers to provide 1:1 and small group support to identified pupils (two days per week).</p>	<p>We have once again identified that in order to enhance the quality of education for our disadvantaged learners, it is necessary for them to be provided with specific opportunities to:</p> <ul style="list-style-type: none"> • Develop and consolidate basic skills for core subjects, and/or • Make an accelerated form of progress <p>This is to enable the current attainment gap to reduce and allow children eligible for Pupil Premium to fulfil their actual potential.</p> <p>Analysis of this provision's impact last year reflected that it is fundamental to the school's approach to diminishing the differences associated with disadvantaged learners. Unfortunately, the lady who has formed this provision since 2017 has relocated and thus, two teachers (both known as Outstanding practitioners at the school) have been identified to continue this provision.</p>	<ul style="list-style-type: none"> • The experienced teachers will work in close liaison with the Inclusion Leader, Head Teacher and Senior Leadership Team. • The experienced teachers will be allocated specific pupils with reasonable, yet aspirational targets set. • The experienced teachers will attend fortnightly meetings with the Inclusion Leader to monitor impact. 	<p>Inclusion Leader</p>	<p>Implementation will be reviewed fortnightly on an informal basis and a more formal review will commence in line with the Inclusion Leader's achievement analysis at the end of each term.</p>
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p>	<p>Tutoring Sessions for children eligible for Pupil Premium</p> <p>Teachers and Teaching Assistants will be paid to</p>	<p>As reported on the last two Pupil Premium Strategy Reviews, this provision has been highly effective in closing identified gaps in learning and regenerating pupil confidence when returning to class, among other successes. Indeed this provision has become a 'go</p>	<ul style="list-style-type: none"> • The 6 week sessions will be allocated and monitored by the Inclusion Leader. • Each tutor (teacher) will be provided with a 'record of achievement' to record soft and hard progress data throughout the 	<p>Inclusion Leader</p>	<p>Implementation will be reviewed on a half termly basis during Senior Leadership Team meetings and</p>

<p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>F: Home Learning</p>	<p>administer 6-week blocks of 1 hour tutoring sessions for identified pupils who are deemed suitable for this provision. These sessions will take place in school but outside of staff member's normal contracted hours.</p>	<p>to' provision for supporting disadvantaged learners struggling with certain learning concepts etc. This provision was utilised far more than expected during the last academic year (spending over double its allocation) and thus additional funding has been invested in it this year.</p>	<p>sessions. This will be handed to the Inclusion Leader at regular intervals and handed to parents/carers at the end of each block of sessions.</p> <ul style="list-style-type: none"> The project's final outcomes will be evaluated fully with all impact evidenced. 		<p>included in the analysis of achievements for pupils eligible for Pupil Premium on a termly basis.</p>
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p> <p>E: Cultural Capital</p> <p>F: Home Learning</p>	<p>Home Learning Packs Home Learning Packs will be prepared for identified children who are eligible for Pupil Premium that will provide children with fun learning activities they can do at home.</p>	<p>For the last three years, the home learning packs have grown in impact, according to all stakeholders, notably parents/carers, who have praised the school's efforts to provide children with the opportunities to play games, read books and build confidence at home. Last academic year the packs were sent home with children for the summer holidays and this has proved successful, so will be repeated this year.</p>	<ul style="list-style-type: none"> The learning packs will be planned by the Inclusion Leader, in liaison with the school's Inclusion Team, Senior Leadership Team and Class Teachers. As they were last year, the learning packs' impact will be measured via Pupil Voice and Parent Perspective. Like last year, the packs will be differentiated for each individual. 	<p>Inclusion Leader</p>	<p>The Inclusion Leader will report on the impact of these learning packs within the Pupil Premium strategy document and directly to the Inclusion Link Governor.</p>
<p>C: Social, Emotional, Mental Health</p>	<p>Emotional Literacy Support Pupil Premium will contribute to the salaries of our two Emotional Literacy Support Assistants. Key social, emotional, behavioural and mental health barriers have been presented to these members of staff in order to enhance the support they offer disadvantaged learners.</p>	<p>Emotional Literacy has been incredibly successful at Barrow Hedges over the past four years with the evidenced impact of relevant interventions and 1:1 'ELSA' support accumulating in increased investment in Emotional Literacy since its re-introduction in 2014. The Inclusion Leader has analysed the type of pupils who most often benefit from this provision and though this is difficult to conclude (as much of the Emotional Literacy work is responsive to individual circumstances and changes in pupil's personal lives such as family separations), the allocation is based on the average amount of disadvantaged pupils benefiting from this provision; this has risen in recent years, hence the increased allocation.</p>	<ul style="list-style-type: none"> The Emotional Literacy Support Assistants are line managed, monitored and supervised by the Inclusion Leader who reports directly to the Senior Leadership Team on their evolving workload and impact. Emotional Literacy interventions are analysed alongside all interventions at Barrow Hedges and adaptations to their implementation will be made in light of this. 	<p>Inclusion Leader</p>	<p>Implementation will be reviewed in weekly Inclusion Team Meetings and formally at the end of each term.</p>
<p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>F: Home Learning</p>	<p>Family Support Worker Pupil Premium will contribute to the salary of our Family Support Worker. The school's Family Support Worker will</p>	<p>The impact the Family Support Worker has had on attendance rates for disadvantaged learners is documented in previous Pupil Premium reviews; she will continue this drive this year. In addition, our Family Support Worker has generated productive relationships with many of our vulnerable families and</p>	<ul style="list-style-type: none"> The Family Support Worker and the Inclusion Leader will establish a working list of families, whose pupils are eligible for Pupil Premium, with historic incidences of absenteeism and use funding to provide targeted support for 	<p>Family Support Worker / Inclusion Leader</p>	<p>The Inclusion Leader will report progress to governors at regular meetings and will summarise progress in termly achievement</p>

	be directed to focus on Pupil Premium attendance and family engagement of children in receipt of Pupil Premium, as part of her Family Support Worker role.	thus, enhances their engagement in school, a crucial target for the school.	<p>these families in improving their children's attendance and their own engagement with school.</p> <ul style="list-style-type: none"> The Head Teacher will monitor the progress of this work. 		reports which include attention to attendance.
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>E: Cultural Capital</p> <p>F: Home Learning</p>	<p>'You are awesome' project</p> <p>In response to the school's identification of barriers to learning related to pupil's social, emotional and mental health, a specific project seeking to increase the confidence, self-esteem and 'learning power' of our disadvantaged pupils, will commence, led by one of the school's long serving teaching assistants, identified as someone with a particular skill in delivering such support.</p>	Previously, the school had an allocated Senior Teaching Assistant for Pupil Premium, who delivered attitudinal based support to pupils. This has been successful and senior leaders have been able to reflect on more specific goals in terms of increasing disadvantaged children's aptitude for learning.	<ul style="list-style-type: none"> Pupils will be identified by the Inclusion Leader and attend sessions on a trial basis (this is a new project), with a mechanism of measuring entry point and targeted exit point of the intervention. 	Inclusion Leader	Implementation will be reviewed informally at Half Termly meetings with the intervention leader and formally as part of the termly Pupil Premium review.
F: Home Learning	<p>Homework Club</p> <p>A homework club targeted at children eligible for Pupil Premium is to commence, run and coordinated by one of the Pupil Premium teacher mentors.</p>	Whilst increasing family engagement, and supporting the completion of home learning, via other approaches (detailed within this document), the school are realistic that some pupils will not be able to complete home learning as regularly as their peers, and thus, this club will bridge that gap.	<ul style="list-style-type: none"> Pupils to be identified according to homework completion analysis, referred to teacher mentor by class teachers. 	Teacher Mentor	Implementation will be reviewed along with the work conducted by the teacher mentors (see above).
Total budgeted cost					£38,790

<i>iii. Other approaches</i>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p>	<p>Pupil Welfare and Inclusion Financial support for families to ensure that all children eligible for Pupil Premium maintain equal access to all educational opportunities. This will include: -Contribution to school uniform and Physical Educational kit, for identified pupils. -Free School Milk for all eligible pupils. -Specific resources (such as pens, pencils, etc.) that other families provide independently. -School 'dress up days' support.</p>	<p>Barrow Hedges highly value the welfare and inclusion of all their pupils and the curriculum value of every pupil being able to dress smartly for school and joining in with all educational activities. The Senior Leadership Team are aware that to join in with all educational activities, parents/carers must contribute to some aspects of school; for example, buying certain learning resources and ensuring children wear uniform. Some families will require financial support to achieve this.</p>	<ul style="list-style-type: none"> • The Inclusion Leader will approve all orders for such resources and report to the Head Teacher on spending and rationale for this. • A Pupil Premium educational resources (e.g. ruler, pencil case, etc.) audit will be completed to ascertain where funding for this project should be used. • The Inclusion team will monitor pupil participation in particular school events (especially when most children will dress up) and organise financial support where appropriate to facilitate each pupil's engagement in the activity. 	Inclusion Leader	Implementation will be reviewed regularly and formally at the end of each term.
<p>C: Social, Emotional, Mental Health</p> <p>E: Cultural Capital</p> <p>F: Home Learning</p>	<p>Enrichment Booster Experiences Extraordinary school trips and other experiences will be planned for identified disadvantaged learners in order to equip them with a similar cultural capital to their peers.</p>	<p>We are aware that some pupils who are eligible for Pupil Premium will not have had equal opportunities to certain childhood experiences (e.g. attending a show at the theatre) and this justifies the school's commitment to arranging additional trips to facilitate this. Currently, only soft data exists for this provision and in order to identify priorities and measure progress later, the school's Pupil Voice Leader/ School Council Coordinator is conducting questionnaires to establish the differences in terms of cultural capital for our disadvantaged pupils, compared with their peers.</p>	<ul style="list-style-type: none"> • Questionnaires to be devised to priorities booster experiences. • Inclusion Leader to plan all experiences and ensure they are targeted specifically to appropriate children. 	Inclusion Leader	Start and end questionnaire data will indicate impact of provision.
Total budgeted cost					£2,000

6. Review of Expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach (see section 5 for detail of action/approach)	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Projected Cost & Actual Spend
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>E: Cultural Capital</p> <p>G: COVID 19 Impact</p>	<p>Teaching Assistants</p> <p>Pupil Premium will contribute to the total cost of Teaching Assistants working throughout the entire school. Teaching Assistants, along with teachers, have been kept updated of the progress made of our disadvantaged children, their key barriers and how it is important that all learning activities are adapted to suit their individual learning styles.</p>	<p>March 2020: Disadvantaged pupils continue to have a high profile at Barrow Hedges and are supported often, and well, by teaching assistants throughout the school. Class based Teaching Assistants (those not providing 1:1 support or other roles) have selected a disadvantaged child as the focus of their performance management for this academic year, as in previous years, contributing to the profile they have.</p> <p>Final review: Teaching Assistants contributed greatly to the school's endeavour to support home learning for all pupils, but significantly those who are disadvantaged. It is with pride that we report that the school facilitated the engagement of most pupils, with those we were unable to engage already identified to be a prioritised group when school reopens. TAs were often asked to visit disadvantaged children with work packs or other provisions such as food bundles (with social distancing observed) and made many phone calls to these families, hence the slight increase in funding allocation for this provision.</p>	<p>March 2020: 'Keep up' interventions (usually same day), for all pupils, including those who are disadvantaged, has been identified as the most supportive method for maximising TA impact at Barrow Hedges this year, adding to the depth offered by the previously established 'Pre Teach' model.</p> <p>Final review: There will be wider gaps in 2020-2021 and the role of this group of staff in supporting disadvantaged pupils will be as crucial as ever before.</p>	<p>All cost projections and actual spending has been reported to the school's Local Governing Board but is not available on the school website version of this document due to personal data, such as information related to individual salaries. Please contact the school for further information.</p>
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>E: Cultural Capital</p> <p>F: Home Learning</p>	<p>External Pupil Premium Review</p> <p>An external Pupil Premium accredited reviewer will be sourced to evaluate the school's approach to Pupil Premium and its use of funding to raise achievement for these children.</p>	<p>March 2020: We have not been successful in identifying an external reviewer whose review of our approach to and provision for Pupil Premium allocation will add sufficient depth when considering the cost. We also found that our Cirrus reviews, conducted by the CEO and a different school's Head Teacher, have provided validation for our approach, and global recommendations that relate to pupils, including those who are disadvantaged. We still feel an external review would be positive and are currently seeking to coordinate this for the Summer Term.</p> <p>Final review: The school closure meant that no Summer Term plans were fulfilled but the funding allocated to this provision was redelegated to others, described below.</p>	<p>March 2020: It is essential that, of the many available, the agency reviewing standards relating to Pupil Premium, are sufficiently specialised in this area.</p> <p>Final review: No further lessons learned.</p>	
<p>A: Basic Skills and Prior Learning</p>	<p>School Trips, Residentials and School Clubs</p>	<p>March 2020: It is apparent (see right hand column) that we have spent more on supporting families in enabling their pupils to benefit from the school's wide range of clubs, trips and residentials, this year,</p>	<p>March 2020: It will be useful for users of this document next academic year for the clubs and trips/residentials to be allocated separately on the</p>	

<p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>E: Cultural Capital</p> <p>F: Home Learning</p>	<p>Appropriate levels of support will be provided to enable children eligible for Pupil Premium to participate in all school trips, residential and school clubs.</p>	<p>than we had anticipated. It is important to note that this is due entirely to greater required support for accessing trips and residential, rather than clubs.</p> <p>Indeed, the allocation of support for club payments has been done, once again, with immense consideration for individual circumstance, learning profile and developmental priorities; for example, pupils are carefully allocated a club according to what they need, and only when their family have not already made arrangements for such a club.</p> <p>Feedback from clubs is highly positive, from both parents and children, and quantitative analysis of their views (collected throughout the year on Pupil Voice surveys) will be analysed for the final version of this document.</p> <p>It has been necessary to spend more than planned to support children to attend our three residential trips, as well as other day trips, due to individual circumstances. We are proud that our commitment to ensure that every pupil at Barrow Hedges is provided with the opportunities offered by attending a residential, has been fulfilled.</p> <p>Final review: No further club places were funded by Pupil Premium. Money was claimed back for those clubs that were not run and trips that were not attended.</p>	<p>strategy plan.</p> <p>March 2020: It is important to consider need, when allocating provision, according to current cohorts and not to trends; i.e. We allocated to this provision according to trends in previous spending, rather than looking closely at our current cohort.</p> <p>Final review: This will be an essential provision for further investment in 2020/2021 due to the cultural capital losses for this group of pupils, as well as the wider community, during the pandemic.</p>	
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p> <p>E: Cultural Capital</p>	<p>Maximising the Impact of the Early Years Environment</p> <p>With a higher than ever number of disadvantaged children identified on entry in our Early Years Foundation Stage this year, the highly praised environment is more critical than ever and Pupil Premium will be used to enhance some aspects of this environment, to ensure benefits for disadvantaged children, and their peers.</p>	<p>March 2020: Owing to the creativity of our Early Years team, this funding is yet to be spent; however, the Inclusion Leader and Early Years Leader have identified some highly beneficial planned physical provision that will support the disadvantaged learners in Early Years at point of transition, including home learning activities linked to preparing them for the Key Stage One curriculum. This will be presented in the final version of this document.</p> <p>Final review: There was no time for planning for use of this money to be implemented properly; the allocated funds were rededicated elsewhere.</p>	<p>March 2020: N/A</p> <p>Final review: A year on, it will be essential to consider this provision when planning for the admission of the next cohort of learners.</p>	<p>All cost projections and actual spending has been reported to the school's Local Governing Board but is not available on the school website version of this document due to personal data, such as information related to individual salaries. Please contact the school for further information.</p>
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p>	<p>Additional, specific Learning Resources for Reading, Writing, Maths and Other</p>	<p>March 2020: We quickly identified, in September 2020, that the resourcing strain related to ensuring maximal early reading experiences for our pupils (all) was high and this was apparent, also, for our disadvantaged pupils, who due to, at times, further</p>	<p>March 2020: As national and local guidance evolves, in response to educational research etc., it is necessary to update resources often, and potentially this provision needs to be enlarged in</p>	

<p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>E: Cultural Capital</p> <p>F: Home Learning</p>	<p>Subjects</p> <p>The Inclusion Leader will work in liaison with subject leaders and class teachers to identify any additional resources to support the progress of disadvantaged learners.</p>	<p>consolidation opportunities being required when developing their phonic knowledge and early reading skills, were finding they were repeating texts, for example, before moving onto next stages of difficulty. Much work has been done in response to this and the funding for this provision contributed to this project, with specific books being purchased that would engage and support our disadvantaged pupils specifically; as always, Pupil Voice (in this case, pupil's text type preferences) was a key driver in decisions made.</p> <p>Final review: No further spending on this provision took place (though some outstanding payments were made, hence the £100 increase in spending).</p>	<p>future years.</p> <p>Final review: No further lessons learned.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach (see section 5 for detail of action/approach)</p>	<p>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Projected Cost & Actual Spend</p>
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p> <p>G: COVID 19 Impact</p>	<p>Experienced Teacher 1:1 and Small Group Support</p> <p>Two experienced teachers to provide 1:1 and small group support to identified pupils (two days per week).</p>	<p>March 2020: Following a successful handover between our previous postholder for this role, to two other long term members of staff, this provision had continued to provide excellent support for pupils and is regularly praised during Pupil Progress meetings with teachers reflecting the difference it makes to disadvantaged pupils, particularly in Key Stage Two, maintaining the pace of the curriculum. The pupils, when spoken to informally (they regularly bring pieces of work to the Inclusion Leader for praise/affirmation) speak warmly about these teachers, referring to their increased confidence to participate actively in lessons, for example.</p> <p>Final review: During the period of school closure, the teachers allocated to this provision have continued to support their caseload of pupils.</p>	<p>March 2020: One element of this provision that is due to be resolved is that the previous postholder applied established impact measuring mechanisms as normal practice, enabling more critical review from the Inclusion Leader, and this aspect was not handed on. A 'Case Study' approach has been planned for the rest of this academic year.</p> <p>Final review: As with other provisions, as one of our most impactful provisions over the years, it will be essential to re-invest in this in 2020/2021.</p>	<p>All cost projections and actual spending has been reported to the school's Local Governing Board but is not available on the school website version of this document due to personal data, such as information related to individual salaries. Please contact the school for further information.</p>
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>F: Home Learning</p>	<p>Tutoring Sessions for children eligible for Pupil Premium</p> <p>Teachers and Teaching Assistants will be paid to administer 6-week blocks of 1 hour tutoring sessions for identified pupils who are deemed suitable for this provision. These sessions will take place in school but outside of</p>	<p>March 2020: Tutoring at Barrow Hedges continues to be the most highly regarded provision, this is according to feedback from teachers, parents and significantly, from children. By March 2020, 18 disadvantaged pupils have benefitted from this initiative during this academic year, with some children enjoying two or three blocks of tutoring sessions. Of the three targets set for each block of sessions, devised collaboratively between tutors and the child's current class teacher, 94% have been met or partially met (this is moderated by class teachers and also the Inclusion Leader, though less often) reflecting the impact on children's individual progress. One pupil's comment on a Pupil Voice evaluation form was "It is fun...I love it...it's fun...it helps me with my writing" and this is demonstrative of the Pupil Voice feedback where 100% of pupils state that the tutoring initiative</p>	<p>March 2020: Due to other changes at Barrow Hedges (such as the changes to the role of Teaching Assistants which now includes covering lunchtime supervision) there has been less interest in participating in this initiative, by staff, and a review of the current incentives and arrangements is due to be undertaken.</p> <p>Final review: Both formal analysis of this provision and informal observation by SLT indicates that it continues to be our most impactful provision, alongside the mentoring above. It will be planned for continuation in 2020/2021.</p>	

	staff member's normal contracted hours.	<p>should continue and 75% rank the impact of tutoring on their learning as 10/10 (no pupil indicates less than 8/10) and 100% report 9 or 10 out of 10 in terms of how much they enjoy the sessions.</p> <p>Final review: The review notes above are reflective of the impact achieved by this provision for as long as it was implementable. There were only six tutoring blocks not included in the analysis above and they achieved a 90% success rate in terms of targets achieved.</p>		
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p> <p>E: Cultural Capital</p> <p>F: Home Learning</p>	<p>Home Learning Packs</p> <p>Home Learning Packs will be prepared for identified children who are eligible for Pupil Premium that will provide children with fun learning activities they can do at home.</p>	<p>March 2020: Planned for school holiday period between Spring and Summer Terms, following 'lessons learned' from previous Pupil Premium strategy reviews that indicated this was the best time.</p> <p>Final review: This was not completed. However, all disadvantaged, and indeed Non-disadvantaged pupils were provided with access to devices so as to participate in home learning for the duration of lockdown.</p>	<p>March 2020: N/A</p> <p>Final review: N/A</p>	
<p>C: Social, Emotional, Mental Health</p> <p>G: COVID 19 Impact</p>	<p>Emotional Literacy Support</p> <p>Pupil Premium will contribute to the salaries of our two Emotional Literacy Support Assistants. Key social, emotional, behavioural and mental health barriers have been presented to these members of staff in order to enhance the support they offer disadvantaged learners.</p>	<p>March 2020: ELSA provision at Barrow Hedges continues to be highly effective, validated by all internal staff but most recently by Educational Psychologists involved in supervising these postholders. The role of ELSAs in supporting disadvantaged learners at Barrow Hedges has this year evolved, owing to the funding enabling other similar provision such as the 'You are Awesome' initiative (presented below), so that ELSAs allocate specific time to children entitled to Pupil Premium without working directly with them, thus providing consultancy style support to other stakeholders who are working with them; this means these pupils are not constantly working away from the classroom with a wide number of different adults, this something reflected upon following previous Strategy Reviews. In summary, the ELSAs at Barrow Hedges continue to support the school's aim to enhance pupil confidence, self-regulation and social/emotional development and this is particularly applicable for this group of pupils.</p> <p>Final review: Due to the COVID 19 impact on emotional wellbeing and mental health, this provision was fundamental. The school identified all vulnerable pupils using previous Child Protection data analysis and ELSA and FSW caseloads over the past two years, as well as identifying pupils through other means, including self referral. Among these pupils, who then received daily, weekly or fortnightly ELSA support by phone or video call during the lockdown, a significant number were disadvantaged pupils (approximately 70%), hence the rededication of funding to this provision, resulting in an overspend of £5000.</p>	<p>March 2020: A recent evaluation of ELSA timetables found that they are spending more time prioritising disadvantaged pupils than non-disadvantaged pupils and this does not correspond with the funding allocation; this will be reviewed again later in the year.</p> <p>Final review: No further lessons learned.</p>	<p>All cost projections and actual spending has been reported to the school's Local Governing Board but is not available on the school website version of this document due to personal data, such as information related to individual salaries. Please contact the school for further information.</p>

<p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>F: Home Learning</p> <p>G: COVID 19 Impact</p>	<p>Family Support Worker Pupil Premium will contribute to the salary of our Family Support Worker. The school's Family Support Worker will be directed to focus on Pupil Premium attendance and family engagement of children in receipt of Pupil Premium, as part of her Family Support Worker role.</p>	<p>March 2020: The evolution of the role of Family Support Worker, which continues to be fulfilled by the school's STA for Inclusion, has been significant since September 2019. The most significant statistical improvement that has ensued is the improving average attendance of our disadvantaged learners which reflects greater engagement, not just by pupils, but by families also.</p> <p>Final review: Similarly to above, the Barrow Hedges community requirements for extensive family support became apparent immediately after the lockdown was announced and our Family Support Worker has worked tirelessly, including during the school holiday period, to ensure that families are supported both in terms of physical support, such as food parcels, toys, games and clothes, but more significant emotionally, with daily support provided to many parents requiring help during this uniquely difficult time.</p>	<p>March 2020: As above, but even more apparently, the school's Family Support Worker spends a higher percentage of her timetable supporting children and families of whom are in receipt of Pupil Premium and thus the £3,000 allocated is probably insufficient going forward.</p> <p>Final review: No further lessons learned.</p>	
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>E: Cultural Capital</p> <p>F: Home Learning</p> <p>G: COVID 19 Impact</p>	<p>'You are awesome' project In response to the school's identification of barriers to learning related to pupil's social, emotional and mental health, a specific project seeking to increase the confidence, self-esteem and 'learning power' of our disadvantaged pupils, will commence, led by one of the school's long serving teaching assistants, identified as someone with a particular skill in delivering such support.</p>	<p>March 2020: This initiative, in its infant year, has been highly successful in providing pastoral based support to identified pupils (6 pupils in Key Stage Two) that is enhancing their emotional regulation during lessons, increasing confidence and engagement with learning. Owing to it's success, which is reported by the allocated teaching assistant driving the provision, but also by teachers whose pupils are benefitting, during a February review meeting, the Inclusion Leader and relevant stakeholders identified that of the six children, only one continues to require this support; this was not anticipated at the beginning with the questionnaires completed by pupils and teachers indicating significant issues in terms of pupil participation and confidence in lessons. Subsequently, five new pupils will benefit from this provision for the remainder of the year.</p> <p>Final review: Already contracted, this provision was carried out virtually during the Spring 2 and Summer Term. This meant that those pupils on the 'You are Awesome' caseload benefitted from virtual learning support and significantly, those in Year 6, support with preparing for transition.</p>	<p>March 2020: The 'You are Awesome' intervention report, that sits behind this document, provides clarified examples of progress made and activities that have been most successful and this will be presented as an appendix to the final review of this strategy.</p> <p>Final review: No further lessons learned.</p>	<p>All cost projections and actual spending has been reported to the school's Local Governing Board but is not available on the school website version of this document due to personal data, such as information related to individual salaries. Please contact the school for further information.</p>
<p>F: Home Learning</p>	<p>Homework Club A homework club targeted at children eligible for Pupil Premium is to commence, run and coordinated by one of</p>	<p>March 2020: Due to the priority for collaboration between teachers and the Pupil Premium teacher mentors, it was quickly realised that this provision would not be possible as planned. However, disadvantaged pupils are actively encouraged to attend the school's existing 'homework club' which is free of charge.</p> <p>Final review: No further review notes to those above.</p>	<p>March 2020: N/A</p> <p>Final review: No further lessons learned.</p>	

	the Pupil Premium teacher mentors.			
<i>iii. Other approaches</i>				
Desired outcome	Chosen action/approach (see section 5 for detail of action/approach)	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Projected Cost & Actual Spend
<p>C: Social, Emotional, Mental Health</p> <p>D: Attendance</p> <p>G: COVID 19 Impact</p>	<p>Pupil Welfare and Inclusion</p> <p>Financial support for families to ensure that all children eligible for Pupil Premium maintain equal access to all educational opportunities. This will include:</p> <ul style="list-style-type: none"> -Contribution to school uniform and Physical Educational kit, for identified pupils. -Free School Milk for all eligible pupils. -Specific resources (such as pens, pencils, etc.) that other families provide independently. -School 'dress up days' support. 	<p>March 2020: All eligible pupils have been regularly checked on in terms of their social inclusion, prioritising their uniform, PE Kit and access to daily milk, and with a uniform voucher system implemented (following it's success during recent years) this is working well. It is anticipated that there will not be many further costs to this provision as pupils are all equipped in advance for the summer term which we are now approaching.</p> <p>Final review: Whilst the pandemic required that the school were frequently supporting families with resources and other physical items, to ensure their welfare and absolute inclusion in terms of the lockdown school offer via Google Classroom and Tapestry, this was achieved at no further cost due to the school's close working relationship with many local charities.</p>	<p>March 2020: N/A</p> <p>Final review: No further lessons learned.</p>	<p>All cost projections and actual spending has been reported to the school's Local Governing Board but is not available on the school website version of this document due to personal data, such as information related to individual salaries. Please contact the school for further information.</p>
<p>C: Social, Emotional, Mental Health</p> <p>E: Cultural Capital</p> <p>F: Home Learning</p>	<p>Enrichment Booster Experiences</p> <p>Extraordinary school trips and other experiences will be planned for identified disadvantaged learners in order to equip them with a similar cultural capital to their peers.</p>	<p>March 2020: In December 2019, having arranged previous culturally stimulating experiences for our children in receipt of Pupil Premium, our Pupil Voice Leader conducted surveys of our disadvantaged children, and identified experience that many of not had, significant when this to our non-disadvantaged pupils majority have had this experience), was to visit and watch a traditional pantomime.</p>  <p>Subsequently, this experience was coordinated for all disadvantaged</p>	<p>that an them had comparing (the vast a theatre</p> <p>Final review: This will be an essential provision for further investment in 2020/2021 due to the cultural capital losses for this group of pupils, as well as the wider community, during the pandemic.</p>	

		<p>pupils between Year 2 and Year 6, and the trip was a huge success. The trip aimed to provide the cultural experience but also develop relationships between this group of pupils and staff, who attended, that often work with them in learning situations.</p> <p>Final review: No further review notes to the above.</p>		
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Social, Emotional, Mental Health</p> <p>F: Home Learning</p> <p>G: COVID 19 Impact</p>	<p>Educational Psychology</p> <p>The summer term allocation of the school's Educational Psychology has been allocated to disadvantaged pupils with the school's designated psychologist providing supervision and support for the school's Inclusion Team and directly to children and families.</p>	<p>Final Review: The school's Educational Psychologist has added incredible depth to the school's ongoing outreach support for all families during the school closure period by providing:</p> <ul style="list-style-type: none"> - 1:1 and group supervision for the Inclusion Leader, ELSAs and Family Support Worker. - Advised the Inclusion Team of ways to support pupils with home learning. - Supported families with advice on how to manage behaviour at home. - Supported the school in implementing their transition action plan for those pupils moving on in July 2020. 	<p>Final Review: This provision has been invaluable and with the greater challenges caused by COVID 19 potentially still to be identified, it will be considered whether this provision should be re-invested in for 2020/2021.</p>	<p>All cost projections and actual spending has been reported to the school's Local Governing Board but is not available on the school website version of this document due to personal data, such as information related to individual salaries. Please contact the school for further information.</p>

7. Final Summary of School's Progress Towards Desired Outcomes

	<i>Desired Outcome</i>	<i>Summary of Progress (July 2020)</i>
A	<ul style="list-style-type: none"> • For provision implemented for disadvantaged children, including how they are taught in class, as well as additional, specific provision, to report, with evidence, how gaps in learning have been addressed. • For rates of progress for disadvantaged pupils to be continually improved as a consequence of staff awareness of prior learning gaps and the importance of over learning basic skills for disadvantaged children. 	<p>Whilst all evidence collected and analysed relating to individual provisions reflected excellent progress made by participating pupils, and discussions at Pupil Progress Meetings showed how the school's intent to diminish the difference for disadvantaged learners, the hard data that would have been available at the end of the year was not collected, owing to COVID 19 and the period of school closure. This is disappointing as the Senior Leadership Team were projecting an improved picture in regard to the outcomes for disadvantaged learners, both in Key Stage Two but also throughout the school.</p> <p>Sadly, despite the school's great endeavour to ensure access to learning opportunities during the school closure, our disadvantaged and other vulnerable pupils have been affected greatly by this; that said, with this a national and global pandemic, all schools and settings face the challenge of recovering the missed curriculum content and this will pay specific attention to this group of learners.</p>
B	<ul style="list-style-type: none"> • For disadvantaged pupils to make progress that results in their attainment aligning with their non-disadvantaged peers. 	

C	<ul style="list-style-type: none"> For disadvantaged pupils to independently display ever improving resilience, resourcefulness, reflectiveness and collaboration when learning. For disadvantaged pupils to be confident learners who believe to achieve and are keen to positively contribute to the wider life of the school 	<p>The provisions funded by Pupil Premium, when reviewed, have consistently identified increased independence and confidence in learning situations as a feature; the mentoring, tutoring and 'You are Awesome' project, in particular, have reported how teachers have found that the pupils who have participated have returned to the classroom with a greater aptitude as a learner, and stronger learning powers, as intended. It will be crucial to continue to build on this in 2020/2021 following the ranging challenges presented by the school closure period.</p>																				
D	<ul style="list-style-type: none"> For the attendance of disadvantaged pupils, when averaged, to be aligned with the attendance of non-disadvantaged pupils. 	<p>Since schools closed in March 2020, all attendance monitoring such as the sort we usually do at Barrow Hedges has been suspended. However, prior to this we were expecting the attendance gap between those eligible for pupil premium and their peers to have decreased, continuing the improved picture for this that has been evolving in recent years. In order to demonstrate this, whilst not like for like, please find below a comparison of our Pupil Premium and Non-Pupil Premium attendance figures since 2016/2017 below, including figures for this year, though only up to when the school closed:</p> <table border="1" data-bbox="651 563 2134 820"> <thead> <tr> <th></th> <th>2016/2-017</th> <th>2017/2018</th> <th>2018/2019</th> <th>2019/2020 (up to March 2020)</th> </tr> </thead> <tbody> <tr> <td>% attendance of children eligible for Pupil Premium</td> <td>93.04%</td> <td>93.4%</td> <td>94.9%</td> <td>93.1%</td> </tr> <tr> <td>% attendance of children NOT eligible for Pupil Premium</td> <td>96.44%</td> <td>96.43%</td> <td>96.5%</td> <td>95.5%</td> </tr> <tr> <td>% difference</td> <td>-3.4%</td> <td>-3.03%</td> <td>-1.6%</td> <td>-2.4%</td> </tr> </tbody> </table> <p>The data in the latest column should be viewed with caution. For instance, all pupil's attendance was affected in March 2020 when less children attended school as the government started making suggestions that schools would be closed; on the final day the school were open we had a record low attendance. What it does tell you is that the gap has re-risen by 0.8% since the previous academic year and so this must be a continuous area for provisional allocation in order for improvement to be achieved.</p>		2016/2-017	2017/2018	2018/2019	2019/2020 (up to March 2020)	% attendance of children eligible for Pupil Premium	93.04%	93.4%	94.9%	93.1%	% attendance of children NOT eligible for Pupil Premium	96.44%	96.43%	96.5%	95.5%	% difference	-3.4%	-3.03%	-1.6%	-2.4%
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E	<ul style="list-style-type: none"> For there to be no inequality in terms of the experiences afforded to any pupil attending Barrow Hedges, both curricular, extra-curricular, and in terms of key life experiences. 	<p>As described throughout the review of provisions (section 6), every effort has been made, both post and during COVID 19 to ensure that absolute equality was achieved for all children. Ensuring this has been a greater challenge than ever and it is with pride that senior leaders have complete confidence that every pupil has been offered equal opportunities during this time.</p>																				
F	<ul style="list-style-type: none"> For disadvantaged children to have been given opportunities that diminish any difference caused by parental engagement and home learning opportunities. To increase parental engagement, initially in raising parents aspirations for their own children and ensuring all 	<p>The provisions funded by Pupil Premium all pay consideration to this desired outcome at the planning and implementation stage and have been successful in not only enabling parents to be engaged but actively promoting this engagement. This is mainly evidenced in softer forms, such as how all tutoring sessions are reported back to parents and on many occasions tutors have encouraged parents to come in to school to discuss progress and even on occasions be taught themselves how to provide assistance to their child when completing home learning. A positive aspect to the school closure period is that for many the barrier between home and school has been broken with both sets of stakeholders increasing their empathy towards each other and reaching out to support one another. Whilst this is true of most of our families, and has resulted in daily, weekly or fortnightly interactions about learning and other school activities during the period of school closure, sadly there are instances to the contrary of this and some pupils, and their families, will be less engaged with school than when they started the year; this will be a product for all schools of this pandemic and will need specific planning to resolve in future years.</p>																				

	<p><i>stakeholders understand the impact of a child's achievement at school on their future prospects. Eventually this should translate in to understanding how they can support their child's progress at home.</i></p>	
G	<ul style="list-style-type: none"> • <i>For disadvantaged pupils, their families, and the wider Barrow Hedges community to feel supported by the school during the school closure period.</i> • <i>For the regularity of contact between disadvantaged pupils, their families with members of school staff to enable the school to continue to perform their vital safeguarding and pastoral support, to the standard set by Barrow Hedges in recent years.</i> 	<p>Every person across the country, and indeed the world, has been affected by COVID 19 in some way. Some members of our community have faced challenges that are rivalled by none they have previously encountered, and new challenges continue to present themselves. With this in mind, pulling together, working creatively, and pure commitment have been crucial characteristics of the staff of Barrow Hedges, who have risen the challenge. The discretionary effort shown by those responsible for supporting disadvantaged learners, be it academically, emotionally or otherwise, has been heart-warming and demonstrative of the culture and ethos the school have sought to create and embed over recent years. We are incredibly proud of how we have supported our community, including those most vulnerable learners, many of whom are disadvantaged, and welcome the upcoming challenges to continuously enhance our support in order to ensure that the progress made by this social group over the years is not halted.</p>

£63,517.71 of the school Pupil Premium Grant was spent with £603.20 carried over to the next academic year (2020/2021).

This document has been devised and reviewed by Mr Mikey Lowes, Inclusion Leader / Deputy Head Teacher. Please forward any questions via the school office.