



Pupil premium strategy statement

Barrow Hedges Primary School

2017/2018



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

- 1. Summary Information:** This section reports on the school's Pupil Premium income and number of eligible and non-eligible pupils on roll for the academic year 2017/2018.
- 2. Current Achievement:** This section presents the school's starting position (September 2017) in terms of the academic achievements of children in receipt of Pupil Premium (also referred to as Disadvantaged Children throughout the document), comparing this social group's achievements with that of their Non-Disadvantaged peers. *Completed using unvalidated data prior to the start of the academic year and reviewed once data is validated.*
- 3. Barriers to Achievement:** This section describes the school's identified key barriers for children in receipt of Pupil Premium in terms of their academic achievement. This includes in-school or internal barriers (affected by the school's own journey or other factors) and external barriers (affected by factors outside of school including social-economic factors and other home factors such as attendance). **These barriers were identified via internal research involving all stakeholders including, significantly, the pupils themselves.** *Completed prior to the start of the academic year.*
- 4. Desired Outcomes:** This section presents the school's aspirational intended outcomes for the academic year, providing clear focus for the use of funding and all actions/approaches. *Completed prior to the start of the academic year.*
- 5. Planned Expenditure:** This section details each action/ approach or initiative that is to be funded by Pupil Premium, providing clear rationale for this including references to the school's internal research and wider educational research findings. *Completed prior to the start of the academic year but adapted throughout the year in response to presenting issues affecting the achievement of children in receipt of Pupil Premium.*
- 6. Review of Expenditure:** This section reports on the attainment and progress of children eligible for Pupil Premium, presents the school's review of the allocated funding. *Completed during late July and throughout August when all Pupil Premium provision is finished and pupil data has been collated and analysed.*
- 7. Final Summary of School's Progress Towards Desired Outcomes:** This is a section not included on the NCTL advised format and aims to summarise the school's progress towards the desired outcomes. This section forms part of the preparation for the new allocation of funding for the academic year 2018/2019.

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

1. Summary Information					
School	Barrow Hedges Primary School				
Academic Year	2017/18	Total PP budget	£67,480	Date of most recent PP Review	August 2018
Total number of pupils	684	Number of pupils eligible for PP	50	Date for next internal review of this strategy	Complete

2. Current Achievement		
Progress*	<i>Pupils (Y1-Y6) eligible for PP (BH)</i>	<i>All pupils (Y1-Y6) at BH</i>
% making expected or better rate of progress in Reading	81%	93%
% making expected or better rate of progress in Writing	83%	91%
% making expected or better rate of progress in Maths	85%	94%
Attainment	<i>Pupils (Y1-Y6) eligible for PP (BH)</i>	<i>Pupils (Y1-Y6) not eligible for PP (BH)</i>
% of children who achieved end of year expectations in Reading	56%	86%
% of children who achieved end of year expectations in Writing	40%	82%
% of children who achieved end of year expectations in Maths	54%	88%

*The term 'progress' refers to the in-year progress made by pupils during the previous academic year. The ratings (expected and better than expected) are assessed using the school's analysis of internal data and does not just refer to children's achievements at the end of each Key Stage.

3. Barriers to Achievement (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Basic Skills: Poor basic skills in Reading, Writing and Maths.
B	Required Progress Rate: Low starting points mean that expected or even better progress is inadequate in closing the attainment gap between Disadvantaged children and their peers and therefore, an accelerated form of rapid progress is required for many of these pupils.
C	The Disadvantaged Child's Learning Profile: The learning profile, learning style and individual support needs of disadvantaged pupils has changed/evolved at Barrow Hedges and within the local community; Teaching and learning throughout the school must now adapt for these learners as it does all others.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D	Attendance: Attendance rates for pupils eligible for PP (average: 93.04%) are 3.4% below their peers (average: 96.44%). Some pupils have very low attendance; this reduces their school hours and causes them to fall behind.
E	Family Engagement: Disadvantaged family engagement with school and education is less active than families whose children are not eligible for Pupil Premium; for example, non-disadvantaged pupils receive more support with homework and often have private tuition and this is not possible for children eligible for Pupil Premium.
F	Reduction of School Funding: At Barrow Hedges, the children benefit from attending a range of school trips, including three highly valuable residentials to Dorset, France and The Isle

of Wight. The school aims to support pupils where financial difficulty hinders them from participating in these experiences, but the reduction of general school funding is making this more difficult and consequently, Disadvantaged children are vulnerable to missing out on these key learning experiences.

4. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<p>Basic Skills: For identified gaps in disadvantaged children’s knowledge and understanding to be closed via specific intervention. <i>This will be measured by first identifying gaps in pupil’s knowledge and understanding and then monitoring these gaps to ensure that intervention is filling these gaps.</i></p>	<p>We will be successful when:</p> <ul style="list-style-type: none"> • The Senior Leadership Team are aware, and have documented record of, common and individual gaps in basic skills/ knowledge and understanding. • Interventions and other in class provision have been allocated that seek to support pupils in filling these gaps. • Rigorous monitoring has been employed that ensures that these gaps are being filled and these children are not being taught above or below their level of requirement. • A final review will evidence the impact of the interventions above and the positive changes made.
B	<p>Required Progress Rate: For progress rates to ensure that the following attainment targets are achieved:</p> <ul style="list-style-type: none"> • For the average gap between disadvantaged pupils and their peers to be at most 20% in Reading. • For the average gap between disadvantaged pupils and their peers to be at most 18% in Writing. • For the average gap between disadvantaged pupils and their peers to be at most 20% in Maths. <p><i>This will be measured using both attainment and progress data that, by July 2017, should reflect accelerated progress being made by most disadvantaged children.</i> <i>December 2018: The termly review of Pupil Premium allocation and achievements found that the numerical targets here were unrealistic and the school’s School Improvement Plan was changed accordingly. The school’s high aspirations for this social group were maintained.</i></p>	<p>We will be successful when:</p> <ul style="list-style-type: none"> • The Senior Leadership Team have presented to staff what progress and attainment data is telling us. • Priority has been given to these pupils accelerating progress (this may include reference to them in teacher’s pay related performance management targets). • Provision is adequate in meeting the needs of these learners. • End of year data indicates that the desired targets (left) have been met or where they have not, progress towards them has been achieved and evidenced reason supports them not being met.
C	<p>The Disadvantaged Child’s Learning Profile: For disadvantaged children’s learning profiles to be commonly understood among all staff and teaching & learning and provision arrangements to be adequate in supporting these pupils to make high standards of progress. <i>This will be measured using evidence from the school’s internal research project related to the learning profiles of disadvantaged children at Barrow Hedges; this should include an evaluation that reports increased progress.</i></p>	<p>We will be successful when:</p> <ul style="list-style-type: none"> • The Senior Leadership Team have identified individual priorities for the internal research project to focus on. • The school’s allocated specialist teacher has completed pupil profile investigations to ascertain common and individual learning differences and provided recommendations for how to meet these pupil’s needs/ diminish differences. • End of year progress data and other soft forms of evidence reflect appropriate provision and greater outcomes for these pupils.

D	<p>Attendance: For the attendance of disadvantaged children (those in receipt of Pupil Premium) to be reduced to at most 1.5%. <i>This will be measured using % attendance data analysis. It will be reported in Disadvantaged Children data reports.</i></p>	<p>We will be successful when:</p> <ul style="list-style-type: none"> Disadvantaged children with historically low attendance have been identified and provision implemented in response to this. Attendance rates for these pupils have improved. Disadvantaged children's attendance is not impacting on the whole school's average attendance score.
E	<p>Family Engagement: For Barrow Hedges to diminish the differences resulting from the lower family engagement of some families with disadvantaged children. <i>This will be measured via analysis of specific provisions and interventions, notably their impact on learning and progress, that have been arranged in response to the school's findings related to social issues.</i></p>	<p>We will be successful when:</p> <ul style="list-style-type: none"> The Senior Leadership Team, in liaison with all staff, have identified the specific social barriers resulting from social differences. Arrangements have been made to diminish the differences identified (e.g. tutoring arranged for pupils who would benefit from this provision and would not have access to it, like many other pupils, at home). These arrangements make a significant impact on learning and progress for identified pupils.
F	<p>Reduction of School Funding: For Barrow Hedges to maintain their commitment to ensuring that financial differences do not manifest in terms of all pupils having access to school trips and residential. <i>This will be measured by evidencing the number of pupils able to attend school trips and residential as well as the impact this has on their inclusion and progress.</i></p>	<p>We will be successful when:</p> <ul style="list-style-type: none"> The Senior Leadership Team identify new and reviewed systems for providing financial support, using Pupil Premium funding, to families unable to fund children's inclusion on school trips and residential.

5. Planned Expenditure					
Academic year	2017/2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<i>i. Quality of teaching for all</i>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Basic Skills</p> <p>B: Required Progress Rate</p>	<p>Teaching Assistants Pupil Premium will contribute to the total cost of Teaching Assistants working throughout the entire school. Teaching Assistants, along with teachers, have been briefed with the current situation in terms of achievement for children eligible for Pupil Premium and will play a key role in supporting these pupils.</p>	<p>Barrow Hedges internal monitoring evidences a significant impact being made by Teaching Assistants throughout the school, including their contributions to support in class as well as a number of specific interventions.</p>	<ul style="list-style-type: none"> All Teaching Assistants have attended training led by the Inclusion Leader that made expectations for improving learning experiences for children eligible for Pupil Premium. This year, one of the three performance management targets set for Teaching 	<p>Inclusion Leader</p>	<p>The impact of this provision will be monitored via Teaching Assistant meetings, observations and Intervention analysis, at regular intervals throughout the year and explicitly during the Inclusion Leader's end of term achievement reports</p>

	(Projected Cost: £11990)		<p>Assistants will relate to Pupil Premium.</p> <ul style="list-style-type: none"> The Inclusion Leader will include children eligible for Pupil Premium on every Teaching Assistant meeting agenda. 		
<p>A: Basic Skills</p> <p>B: Required Progress Rate</p>	<p>Additional, specific Learning Resources for Reading, Writing and Maths</p> <p>The school have recently introduced some trial resources that are designed to support learners with specific areas of learning (e.g. a product called numicon supports pupils who require specific scaffolding support in understanding Maths) and as this has been successful with a small number of pupils, the school intend to expand this by researching new and inspirational resources to support learners eligible for Pupil Premium.</p> <p>(Projected Cost: £2000 for English, £2000 for Maths)</p>	<p>Specific resources that aid learning for pupils with needs such as those eligible for Pupil Premium at Barrow Hedges have been identified by English and Maths Leaders, checked with teachers and Senior Leaders.</p>	<ul style="list-style-type: none"> Resources to be introduced via staff training led by English and Maths leaders. English and Maths leaders to include regular reference to resources when reporting on attainment and progress to Senior Leaders and during Subject Leader Reviews to governors. English and Maths Link Governors to be introduced to the new resources and their impact. 	English and Maths Leaders	Implementation will be reviewed in termly Subject Leader Reviews.
Total budgeted cost					£15900
<i>ii. Targeted support</i>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Basic Skills</p> <p>B: Required Progress Rate</p> <p>C: The Disadvantaged Child's Learning Profile</p> <p>E: Family Engagement</p>	<p>Specialist Teacher Investigation</p> <p>Specialist Teacher to complete internal research study focusing on identified individuals (who are in receipt of Pupil Premium) whose attainment or progress are of concern. This study aims to unpick reasons for underperformance and provide recommendations for class based staff for potential changes to children's provision and to Senior Leaders for wider changes and new approaches to be introduced.</p>	<p>Prior to this project being organised, the following took place:</p> <p>1. Teachers and support staff were provided with Continuing Professional Development time to reflect on differences between children in receipt of Pupil Premium and their peers. The findings from this were useful but quite general, thus reflecting the need for a more focused project to commence.</p> <p>2. The Inclusion Leader rigorously analysed attainment and progress data to identify common themes and then to identify pupils who will benefit from further exploration.</p>	<ul style="list-style-type: none"> The specialist teacher has been allocated weekly timetabled sessions to complete this work; this time is protected and Senior Leaders have agreed that other matters must not compromise this. A space in the school has been allocated for the specialist teacher to work in each week. The Head Teacher and 	Inclusion Leader/ Head Teacher	Implementation will be reviewed weekly on an informal basis and a more formal review will commence in line with the Inclusion Leader's achievement analysis at the end of each term.

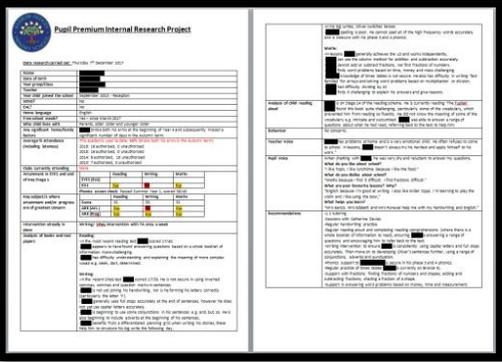
	(Projected Cost not included on website version as this links to personal data – For enquiries about allocated funding specifics, please contact the school's Inclusion Leader)	3.An internal trial of this project commenced focusing on one pupil and how the information the project will gain can be used to impact progress and attainment outcomes.	Inclusion Leader have documented their expectations along with a list of pupils in priority order. <ul style="list-style-type: none"> The Inclusion Leader will meet with the specialist teacher regularly to review the impact of this project. 		
A: Basic Skills B: Required Progress Rate	Experienced Teacher 1:1 and Small Group Support Experienced teacher (retired Head Teacher) to provide 1:1 and small group support to identified pupils (one day per week); much of this work will be influenced by the provision above (pupil profile investigations). (Projected Cost not included on website version as this links to personal data – For enquiries about allocated funding specifics, please contact the school's Inclusion Leader)	The achievement analysis data report, along with early findings of the internal pupil profile investigation have shown that there is a requirement at Barrow Hedges for many children eligible for Pupil Premium to either: <ul style="list-style-type: none"> Develop and consolidate basic skills for core subjects, and/or Make an accelerated form of progress This is to enable the current attainment gap to reduce and allow children eligible for Pupil Premium to fulfil their potential. The school has commonly, and will continue to, allocated TA interventions for these children and while this is still appropriate, our findings have concluded that some more specialist 'teacher' support is required.	<ul style="list-style-type: none"> The experienced teacher will work in close liaison with the specialist teacher mentioned above and under the monitoring of the Inclusion Leader, Head Teacher and Senior Leadership Team. The experienced teacher will be allocated specific pupils with reasonable, yet aspirational targets. 	Inclusion Leader/ Head Teacher	Implementation will be reviewed weekly on an informal basis and a more formal review will commence in line with the Inclusion Leader's achievement analysis at the end of each term.
A: Basic Skills B: Required Progress Rate E: Family Engagement	Tutoring Sessions for children eligible for Pupil Premium Teachers will be paid to administer 10-week blocks of 1 hour tutoring sessions for identified pupils who are deemed suitable for this approach. These sessions will take place in school but outside of teacher's normal contracted hours. (Projected Cost: £10,800)	Pupil Voice, gathered from children who are eligible for Pupil Premium and their peers, has indicated that many children at Barrow Hedges benefit from additional, targeted tutoring outside of school. Of the 46 children eligible for Pupil Premium, only 2 children have indicated that they are tutored. While in school provision aims to diminish differences as far as possible, this is a provision that is supporting such a great amount of other children and thus, the Senior Leadership Team feel that provision should be arranged to ensure eligible children receive similar opportunities. This provision is also designed in response to the general data headlines from the 2016/2017 achievement analysis.	<ul style="list-style-type: none"> The 10 week sessions will be allocated and monitored by the Inclusion Leader. Each tutor (teacher) will be provided with a 'record of achievement' to record soft and hard progress data throughout the sessions. This will be handed to the Inclusion Leader at regular intervals. The project's final outcomes will be evaluated fully with all impact evidenced. 	Inclusion Leader	Implementation will be reviewed on a half termly basis during Senior Leader Team meetings and included in the analysis of achievements for pupils eligible for Pupil Premium on a termly basis.
A: Basic Skills B: Required Progress	Home Learning Packs Home Learning Packs will be prepared for identified children who are eligible for Pupil Premium that will	In April 2017, the school's Inclusion Team trialled sending home learning packs to all children eligible for Pupil Premium, to promote activity based home learning during the Easter	<ul style="list-style-type: none"> The learning packs will be planned by the Inclusion Leader, in liaison with the school's Inclusion Team, 	Inclusion Leader	The Inclusion Leader will report on the impact of these learning packs within the Subject Leader Review.

<p>Rate E: Family Engagement</p>	<p>provide children with fun learning activities they can do at home. (Projected Cost: £500)</p>	<p>Holidays. The impact of these packs was analysed in two main ways: - Pupil Voice: The children were asked whether they used and enjoyed using the packs and the response was generally 'Yes', they had. The children also spoke about how the learning packs had supported their learning with specific references to their basic skills in Maths and English. - Parent Perspective: The school provided parents with a short questionnaire when sending the packs out that asked whether they felt they were useful. The school only received 7 responses but all were highly positive.</p>	<p>Senior Leadership Team and Class Teachers.</p> <ul style="list-style-type: none"> As they were last year, the learning packs' impact will be measured via Pupil Voice and Parent Perspective. This year, the packs will be differentiated by Year Group (and by individual for certain cases). 		
<p>A: Basic Skills B: Required Progress Rate D: Attendance E: Family Engagement</p>	<p>Emotional Literacy Support Contribution to Emotional Literacy Support at Barrow Hedges (salaries of Emotional Literacy Support Assistants) (Projected Cost: £1000)</p>	<p>Emotional Literacy has been incredibly successful at Barrow Hedges over the past three 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 of £1000 is based on the average amount of disadvantaged pupils benefiting from this provision.</p>	<ul style="list-style-type: none"> The Emotional Literacy Support Assistants are line managed and monitored by the Inclusion Leader who reports directly to the Senior Leadership Team on their evolving workload and impact. Emotional Literacy interventions are analysed alongside all interventions at Barrow Hedges and adaptations to their implementation will be made in light of this. 	<p>Inclusion Leader</p>	<p>Implementation will be reviewed in weekly Inclusion Team Meetings and formally at the end of each term.</p>
<p>A: Basic Skills B: Required Progress Rate D: Attendance E: Family Engagement</p>	<p>Senior Teaching Assistant for Pupil Premium Mentoring and Intervention 90% of Senior Teaching Assistant for Pupil premium salary (10% of timetable dedicated to school library activities). Senior Teaching Assistant for Pupil Premium's timetable targets pupils who meet one or more of the following criteria:</p> <ul style="list-style-type: none"> Concerns related to progress. Attitudinal difficulties hindering academic progress. Attendance issues. Emotional difficulties. 	<p>This is a previously allocated provision that has been successful. It key strengths have been the relationships formed between the Senior Teaching Assistant for Pupil Premium and her caseload of pupils. It provides children with a non-class based learning mentor who can support them in a different way to those working with them inside the classroom. It also focuses on the discipline of learning rather than purely subject knowledge, thus motivating pupils to develop their own learning strategies.</p>	<ul style="list-style-type: none"> The Senior Teaching Assistant's timetable has been devised by the Inclusion Leader using rigorous data analysis and reflection on other information about each child. The Senior Teaching Assistant will attend fortnightly meetings with the Inclusion Leader to discuss caseload and new initiatives to explore, etc. The Senior Teaching Assistant's Performance Management targets will be focused on Pupil Premium 	<p>Inclusion Leader</p>	<p>Implementation will be reviewed formally on a fortnightly basis and included in Subject Leader reviews to governors.</p>

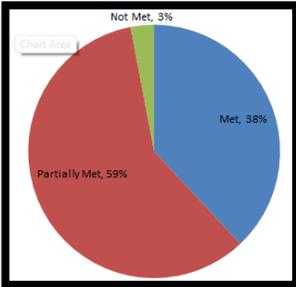
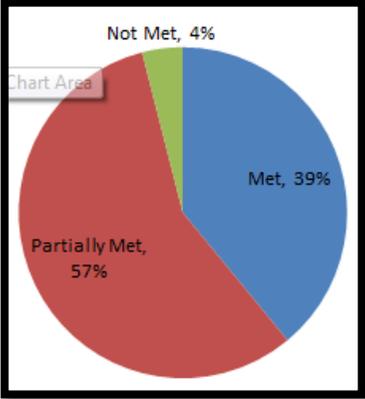
	Thus, the support from this provision will individualised to each child. (Projected Cost not included on website version as this links to personal data – For enquiries about allocated funding specifics, please contact the school's Inclusion Leader)		<p>outcomes.</p> <ul style="list-style-type: none"> The Senior Teaching Assistant's practice will be observed at regular intervals. 		
A: Basic Skills B: Required Progress Rate	STA for Interventions Training The school's Senior Teaching Assistant for Interventions is completing the 'Oxford, Cambridge and RSA Level 5 in Dyslexia and Associated Literacy Difficulties' course in order to respond to the types of difficulties many of our disadvantaged children present with. The learning from this will be applied to interventions aimed at disadvantaged children and their peers. (Projected Cost: £4300)	The Inclusion Leader's rigorous analysis of the attainment and progress of children eligible for Pupil Premium has found a number of pupils who face difficulties that are indicative of Literacy Difficulties, though causation of this may be environmentally caused rather than genetically or cognitively. The member of staff attending this training has previously attended 'Oxford, Cambridge and RSA Level 3 in Dyslexia and Associated Difficulties' and the interventional impact of this has been excellent, evidenced within the progress made by those attending interventions with her.	<ul style="list-style-type: none"> The OCR programme itself is closely monitored and includes observations of implementation and analysis of the attendee's growth throughout the course. The Inclusion Leader meets at least weekly with this member of staff to review her caseload and impact. The impact of interventions resulting from this training will be monitored along with the wider interventions the school offers its pupils. 	Inclusion Leader	Implementation will be reviewed regularly (see left) and reported within the Inclusion Leader's Subject Leader Reviews and data reports.
Total budgeted cost					£42310
<i>iii. Other approaches</i>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D: Attendance E: Family Engagement F: Reduction of School Funding	Pupil Welfare and Inclusion Financial support for families to ensure that all children eligible for Pupil Premium maintain equal access to all educational opportunities. This will include: -Contribution to school uniform and Physical Educational kit, for identified pupils. -Free School Milk for all eligible pupils. -Specific resources (such as pens, pencils, etc.) that other families provide independently. -School 'dress up days' support. (Projected Cost: £1620)	Barrow Hedges highly value the welfare and inclusion of all their pupils and the curriculum value of every pupil being able to dress smartly for school and joining in with all educational activities. The Senior Leadership Team are aware that to join in with all educational activities, parents/carers must contribute to some aspects of school; for example, buying certain learning resources and ensuring children wear uniform. Some families will require financial support to achieve this.	<ul style="list-style-type: none"> The Inclusion Leader will approve all orders for such resources and report to the Head Teacher on spending and rationale for this. A Pupil Premium educational resources (e.g. ruler, pencil case, etc.) audit will be completed to ascertain where funding for this project should be used. The Inclusion team will monitor pupil participation in particular school events (especially when most children will dress up) and organise financial support where appropriate to facilitate each pupil's engagement in the activity. 	Inclusion Leader	Implementation will be reviewed regularly and formally at the end of each term.

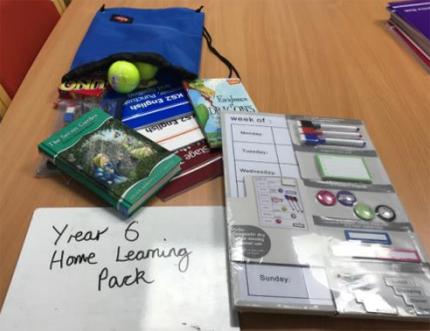
<p>A: Basic Skills</p> <p>B: Required Progress Rate</p> <p>D: Attendance</p> <p>E: Family Engagement</p> <p>F: Reduction of School Funding</p>	<p>Attitudinal and Motivational Resources</p> <p>The Senior Teaching Assistant for Pupil Premium, via her regular mentoring sessions, will identify specific motivational resources to further engage learners eligible for Pupil Premium. This will consist of physical resources such as books or toys as well as special experiences such as trips to local shops. (Projected Cost: £1500)</p>	<p>Focused analysis of children eligible for Pupil Premium's attitude to learning and school has identified that many of these learners are demotivated to come to school and particularly to learn; there are a number of individual reasons for this. In previous academic years, the Senior Teaching Assistant for Pupil Premium has purchased resources to motivate children or organised short trips (e.g. to Waterstones in Sutton to buy a book) and these have been very successful, this evidenced by pupil's engagement during and after the trips and positive feedback from parents/carers.</p>	<ul style="list-style-type: none"> • The Senior Teaching Assistant for Pupil Premium will independently identify appropriate resources or outings but these will always be approved by the Inclusion Leader who, in turn, will discuss these with the Senior Leadership Team and report them to governors. • Parents/Carers will be given regular opportunities to give their views in regard to any resource purchased or outing that is arranged. 	<p>Senior Teaching Assistant for Pupil Premium (Supervised by Inclusion Leader)</p>	<p>Implementation will be reviewed as and when resources or outings are arranged and formally reviewed within each of the Inclusion Leader's Subject Leader Review.</p>
<p>A: Basic Skills</p> <p>B: Required Progress Rate</p> <p>D: Attendance</p> <p>E: Family Engagement</p> <p>F: Reduction of School Funding</p>	<p>School Trips, Residentials and School clubs</p> <p>Appropriate levels of support will be provided to enable children eligible for Pupil Premium to participate in all school trips, residentials and school clubs. In addition to this, specific trips will be identified for children eligible for Pupil Premium to attend to balance the social and financial differences between children eligible for Pupil Premium and their peers. (Projected Cost: £6150)</p>	<p>School trips, residentials and school clubs are highly valued at Barrow Hedges Primary School and they contribute greatly to pupil progress. In order to achieve inclusion for all children eligible for Pupil Premium, financial support will be appropriate.</p> <p>Barrow Hedges are also aware that some pupils who are eligible for Pupil Premium will not have had equal opportunities to certain childhood experiences (e.g. attending a show at the theatre) and this justifies the school's commitment to arranging additional trips to facilitate this.</p>	<ul style="list-style-type: none"> • The school are due (in September 2017) to rigorously review the systems and processes involved in supporting families who have difficulties in funding educational trips and residentials; this is to ensure that funding is allocated fairly and not over or under used. • Any financial support will be discussed and agreed with the Inclusion Leader, Head Teacher and School Bursar. 	<p>Inclusion Leader/ Head Teacher/ Bursar</p>	<p>Implementation will be reviewed termly and reference to this will be included within any report created by the Inclusion Leader.</p>
Total budgeted cost					£9270

6. Review of Expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach (see section 5 for detail of action/approach)	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Projected Cost & Actual Spend
<p>A: Basic Skills</p> <p>B: Required Progress Rate</p>	<p>Teaching Assistants</p>	<p>March 2018: All Teaching Assistants have been provided with a focus pupil in receipt of Pupil Premium as part of their formal performance management; this has supported the raised profile for these pupils in how Teaching Assistant's support children. The school's Pupil Progress meetings this year have been very successful and this has enabled the Senior Leadership Team to ensure that Teaching Assistants are used optimally to enhance provision for pupils, including those in receipt of Pupil Premium. SLT learning walks have found that Teaching Assistants, like teachers, require support in how to best support disadvantaged learners.</p> <p>July 2018: Each Teaching Assistant attended a performance management review with the Inclusion Leader in July 2018 and as part of this presented the progress made by their focus pupil, and other pupils. This showcased the raised awareness and understanding of Disadvantaged Learners and will be replicated next year. All monitoring conducted by SLT has concluded the school's strength in how Teaching Assistants are deployed, both in terms of their in class support and their delivery of interventions. While the overall impact of TA led interventions has been scrutinised this year, this analysis has not yet focused specifically on how Disadvantaged Children benefit from interventions; in order to resolve this, the school have identified a member of staff (Deputy SENCO) to lead on this for the academic year 2018/2019.</p>	<p>March 2018:</p> <ul style="list-style-type: none"> It is crucial to link Teaching Assistant's own performance management to school improvement and areas of focus; this has had a big impact this year. Training for Teaching Assistants during 2018/2019 must concentrate on disadvantaged learners and how to best support them. <p>July 2018:</p> <ul style="list-style-type: none"> It is essential that quantitative based review of interventions includes specific analysis of children in receipt of Pupil Premium and how they benefit academically from interventions. 	<p>Projected Cost: £11,990.</p> <p>Actual Spend: £11,990</p>
<p>A: Basic Skills</p> <p>B: Required Progress Rate</p>	<p>Additional, specific Learning Resources for Reading, Writing and Maths</p>	<p>March 2018: Due to the focused intervention taking place for disadvantaged learners this year, the purchase of resources has been very meaningful and supported pupils in participating with learning activities, both in class and during small group interventions.</p> <p>July 2018: Due to whole school changes this year to Guided Reading and the school's continued journey with Maths Mastery, more resources were required in order to support the impact of interventions as well as in class support (£1200 spent over allocation) but this was possible due to other costs saved elsewhere.</p>	<p>March 2018:</p> <ul style="list-style-type: none"> It is important that for 2018/2019, the Pupil Premium allocation map links up more with the subject leader plans for both English and Maths as this will ensure further productivity in terms of resource purchases, etc. Pupil profiles (from 'Specialist Teacher Investigation', see below) must be used to inform the purchase of further resources; this has happened this year and worked well. 	<p>Projected Cost: £4,005</p> <p>Actual Spend: £6,125</p>

			<p>July 2018:</p> <ul style="list-style-type: none"> A new auditing system must be introduced in order for resources purchased specifically to support PP learners can be monitored and better evaluated. 	
<p>ii. Targeted support</p>				
Desired outcome	Chosen action/approach (see section 5 for detail of action/approach)	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Projected Cost & Actual Spend
<p>A: Basic Skills B: Required Progress Rate C: The Disadvantaged Child's Learning Profile E: Family Engagement</p>	<p>Specialist Teacher Investigation</p>	<p>March 2018: The allocated 'specialist teacher' concluded all case studies, which formed part of this investigation' by February Half Term, at which point she was deployed to work with these children in order to work on some of their identified 'gaps' and enhance their progress. An example of the format is provided below.</p>  <p>The staff have fed back that the format is really great for capturing children's key 'gaps' in learning and identifying recommendations that should be implemented. The next stage of this provision is for the specialist teacher to re-visit these children during the Summer Term and assess progress against the findings.</p> <p>July 2018: During the Summer Term, additional funding was allocated to ensure that the specialist teacher was able to revisit all pupil profiles that were investigated and monitor whether advice had been followed and whether impact had resulted from these investigations. This work found that most recommendations made had been acted upon and this had contributed to positive outcomes for the children; Between 80% and 86% of children made expected or better in year progress in Reading (86% expected or better), Writing (84% expected</p>	<p>March 2018:</p> <ul style="list-style-type: none"> This provision has focused on children for whom attainment or progress is of concern. Moving forward, it is important that the school carry out similar processes for those pupils who are achieving well so that Pupil Premium can continue to target all eligible children. The information gained is invaluable and it is essential that the reports are revisited thoroughly and staff are held to account in terms of the implementation of recommendations. <p>July 2018:</p> <ul style="list-style-type: none"> Whilst incredibly useful, it has been agreed that in order to benefit more from the skills possessed by this specialist teacher, she will now focus on working with children to enhance their learning; the investigation reports will continue to be used by class teachers and other stakeholders. 	<p>(Projected and Actual Costs not included on website version as this links to personal data – For enquiries about allocated funding specifics, please contact the school's Inclusion Leader).</p>

		or better) and Maths (80% expected or better) and the attainment gap in Year 6, where this provision began, was reduced in Writing and Maths (maintained in Reading). All investigation reports have been handed on to children's new teachers and will continue to support planning, teaching and learning. The Senior Leadership Team now feel they have a greater understanding of typical Disadvantaged learning profiles as a result of this provision.		
A: Basic Skills B: Required Progress Rate	Experienced Teacher 1:1 and Small Group Support	<p>March 2018: The experienced teacher identified for this provision, a former Head Teacher, has worked incredibly hard to accelerate progress for these pupils. She has done this in a multitude of ways including: pre teaching; filling gaps; identifying next steps; etc. The teacher has reported directly to the Inclusion Leader who has monitored her impact qualitatively on a weekly basis and quantitatively termly; this has enabled this provision to be reallocated where pupil need is identified.</p> <p>July 2018: The experienced teacher's records reflect the high impact she has had on pupil progress, contributing to the school's improved Pupil Premium achievements (provided in further detail later). This is further endorsed by Pupil Voice:</p> <ul style="list-style-type: none"> • 100% of pupils said they enjoyed the sessions with 50% of these ranking their enjoyment at 8, 9 or 10 out of 10 (all other responses between 6 and 7). • 100% of pupils said they enjoyed the sessions with 80% of these ranking their enjoyment at 8, 9 or 10 out of 10 (all other responses between 6 and 7). • Pupils added comments such as: "Helps me when I'm back in class"; "I have enjoyed the sessions as I felt safe to have a go"; and, "She made the work a little bit hard...I learnt a lot during the lessons". <p>The success of this initiative was only restricted by the frequency of sessions (Specialist Teacher worked once per week) meaning learning could not always be immediately followed up. With this in mind, and in light of the school's regard for this provision, the allocation for this will be doubled for the next academic year with the specialist teacher working two days per week.</p> <p>The most positive element of this provision is that the identified member of staff has reflected her incredibly knowledge relating to child development and Disadvantaged Children; this has meant that the initiative has not only enhanced learning for these pupils but has supported the developing understanding of how these children learn, thus making the experienced teacher a form of Continuing Professional Development for all staff working with her.</p>	<p>March 2018:</p> <ul style="list-style-type: none"> • When this provision was in its infancy, the teacher was allocated too many children to support and this hindered her overall impact. The number of children she is focusing on has since been reduced (by half) and it is essential that we learn from this as we move into next year – If available, there is no doubt that this provision will be continued. <p>July 2018:</p> <ul style="list-style-type: none"> • More than in any other provision, this initiative has reflected how many of the children in receipt of Pupil Premium at Barrow Hedges have a poor attitude to learning which is affecting their progress. This is illustrated by one pupil's response to the Pupil Voice questionnaire: <i>"They [the sessions] happen when I'm having fun in a lesson and when I get given the work I don't want too much explaining I just want to get on with it"</i> <p>It is essential that the school continue to identify mechanisms for motivating pupils and making them more positive, open minded learners.</p>	(Projected and Actual Costs not included on website version as this links to personal data – For enquiries about allocated funding specifics, please contact the school's Inclusion Leader).

<p>A: Basic Skills B: Required Progress Rate E: Family Engagement</p>	<p>Tutoring Sessions for children eligible for Pupil Premium</p>	<p>March 2018: In total, 12 children have currently received tutoring sessions, each completing at least one block of six sessions (4 children have already moved onto second and third blocks). While this is positive, we had projected a higher amount of tutoring sessions but due to numerous factors, sessions have not always gone ahead and this has caused some tutors to fall behind.</p> <p>Of the 29 targets that set for individuals, been assessed as as partially or mostly one instance of a meeting a target at now been rectified.</p>  <p>These are positive furthermore, the who have children been tutored have spoken very positively about improvements in attitude to learning and confidence, thus exemplifying the quality of this provision.</p> <p>July 2018: Further tutoring sessions took place following the March review and the total impact of this initiative is presented below:</p>  <p>A total of 15 pupils received tutoring this academic year (some for four blocks of sessions due to prioritising need). The children's class teachers liaised with tutors to set targets for the pupils and of these targets, 96% were met or partially met (39% met) with only 4% of targets not met at all. All target evaluations were moderated by Class Teachers and a selection were moderated by the Inclusion Leader.</p> <p>Pupils were independently interviewed about the tutoring sessions and the following information was found:</p> <ul style="list-style-type: none"> • 60% rated their enjoyment during the sessions as a 9 or a 10 (our of 10) with only one pupil rating lower than 5. • 50% of pupils rated 9 or 10 (out of 10) for how much the sessions had supported their learning with all pupils ranking 	<p>March 2018:</p> <ul style="list-style-type: none"> • As this provision has now been successful, SLT must review how to make it more appealing to teachers so as to increase the volume of sessions. Some of the most successful versions of the provision have come from Teaching Assistants and thus, consideration must be given as to whether increasing this provision beyond targeted members of staff might be worthwhile. <p>July 2018:</p> <ul style="list-style-type: none"> • As this initiative remained successful when identified Teaching Assistants commenced the tutoring sessions, the initiative should be opened up to more staff next year, providing monitoring and moderation continue at Senior Leader level, so as for more children to benefit from the tutoring sessions. 	<p>Projected Cost: £10,800</p> <p>Actual Spend: £5980</p>
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		<ul style="list-style-type: none"> at least 4. 100% of pupils said that tutoring at Barrow Hedges should continue next year. Pupils provided many positive comments, including: "It helps children who find things hard"; "We did fun stuff to help me learn and it helped a lot. I can spell right now"; "I enjoyed learning in a 1:1 rather than a small group"; and, "it's given me confidence to work more on my own". <p>The Senior Leadership Team have assessed this initiative as highly successful and intend to replicate it next year. Once challenge remains the lower than expected uptake by teachers and in response to this, during the summer term, highly skilled Teaching Assistants were selected to commence tutoring. The result of this was very positive with Teaching Assistant tutoring logs completed to a maintained standard as their teacher colleagues.</p>		
<p>A: Basic Skills B: Required Progress Rate E: Family Engagement</p>	<p>Home Learning Packs</p>	<p>March 2018: Home learning packs have been sent out (early March 2018); they were not sent out earlier this year, as planned, because the content of them, in many instances, includes learning activity books that include activities that children would not have been able to access earlier in the academic year. The packs, this year, were filled with far more targeted resources with different packs handed to children according to their Year Group; special packs were also created for children with specific learning needs so that the content of the activities was meaningful for them. The packs have only just been distributed so no parent or pupil feedback has been gained as yet.</p>  <p>July 2018: A parent questionnaire was sent out with the home learning packs and whilst responses were low, of the ones that were sent back 100% said that the learning packs were useful for their children. Parents also made positive comments about the packs, including:</p> <ul style="list-style-type: none"> "The books are really useful and seem targeted towards X's needs. She loves the games too, perfect". "X felt as though he was in charge of his own learning with the white board planner, I think they're a really nice idea generally". 	<p>March 2018:</p> <ul style="list-style-type: none"> If time permits, the activity of ordering the resources for the learning packs may be better completed by their class teachers as for the Inclusion Leader to do this independently required high liaison with various staff members. It is essential that we identify a method of reviewing this provision in the event of low feedback numbers from parents, as like last year. <p>July 2018:</p> <ul style="list-style-type: none"> The learning packs this year were far more focused on individual pupils and were differentiated accordingly. However, this work was all carried out by the Inclusion Leader, due to time constraints, and the packs could be even more personalised if Year Group Leaders were provided with a budget to order items themselves, targeting specific curricular areas of difficulty for the children. This will be possible next year. 	<p>Projected Cost: £500</p> <p>Actual Spend: £1300</p>

		<ul style="list-style-type: none"> “There was lots of fun and educational material for us to work through together. A great idea and much appreciated, thank you”. <p>Pupils also made positive remarks though these were not collated formally (this is planned for next year).</p>		
A: Basic Skills B: Required Progress Rate D: Attendance E: Family Engagement	Emotional Literacy Support	<p>March 2018: Emotional Literacy Support Assistants remain integral to the school’s commitment to developing children’s social, emotional and behavioural skills and providing vital pastoral support that provides building blocks from which the children can then become more powerful learners.</p> <p>July 2018: As above, no further review points.</p>	<p>March 2018:</p> <ul style="list-style-type: none"> The £1000 allocated towards ELSA salaries should be increased for 2018/2019 academic year as it is not currently reflective of the number of eligible pupils benefitting from this provision. <p>July 2018:</p> <ul style="list-style-type: none"> A quantitative mechanism for evaluating the ELSA’s impact must be used for the academic year 2018/2019. 	<p>Projected Cost: £1000</p> <p>Actual Spend: £1000</p>
A: Basic Skills B: Required Progress Rate D: Attendance E: Family Engagement	Senior Teaching Assistant for Pupil Premium Mentoring and Intervention	<p>March 2018: It has been brilliant having our STA for Pupil Premium back at the school this year. She has been allocated to provide attitudinal/ motivational support to identified children as well as providing good academic support, particularly to the school’s older children who are nearing their secondary transition. The school’s focused analysis of pupil progress has enabled the Inclusion Leader to re-deploy the STA for Pupil Premium according to statistical information as well as using information gained from the specialist teacher investigation and other means.</p> <p>July 2018: As above, no further review points.</p>	<p>March 2018:</p> <ul style="list-style-type: none"> The STA for Pupil Premium has found herself, this year, supporting pupils pastorally as much as academically and attitudinally and thus, it would be appropriate for her to be trained in more specific techniques for support children who have social, emotional or behavioural difficulties and require this type of support. <p>July 2018:</p> <ul style="list-style-type: none"> Due to findings from other provisions, it is essential that the Senior TA for Pupil Premium is directed to target particular individuals with poor attitude to learning next year, liaising with other Pupil Premium staff members and the school’s ELSA team. 	<p>(Projected and Actual Costs not included on website version as this links to personal data – For enquiries about allocated funding specifics, please contact the school’s Inclusion Leader).</p>
A: Basic Skills B: Required Progress Rate	STA for Interventions Training	<p>March 2018: A number of pupils, eligible for Pupil Premium, who have complex learning profiles that is or is similar to a specific learning difficulty (such as Dyslexia) have benefitted from the STA for Interventions specialist skills in supporting them via mentoring and by setting additional, personalised home learning activities.</p> <p>July 2018: The member of staff has now completed and passed this course thus has become a qualified Level 5 OCR Dyslexia Tutor; this means that the school will be able to benefit from specialist input</p>	<p>March 2018:</p> <ul style="list-style-type: none"> This cost will not be incurred next year but children eligible for Pupil Premium will continue to benefit from the support and thus, additional allocation should be considered for TA salaries. <p>July 2018:</p> <ul style="list-style-type: none"> The new skillset of this member of staff 	<p>Projected Cost: £4300</p> <p>Actual Spend: £5230 (additional resources purchased in order for STA for</p>

		when exploring Disadvantaged Children's needs and identifying provision for them.	must be used proactively to identify further understanding of Disadvantaged Children's profiles and appropriate interventions to support them.	Interventions to complete tasks and apply learning with children)
<i>iii. Other approaches</i>				
Desired outcome	Chosen action/approach (see section 5 for detail of action/approach)	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Projected Cost & Actual Spend
D: Attendance E: Family Engagement F: Reduction of School Funding	Pupil Welfare and Inclusion	<p>March 2018: All children at Barrow Hedges Primary School feel included and valued. This allocated funding has been used to ensure all children have uniform, Physical Educational kit, learning based equipment and daily milk. An account has been set up with the local uniform distributor which has enabled the school to claim additional savings for families as well as for items purchased by the school. The actual spend was £500 less than projected.</p> <p>July 2018: As above.</p>	<p>March 2018:</p> <ul style="list-style-type: none"> There has been some milk wasted this year so a review of the 'cool milk' financial arrangements is due to commence. An early review of pupil's uniform and physical education kit should commence to influence earlier intervention so that children are equipped earlier in the year. <p>July 2018: As above.</p>	<p>Projected Cost: £1620</p> <p>Actual Spend: £1120</p>
A: Basic Skills B: Required Progress Rate D: Attendance E: Family Engagement F: Reduction of School Funding	Attitudinal and Motivational Resources	<p>March 2018: A number of motivational resources have been utilised by the school's STA for Pupil Premium to encourage pupil progress and by the school's STA for Inclusion to improve the attendance of children eligible for Pupil Premium.</p>  <p>The most notable use of this funding was a Pupil Premium trip to Waterstones in Sutton who offered the school a discount for our pupils to select books for them to read for pleasure, thus provoking a positive attitude to reading and learning.</p> <p>July 2018: As above.</p>	<p>March 2018:</p> <ul style="list-style-type: none"> The school need to identify a formal assessment mechanism for measuring Pupil Premium (and other) children's attitude to school (PASS Survey unsuccessful in previous years) so that motivational resources can be more meaningful and supportive. <p>July 2018: As above.</p>	<p>Projected Cost: £1500</p> <p>Actual Spend: £1422.50</p>
A: Basic Skills	School Trips, Residentials and	<p>March 2018: The school's commitment to offer extracurricular opportunities to all pupils has continued to</p>	<p>March 2018:</p> <ul style="list-style-type: none"> Close monitoring of trip costs and impact from clubs is 	<p>Projected Cost: £6,150</p>

B: Required Progress Rate D: Attendance E: Family Engagement t F: Reduction of School Funding	School Clubs	<p>be fulfilled; this is done due to the school's regard for these opportunities and the role they play in a pupil's development. This year, as well as supporting vulnerable families with residential trip payments, funding clubs for identified pupils (clubs matched to pupil's needs) and funding school trips where appropriate, this funding has been used to pay overtime to a member of staff who have (or intend to for later trips) attended school residential to Hooke Court, France and the Isle of Wight – this has enabled children, eligible for pupil premium, with significant needs, to benefit from this experience.</p> <p>July 2018: As above.</p>	<p>currently underway so as to ensure that appropriate funding is allocated to this provision next year.</p> <ul style="list-style-type: none"> It is essential that any club funded by Pupil Premium is adequately attended by eligible children. <p>July 2018:</p> <ul style="list-style-type: none"> All clubs currently take place at lunchtime or after school, a morning club should be identified so that pupils lacking enthusiasm in the morning could be invited to have a positive start to the day. This is currently being explored. 	<p>Actual Spend: £5,702.50</p>
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7. Final Summary of School's Progress Towards Desired Outcomes

	<i>Desired Outcome</i>	<i>Summary of Progress (July / August 2018)</i>																																																																															
A	<p>Basic Skills: For identified gaps in disadvantaged children's knowledge and understanding to be closed via specific intervention.</p>	<p>The school's progress with improving interventions is significant with key stakeholders such as the specialist teacher (who investigated pupil profiles) and the experienced teacher (who has led small group learning sessions throughout the year) contributing greatly to the more purposeful nature of interventions. It is still apparent from the attainment data (see B, below) that whilst the school's endeavour to close attainment gaps is clear, as all pupils (PP and Non-PP) progress, this gap remains, and intervention remains crucial to closing these gaps and diminishing differences.</p> <p>The interventions led by the experienced teacher and the tutoring (both evaluated above) were the most successful initiatives in terms of approaching Disadvantaged Children's identified gaps and both will be further endorsed by funding during the academic year 2018/2019.</p>																																																																															
B	<p>Required Progress Rate: For progress rates to ensure that the following attainment targets are achieved:</p> <ul style="list-style-type: none"> For the average gap between disadvantaged pupils and their peers to be at most 20% in Reading. For the average gap between disadvantaged pupils and their peers to be at most 18% in Writing. For the average gap between disadvantaged pupils and their peers to be at most 20% in Maths. <p><i>This will be measured using both attainment and progress data that, by July 2017, should reflect accelerated progress</i></p>	<p>The numerical targets were deemed unrealistic in December 2018 and with this in mind, it is essential that targets for 2018/2019 are carefully devised so as to be reasonable but remain aspirational. Pasted below are sections of the Inclusion Leader's Summer Term Data Analysis for Disadvantaged Children, providing attainment and progress data along with analysis and finally next steps:</p> <p>Attainment Reading</p> <table border="1" data-bbox="660 997 2072 1388"> <thead> <tr> <th rowspan="2">Year Group</th> <th rowspan="2">Number of PP Children</th> <th colspan="2">Summer 2017</th> <th colspan="2">Summer 2018</th> <th colspan="3">% difference between PP and Non-PP</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>Summer 2017</th> <th>Summer 2018</th> <th>Difference between Summer 2017 and Summer 2018</th> </tr> </thead> <tbody> <tr> <td>Year 1 (Year 2 from September '18)</td> <td>6</td> <td>N/A</td> <td>N/A</td> <td>33%</td> <td>87%</td> <td>N/A</td> <td>-54%</td> <td>N/A</td> </tr> <tr> <td>Year 2 (Year 3 from September '18)</td> <td>5 (-1 since Summer 17)</td> <td>33%</td> <td>95%</td> <td>20%</td> <td>87%</td> <td>-62%</td> <td>-67%</td> <td>5% greater gap</td> </tr> <tr> <td>Year 3 (Year 4 from September '18)</td> <td>9 (+4 since Summer 17)</td> <td>40%</td> <td>87%</td> <td>33%</td> <td>85%</td> <td>-47%</td> <td>-52%</td> <td>5% greater gap</td> </tr> <tr> <td>Year 4 (Year 5 from September '18)</td> <td>9 (no change since Summer 17)</td> <td>33%</td> <td>75%</td> <td>56%</td> <td>90%</td> <td>-42%</td> <td>-34%</td> <td>8% smaller gap</td> </tr> <tr> <td>Year 5 (Year 6 from September '18)</td> <td>9 (-1 since Summer 17)</td> <td>70%</td> <td>85%</td> <td>67%</td> <td>84%</td> <td>-15%</td> <td>-17%</td> <td>2% greater gap</td> </tr> <tr> <td>Year 6 (Year 7 from September '18)</td> <td>9 (-1 since Summer 17)</td> <td>80%</td> <td>86%</td> <td>67%</td> <td>90%</td> <td>-6%</td> <td>-23%</td> <td>17% greater gap</td> </tr> <tr> <td>All Pupils*</td> <td>47 (-3 since Summer 17)</td> <td>56%</td> <td>86%</td> <td>49%</td> <td>87%</td> <td>-30%</td> <td>-38%</td> <td>8% greater gap</td> </tr> </tbody> </table> <p><small>*All pupils' figures calculated by adding up all pupil data for according academic year, not by averaging percentages from each year group.</small></p>	Year Group	Number of PP Children	Summer 2017		Summer 2018		% difference between PP and Non-PP			PP	Non-PP	PP	Non-PP	Summer 2017	Summer 2018	Difference between Summer 2017 and Summer 2018	Year 1 (Year 2 from September '18)	6	N/A	N/A	33%	87%	N/A	-54%	N/A	Year 2 (Year 3 from September '18)	5 (-1 since Summer 17)	33%	95%	20%	87%	-62%	-67%	5% greater gap	Year 3 (Year 4 from September '18)	9 (+4 since Summer 17)	40%	87%	33%	85%	-47%	-52%	5% greater gap	Year 4 (Year 5 from September '18)	9 (no change since Summer 17)	33%	75%	56%	90%	-42%	-34%	8% smaller gap	Year 5 (Year 6 from September '18)	9 (-1 since Summer 17)	70%	85%	67%	84%	-15%	-17%	2% greater gap	Year 6 (Year 7 from September '18)	9 (-1 since Summer 17)	80%	86%	67%	90%	-6%	-23%	17% greater gap	All Pupils*	47 (-3 since Summer 17)	56%	86%	49%	87%	-30%	-38%	8% greater gap
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being made by most disadvantaged children.

December 2018: The termly review of Pupil Premium allocation and achievements found that the numerical targets here were unrealistic and the school's School Improvement Plan was changed accordingly. The school's high aspirations for this social group were maintained.

What does this tell us?

As the table above shows, there are now greater gaps in most year groups between children eligible for Pupil Premium and their peers in Reading. This is caused by a combination of the percentage of children eligible for Pupil Premium not making the standard increasing in some cases but also by the number of pupil's **not eligible** achieving the standard increasing. Crucially, the total gap (38%) has not changed significantly (-8%) and it is most likely that this gap would have been far greater without the successful Reading intervention for eligible pupils throughout the year, as presented in the reviewed Pupil Premium Strategy for 2017/2018. Despite the negative 'feel' to this data, Reading remains the subject where the gap between children eligible for Pupil Premium and their peers is smallest; however, a key priority for 2018/2019 must be to ensure this gap continues to close and that whole school initiatives, such as the changes made to Guided Reading in 2017/2018, are suitably reviewed with these particular pupils in mind.

Writing

Year Group	Number of PP Children	Summer 2017		Summer 2018		% difference between PP and Non-PP		
		PP	Non-PP	PP	Non-PP	Summer 2017	Summer 2018	Difference between Summer 2017 and Summer 2018
Year 1 (Year 2 from September '18)	6	N/A	N/A	33%	89%	N/A	-56%	N/A
Year 2 (Year 3 from September '18)	5 (-1 since Summer 17)	33%	89%	20%	84%	-56%	-64%	8% greater gap
Year 3 (Year 4 from September '18)	9 (+4 since Summer 17)	40%	87%	44%	79%	-47%	-35%	12% smaller gap
Year 4 (Year 5 from September '18)	9 (no change since Summer 17)	0%	74%	22%	87%	-74%	-65%	9% smaller gap
Year 5 (Year 6 from September '18)	9 (-1 since Summer 17)	50%	74%	67%	79%	-24%	-12%	12% smaller gap
Year 6 (Year 7 from September '18)	9 (-1 since Summer 17)	50%	83%	56%	89%	-33%	-33%	No change
All pupils*	47 (-3 since Summer 17)	40%	82%	43%	85%	-42%	-42%	No change

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

What does this tell us?

The gap between children eligible for Pupil Premium and their peers in Writing has remained the same since Summer 2017 though the gap in three year groups has, critically, decreased, with Year One, who are not included in last year's 'all pupils' statistic, contributing greatly to the total gap between eligible pupils and their peers. This data is reassuring in that between Year 3 and Year 6 (where intervention and other learning has had more time to embed) the gap is closing or at least remaining consistent in the case of Year 6. Meeting the standard for Writing, as a pupil journeys through the school, increases in terms of its challenge, and it is important that for the upcoming academic year, there is a maintained focus on ensuring that Disadvantaged Children are supported adequately to fill any outstanding Writing gaps that will place them at risk of not achieving, at least, the expected standard as they move forward.

Maths

Year Group	Number of PP Children	Summer 2017		Summer 2018		% difference between PP and Non-PP		
		PP	Non-PP	PP	Non-PP	Summer 2017	Summer 2018	Difference between Summer 2017 and Summer 2018
Year 1 (Year 2 from September '18)	6	N/A	N/A	33%	90%	N/A	-57%	N/A
Year 2 (Year 3 from September '18)	5 (-1 since Summer 17)	17%	91%	20%	91%	-74%	-71%	3% smaller gap
Year 3 (Year 4 from September '18)	9 (+4 since Summer 17)	60%	90%	33%	78%	-30%	-45%	15% greater gap

Year 4 (Year 5 from September '18)	9 (no change since Summer 17)	22%	75%	22%	91%	-53%	-69%	16% greater gap
Year 5 (Year 6 from September '18)	9 (-1 since Summer 17)	80%	89%	78%	88%	-9%	-10%	1% greater gap
Year 6 (Year 7 from September '18)	9 (-1 since Summer 17)	60%	85%	67%	89%	-25%	-22%	3% smaller gap
All Pupils*	47 (-3 since Summer 17)	54%	88%	45%	88%	-34%	-43%	9% greater gap

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

What does this tell us?

There is a slightly increased overall gap between pupils eligible for Pupil Premium and their peers (9% greater gap) which is concerning considering Non Pupil Premium children have maintained their high achievement in this subject where they perform better than in any other subject. As additional provision for Pupil Premium children, as described in the reviewed Pupil Premium Strategy, has been successful, it is essential that the curriculum and its delivery (including the Maths Mastery approach) are explored further in terms of the inclusion of Disadvantaged Children so that optimal progress can be made by these children and the identified gaps can be reduced. It is reassuring that, while only minor successes, the gap has closed a little in both End of Key Stage Year Groups (Year 2 and Year 6); this progress must now be enhanced further.

Reading, Writing and Maths Combined

Year Group	Number of PP Children	Summer 2017		Summer 2018		% difference between PP and Non-PP		
		PP	Non-PP	PP	Non-PP	Summer 2017	Summer 2018	Difference between Summer 2017 and Summer 2018
Year 1 (Year 2 from September '18)	6	N/A	N/A	33%	85%	N/A	-52%	N/A
Year 2 (Year 3 from September '18)	5 (-1 since Summer 17)	17%	86%	20%	81%	-69%	-61%	7% smaller gap
Year 3 (Year 4 from September '18)	9 (+4 since Summer 17)	40%	85%	22%	73%	-45%	-51%	6% greater gap
Year 4 (Year 5 from September '18)	9 (no change since Summer 17)	22%	64%	22%	86%	-42%	-64%	22% greater gap
Year 5 (Year 6 from September '18)	9 (-1 since Summer 17)	70%	76%	56%	73%	-6%	-17%	11% greater gap
Year 6 (Year 7 from September '18)	9 (-1 since Summer 17)	60%	85%	44%	85%	-25%	-11%	14% smaller gap
All Pupils*	47 (-3 since Summer 17)	46%	80%	34%	80%	-34%	-46%	12% greater gap

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

What does this tell us?

As would be expected, given the attainment gaps across the individual three core subjects, there is an increasingly concerning picture when considering pupils who are meeting expectations in all three subjects within their year group. However, in regard to these specific percentages, the most focus this year has been to improve the End of Key Stage Two combined data and this has been successful with the gap between pupils eligible for Pupil Premium and their peers reducing to 11%, despite maintained achievements of Non Pupil Premium children. It is within these figures that the interventional work that has commenced, and is evaluated in the Pupil Premium Strategy, is most prevalent. As a school, the combined score for all pupils has been profiled higher in recent terms and with continued endeavour and further evaluation, the number of Pupil Premium children achieving the expected standard in all three core subjects will continue to increase.

Progress

It is important that pupil's in year and longer-term progress is monitored as much as possible, despite challenges in this regard due to the new assessment systems introduced since 2014. The table below presents the progress of Disadvantaged Children, showing how many

pupils, in 2017/2018 made progress that is: 'Below' (below expected rate of progress); 'Expected' (expected rate of progress); and 'Exceeding' (above expected rate of progress). There are three children with significant needs (with an Education Health and Care Plan) who are also in receipt of Pupil Premium; their progress has been discounted from the table below as it cannot be calculated or summarised in the same way. The remaining 12 children with special educational needs and/or disabilities are included. The table includes a comparison to pupil's progress ratings at this point last year:

	Reading			Writing			Maths		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
% of pupils in 2016/2017	19%	53%	28%	17%	57%	26%	17%	47%	36%
% of pupils in 2017/2018	14%	63%	23%	16%	55%	29%	20%	57%	23%

What does this tell us?

The table presents how whilst the attainment gaps remain undesirable, the provision in place for these pupils is having an impact and, providing this provision is maintained and continually improved upon, this should lead to more positive attainment data. It is very positive that in two of the three subjects the number of pupils who have made less than expected progress has reduced and the school's focus on intensifying provision in order to support the learners who require the most support may reason the reduction of pupils making 'exceeding' levels of progress; this must be addressed via careful planning of Pupil Premium funding and the continuation of raising the profile of all Disadvantaged Children, not just those working below the standard.

Attainment and Progress of Pupils in Early Years at Barrow Hedges

There were five pupils in Reception eligible for Pupil Premium for the academic year 2017/2018; only two of these were identified at the beginning of the year due to the school relying on parents to apply for Free School Meals in order for them to be officially listed as Disadvantaged. Due to the school's raised awareness of Disadvantaged Children further up the school and the attainment gaps between them and their peers in Key Stage One and Two, intense support has been implemented for these five pupils so as to provide a basis for growth as they transition to Key Stage One and beyond; this has included Family Support/ Early Help work, tutoring for identified pupils (two of the five pupils received tutoring throughout the entire year), specific intervention, as well as the recently validated high quality first teaching in Reception. The Disadvantaged Children's achievements at the end of Reception were as follows:

- Three of the five children (60%) achieved the GLD (Good Level of Development).
- Three of the five children (60%) achieved 'expected' attainment for their stage of development in every area of learning.
- Reading was the weakest area of learning for the pupils in receipt of Pupil Premium

Summary

In summary, while there remains an undesirable gap between Disadvantaged Children and their peers, their progress is far more positive, and hard, statistical evidence is beginning to form that shows the progress our soft evidence is reporting in respect of children eligible for Pupil Premium.

This report, and the deeper analysis that sits behind it, shows how for the attainment gap to close, in many cases, Disadvantaged Children achieving an 'expected' rate of progress, or indeed some achieving an 'exceeding' rate of progress must make an accelerated form of 'exceeding' progress. A year since the Senior Leadership Team heightened the awareness of Pupil Premium and the children entitled to it, this remains an incredible task and justifies this continued increased profile in the School Improvement Plan for Disadvantaged Children.

As is clear within the reviewed Pupil Premium Strategy Plan, the provision implemented this year, directly funded by Pupil Premium, is impacting pupil progress and there is a bank of evidence supporting this, despite it remaining early for the school data to report such progress.

Attendance and family engagement remain critical difficulties for the school and this poses perhaps the greatest challenge as in many respects this is out of the school's control. However, this justifies the inclusion of wider provision to be planned to support children, and their families, as well as purely introducing academic based initiatives.

In final summary, the Senior Leadership Team remain unsatisfied with the outcomes for Disadvantaged Children. Having recently joined the Cirrus Trust, we are aware that this is a common challenge among schools at present; however, we do feel ahead of this challenge and well positioned to tackle it via endeavour and research based initiatives to close gaps and ensure that every pupil is able to meet their optimum potential.

What are we doing in response to this data?

There are of course many internal provisions that result from any data analysis findings and most of these are provided in the Pupil Premium Strategy Plan for 2018/2019. Some of the key provisions, including some that would not be included in the Strategy Plan, are listed below:

- The attainment and progress of Disadvantaged Children will have a continued high profile in the school's improvement plan and all training and whole school monitoring (e.g. book scrutinies) will pay specific attention to these pupils.
- A continual review of attendance of Disadvantaged Children will take place and members of the inclusion team will be specifically directed to intervene where possible to improve attendance.
- 1:1 tutoring for Disadvantaged Children who are identified to benefit from this provision will be resume from October 2018; this resulting from the Senior Leadership Team's review that this initiative, when implemented most effectively, was highly successful and supported the school in closing the economic gap within its community, i.e. tutoring is afforded by a high percentage of the pupils at Barrow Hedges.
- The small group teaching, implemented by an ex Head Teacher, will resume and be doubled in quantity, this again due to the great progress made as a result of this initiative.

Targets/ Next Steps

One Year Targets (to be formally reviewed July 2019 but monitored regularly)

The below targets will be included within the Inclusion Action Plan 2018/2019 and Year Group Cohort Plans. These targets **must not** cause lowered aspirations for all pupils eligible for Pupil Premium, or their peers, but aim to place aspirational expectations that are also achievable, upon Year Groups. The targets have been set with understanding of certain pupil's learning profiles and other impacting factors.

Year 1:

- For at least four of the five pupils eligible for Pupil Premium to have achieved at least the expected standard for Year One by the end of the year.
- For at least two of the five pupils eligible for Pupil premium to have achieved the standard for Greater Depth in all three subjects by the end of the year.

Year 2:

- For the four pupils currently 1D in Reading, Writing and Maths to at least have met the standard for Year 2 Reading.
- For at least one more pupil (making at least three overall) to have achieved the expected standard in Reading, Writing and Maths Combined.

Year 3:

- For the pupils XX and YY to make 'exceeding' progress in order for them to enter Key Stage One positioned to make (XX) and exceed (YY) the expected standard.
- For evidence to reflect the progress of all children in receipt of Pupil Premium, even if some do not meet the expected standard.

		<p>Year 4:</p> <ul style="list-style-type: none"> • For at least one more pupil (making at least three overall) to have achieved the expected standard in Reading, Writing and Maths Combined. • For all pupils who achieved 3D in any subject to have made 'exceeding' in year progress in order to have met the standard for the year group. <p>Year 5:</p> <ul style="list-style-type: none"> • For at least three more pupils (making at least five overall) to have achieved the expected standard for Year 4 in all three core subjects by the end of the year. • For all pupils who achieved 4D in any subject to have made 'exceeding' in year progress in order to have met the standard for the year group. <p>Year 6:</p> <ul style="list-style-type: none"> • For eight of the nine pupils eligible for Pupil Premium to have achieved at least the expected standard in Reading, Writing and Maths combined. • For at least five pupils to have achieved the Greater Depth standard in Reading, Writing and Maths Combined. • For at least six pupils to have achieved the Greater Depth standard in Reading. • For at least six pupils to have achieved the Greater Depth standard in Writing. • For at least seven pupils to have achieved the Greater Depth standard in Maths. <p>Three Year Target</p> <p>The below target will be included within the Inclusion Action Plan 2018/2019:</p> <p><i>For the achievement gap between disadvantaged pupils and their peers to be closed and where it is not, fully evidenced factors (such as a pupil who is disadvantaged but also has significant special educational needs), are able to justify why this gap exists.</i></p>
C	<p>The Disadvantaged Child's Learning Profile: For disadvantaged children's learning profiles to be commonly understood among all staff and teaching & learning and provision arrangements to be adequate in supporting these pupils to make high standards of progress. <i>This will be measured using evidence from the school's internal research project related to the learning profiles of disadvantaged children at Barrow Hedges; this should include an evaluation that reports increased progress.</i></p>	<p>The profile of Disadvantaged Children at Barrow hedges has certainly risen with all staff now understanding better what Pupil Premium is there for and how it is used. Crucially, all staff are able to describe their vulnerable Disadvantaged Children with confidence and discuss how they are improving learning opportunities for them; this is evidenced in Pupil Progress meetings (teachers) and Teaching Assistant performance management meeting records.</p> <p>The specialist teacher who commenced the pupil profile investigations was most successful in exploring each child's progress (quantitative and qualitative) and assess their provisional requirements, feeding these back to teachers and other stakeholders; see above for further detail on this.</p>
D	<p>Attendance: For the attendance of disadvantaged children (those in receipt of Pupil Premium) to be reduced to at most 1.5%. <i>This will be measured using % attendance data analysis. It will be reported in</i></p>	<p>Despite the school's best endeavours, the numerical element to this desired outcome has not been met; this target will be replicated next year as the Senior Leadership Team feel that the systems now established for monitoring attendance and responding to absenteeism are secure and thus, this should improve in the future. There have been some improvements, reflected in the below extract from the Inclusion Leader's termly data analysis for Disadvantaged Children.</p> <p>The table below shows the % attendance for Disadvantaged Children in comparison to their peers for the academic year 2016/2017: (table on page below due to formatting)</p>

<p><i>Disadvantaged Children data reports.</i></p>	<table border="1"> <thead> <tr> <th>Group</th> <th>Average % attendance 2016/2017</th> <th>Average % attendance 2017/2018</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>All children</td> <td>96.38%</td> <td>96.21%</td> <td>0.17% worse</td> </tr> <tr> <td>Children in receipt of Pupil Premium (Disadvantaged)</td> <td>93.17%</td> <td>93.62%</td> <td>0.45% better</td> </tr> <tr> <td>Children not in receipt of Pupil Premium</td> <td>96.68%</td> <td>96.43%</td> <td>0.25% worse</td> </tr> </tbody> </table>	Group	Average % attendance 2016/2017	Average % attendance 2017/2018	Difference	All children	96.38%	96.21%	0.17% worse	Children in receipt of Pupil Premium (Disadvantaged)	93.17%	93.62%	0.45% better	Children not in receipt of Pupil Premium	96.68%	96.43%	0.25% worse
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<p>E Family Engagement: For Barrow Hedges to diminish the differences resulting from the lower family engagement of some families with disadvantaged children. <i>This will be measured via analysis of specific provisions and interventions, notably their impact on learning and progress, which have been arranged in response to the school's findings related to social issues.</i></p>	<p>See A.</p> <p>In addition, the school's Senior Teaching Assistant for Inclusion has undertaken a great deal of Family Support work this academic year and has worked with a number of families who have children who are in receipt of Pupil Premium. This work is difficult to present in terms of impact due to data protection but internal records, mostly those kept by the Senior Teaching Assistant for Inclusion, provide evidence of impact in terms of family engagement.</p>																
<p>F Reduction of School Funding: For Barrow Hedges to maintain their commitment to ensuring that financial differences to not manifest in terms of all pupils having access to school trips and residential. <i>This will be measured by evidencing the number of pupils able to attend school trips and residential as well as the impact this has on their inclusion and progress.</i></p>	<p>The school's commitment to offer extracurricular opportunities to all pupils has continued to be fulfilled; this is done due to the school's regard for these opportunities and the role they play in a pupil's development. This year, as well as supporting vulnerable families with residential trip payments, funding clubs for identified pupils (clubs matched to pupil's needs) and funding school trips where appropriate, this funding has been used to pay overtime to members of staff who have attended school residentials to Hooke Court, France and the Isle of Wight – this has enabled children, eligible for pupil premium, with significant needs, to benefit from this experience.</p>																

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