



# Barrow Hedges Primary School Pupil Premium Strategy Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Barrow Hedges Primary School
Number of pupils in school	681
Proportion (%) of pupil premium eligible pupils	61 and 4 EYPP (9.5% of school)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	March 2022 and July 2022
Statement authorised by	Mrs Louise Wood
Pupil premium lead	Mrs Michelle Rondeau
Governor / Trustee lead	Andrea Todd (Inclusion Link Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£73,940</b>
Recovery premium funding allocation this academic year	<b>£6,380</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£8,523.24</b>
<b>Total budget for this academic year</b>	<b>£88,843.24</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

### ***What are your ultimate objectives for your disadvantaged pupils?***

We intend for our curriculum to:

- enable all children to learn and develop their skills to the best of their ability.
- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, and morally, so that they may become independent, responsible, adaptable, confident and considerate members of the community.
- promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be risk takers and develop creative thinking.
- develop a culture of enquiry.
- develop children's resilience in a happy and safe learning environment.
- enable children to be positive citizens in society.
- enable all children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- encourage respect for the environment.

These intentions are for all our children at Barrow Hedges Primary School, including our children in receipt of pupil premium, however we recognise that our disadvantaged children may need additional support to achieve this. Therefore, our additional objectives for children in receipt of pupil premium are as follows:

### ***How does your current pupil premium strategy plan work towards achieving those objectives?***

This strategy plan is strengthened by having our English lead and Inclusion lead out of classes for this academic year. This will offer support to staff via CPD and team teaching.

For our children this will also provide additional reading opportunities and additional intervention opportunities which will link to our on-line platforms to ensure families are involved in sharing targets and progress and achievements.

### ***What are the key principles of your strategy plan?***

#### **Basic skills and prior learning**

- 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 because of staff awareness of prior learning gaps and the importance of over learning basic skills for disadvantaged children.
- 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.

### Progress Rate

- 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.

### SEMH

- 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.

### Attendance

- For the attendance of disadvantaged pupils, when averaged, to be aligned with the attendance of non-disadvantaged pupils.

### Cultural capital

- 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.

### Home learning

- 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 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.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Basic Skills and Prior Learning:</b> Our data analysis and provision evaluations from 2017/2018 and 2018/2019 have identified that several 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, and again in the academic year of 2020 – 2021 from January 2021 until 8 <sup>th</sup> March 2021. Therefore, this continues to be 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 at Barrow Hedges, 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 Covid-19.

2	<p><b>Required Progress Rate:</b> Another barrier identified in previous Pupil Premium Strategy Plans that remains an existing barrier (which has also been impacted by partial school closures and covid-19), 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.</p>
3	<p><b>Social, Emotional, Mental Health:</b> 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.</p>
4	<p><b>Attendance:</b> The average pupil attendance % for children in receipt of Pupil Premium in 2020/2021 was 95.6%, which reflects a 0.7% improvement since 2018/2019, <i>however, due to Covid-19 and partial school closures it is not possible to record an accurate percentage for 2019/2020.</i> Therefore, this strategy works on the remaining disparity between the average attendance of disadvantaged learners and their peers, of -1.3% that was recorded for the 2020 - 2021, this remains a barrier to the attainment and progress of this social group.</p>
5	<p><b>Cultural Capital:</b> 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.</p> <p>Towards the end of the academic year 2020/2021 the school offered school visits, prior to this we were unable to offer this due to Covid-19 and secure risk assessments in place. Due to this Barrow Hedges have planned educational visits to start as early as possible, including visits in autumn 1 for some year groups. After school clubs will also resume from Autumn 1, ensuring that all children, including those in receipt of pupil premium receive the learning and social experiences needed.</p>
6	<p><b>Home Learning (significantly the development of Reading Fluency):</b> Lacking engagement, from parents, in home learning activities, such as regular reading practice 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 the ongoing pandemic and additional partial school closures (Covid-19), these gaps have continued to widen and therefore is still a barrier that Barrow Hedges will continue to promote and explore.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Achieve national average or higher progress scores in EYFS Early Learning Goals and KS1 & KS2 Reading, writing and maths.	Gap will close in the progress made between disadvantaged pupils and non-disadvantaged pupils.
Continual improvement of attendance of disadvantaged pupils	Attendance of identified disadvantaged pupils increases and the gap between disadvantaged and non-disadvantaged narrows.
Children to have a good understanding of their Social, Emotional and Mental Health and how to manage their feelings.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance, and teamwork are developed, by using the schools 'building learning powers'
Pupils access a wide range of interventions to meet their needs, including speech and language.	As their needs are being addressed, children in receipt of pupil premium will make expected progress or exceed their targets set in reading, writing and maths.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

*EEF Tiered approach – 1. Teaching*

**Budgeted cost: £5,023**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching –  Ongoing CPD to improve phonics teaching and reading	Ensure all relevant staff (including new staff) have received training to deliver the English, and phonics effectively and to include new phonic reading book scheme to send home/ share in class.  This cascades to include TA's, our schools English Lead (who is currently out of class) to embed phonics and early reading techniques and strategies.	1, 2, 6
Teaching -  Ongoing CPD to improve maths teaching	Ensure all relevant staff (including new staff) have received training to deliver the maths mastery curriculum.	1, 2, 6
Teaching –  Ongoing CPD to improve staff understanding of pupil premium	Ensure all relevant staff (including new staff) have received training to deliver the specific intervention groups, tutoring and booster groups to children in receipt of pupil premium.  Inclusion Lead and Headteacher are enrolled on the 'Making the Difference for Disadvantaged Pupils – Sutton' (Greenshaw Research School and EEF) – across the academic year 2021/22.	1, 2, 6

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

EEF Tiered approach – 2. Targeted academic support

**Budgeted cost: £64,691.23**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Experienced Teacher 1:1 and Small Group Support</b></p> <p><i>Identified experienced teachers to provide 1:1 and small group support to specific disadvantaged pupils (two days per week).</i></p> <p><b>£22,669.04</b></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"> <li>• Develop and consolidate basic skills for core subjects, and/or</li> <li>• Make an accelerated form of progress</li> </ul> <p><i>This is to enable the current attainment gap (which has continued to increase due to Covid-19 and partial school closures, particularly in the attainment of KS2 &amp; Year 2 reading, writing and maths) to reduce and allow children eligible for Pupil Premium to fulfil their potential.</i></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. In addition, during 2021 – 2022 we want to increase this support to cover our Year 2 learners, who unfortunately missed out on the end of their Reception year and the middle of Year 1, due to partial school closures.</p> <p>Two teachers (both known as Outstanding practitioners at the school) have been identified to continue this provision. As one of our most impactful provisions over several years, it is essential to re-invest in this in 2021/2022 and support more children in receipt of pupil premium to close the gap from a prolonged periods of home schooling. (Covid-19)</p>	<p>1, 2</p>
<p><b>Teaching Assistants</b></p> <p><i>Pupil Premium will contribute to the cost of Teaching Assistants working throughout the entire school. Teaching Assistants, along with teachers, have been kept updated of the progress made of our</i></p>	<p>Barrow Hedges' continuing internal monitoring evidence shows a significant impact being made by Teaching Assistants throughout the school. This includes their contributions to support in class as well as specific interventions planned for target children who are in receipt of pupil premium.</p>	<p>1, 2, 6</p>



<p><i>disadvantaged children, their key barriers and how it is important that all learning activities are adapted to suit their individual learning styles.</i></p> <p><b>£30,548.75</b></p>		
<p><b><i>Tutoring Sessions for disadvantaged pupils</i></b></p> <p><i>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.</i></p> <p><b>£3,973.44</b></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. In addition, with the extra support from recovery premium funding (2021 – 2022), this initiative has been increased to allow for more disadvantaged pupils to benefit from this initiative.</p> <p>This provision has continued to be utilised far more than expected and therefore additional funding from the 'Recovery premium funding allocation' has been added.</p> <ul style="list-style-type: none"> <li>• The 6-week sessions will be allocated and monitored by the Inclusion Leader.</li> <li>• 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.</li> </ul> <p>The project's final outcomes will be evaluated fully with all impact evidenced.</p>	<p>1, 2, 6</p>
<p><b><i>Maximising the Impact of the Early Years Environment</i></b></p> <p><i>With a number of disadvantaged children being identified on entry in our Early Years Foundation Stage, 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.</i></p> <p><b>£2,000</b></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, (including children who have been impacted by the effects of national lockdowns and partial school closures) 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>	<p>1, 2, 3, 4, 6</p>

<p><b>Maximising the Impact of the Key Stage 1 Environment</b></p> <p><i>With a number of disadvantaged children being identified in Key Stage 1 and with the knowledge of their lost learning in the EYFS, this is an imperative area to increase resourcing.</i></p> <p><b>£2,000</b></p>	<p>Due to the number of disadvantaged pupils impacted through 2019 – 2020 &amp; 2020 – 2021 due to partial school closures (Covid-19), the absolute quality of this environment and resources to be used will be paramount to providing them with the best education possible, and thus Pupil Premium will contribute to this.</p>	<p>1, 2, 3, 4, 6</p>
<p><b>Additional, specific Learning Resources for Reading, Writing, Maths and Other Subjects</b></p> <p><i>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.</i></p> <p><b>£1,500</b></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.</p> <p>Due to further 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>	<p>1, 2</p>
<p><b>Home Learning Packs</b></p> <p><i>Home Learning Packs will be prepared for identified children who are in receipt of Pupil Premium, this will continue to provide children with fun learning activities they can do at home.</i></p> <p><i>(This will include the DfE laptops that we have been providing families through the pandemic).</i></p> <p><b>£1,500</b></p>	<p>For the last three years, the home learning packs have evolved and improved, as evidenced by 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. Over the last two academic years, during the CV-19 global pandemic, pupils have been provided with access to devices so as to participate in home learning for the duration of the school year, this further supported their learning during partial school closures and completing homework once schools returned. This year as school re-opens to all pupils and bubbles ending, the home learning packs will continue as they have in previous years, including support with devices and the DfE laptops.</p>	<p>1, 2, 6</p>

<p><b>Homework Club</b></p> <p><i>A homework club targeted at children eligible for Pupil Premium is to commence, run and coordinated by one of the Pupil Premium teacher mentors.</i></p> <p><b>£500</b> (for resources in the club)</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. This has been harder to monitor over the last few years due to children staying in bubbles and less mixing, however this academic year we will continue as before.</p>	<p>1, 2, 6</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

### EEF Tiered approach – 3. Wider Strategies

**Budgeted cost: £ 19,129.01**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Emotional Literacy Support</b></p> <p><i>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.</i></p> <p><b>£4,986.71</b></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>	<p>2, 3, 4</p>
<p><b>Family Support Worker</b></p> <p><i>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.</i></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.</p>	<p>2, 3, 4</p>

<p><b>£3,642.30 (Min 5 hours a week)</b></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.</p>	
<p><b>'You are awesome' project</b></p> <p><i>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.</i></p> <p><b>£1,500</b></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>	<p>2, 3, 4</p>
<p><b>Pupil Welfare and Inclusion</b></p> <p><i>Financial support for families to ensure that all children eligible for Pupil Premium maintain equal access to all educational opportunities. This will include:</i></p> <ul style="list-style-type: none"> <li><i>-Contribution to school uniform and Physical Educational kit, for identified pupils.</i></li> <li><i>-Free School Milk for all eligible pupils.</i></li> <li><i>-Specific resources (such as pens, pencils, etc.) that other families provide independently.</i></li> <li><i>-School 'dress up days' support.</i></li> </ul> <p><b>£1,000</b></p>	<p>We 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>	<p>2, 3, 4</p>

<p><b>School Trips, Residential and School Clubs</b></p> <p><i>Appropriate levels of support will be provided to enable children eligible for Pupil Premium to participate in all school trips, residential and school clubs.</i></p> <p><b>£2,500</b></p>	<p>School trips, residential and school clubs are highly valued at Barrow Hedges Primary School and they contribute greatly to pupils' 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>1, 2, 3, 4, 5</p>
<p><b>Social, Emotional and Mental Health</b></p> <p><b>£1,000</b></p>	<p>In addition to supporting our disadvantaged children with our ELSA's and 'You are Awesome' project this year, after the global pandemic, we want to ensure we are working with our children to support their social, emotional, and mental health. Therefore, we have allowed to have our Mental Health Leader to be released from class during some afternoons to work with children and gain children's voices to help us support the children as they need it.</p>	<p>1, 2, 3, 4, 5</p>
<p><b>Educational Psychology</b></p> <p><i>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.</i></p> <p><b>£1,500</b></p>	<p>Within 2019/2020 and 2020/2021 pupil premium final reviews 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 2021/2022 will see further provision allocated to the school's educational psychologist.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><b>Speech and Language therapy (SaLT)</b></p> <p><i>Part of the allocation of the school's SaLT has been allocated to disadvantaged pupils with the school's designated SaLT providing new strategies and activities to support children with a need.</i></p> <p><b>£1,500</b></p>	<p>Language acquisition begins long before a child reaches school. However, we are noticing that our intake of children are starting below age related expectations. We recognise that speech and language input early on will support this accelerated learning.</p>	<p>1, 2, 3, 4, 5, 6</p>

<p><b>Occupational Therapy (OT)</b> Part of the allocation of the school's OT has been allocated to disadvantaged pupils with the school's designated OT providing new strategies and activities to support children with a need.</p> <p><b>£1,500</b></p>	<p>With missed time in school, it has been noticed that children's fine motor skills have been impacted, therefore effecting pupils handwriting. This has become increasing apparent with our disadvantaged pupils; with the support of an OT we will be able to encourage exercises and support in class to help our children try to close the gap with their non-disadvantaged peers.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><b>Total budgeted cost: £88,843.24</b></p>		

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Throughout the academic year 2020 – 2021, and the world continuing to work and live through the Covid-19 pandemic, at Barrow Hedges Primary School we have continued to work with our children in receipt of pupil premium, ensuring suitable interventions have been planned for, and taken place through, yet another disruptive year.*

*Evidence has been collected and analysed relating to individual provisions which reflect progress has been made by participating pupils. In addition, discussions at Pupil Progress Meetings showed how the school's intent to close the gaps between our disadvantaged learners and non-disadvantaged learners.*

### Basic skills, prior learning and required progress rate

This year we have introduced a new system to record the interventions that we deliver, this was implemented in autumn 2, and from this data we can show that whilst schools have been fully open, 214 interventions have taken place in school. This has included working on specific interventions with 43 (73%) of our children in receipt of pupil premium. The table below demonstrates that the proportions of children in receipt of pupil premium have a +0.26 average outcome compared to +0.17 for their non-PPG peers.

Outcome report for Barrow Hedges Primary



### Outcome report for Barrow Hedges Primary

From 1/9/2020 to 16/7/2021

#### Breakdown by Pupil Premium

	Pupils	Average outcome
No pupil premium	171	+0.17 As expected
Pupil premium	43	+0.26 As expected
<b>Average/Total</b>	214	+0.19 As expected

### Social, emotional, and mental health

18 disadvantaged children (31% of all children registered as PP) received support from one of our ELSA's or our Family Support Worker throughout 2020- 2021. This included pupils who received 1:1 regular ELSA support, pupils receiving 'check ins' from an ELSA, an ELSA adhoc session, or a family receiving additional support from our family support worker.

In addition to support our children with emotional or mental health worries / concerns we have continued with the 'You are Awesome' initiative that has supported children throughout our Key Stage 2.

Throughout this academic year we have seen a rise in the need for supporting children with their social, emotional and mental health, including them having the opportunity to discuss their concerns and worries in a safe place. Throughout the second partial school closure, and numerous bubble closures we have continued to offer support to our most vulnerable through door stop ELSA sessions, that were completed in a Covid safe way, with the use of PPE and following social distancing guidelines.

### Attendance

At the end of the year (July 2021) we had a total of 59 children in receipt of pupil premium with an average of 95.7% attendance, this is an increase on 2018/2019 which was 94.9%, which reflects a 0.8% improvement. (Due to Covid-19, attendance figures for 2019/2020 are not comparable).

These figures include 5 children (8.5%) in receipt of pupil premium with 100% attendance and 29 children (49%) in receipt of pupil premium with 97% attendance or higher.

Covid-19, partial school closures and bubbles bursting has continued to have a knock-on effect on attendance within school and families having a fear of contracting coronavirus. However, we have still managed to improve attendance by 0.8% on the last recorded data (2018/2019).

### Cultural Capital

Throughout the academic year 2020 – 2021, we have offered clubs to all children in receipt of pupil premium whilst schools have been fully open. Below the table shows how many children were offered and accepted paid and unpaid activities.

Year	No. of PP	Tutoring/Booster			Paid Club (incl support for residential)		Unpaid clubs	
		No. of children	% of PP	Declined	No. of clubs accepted	No. of clubs declined	No. of clubs accepted	No. of clubs declined
R	6	5	83%	0	N/A		N/A	
1	11	Offered in school (all pupils in receipt of PP)			10	1	3	N/A
2	6	Offered in school (all pupils in receipt of PP)			4	1	0	N/A
3	8	6	75%	1	3	1	4	N/A
4	9	4	44%	0	3	2	2	N/A
5	9	5	56%	0	3	2	0	N/A
6	11	7	64%	0	0	0	0	N/A

### Home Learning

Due to the third national lockdown and another partial school closure, many children were learning from home during spring term. The table below shows the engagement of children during the period of Spring 1, before schools reopened in spring 2:



Year Group	PP	No & % in school		No. & % Remote Learning		No & % fully engaged in remote learning		No & % partially engaged in remote learning		No & % not engaged in remote learning		No & % who have received a laptop		No & % with ELSA support	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
R	6	5	83%	1	17%	0	0%	0	0%	1	100%	1	17%	1	17%
1	11	1	9%	10	91%	5	50%	5	50%	0	0%	6	55%	1	9%
2	5	2	40%	3	60%	1	33%	2	67%	0	0%	2	40%	3	60%
3	8	4	50%	4	50%	3	75%	1	25%	0	0%	2	25%	1	13%
4	7	2	29%	5	71%	5	100%	0	0%	0	0%	0	0%	2	29%
5	8	4	50%	4	50%	2	50%	2	50%	0	0%	1	13%	2	25%
6	11	4	36%	7	64%	3	43%	3	43%	1	14%	2	18%	3	27%
Whole school	57	23	40%	34	60%	19	56%	13	38%	2	6%	14	25%	13	23%

In addition to the resources and support we offered during partial school closures, we continued to offer support and additional resources to families that required extra support, this included providing IT resources (laptops, chrome books, iPads), printed resources, writing utensils etc.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
PiXL Primary	PiXL

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*