



# Barrow Hedges Primary School Pupil Premium Strategy Statement 2023-2024 - updated

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	2022 - 2023 - 673
	2023 - 2024 - 693
Proportion (%) of pupil premium eligible pupils	60 PP and 1 EYPP (8.8% 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
	November 2023
Date on which it will be reviewed	June 2023
	July 2024
Statement authorised by	Mrs Louise Wood
Pupil premium lead	Mrs Michelle Rondeau
Governor / Trustee lead	Andrea Todd (Inclusion Link Governor)

## Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	<b>£ 93,815</b>
Recovery premium funding allocation this academic year	<b>£ 9,135</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£2,838.57</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>£109, 433.57 - altogether</b> <b>£105, 788.57 - 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: £52,894.29**

#### 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 closing the gap from a prolonged periods of home schooling. (Covid-19)</p>	<p>1, 2</p>

<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>This provision has continued supported disadvantaged pupils throughout KS1 &amp; KS2 with their understanding of core skills and subjects, allowing them to consolidate their learning and skills from previous years. This will be an area that will continue throughout the following years and will remain on our pupil premium strategy.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></p>		
<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>	<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</p>
<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>Phase based Teaching Assistants have continued to support class teachers with all children and working with small groups within a phase. This continues to ensure that all class teachers can have the opportunity to spend dedicated learning time with children in receipt of pupil premium, this collaborative teamwork supports 'first quality teaching' throughout the whole school.</li> <li>Teaching assistants have continued to give personalised and targeted support to children within school.</li> <li>Teaching assistants have received training on phonics, Edukey, safeguarding during our September INSET Day, this has all supported with children's learning, recording of interventions, and safeguarding all of our children.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></p>		
<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>	<p>1, 2</p>
<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>English Leader continues to moderate reading books, agreeing levels for all PPG pupils.</li> <li>Year 1 Phonics Screening Check (Summer 2023) – 100% of PPG pupils passed the screening check.</li> <li>Year 2 Phonics Screening Check (Summer 2023) - 75% of PPG pupils passed the screening check (3 out of 4 children).</li> <li>Trust moderation - w/c 6<sup>th</sup> Feb 2023, 5<sup>th</sup> June 2023)</li> <li>Subject Leaders across the trust organising their own meetings - w/c 15<sup>th</sup> May 2023</li> <li>Book scans, learning walks and pupil voice of children eligible for pupil premium is showing good progress.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></p>		

<p><a href="#">Teaching</a> -</p> <p>Ongoing CPD to improve maths teaching</p> <p><i>(Quality First Teaching)</i></p>	<p>Ensure all relevant staff (including new staff) have received training to deliver the maths mastery curriculum.</p>	<p>1, 2</p>
<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>• Four class teachers have continued on the maths mastery programme with the Maths Hub (Y2, Y3, Y4 and Y5).</li> <li>• Maths PDM (w/c 28<sup>th</sup> Nov 2022, 19<sup>th</sup> June 2023).</li> <li>• Trust moderation - w/c 6<sup>th</sup> Feb 2023, 5<sup>th</sup> June 2023)</li> <li>• Subject Leaders across the trust organising their own meetings - w/c 15<sup>th</sup> May 2023</li> <li>• Book scans, learning walks and pupil voice of children eligible for pupil premium is showing good progress.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></p>		
<p><a href="#">Teaching</a> –</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>	<p>1, 2</p>
<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>• MR and LW have completed the final modules of the 'Making the Difference for Disadvantaged Pupils – Sutton' programme in summer 2022. This has continued to support us in reflecting on the provision for children eligible for PPG.</li> <li>• Following on from this MR has completed the 'Certificate in Pupil Premium' which has confirmed what we learnt the previous year, and our continuing development of Rosenshine's Principles of Instruction, and adaptive teaching.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></p>		

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

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

**Budgeted cost: £26,447.14**

### 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>	<p>1, 2, 6</p>
<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>• 98 children have received or are receiving tutoring before or after school (some of these children have been repeated over different terms to ensure that they are transferring the skills learnt into the classroom).</li> <li>• Booster groups are run in Years 2, 5 &amp; 6 to support as many children as possible and to help close the gaps that have appeared due to two partial school closures in Summer 2020 and Spring 2021.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></p>		
<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>	<p>2, 3, 4</p>
<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>• See below for a full breakdown of ELSA support in school.</li> </ul>		



<ul style="list-style-type: none"> <li>From these sessions families have been identified to be supported by CWP, STARS &amp; the EP, supporting children who have been struggling with attending school (Emotionally Based School Avoiders), feelings of anxiety, low self-esteem and confidence.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></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>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>June 2023 -</b></p> <ul style="list-style-type: none"> <li>This has been supported by class teachers and teaching assistants throughout the school day and with tutoring and booster groups - whichever has worked best for the individual pupil.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></p>		
<p><b><u>Occupational Therapy (OT)</u></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>With missed time in school, it has been noticed that children's fine motor skills have been impacted, therefore affecting 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>June 2023 -</b></p> <ul style="list-style-type: none"> <li>Due to the difficulty in having children assessed because of there being a national shortage of occupational therapists, and Cognus having trouble with meeting the demand of referrals, this has not been a successful investment, with only seeing limited impact. For this reason, we will not be buying into this package next academic year (2023 - 2024).</li> </ul> <p><b>September 2023 – this activity has been discontinued for the academic year - 2023 – 2024</b></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>June 2023 -</b></p> <ul style="list-style-type: none"> <li>With a high number of ‘cause for concern’ forms continuing this academic year, with regards to FMS and pencil control, the Inclusion Leader has continued weekly OT groups with identified children from Year 1 - Year 6.</li> <li>Children eligible for the pupil premium grant continue to benefit from this intervention, this has also supported some children with their targets in their EHCPs, or strategies that have been recommended by OTs or an outsourced diagnosis, in particular for DCD (Dyspraxia).</li> <li>Resources are continually being sourced and purchased to support these interventions.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></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 a particular skill in delivering such support.</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><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>YAA has continued to be successful this academic year, we continue to run this over two afternoons, the intervention continues to grow in KS1, further results are listed below.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></p>		

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

### EEF Tiered approach – 3. Wider Strategies

**Budgeted cost: £26,447.14**

#### 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><b><u>Maximising the Impact of the Early Years Environment</u></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>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>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>	1, 2, 3, 4
<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>• The EYFS lead has placed orders for resources to meet the needs of children in EYFS, especially those who are eligible for pupil premium. This was evident in the ECERS review EYFS had during the summer term.</li> <li>• Pupil premium funding supported towards the 'Living Eggs' in Reception during spring term – bringing real life experiences into the lives of our children.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></p>		
<p><b><u>Maximising the Impact of the Key Stage 1 Environment</u></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>	1, 2, 3, 4
<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>• Resources have been provided to support in class and within the KS1 learning environment, this has included English and maths resources, along with regulation support for children who struggle to remain focused for a whole session.</li> <li>• Resource order have been placed throughout the year, and a further order will be placed in time for September, for the next academic year 2023 - 2024.</li> </ul>		

<b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b>		
<p><b><u>Additional, specific Learning Resources for Reading, Writing, Maths and Other Subjects</u></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>	1, 2
<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>Resources have been provided to support in class, along with tutoring and booster groups throughout this academic year (2022 - 2023), this has included English and maths resources, along with regulation support for children who struggle to remain focused for a whole session.</li> <li>A resources order was placed in summer 1, and a further order will be placed in time for September for the next academic year 2023 - 2024.</li> <li>Widgit subscription purchased to support children with a disadvantaged profile to learn through symbols.</li> </ul> <p><i>(Symbols are images which are used to support text, making the meaning clearer and easier to understand. They provide a visual representation of a concept. Symbol Sets are comprehensive collections of images that give greater support to children. Symbol Sets often follow a schematic structure, or set of design 'rules', that help the reader independently grow their own vocabulary.)</i></p> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></p> <p><b>September 2023 –</b></p> <ul style="list-style-type: none"> <li>Purchase of 'Spelling shed' to support with bridging the gap for our children in receipt of pupil premium with the literacy and spelling. This resource will make the learning for our children more interactive, engaging and fun, thus supporting their 'love of learning'.</li> </ul>		
<p><b><u>Additional, specific Learning Resources for physical and sensory needs</u></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>	1, 2, 3
<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>Resources have been provided to support in class, along with tutoring and booster groups throughout this academic year (2022 - 2023), this has included English and maths resources, along with regulation support for children who struggle to remain focused for a whole session.</li> <li>A resources order was placed in summer 1, and a further order will be placed in time for September for the next academic year 2023 - 2024.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></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</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</p>	1, 2

<p><i>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>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. 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>June 2023 -</b></p> <ul style="list-style-type: none"> <li>Pupils who struggle to access online learning (even with the use of a DfE laptop) are supplied with the correct materials to ensure their learning can continue at home.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></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>June 2023 -</b></p> <ul style="list-style-type: none"> <li>12 families in receipt of pupil premium were supported during this academic year (2022 - 2023)</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></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>June 2023 -</b></p> <ul style="list-style-type: none"> <li>This year one of our ELSA's has attended the 'Trauma Champ' sessions and has used what has been learnt to ensure our pupils get the required support and attention that is required for their specific need.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></p>		
<p><b>Pupil Welfare and Inclusion</b></p> <p><i>Financial support for families to ensure that all children eligible for Pupil</i></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</p>	<p>2, 3, 4</p>

<p><i>Premium maintain equal access to all educational opportunities. This will include:</i></p> <ul style="list-style-type: none"> <li>-Contribution to school uniform and Physical Educational kit, for identified pupils.</li> <li>-Free School Milk for all eligible pupils.</li> <li>-Specific resources (such as pens, pencils, etc.) that other families provide independently.</li> <li>-School 'dress up days' support.</li> </ul>	<p>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>	
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**June 2023 -**

- All eligible pupils have been regularly checked on in terms of their social inclusion, prioritising their uniform, PE Kit, and access to daily milk, and with a uniform voucher system implemented.

**September 2023 – this activity is to continue through the academic year (2023 – 2024)**

**October 2023 – June 2024**

- Class teacher attending a year's project on 'Reducing Anxiety in the Classroom' to support children in receipt of pupil premium with how to manage their emotions and anxiety to ensure that they are given the best opportunities to learn within a whole class environment.

**November 2023 – January 2024**

- Two members of SLT and two class teachers to attend Nurture training with 'Nurture UK'

<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>
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**June 2023 -**

Throughout the academic year 2022 – 2023, we have offered clubs to all children eligible for pupil premium. Below the table shows how many children were offered and accepted activities after school.

Year	No. of PP in Year group	Tutoring/Booster			All Clubs (incl support for residential)	
		No. of children	% of PP	Declined	No. of clubs accepted	No. of clubs declined
1	5	3	60%		3	0
2	6	1	17%	1	2	0
3	12	1	8%		8	0
4	9	1	11%	1	7	0
5	13	8	61.5%	1	7	0
6	11	9	81.8%		15	0

<b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b>		
<b><u>Social, Emotional and Mental Health</u></b>	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.	1, 2, 3, 4, 5
<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>• Our mental health lead has been completed a mental health lead course, which has supported her in learning new strategies to share with adults in school to support the mental health and well-being of our pupils.</li> <li>• A mental health and well-being policy has been written, with the support of a member of the senior leadership team.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024)</b></p>		
<b><u>Educational Psychology</u></b>  <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>	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.	1, 2, 3, 4, 5
<p><b>June 2023 -</b></p> <ul style="list-style-type: none"> <li>• The EP has continued to support the Inclusion Leader and advising on strategies and resources to use with our children in receipt of pupil premium.</li> <li>• Due to the support we have received from EP services and already identifying children that will benefit from this next academic year (2023 - 2024), we will be increasing the amount of hours we purchase from Cognus - this will support even more pupils who are eligible for pupil premium.</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024) and the budget for this academic year will double in place of OT and SaLT therapy</b></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>June 2023 -</b></p> <ul style="list-style-type: none"> <li>Due to the difficulty in having children assessed because of there being a national shortage of speech and language therapists, and Cognus having trouble with meeting the demand of referrals, this has not been a successful investment, with only seeing limited impact. For this reason, we will not be buying into this package next academic year (2023 - 2024).</li> </ul> <p><b>September 2023 – this activity is to continue through the academic year (2023 – 2024) with our private SaLT therapist, however it has been discontinued with Cognus for this academic year.</b></p>		
<p><b>Total budgeted cost: £81,412.19 (2022 – 2023)</b></p>		



# Part B: Review of outcomes in the previous academic year – (2022 – 2023)

## 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 2022 – 2023, schools continued to work with the impact of Covid-19 and the global pandemic, this has seen increased numbers of pupils joining us, or displaying difficulties with speech and language, anxiety and / or social, emotional mental health concerns. At Barrow Hedges Primary School, we have continued to work with our disadvantaged children, many of whom were in receipt of pupil premium. This has, again included ensuring suitable interventions were planned for, and that they took place consistently and productively.*

*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 have continued to record our interventions onto Edukey, the data taken below is from September 2022 - June 2023. From this data we can show that 149 interventions have taken place in school. This has included working on specific interventions with 30 (46%) of our children in receipt of pupil premium. The table below demonstrates that the proportions of children in receipt of pupil premium have a +0.01 average outcome compared to +0.05 for their non-PPG peers, showing only a small gap of +0.04. (Additionally, due to the global pandemic and the cost-of-living crisis additional children have been deemed disadvantaged, although their families are not entitled to pupil premium and a high percentage of the children within these interventions would fall into this category).

Category	Pupils	Average outcome
No pupil premium	119	0.05 As expected
Pupil premium	30	0.01 As expected
<b>Total</b>	<b>149</b>	<b>0.04</b> As expected

### Social, emotional, and mental health

Throughout the year, 2022 - 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. These children have been a mix of pupils eligible for pupil premium, pupils with SEMH, pupils who have become vulnerable, through anxiety, confidence, the pandemic or the cost of living crisis, therefore this has not been led by those pupils who are eligible for pupil premium, but those deemed by school staff as requiring support in this area.

It is however difficult to quantify the number of pupils benefitting from ELSA and FSW support throughout the school during a defined period, so a snapshot of the current ELSA and Family Support Work is presented below:

**Autumn term 2022 (reported to our local committee in November 2022)**

Group	Number of pupils receiving regular 1:1 ELSA support	Number of pupils receiving 'check in' ELSA support	Number of pupils receiving an 'ad hoc' (one off) ELSA session	Number of pupils being supported by the Family Support Worker	Total Number of Pupils / families currently working with pastoral part of Inclusion Team
EYFS	0	3	0	2	4
1	0	3	3	2	3
2	3	3	1	1	4
3	3	6	0	5	10
4	1	4	1	2	3
5	6	2	4	8	8
6	2	2	2	3	5
<b>Total</b>	15	23	11	23	<b>37</b>
% of school	2.23%	3.42%	1.63%	3.42%	<b>5.5%</b>

**Spring term 2023 (reported to our local committee in March 2023)**

Year Group	Number of pupils receiving regular 1:1 ELSA support	Number of pupils receiving 'check in' ELSA support	Number of pupils receiving an 'ad hoc' (one off) ELSA session	Number of pupils being supported by the Family Support Worker	Total Number of Pupils / families currently working with pastoral part of Inclusion Team	Children who drop into the den for support on the day.
EYFS - (6 Child in total)	0	2	0	5	4	None
1 - (6 Children in total)	3	0	3	2	6	2 chn have been 4 times in total
2 - (3 children in total)	2	1	0	0	3	None
3 - (7 children in total)	5	1	0	4	4	4 chn
4 - (5 Children in total)	2	2	0	1	3	2 chn
5 - (10 children in total)	6	3	1	2	6	6 chn had 11 drop ins in total.
6 - (6 children in total)	1	3	2	1	3	None
<b>Total</b>	19 children are having regular 1:1 support	12 children are having regular check in sessions	6 children are having Ad-Hoc or as and when	15 families are having regular Family support	29 families have regular contact from LG or JC either via emails,	21 drop ins in total these are usually after a break or lunchtime

			sessions are needed		meetings or phone calls	(with KS2 children)
<b>% of school</b>	<b>2.75%</b>	<b>1.74%</b>	<b>0.9%</b>	<b>2.17%</b>	<b>4.2%</b>	<b>3.04%</b>

**Summer term 2022 (to end of June 2023)**

Year Group	Number of pupils receiving regular 1:1 ELSA support	Number of pupils receiving 'Check in's' ELSA support	Number of pupils receiving an 'ad hoc' (one off or as and when they need it) ELSA session	Number of pupils being supported by the Family Support Worker Lucy Gardiner	Total Number of Pupils / families currently working with pastoral part of Inclusion Team	Children who drop into the den for support on the day.
EYFS (5 <b>Children on the register in total</b> )	1	1 child – watch and wait And 2 child check ins	0	2	2	<b>0</b>
Year 1 (2 <b>Children in total</b> )	1	0	0	2	2	<b>0</b>
Year 2 (2 <b>children in total</b> )	0	2	0	2	2	
Year 3 (12 <b>children in total</b> )	7	<b>5 in total.</b> 4 children for check ins and 1 child watch and wait	0	5	8	<b>XX drops in, if absent on a Monday &amp; struggles Tues morning. X3</b>
Year 4 (3 <b>Children in total</b> )	1	2	0	2	1	<b>2 children drop in</b>
Year 5 (9 <b>children in total</b> )	6	3	0	6	9	<b>3 children-dropped in once</b>
Year 6 (6 <b>children in total</b> )	2	4	0	1	4	
<b>Total</b>	<b>18 children in total are having regular 1:1 support</b>	<b>19 children in total are having regular check in sessions</b>		<b>20 families are having regular Family support</b>	<b>28 families have regular contact from LG or JC</b>	<b>16 Drop ins (so far for June) in total</b>
<b>% of school</b>	<b>2.6%</b>	<b>2.7%</b>	<b>0%</b>	<b>2.9%</b>	<b>4%</b>	<b>2.3%</b>

Throughout the year 38 set of sessions have been completed with children in receipt from pupil premium for our project 'You are awesome', with the majority making expected or more progress with their own self-belief and confidence.

Year	Well-below expected outcome	Below expected outcome	Expected outcome	Above expected outcome	Well-above expected outcome
1	-	-	1	-	-
2	-	-	3	1	-
3	-	1	4	1	-
4	-	-	1	1	1
5	-	2	6	1	-
6	-	1	6	6	2
<b>Total</b>	-	<b>4</b>	<b>21</b>	<b>10</b>	<b>3</b>

Throughout this academic year we have continued to see a rise in the need for supporting children with their social, emotional, and mental health. The 'You are awesome' programme continues to grow and increase in the number of pupils supported, and this support will continue throughout 2023 - 2024. Furthermore, the support given to our children with 'You are awesome' work has continued to extend further with supporting children in Key Stage 1.

### Attendance

From the beginning of the academic year up to and including 20th June 2023, we had a total of 66 children eligible for pupil premium with an average of 92.56% attendance.

These figures include 2 children (3%) eligible for pupil premium with 100% attendance and 10 children (15.2%) eligible for pupil premium with 97% attendance or higher.

### Cultural Capital

Throughout the academic year 2022 – 2023, we have offered clubs to all children eligible for pupil premium. Below the table shows how many children were offered and accepted activities after school.

Year	No. of PP in Year group	Tutoring/Booster			All Clubs (incl support for residential)	
		No. of children	% of PP	Declined	No. of clubs accepted	No. of clubs declined
1	5	3	60%		3	0
2	6	1	17%	1	2	0
3	12	1	8%		8	0
4	9	1	11%	1	7	0
5	13	8	61.5%	1	7	0
6	11	9	81.8%		15	0

In Reception, 'Loving Eggs' returned to 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