



Pupil Premium strategy statement

Barrow Hedges Primary School

2020/2021



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 2020/2021.
- 2. Current Achievement:** This section presents the school's starting position (September 2020) 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. *(Data used has been validated and moderated by school staff (class teachers and SLT), due to partial school closures (Covid-19) from 20th March 2020 until the end of summer term 2020, and no formal testing was used).*
- 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 prior internal research involving all stakeholders including, significantly, the pupils themselves.**
- 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.
- 5. Planned Expenditure:** This section details each action/ approach or initiative that is to be funded by Pupil Premium, providing clear rational for this including references to the school's internal research and wider educational research findings.
- 6. Review of Expenditure:** This section reports on the attainment and progress of children eligible for Pupil Premium, presents the school's review of the allocated funding.
- 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 2020/2021.

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	2020/2021	Total PP budget	Projected: £74,063.75	Date of most recent PP Review	September 2020
Total number of pupils	663	Number of pupils eligible for PP in September 2020	56	Date for next internal review of this strategy	January 2020

2. Current Achievement

The information in appendix 1 shows our data as of February 2020 before schools had an enforced closure put on them due to Covid-19. This appendix also shows our new baseline data as of September 2020 – this data has informed us which children in receipt of pupil premium need further additional support on top of the support we always provide to our families in receipt of pupil premium.

The previous Pupil Premium Strategy Review (2019/2020) provides further information with regards to our most up to date statutory data, this is still available on our website.

Summary

In summary, the school's regard for the attainment and progress of children eligible for Pupil Premium needs to continue 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 the data displayed in appendix 1.

What about progress in other areas of the curriculum?

During 2019/2020 the school were able to begin to prioritise the wider curriculum in terms of monitoring and planning for improvements to the outcomes of disadvantaged children; unfortunately due to Covid-19 and partial school closures this was not completed throughout the year, this continues to be reflected within the desired outcomes in section 4.

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	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. During 2019/2020 schools were partially closed between March 2020 and July 2020 due to Covid-19, therefore this is an area that remains an existing barrier and will continue to be presented on this Pupil Premium Strategy. Due to the previous reflection by senior leaders which 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 will continue to look a range of other barriers, these are presented below, this continues to include that these pupils' emotional response to learning and early life cultural experiences has been significantly impacted upon and heightened due to the world pandemic of Coronavirus.
B	Required Progress Rate: Another barrier identified in previous Pupil Premium Strategy Plans that remains an existing barrier is the low starting points for disadvantaged children at Barrow Hedges meaning 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. This work continued through school closures (Covid-19), however with a large amount of time away from school and their peers, this is a barrier that needs to be continued to be worked upon.

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

D Attendance: The average pupil attendance % for children in receipt of Pupil Premium in 2018/2019 was 94.9%, which reflects a 1.5% improvement since 2017/2018 and a 1.86% improvement since 2016/2017, however, due to Covid-19 and partial school closures it is not possible to record an accurate percentage for 2019/2020. Therefore this strategy works on the remaining disparity between the average attendance of disadvantaged learners and their peers, of -1.6% that was recorded for the previous academic school year (2018/2019) and thus, this remains a barrier to the attainment and progress of this social group.

	2016/2017	2017/2018	2018/2019	2019/2020 Target (impacted by Covid-19 and partial school closures)	2020/2021 Target
% attendance of children eligible for Pupil Premium	93.04%	93.4%	94.9%	-	96%
% attendance of children NOT eligible for Pupil Premium	96.44%	96.43%	96.5%	-	96%
% 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 continue to ensure equity in cultural experiences between our disadvantaged pupils and their non-disadvantaged peers. Consistency to exposure of 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. Although during 2020/2021 the school will not be offering school visits due to Covid-19 and secure risk assessments in place, Barrow Hedges will still provide Covid-19 secure after school clubs and educational visits to the school to support children's learning and understanding of topics and curriculum areas.

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. With partial school closures (Covid-19) these gaps have potentially widened and therefore is still a barrier that Barrow Hedges will continue to promote and explore.

4. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<p>Basic Skills and Prior Learning: Our data analysis and provision evaluations from 2017/2018, 2018/2019 identified that a number of pupils in receipt of Pupil Premium have existing gaps in their prior learning knowledge and basic skills. During 2019/2020 there was evidence that reflected how gaps were closing, for disadvantaged learners. However, this barrier will remain on this Pupil Premium Strategy as an existing barrier, due to this area being impacted by partial school closures (Covid-19). (<i>The reflection by senior leaders in previous years 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.</i>)</p> <p><i>Desired outcomes:</i></p> <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 	<p>Criteria remains the same as 2019/2020</p> <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.

	<p><i>learning have been addressed.</i></p> <ul style="list-style-type: none"> • <i>For rates of progress for disadvantaged pupils to be continually improved because of staff awareness of prior learning gaps and the importance of over learning basic skills for disadvantaged children.</i> • <i>For learning gaps to be identified due to partial school closures (Covid-19) for disadvantaged pupils and to include additional and specific provisions to support closing the gap from their non-disadvantaged peers.</i> 	
B	<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 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. Again this has been impacted by partial school closures (Covid-19) with disadvantaged children falling further behind their non-disadvantaged peers.</p> <p><i>Desired outcome:</i></p> <ul style="list-style-type: none"> • <i>For disadvantaged pupils to make progress that results in their attainment aligning with their non-disadvantaged peers and closing the additional gap, due to extended time at home due to Covid-19.</i> 	<p>Criteria remains the same as 2019/2020</p> <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 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	<p>Social, Emotional, Mental Health: Previously 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.</p> <p>As stated on the previous pupil premium strategy 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. During partial school closures (Covid-19) staff members contacted our disadvantaged pupils to support them through 'lockdown' and not attending school and being unable to socialise with their peers and teachers. This area will be continuously monitored during 2020/2021 to support our pupil's social, emotional and mental health and the impact that the country going into 'lockdown' has had on them.</p> <p><i>Desired outcome:</i></p> <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> 	<p>Criteria remains the same as 2019/2020</p> <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).

<p>D Attendance: The average pupil attendance % for children in receipt of Pupil Premium in 2018/2019 was 94.9%, which reflects a 1.5% improvement since 2017/2018 and a 1.86% improvement since 2016/2017, however, due to Covid-19 and partial school closures it is not possible to record an accurate percentage for 2019/2020. Therefore this strategy works on the remaining disparity between the average attendance of disadvantaged learners and their peers, of -1.6% that was recorded for the previous academic school year (2018/2019) and thus, this remains a barrier to the attainment and progress of this social group</p> <p><i>Desired outcome:</i></p> <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.
<p>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.</p> <p>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.</p> <p><i>Extra-curricular activities may be limited due to children currently working in 'bubbles' and social distancing, however Barrow Hedges priority is to offer any cultural experiences that can be planned and are appropriate in a safe and fair way. Allowing disadvantaged pupils to continue to raise their aspirations, confidence and independence.</i></p> <p><i>Desired outcome:</i></p> <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> 	<p>Criteria remains the same as 2019/2020</p> <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.
<p>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. Due to partial school closures and not all children attending school from March 2020 further gaps may have arisen and therefore this continues to be a barrier that Barrow Hedges will continue to work on.</p> <p><i>Desired outcome:</i></p> <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 parent's 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> 	<p>Criteria remains the same as 2019/2020</p> <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.

5. Planned Expenditure					
Academic year	2020/2021				
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>i. Quality of teaching for all</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>D: Attendance</p> <p>E: Cultural Capital</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>(Projected Cost: £30,548.75)</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. In previous academic years 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 will attend training led by the Senior Leadership Team that will present expectations for improving learning experiences for children eligible for Pupil Premium As in previous years 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	The impact of this provision will be monitored via Teaching Assistant meetings, observations, year group 'deep dives' and intervention analysis, at regular intervals throughout the year.
<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>(Projected Cost: £2,500)</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> <p>Unfortunately, due to Covid-19 this year's residential and many of the school trips will not be able to take place, however we aim to put on several clubs (keeping pupils within their bubbles following all Covid-19 secure risk assessments).</p>	<ul style="list-style-type: none"> Any financial support will be discussed and agreed with the Inclusion Leader, Head Teacher and School Bursar. Additional PPE will be purchased to ensure staff and pupils safety. 	Inclusion Leader/ Head Teacher/ Bursar	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>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>(Projected Cost: £500)</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 continue to require updating.</p> <p>Due to the 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. 	Early Years Leader	Early Years Leader to contribute to Pupil Premium review, reporting impact of the improved environment.
<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>Additional, specific Learning Resources for Reading, Writing, Maths and Other 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>(Projected Cost: £1,000)</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, additional resources or intervention programmes can bridge the gap for these learners, thus justifying this allocation. Due to partial school closures the gap between disadvantaged and non-disadvantaged has grown and it is a priority at Barrow Hedges to work on closing gap, therefore required resources will be purchased as a result of these unforeseen curriculum barriers.</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 progress to Senior Leaders. 	English and Maths Leaders	Implementation will be reviewed via the many subject/project leader action plans, as well as in specific Pupil Premium review documentation.
Total budgeted cost for quality teaching for all					£34,548.75
<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</p>	<p>Experienced Teacher 1:1 and Small Group Support</p> <p>Identified experienced</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</p>	<ul style="list-style-type: none"> • The experienced teachers will work in close liaison with the Inclusion Leader, Head Teacher and Senior Leadership 	Inclusion Leader	Implementation will be reviewed fortnightly on an informal basis and a

<p>Progress Rate</p> <p>C: Social, Emotional, Mental Health</p>	<p>teachers to provide 1:1 and small group support to specific disadvantaged pupils (two days per week).</p> <p>(Projected Cost: £18,000)</p>	<p>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 (which has increased due to Covid-19) to reduce and allow children eligible for Pupil Premium to fulfil their 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. Two teachers (both known as Outstanding practitioners at the school) have been identified to continue this provision, which was continued throughout partial school closures on a virtual basis. As one of our most impactful provisions over several years, it is essential to re-invest in this in 2020/2021 and support more children in receipt of pupil premium close the gap from a prolonged period of home schooling. (Covid-19)</p>	<p>Team.</p> <ul style="list-style-type: none"> • 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>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>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 staff member's normal contracted hours.</p> <p>(Projected Cost: £9,000)</p>	<p>As reported on previous 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 to' provision for supporting disadvantaged learners struggling with certain learning concepts etc. This provision has been utilised far more than expected during previous academic years and therefore additional funding has been invested as required.</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 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. • The project's final outcomes will be evaluated fully with all impact evidenced. 	<p>Inclusion Leader</p>	<p>Implementation will be reviewed on a half termly basis during Senior Leadership Team meetings and 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>(Projected Cost: £563)</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 pupils were provided with access to devices so as to participate in home learning for the duration of lockdown, to further support their learning during partial school closures. This year as school re-opens to all pupils the home learning packs will continue as they have in previous years.</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 have been in previous years, the learning packs' impact will be measured via Pupil Voice and Parent Perspective. The packs will continue to 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 them offer disadvantaged learners.</p> <p>(Projected Cost: £5,000)</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, and due to Covid-19 has risen even further during partial school closures, thus a further increased allocation has been made.</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 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>(Projected Cost: £3,000)</p>	<p>Barrow Hedges community requirements for extensive family support became even more apparent immediately after the lockdown was announced by the government. Our Family Support Worker worked tirelessly supporting both in terms of physical support, such as food parcels, toys, games and clothes, and more significant emotionally, with daily support provided to many parents requiring help during this uniquely difficult time. Thus the Family Support Worker will continue to generate productive relationships with our vulnerable families and therefore enhancing their engagement in school. 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.</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 these families in improving their children's attendance and their own engagement with school. The Head Teacher will monitor the progress of this work. 	<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 reports which include attention to attendance.</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>‘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> <p>(Projected Cost: £1,952)</p>	<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.</p>	<ul style="list-style-type: none"> Pupils will be identified by the Inclusion Leader and attend sessions, with a mechanism of measuring entry point and targeted exit point of the intervention. 	<p>Inclusion Leader</p>	<p>Implementation will be reviewed informally at Half Termly meetings with the intervention leader and formally as part of the termly Pupil Premium review.</p>
<p>F: Home Learning</p>	<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> <p>(Projected Cost: £0)</p>	<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.</p>	<ul style="list-style-type: none"> Pupils to be identified according to homework completion analysis, referred to teacher mentor by class teachers. 	<p>Teacher Mentor</p>	<p>Implementation will be reviewed along with the work conducted by the teacher mentors (see above).</p>
Total budgeted cost for targeted support					£37,515
<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</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>	<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</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 	<p>Inclusion Leader</p>	<p>Implementation will be reviewed regularly and formally at the end of each term.</p>

	<p>-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>(Projected Cost: £1,000)</p>	to achieve this.	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.		
<p>A: Basic Skills and Prior Learning B: Required Progress Rate C: Social, Emotional, Mental Health F: Home Learning G: COVID 19 Impact</p>	<p>Educational Psychology Part of the 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>(Projected Cost: £1,000)</p>	<p>Within 2019/2020 pupil premium final review it was determined that this provision was invaluable, particularly with the greater challenges caused by COVID 19. With this in mind it has been decided that this strategy for 2020/2021 will see further provision allocated to the schools Educational psychologist. .</p>	<p>The school's Educational Psychologist added incredible depth to the school's ongoing outreach support for all families during Covid-19 and partial school closures. 2020/2021 will see the following continue:</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. <p>Supported the school in implementing their transition action plan for those pupils moving on in July 2021.</p>	Inclusion Leader	Implementation will be reviewed informally at Termly meetings with the Inclusion team.
Total budgeted cost for other approaches					£2,000
Total budgeted cost					£74,063

Sections 6 and 7 of this document will be completed later in the academic year.

This document has been devised and reviewed by Mrs M Rondeau, Inclusion Leader / Assistant Head Teacher. Please forward any questions via the school office.



Appendix 1

Deep Dive Analysis of PPG Data of February 2020 and Baseline of September 2020

Numbers in the cohort March 2019/20

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	92	89*	89*	90	90	90	90
Total PPG	9	2	4	10	6	11	13
PPG with SEND	0	0	2	3	1	2	5
PPG non-SEND	9	2	2	7	5	9	8

*These year groups have recent leavers/joiners so 1 pupil in each is not included in the data

Reception

EYFS – on track for GLD				
Attainment	GLD+ %	Exceeding GLD %	PPG GLD+ %	PPG Exceeding GLD %
	76%	24%	88%	33%

EYFS GLD National (2019) - 72%

Observations GLD

- Currently we are on track for our Reception cohort to outperform children nationally. Currently our PPG children will outperform their peers.
- There are no published figures for the percentage of children 'exceeding GLD' but our figures are in line with what we target for in KS1 and again our PPG children are on track to outperform their peers.

Analysis of Gaps

Below is a table showing the 2016 to 2019 National KS2 Disadvantaged and All Other Pupils Combined Scores at ARE and GDS and, significantly, the difference in percentage points between these.

Although there aren't separate comparisons for Reading, Writing and Maths, it is noteworthy that the difference in the combined R, W and M score at KS2 in 2019 between disadvantaged and all other pupils was 19 percentage points at ARE. AT GDS, this was 8pp.

Therefore, a useful measure of the in school gaps is if those figures are translated to individual subjects and year groups.

Table 6: Attainment by disadvantage status, England, 2019 (state-funded schools)

	Disadvantaged pupils	All other pupils	Difference ⁹
Reaching the expected standard in reading, writing and maths			
2016	39%	60%	+21pp
2017	47%	67%	+20pp
2018	51%	70%	+20pp
2019	51%	71%	+19pp
Reaching the higher standard in reading, writing and maths			
2016	2%	7%	+5pp
2017	4%	11%	+7pp
2018	4%	12%	+8pp
2019	5%	13%	+8pp

Source: National pupil database

Years 1 to 6

READING	Y1	Y2	Y3	Y4	Y5	Y6
ARE+ %	82%	81%	80%	92%	78%	74%
GDS %	25%	27%	36%	41%	40%	33%
PPG ARE + %	100%	75%	50%	66%	45%	31%
PPG GDS %	0%	0%	0%	33%	0%	0%
Non SEND PPG ARE + %	100%	100%	57%	80%	56%	75%
Non SEND PPG GDS %	0%	0%	0%	40%	0%	0%

KS1 Reading National (2019) – 75% (ARE+) / 25% (GDS) for all pupils

KS2 Reading National (2019) –73% (ARE+) / 27% (GDS) for all pupils

Observations – Reading

Year 2 – At ARE, there is a 6% gap between PPG pupils and all other pupils. However, if you disaggregate the PPG pupils who have SEND, then the PPG pupils are on track to outperform all others by 19 percentage points.

Year 2 – At GDS, there is a 27% gap where no PPG pupils are on track to attain GDS in reading while 27% of all other pupils are. That said, there are only 2 pupils, and both are on track to attain ARE.

Year 6 – At ARE, there is a 43% gap between PPG pupils and all other pupils when all of the PPG pupils are considered. However, if you remove the PPG/SEND pupils then the PPG pupils are performing broadly in line with all others (75% and 74% respectively).

Year 6- At GDS, there is a 33% gap where no PPG pupils are on track to attain GDS in reading while 33% of all other pupils are.

WRITING	Y1	Y2	Y3	Y4	Y5	Y6
ARE+ %	78%	78%	73%	90%	81%	76%
GDS %	19%	30%	22%	34%	30%	19%
PPG ARE + %	100%	50%	40%	49%	45%	38%
PPG GDS %	0%	0%	0%	16%	0%	0%
Non SEND PPG ARE + %	100%	100%	57%	60%	56%	50%
Non SEND PPG GDS %	0%	0%	0%	20%	0%	0%

KS1 Writing National (2019) – 69% (ARE+) / 15% (GDS) for all pupils

KS2 Writing National (2019) –78% (ARE+) / 20% (GDS) for all pupils

Observations – Writing

Year 2 – At ARE, there is a 28% gap between PPG pupils and all other pupils. However, if you disaggregate the PPG pupils who have SEND, then the PPG pupils are on track to outperform all others by 12 percentage points.

Year 2 – At GDS, there is a 30% gap where no PPG pupils are on track to attain GDS in reading while 30% of all other pupils are. That said, there are only 4 pupils and two of these have SEND and the other non-SEND PPG pupils are working at ARE at the mid-year stage.

Year 6 – At ARE, there is a 38% gap between PPG pupils and all other pupils when all of the PPG pupils are considered. However, if you remove the PPG/SEND pupils then this gap is smaller (at 26%) but this is still larger than the gap found nationally (which is 19%).

Year 6- At GDS, there is a 38% gap where no PPG pupils are on track to attain GDS in writing while 38% of all other pupils are.

MATHS	Y1	Y2	Y3	Y4	Y5	Y6
ARE+ %	85%	82%	77%	88%	83%	62%
GDS %	26%	30%	21%	38%	36%	21%
PPG ARE + %	100%	50%	50%	66%	55%	15%

PPG GDS %	0%	0%	0%	16%	0%	0%
Non SEND PPG ARE + %	100%	100%	57%	80%	67%	13%
Non SEND PPG GDS %	0%	0%	0%	20%	0%	0%

KS1 Maths National (2019) – 76% (ARE+) / 22% (GDS) for all pupils

KS2 Maths National (2019) –79% (ARE+) / 27% (GDS) for all pupils

Observations – Maths

Year 2 – At ARE, there is a 32% gap between PPG pupils and all other pupils. However, if you disaggregate the PPG pupils who have SEND, then the PPG pupils are outperforming all others by 15 percentage points.

Year 2 – At GDS, there is a 30% gap where no PPG pupils are on track to attain GDS in reading while 30% of all other pupils are. That said, there are only 4 pupils and two of these have SEND and the other non-SEND PPG pupils are working at age related expectations.

Year 6 – At ARE, there is a 47% gap between PPG pupils and all other pupils when all of the PPG pupils are considered. Removing the PPG/SEND pupils does not account for this large gap especially given that one of these SEND pupils is expected to reach ARE in maths. We have highlighted maths as a key area in our SIP but we also note that this cohort have not fully benefitted from the teaching and learning of maths mastery as this was introduced when this cohort entered KS2.

Year 6- At GDS, there is a 21% gap where no PPG pupils are working at GDS in maths while 21% of all other pupils are.

COMBINED	Y1	Y2	Y3	Y4	Y5	Y6
ARE+ %	76%	74%	67%	83%	77%	57%
GDS %	18%	22%	19%	27%	27%	11%
PPG ARE + %	100%	50%	40%	50%	45%	8%
PPG GDS %	0%	0%	0%	16%	0%	0%
Non SEND PPG ARE + %	100%	100%	43%	60%	56%	0%
Non SEND PPG GDS %	0%	0%	0%	20%	0%	0%

KS1 and KS2 Combined National (2019) –65% (ARE+) / 11% (GDS) for all pupils

Observations – combined

Year 2 – At ARE, there is a 24% gap between PPG pupils and all other pupils. However, if you disaggregate the PPG pupils who have SEND, then the PPG pupils are outperforming all others by 26 percentage points.

Year 2 – At GDS, there is a 22% gap where no PPG pupils are on track to attained GDS across all three subjects while 22% of all other pupils are. That said, there are only 4 pupils and two of these have SEND and the other non-SEND PPG pupils are on track to reach age related expectations.

Year 6 – At ARE, there is a 49% gap between PPG pupils and all other pupils when all of the PPG pupils are considered and a 57% gap if you remove the SEND pupils, thus attainment across all three subjects is a concern.

Year 6- At GDS, there is a 11% gap where no PPG pupils are on track to get GDS across all three subjects compared to 11% of all other pupils.

Summary

Where GDS is concerned, the fact that at Barrow Hedges, the proportions of children working at GDS is significantly higher than the national, when comparisons are made between PPG and all other pupils, then the gap is significant. There are also low numbers of pupils eligible for PPG and therefore each child represents a higher percentage.

September 2020 – What is the picture at baseline for our PPG pupils?

Changes to the cohorts

During lockdown, we saw an increase to the numbers of children eligible for PPG because the criteria changed.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	90	91	88	94	94	88	88
Total PPG	1	11	5	8	9	7	11
PPG with SEND	0	0	1	2	3	1	2
PPG non-SEND	1	11	4	6	6	6	9

Baseline

	No of PPG Sept 2020	Reading	Writing	Maths
Reception	1	Well below (100%)	Well below (100%)	Well below (100%)
Year 1	11	1 working at GDS (9%) 4 working at ARE (36%) 6 working below (55%)	1 working at GDS (9%) 4 working at ARE (36%) 6 working below (55%)	1 working at GDS (9%) 6 working at ARE (55%) 4 working below (36%)
Year 2	5	3 working at ARE (60%) 2 working below (40%)	3 working at ARE (60%) 2 working below (40%)	1 working at GDS (20%) 2 working at ARE (40%) 2 working below (40%)
Year 3	8	1 working at GDS (13%) 1 working at ARE (13%) 6 working below (75%)	1 working at GDS (13%) 1 working at ARE (13%) 6 working below (75%)	1 working at GDS (13%) 3 working at ARE (38%) 4 working below (50%)
Year 4	9	3 working at ARE (33%) 6 working below (66%)	2 working at ARE (22%) 7 working below (78%)	3 working at ARE (33%) 6 working below (66%)
Year 5	7	3 working at ARE (43%) 4 working below (57%)	2 working at ARE (29%) 5 working below (71%)	1 working at GDS (14%) 6 working below (86%)
Year 6	11	2 working at ARE (18%) 9 working below (82%)	2 working at ARE (18%) 9 working below (82%)	2 working at ARE (18%) 9 working below (82%)

Possibly add % of children at GDS / ARE / below for all pupils by comparison??