



# Barrow Hedges Primary School Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	673
Proportion (%) of pupil premium eligible pupils	65 PP and 3 EYPP (10.10% of school)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023 2023 - 2024 2024 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
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>£77,865</b>
Recovery premium funding allocation this academic year	<b>£7,830</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£3547.19</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£89,242.19 - altogether</b> <b>£81,412.19 - without tutoring</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Barrow Hedges Primary Schools intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects. We intend to achieve this through our knowledge rich and bespoke curriculum, that includes:

- enabling all children to learn and develop their skills to the best of their ability.
- facilitating 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.
- promoting a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- creating and maintaining an exciting and stimulating learning environment where all pupils are encouraged to be risk takers and develop creative thinking.
- developing a culture of enquiry.
- developing children's resilience in a happy and safe learning environment.
- enabling children to be positive citizens in society.
- enabling all children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- encouraging respect for the environment.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers. We will consider different challenges facing vulnerable pupils, for example, those with a social worker or young carers and the activities outlined in this statement intends to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will include understanding and supporting with basic skills and prior learning, for example –

- Provisions to be 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.
- Adopt a whole school approach whereby all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- 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.

This approach will be responsive to common challenges and individual needs, with the use of robust and regular assessments, not assumptions about the impact of disadvantage.

## Challenges

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

Challenge number	Detail of challenge
1	Many pupils in receipt of Pupil Premium have gaps in basic skills (reading, writing and number) and have a lower baseline than their peers.
2	Many children display difficulties in retaining key knowledge and skills and require 'over learning' in order to make good progress.
3	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 always secure, thus hindering their application and progress when learning.
4	Our attendance data for 2021 – 2022 indicates that attendance among disadvantaged pupils has been 1.7% lower than for non-disadvantaged pupils. 32.7% of disadvantaged pupils have been 'persistently absent' compared to 21.9% of their peers during that period.
5	Assessments, observations, discussions and questionnaires with pupils, parents & carers, and class teachers has indicated underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These gaps are evident from Ealy Years through to Key Sage 2.

## 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.	Expected or accelerated progress to be made for all of our 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: £40,706.10**

#### Linked to our school improvement plan –

#### Quality of Education Priorities

- To further improve First Quality Teaching with a particular focus on the use of Rosenshine's Principles of Instruction and other relevant pedagogical research.
- To continue to improve the teaching and learning of maths across the school, with a particular focus on increasing the number of pupils who achieve age related expectations.
- To continue to implement an ambitious reading curriculum, with a particular focus on any child who is at risk of falling behind their peers.
- To ensure that our curriculum fully promotes discussion, awareness and celebration of equality and diversity.
- To increase the proportion of children making good and accelerated progress in all subjects, in particular maths.
- To continue to improve outcomes in reading, writing and maths for disadvantaged children, including those who are vulnerable, are eligible for PPG and/or have SEND.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><a href="#"><u>Experienced Teacher 1:1 and Small Group Support</u></a></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>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 - between March 2020 to March 2021), 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.</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 2022/2023 and support more children in receipt of pupil premium to support in</p>	<p>1, 2</p>

	closing the gap from a prolonged periods of home schooling. (Covid-19)	
<p><b><u>Teaching Assistants</u></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 disadvantaged children, their key barriers and how it is important that all learning activities are adapted to suit their individual learning styles.</i></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.	1, 2
<p><b><u>Teaching</u></b> –</p> <p>Ongoing CPD to improve phonics teaching and reading</p> <p><i>(Quality First Teaching)</i></p>	<p>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.</p> <p>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.</p>	1, 2
<p><b><u>Teaching</u></b> -</p> <p>Ongoing CPD to improve maths teaching</p> <p><i>(Quality First Teaching)</i></p>	Ensure all relevant staff (including new staff) have received training to deliver the maths mastery curriculum.	1, 2
<p><b><u>Teaching</u></b> –</p> <p>Ongoing CPD to improve staff understanding of pupil premium</p> <p><i>(Quality First Teaching)</i></p>	<p>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.</p> <p>Inclusion Lead is enrolled on the 'Certificate in Pupil Premium' (Forum – Events, Training, Community) – across the academic year 2022/23.</p>	1, 2

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

[EEF Tiered approach – 2. Targeted academic support](#)

**Budgeted cost: £20,353.05**

Linked to our school improvement plan –

## Leadership & Management Priorities

- To maintain a high-quality teaching profile, utilising the strengths and skills of all staff to lead and develop others, in particular our four Early Careers Teachers.

## Quality of Early Years Priorities

- To ensure that those children represented in multiply disadvantaged groups are supported to rapidly close gaps in their learning.
- To ensure that the curriculum and resources reflect and celebrate the diversity of our pupils.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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 tutor led funding (2021 – 2022), this initiative has been increased to allow for more disadvantaged pupils to benefit from this initiative, whether they are in receipt of pupil premium or not.</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 / TA) 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>	1, 2, 6
<p><b><u>Emotional Literacy Support</u></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>Emotional Literacy has been incredibly successful at Barrow Hedges over the past five years with the evidenced impact of relevant interventions and 1:1 'ELSA' support accumulating in increased investment in Emotional Literacy.</p> <p>The Inclusion Leader continues to analyse the types 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 continued to rise throughout 2020 – 2021, which has indicated that Covid-19 has continued to impact on the well-being of children and the threat to become Emotionally Based School Avoiders (EBSA).</p>	2, 3, 4

<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>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</p>
<p><b><u>Occupational Therapy (OT)</u></b> <i>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.</i></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</p>
<p><b>Occupational Therapy (OT) – Fine Motor Skills Groups</b></p> <p><b><i>Additional, specific Learning Resources for physical and sensory needs</i></b></p> <p><i>The Inclusion Leader will work with identified children for one afternoon a week, delivering fine motor skills activities to support children's handwriting.</i></p>	<p>In relation to the OT support above the Inclusion leader will run weekly 'Fine Motor Skills' groups for children from Year 1 – Year 6 to support and encourage children with these skills. Which in return will teach pupils new skills and exercise to complete before writing tasks, to support them with their handwriting.</p> <p>Children have shown that their fine motor skills are having an impact on their ability to write at the expected levels. With support from a specific intervention designed for identified children this will support and give confidence to children that have fine motor difficulties or who need further support since partial school closures and less exposure to writing and small activities.</p>	<p>1, 2, 3, 4, 5</p>
<p><b><u>'You are awesome' project</u></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</i></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><i>a particular skill in delivering such support.</i></p>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

### EEF Tiered approach – 3. Wider Strategies

**Budgeted cost: £20,353.05**

#### Linked to our school improvement plan –

#### **Behaviour & Attitude Priorities**

- To introduce Restorative Practice as a strategy to support behaviour across KS1 and KS2.
- To review and quality assure the reward system in KS2 to ensure that children are sufficiently motivated.
- To continue to capitalise on all positions of responsibility held by children (School Council, Eco-Warriors, Horis Hippos and Digital Leaders) so that children continue to be empowered to make a tangible contribution to school life.
- To maintain excellent attendance for all groups, in particular those who are disadvantaged.
- To further improve the learning environment so that it supports all children's positive behaviour and attitudes.

#### **Personal development Priorities**

- To continue ensure that staff and pupil wellbeing is of high priority in order to maintain a happy, healthy school community.
- To ensure that, with our changing cohorts, we continue to recognise and celebrate our diverse and inclusive community.

#### **Leadership & Management Priorities**

- To introduce further strategies to increase parents' skills and confidence in improving the behaviour and wellbeing of their child(ren).

#### **Quality of Early Years Priorities**

- To ensure that those children represented in multiply disadvantaged groups are supported to rapidly close gaps in their learning.
- To ensure that the curriculum and resources reflect and celebrate the diversity of our pupils.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u><a href="#">Maximising the Impact of the Early Years Environment</a></u></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</i></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</p>	<p>1, 2, 3, 4</p>

<p><i>Pupil Premium will be used to enhance some aspects of this environment, to ensure benefits for disadvantaged children, and their peers.</i></p>	<p>possible, and thus Pupil Premium will contribute to this.</p> <p>Additionally, the word gap between advantaged and disadvantaged children continues to grow – with a ‘High Quality’ EYFS environment further opportunity are created to increase and promote high quality vocabulary – research shows that early intervention is imperative.</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>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</p>
<p><b>Additional, specific Learning Resources for <a href="#">Reading, Writing, Maths</a> and <a href="#">Other Subjects</a></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>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>1, 2</p>
<p><b><a href="#">Additional, specific Learning Resources for physical and sensory needs</a></b></p> <p><i>The Inclusion Leader will work with identified children for one afternoon a week, delivering fine motor skills activities to support children’s handwriting.</i></p>	<p>Children have shown that their fine motor skills are having an impact on their ability to write at the expected levels. With support from a specific intervention designed for identified children this will support and give confidence to children that have fine motor difficulties or who need further support since partial school closures and less exposure to writing and small activities,</p>	<p>1, 2, 3</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</i></p>	<p>Over time 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 three 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</p>	<p>1, 2</p>

<p><i>providing families through the pandemic).</i></p>	<p>once schools returned. Last year as schools re-opened to all pupils and bubbles ended, the home learning packs continued as they have in previous years, including support with devices and the DfE laptops.</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 during and after the recent national 'lock-downs'. 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>Additionally, with the rise in cost of living we are preparing to support more families through this difficult financial time.</p>	<p>2, 3, 4</p>
<p><b><u>Trauma champ within school</u> - training for an ELSA or FSW to give specific support to identified children</b></p>	<p>Children who have undergone any form of trauma find it difficult to open up, discuss, trust others and to complete everyday activities, including learning within lessons.</p> <p>By having a 'Trauma Champ' within school it will ensure some of our most vulnerable pupils are supported by an adult with the correct skill set, as and when it is required. Therefore allowing pupils to have a more relaxed, enjoyable and happy experience at school, in return this will impact on their ability to learn and what they can achieve.</p>	<p>1, 2, 3</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>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>Cultural Capital - 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>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><u>Social, Emotional and Mental Health</u></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><u>Educational Psychology</u></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>Over the last two years and looking at the 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 2022/2023 will see further provision allocated to the school's educational psychologist.</p>	<p>1, 2, 3, 4, 5</p>
<p><b><u>Speech and Language therapy (SaLT)</u></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>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</p>
<p><b>Total budgeted cost: £81,412.19</b></p>		

## Part B: Review of outcomes in the previous academic year – (2021 – 2022)

### 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 2021 – 2022, schools continued to have to work with the ever-increasing cases of Covid-19 and the continuing global pandemic, which saw a high number of absences in staff and children. However, at Barrow Hedges Primary School we continued to work with our disadvantaged children, many of whom were in receipt of pupil premium. This included ensuring suitable interventions were planned for, and that they took place as consistently as possible through yet another disruptive year for schools.*

*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 the school's intent to close the gaps between our disadvantaged learners and our non-disadvantaged learners.*

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

This year we continued to record our interventions onto Edukey (a relatively new system to the school), from this data we can show that 219 interventions have taken place in school. This has included working on specific interventions with 38 (62%) of our children in receipt of pupil premium. The table below demonstrates that the proportions of children in receipt of pupil premium have a +0.02 average outcome compared to +0.05 for their non-PPG peers, showing only a small gap of +0.03. (Additionally, due to the global pandemic additional children have been deemed disadvantage, although their families are not entitled to pupil premium and a high percentage of the children within these interventions would fall into this category.

Outcome report for Barrow Hedges  
Primary



### Outcome report for Barrow Hedges Primary

From 1/9/2021 to 22/7/2022

#### Breakdown by Pupil Premium

	Pupils	Average outcome
No pupil premium	181	+0.05 As expected
Pupil premium	38	-0.02 As expected
<b>Average/Total</b>	<b>219</b>	<b>+0.04</b> As expected

#### Social, emotional, and mental health

Throughout the year, 2021 - 2023 pupils received support from one of our ELSA's or our Family Support Worker. 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. This has been broken down by term below -

**Autumn term 2021**

7 children in receipt of pupil premium received ELSA support (13.46% of all children registered as PP), drop in and adhoc sessions supported children through the return to full time school and not being in year group bubbles. Additionally, the family support worker supported 16 families - (30.77% of all families registered as PP).

**Spring term 2022**

12 children in receipt of pupil premium received ELSA support (23.1% of all children registered as PP) and 28 families were supported by our family support worker – (53.84% of all families registered as PP).

**Summer term 2022**

11 children in receipt of pupil premium received ELSA support (21.15% of all children registered as PP), there were 11 children supported with 'drop in' sessions, (21.15% of all children registered as PP), and 33 families were supported by our family support worker – (63.46% of all families registered as PP).

Throughout the year 14 children in receipt from pupil premium benefitted from the 'You are awesome' project across the school, all making 'as expected' progress –

Pupil premium	14	0.06 As expected
Year	8	0.09 As expected
Year Year 2	1	0.00 As expected
Year Year 4	3	0.17 As expected
Year Year 5	2	-0.25 As expected

Throughout this academic year we have seen the rise in the need for supporting children with their social, emotional and mental health increase further this has meant the number of children receiving ELSA support or being involved in the 'You are awesome' programme increase, and this support will continue throughout 2022 - 2023. Furthermore, the support given to our children with 'You are awesome' work has been extended to include children in Key Stage 1 as well as Key Stage 2.

**Attendance**

At the end of the year (July 2022) we had a total of 51 children in receipt of pupil premium with an average of 92.2% attendance.

These figures include 3 children (5.9%) in receipt of pupil premium with 100% attendance and 15 children (29%) in receipt of pupil premium with 97% attendance or higher.

Covid-19 has continued to have an impact on our attendance in school, with adults and children, including having to go into high alert before Christmas 2021, and cancel all group activities. Additionally,

postponing our Ofsted inspection in January 2022, due to the number of staff and pupils absent at that time.

### 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 Clubs (incl support for residential)	
		No. of children	% of PP	Declined	No. of clubs accepted	No. of clubs declined
R	5	1	20%	N/A	N/A	N/A
1	6	4	66.67 %	1	5	0
2	10	5	50%	0	6	2
3	7	2	28.57 %	1	6	1
4	12	7	58.33 %	1	9	0
5	11	3	27.27 %	5	6	0
6	10	6	60%	0	5 (4 supported 50% of residential)	1

In Reception, 'Loving Eggs' visited the school to give the children the opportunity to learn about the life cycle of a chick – this was paid for with pupil premium money and to support cultural capital in the Early Years.

### Home Learning

We have continued to support pupils and families with resources and engaging with them whilst at home, by offering and 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