



Pupil Premium strategy statement

Barrow Hedges Primary School

2018/2019



National College for
Teaching & Leadership

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 2018/2019.
- 2. Current Achievement:** This section presents the school's starting position (September 2018) in terms of the academic achievements of children in receipt for Pupil Premium (also referred to as Disadvantaged children throughout the document), comparing this social group's achievements with that of their Non-Disadvantaged peers. **Completed using unvalidated data prior to the start of the academic year and reviewed once data is validated – Complete.**
- 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 - Complete.**
- 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 - Complete.**
- 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 - Complete.**
- 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 – Complete**
- 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 – **Completed during August - Complete**

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. **Please note that actual projected costs for individual provisions are not included due to data protection, e.g. this information would specify individual salaries. Please contact the Inclusion Leader if you require further information as he holds a version, viewed by governors and other relevant stakeholders, that presents this information.**

1. Summary Information

School	Barrow Hedges Primary School				
Academic Year	2018/2019	Total PP budget	Projected: £63,360 Actual: £67,056.54 <small>Actual is larger than projected due to in year identification and late EYPP payment</small>	Date of most recent PP Review	August 2019
Total number of pupils	678	Number of pupils eligible for PP in September 2018	44	Date for next internal review of this strategy	See new strategy

2. Current Achievement

At Barrow Hedges, attainment and progress of all pupils, included Disadvantaged children, is monitored rigorously and regularly. Over the past few years, the school have been striving to close an identified gap between those in receipt of Pupil Premium and their peers. In order to evaluate the school's progress in this regard, the first data presented below is the school's Year 6 data from 2017/2018 which reports on the nine pupils who have now left our school, thus they are the children who have completed their journey with us and had most time to benefit from the provision planned specifically for children in receipt of Pupil Premium. This information is below:

Attainment	Year 6 Children Eligible for Pupil Premium	Year 6 Children NOT Eligible for Pupil Premium
% of children who achieved end of year expectations in Reading	67%	90%
% of children who achieved end of year expectations in Writing	56%	89%
% of children who achieved end of year expectations in Maths	67%	89%
% of children who achieved end of year expectations in Reading, Writing and Maths Combined	44%	85%

*This data is currently unvalidated at this point (September 2018).

Whilst some schools only include the above within their public Pupil Premium documentation, in order for transparency and so that this document can reflect the school's decisions in terms of how funding has been allocated for the academic year 2018/2019, the whole school Pupil Premium data is presented below. Please note, this only includes data headlines and a comprehensive analysis of this data is included within the Pupil Premium Strategy for 2017/2018, in the review sections (sections 6 and 7).

Attainment	Year 1 - Year 6 Children Eligible for Pupil Premium	Year 1 - Year 6 Children NOT Eligible for Pupil Premium
% of children who achieved end of year expectations in Reading	49%	87%
% of children who achieved end of year expectations in Writing	43%	85%
% of children who achieved end of year expectations in Maths	45%	88%
% of children who achieved end of year expectations in Reading, Writing and Maths Combined	34%	80%

*This data is produced from our internal data tracking and the Y6 data, included within it, is unvalidated at this point (September 2018).

Finally, whilst at Barrow Hedges, we find that despite our best endeavours, some pupils eligible for Pupil Premium remain unidentified until they have graduated from Reception, the Early Years end of year data is presented below:

Attainment	Children in Early Years Eligible for Pupil Premium	Children in Early Years NOT Eligible for Pupil Premium
% of children who achieved Good Level of Development (GLD)	80%	88%

As stated above, the data above only presents data headlines and a far more comprehensive analysis of the 2017/2018 data is available within sections 6 and 7 of the 2017/2018 Pupil Premium Strategy which is available, with this document, on the school's website.

3. Barriers to Achievement (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A	Basic Skills and Prior Learning: Our data analysis and provision evaluations from 2017/2018 have identified that a number of pupils in receipt of Pupil Premium have existing gaps in their prior learning knowledge and basic skills.
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	Attitude to Learning: Our provision evaluations, which included Pupil Voice, from 2017/2018 have identified that a number of pupils present with a poor attitude to learning opportunities, including specialist led interventions, unlike their peers.

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

D	Attendance: The average pupil attendance % for children in receipt of Pupil Premium (93.62%) is 2.81% lower than the average pupil attendance % for children not in receipt of Pupil Premium (96.43%). This is a slightly improved picture from 2016/2017 but remains an external barrier which requires focus.
E	Family Engagement: The engagement of families whose children are in receipt of Pupil Premium remains lower than other families; 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	Extra-Curricular Opportunities: During the academic year 2017/2018, it was noted that without support from school, some children who are eligible for Pupil Premium do not benefit from the ranging extra-curricular opportunities offered at Barrow Hedges Primary Schools. Whilst costly, the school's ethos is that extra-curricular activities, including residential trips, clubs and school trips, are invaluable in contributing to a pupil's development and progress.

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<p>Basic Skills and Prior Learning: Our data analysis and provision evaluations from 2017/2018 have identified that a number of pupils in receipt of Pupil Premium have existing gaps in their prior learning knowledge and basic skills.</p> <p><i>Desired Outcome: For children eligible for Pupil Premium to have been supported in filling existing learning gaps, enabling them to be able to approach age appropriate learning independently and with confidence.</i></p>	<ul style="list-style-type: none"> Identified children's gaps in prior learning and basic skills to have been identified and provision mapped that seeks to support them in combatting this. Identified children to have attended appropriate interventions that have been successful in filling learning gaps. For identified pupils to have made accelerated progress across the curriculum (see Outcome 2).
B	<p>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, therefore an accelerated form of rapid progress is required for many of these pupils.</p> <p><i>Desired Outcome: For identified pupils to have made accelerated progress so that whole school attainment gaps are closed or are closing, in accordance with the school's high aspirations for these pupils but against reasonable expectations of what can be achieved within one year (i.e. a Year 4 pupil still has two years left at Barrow Hedges when they reach the end of Year 4).</i></p>	<p>For the following attainment data objectives to have been met or surpassed:</p> <p>Year 1:</p> <ul style="list-style-type: none"> <i>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.</i> <i>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.</i> <p>Year 2:</p> <ul style="list-style-type: none"> <i>For the four pupils currently 1D in Reading, Writing and Maths to at least have met the standard for Year 2 Reading.</i> <p>Year 3:</p> <ul style="list-style-type: none"> <i>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.</i> <i>For evidence to reflect the progress of all children in receipt of Pupil Premium, even if some do not meet the expected standard.</i> <p>Year 4:</p> <ul style="list-style-type: none"> <i>For at least one more pupil (making at least three overall) to have achieved the expected standard in Reading, Writing and Maths Combined.</i> <i>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.</i> <p>Year 5:</p> <ul style="list-style-type: none"> <i>For at least three more pupils (making at least five overall) to have achieved the expected standard for Year 5 in all three core subjects by the end of the year.</i> <i>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.</i> <p>Year 6:</p> <ul style="list-style-type: none"> <i>For six pupils eligible for Pupil Premium to achieve the expected standard in Reading.</i> <i>For six pupils eligible for Pupil Premium to achieve the expected standard in Writing.</i> <i>For five pupils eligible for Pupil Premium to achieve the expected standard in Maths.</i> <i>For four pupils eligible for Pupil Premium to have achieved at least the expected standard in Reading, Writing and Maths combined.</i> <i>For at least one pupil to have achieved the Greater Depth standard in Reading, Writing and Maths combined.</i> <p>These targets do not fully illustrate our high expectations of all pupils in all subjects but are set as a means of assessing the school's progress in closing attainment gaps between children eligible for Pupil Premium and their peers.</p>

<p>C</p>	<p>Attitude to Learning: Our provision evaluations, which included Pupil Voice, from 2017/2018 have identified that a number of pupils present with a poor attitude to learning opportunities, including specialist led interventions, unlike their peers.</p> <p>Desired Outcome: For all pupils eligible for Pupil Premium to speak positively about their learning, their abilities and the support that they receive.</p>	<ul style="list-style-type: none"> • For members of the Inclusion Team specifically responsible for supporting pupils in receipt of Pupil Premium to have audited existing attitudinal barriers for key individuals identified during the previous year's evaluation of Pupil Premium provision. • For these pupils to have been supported regularly by the school's Senior Teaching Assistant for Pupil Premium. This will include the creation of motivational resources and planning of motivational trips etc. • For Pupil Voice, in July 2019, to reflect improvements in these pupil's attitude to learning, including their own ability and the support that they receive.
<p>D</p>	<p>Attendance: The average pupil attendance % for children in receipt of Pupil Premium in 2017/2018 (93.4%) is 3.03% lower than the average pupil attendance % for children not in receipt of Pupil Premium (96.43%). This is a slightly improved picture from 2016/2017 but remains an external barrier which requires focus.</p> <p>Desired Outcome: For the average pupil attendance % for children in receipt of Pupil Premium to have improved so that it aligns with the % attendance of those not eligible for Pupil Premium.</p>	<ul style="list-style-type: none"> • For children with historic low attendance, who are eligible for Pupil Premium, to have been identified and supported by the school's Family Support Worker and wider staff team. • For the school's endeavour to improve individual's attendance to be evidenced and for this to reflect a relentless effort to improve this attendance difference.
<p>E</p>	<p>Family Engagement: The engagement of families whose children are in receipt of Pupil Premium remains lower than other families; 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.</p> <p>Desired Outcome: For provision evaluations and wider data analysis to report on how economic and family engagement differences do not compromise the education available for children in receipt of Pupil Premium, in comparison to their peers.</p> <p>In addition, Barrow Hedges Primary School must continue to provide support to families whose engagement with their children's education is lower than others.</p>	<ul style="list-style-type: none"> • For the Senior Leadership Team to be fully aware of economic and other differences affecting some families at Barrow Hedges and consider this with any school improvement planning. • For any opportunity made available for one Barrow Hedges pupil, that enriches their education, to be made available for all pupils, e.g. if a pupil is tutored at home, their peer who is eligible for Pupil Premium, should also be offered this opportunity, providing it is deemed beneficial for them.
<p>F</p>	<p>Extra-Curricular Opportunities: During the academic year 2017/2018, it was noted that without support from school, some children who are eligible for Pupil Premium do not benefit from the ranging extra-curricular opportunities offered at Barrow Hedges Primary Schools. Whilst costly, the school's ethos is that extra-curricular activities, including residential trips, clubs and school trips, are invaluable in contributing to a pupil's development and progress.</p> <p>Desired Outcome: For Barrow Hedges to achieve their vision and mission statement including ensuring that all children are able to participate in the school's wide -ranging extra-curriculum, including attending residential trips and participating in clubs.</p>	<ul style="list-style-type: none"> • For the administration team to have audited current pupil participation in extra-curricular activities, identifying any areas of lowered opportunities for specific pupils. • For clubs to have been funded by Pupil Premium in order to widen opportunities for all pupils, thus benefitting children in receipt of Pupil Premium. • For there to have been not one instance of a pupil's exclusion from a club resulting from economic or other differences.

5. Planned Expenditure					
Academic year	2018/2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<i>i. Quality of teaching for all</i>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Attitude to Learning</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. During the previous academic year, Teaching Assistants were asked to monitor the progress of and support for an identified pupil eligible for Pupil Premium; this led to excellent professional discussions as part of the Teaching Assistant performance management meetings.</p>	<ul style="list-style-type: none"> Year Group Leaders will allocate Teaching Assistants according to pupil need, including consideration for children eligible for Pupil Premium. All Teaching Assistants have attended training led by the Senior Leadership Team that presented expectations for improving learning experiences for children eligible for Pupil Premium. This year, once again, one of the three performance management targets set for Teaching Assistants will relate to Pupil Premium. The Inclusion Leader will include children eligible for Pupil Premium on every Teaching Assistant meeting agenda. 	Inclusion Leader	The impact of this provision will be monitored via Teaching Assistant meetings, observations and intervention analysis, at regular intervals throughout the year, explicitly during the Inclusion Leader's end of term achievement reports.
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Attitude to Learning</p>	<p>Additional, specific Learning Resources for Reading, Writing, Maths and Other Subjects The Inclusion Leader will work in liaison with the English Leader and the Maths Leader to identify key additional resources that can be purchased to impact on the outcomes for children eligible for Pupil Premium.</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. During each previous academic year, generic learning resources are often purchased as a result of unforeseen curriculum barriers etc., and some of the allocated funding for this approach will also be used in this way.</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 Leaders	Implementation will be reviewed via the Inclusion, English and Maths action plan evaluation, and elsewhere within documents such as the SIP. English and Maths Governors to be introduced to monitor such provisions also.
Total budgeted cost					£14,550

<i>ii. Targeted support</i>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Attitude to Learning</p>	<p>Experienced Teacher 1:1 and Small Group Support Experienced teacher (former Head Teacher) to provide 1:1 and small group support to identified pupils (two days per week).</p>	<p>The achievement analysis data report, once again, reflect show there is a requirement at Barrow Hedges for many children eligible for Pupil Premium to either:</p> <ul style="list-style-type: none"> • Develop and consolidate basic skills for core subjects, and/or • Make an accelerated form of progress <p>This is to enable the current attainment gap to reduce and allow children eligible for Pupil Premium to fulfil their potential.</p> <p>During the previous academic year, this provision was introduced and both soft and hard data has provided clear evidence that the expertise offered by this teacher was invaluable and moved provision for these pupils to a new level. Thus, this illustrates the reasoning for the school doubling this provision for the upcoming academic year.</p>	<ul style="list-style-type: none"> • The experienced teacher will work in close liaison with the Inclusion Leader, Head Teacher and Senior Leadership Team. • The experienced teacher will be allocated specific pupils with reasonable, yet aspirational targets set. • The experienced teacher will attend fortnightly meetings with the Inclusion Leader to monitor impact. 	Inclusion Leader	Implementation will be reviewed fortnightly 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.
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Attitude to Learning</p> <p>D: Attendance</p> <p>E: Family Engagement</p> <p>F: Extra-Curricular Opportunities</p>	<p>Tutoring Sessions for children eligible for Pupil Premium Teachers will be paid to administer 6-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 staff member's normal contracted hours.</p>	<p>It was identified following the academic year 2016/2017 that this provision would support pupils whose families are not able to afford tuition for their children, unlike the majority of their non-PP peers. In 2017/2018 this provision was introduced and 96% of pupils attending at least partially met their targets, which were set by their own class teachers in liaison with their tutors. While successful, the amount of tutoring sessions was lower than anticipated due to teacher workload and thus, towards the end of the year, identified Teaching Assistants began running sessions. This change was evaluated and pupils continued to make aligned progress from the provision. Thus, for this academic year, both teachers and identified Teaching Assistants will be invited to participate in this initiative.</p>	<ul style="list-style-type: none"> • The 6 week sessions will be allocated and monitored by the Inclusion Leader. • Each tutor (teacher) will be provided with a 'record of achievement' to record soft and hard progress data throughout the sessions. This will be handed to the Inclusion Leader at regular intervals and handed to parents/carers at the end of each block of sessions. • The project's final outcomes will be evaluated fully with all impact evidenced. 	Inclusion Leader	Implementation will be reviewed on a half termly basis during Senior Leadership Team meetings and included in the analysis of achievements for pupils eligible for Pupil Premium on a termly basis.

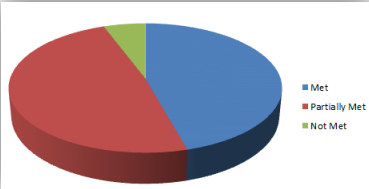
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Attitude to Learning</p> <p>E: Family Engagement</p>	<p>Home Learning Packs Home Learning Packs will be prepared for identified children who are eligible for Pupil Premium that will provide children with fun learning activities they can do at home.</p>	<p>Evidence collected from both pupils and parents/carers reflected that this provision was successful in 2017/2018, as well as during the previous academic year. Last year, the home learning packs were more targeted with different packs devised for children in each year group and specific packs created for individuals working below the year group standard. This year, the school intends for class teachers to have more autonomy over these packs ensuring that they are even more targeted.</p>	<ul style="list-style-type: none"> The learning packs will be planned by the Inclusion Leader, in liaison with the school's Inclusion Team, Senior Leadership Team and Class Teachers. As they were last year, the learning packs' impact will be measured via Pupil Voice and Parent Perspective. This year, the packs will be differentiated for each individual. 	<p>Inclusion Leader</p>	<p>The Inclusion Leader will report on the impact of these learning packs within the Pupil Premium strategy document and directly to the Inclusion Link Governor.</p>
<p>C: Attitude to Learning</p> <p>D: Attendance</p> <p>E: Family Engagement</p>	<p>Emotional Literacy Support Contribution to Emotional Literacy Support at Barrow Hedges (salaries of Emotional Literacy Support Assistants).</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 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 and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Attitude to Learning</p> <p>D: Attendance</p> <p>E: Family Engagement</p> <p>F: Extra-Curricular Opportunities</p>	<p>Senior Teaching Assistant for Pupil Premium Mentoring and Intervention 80% of Senior Teaching Assistant for Pupil premium salary (20% of timetable dedicated to school library and Year 6 transition activities). Senior Teaching Assistant for Pupil Premium's timetable targets pupils who meet one or more of the following criteria: -Concerns related to progress. -Attitudinal difficulties hindering academic progress. -Attendance issues. -Emotional difficulties. Thus, the support from this provision will be individualised to each child.</p>	<p>This is an existing Barrow Hedges provision that has been successful. Its 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 evaluations from other Pupil premium provisions from previous years. 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 outcomes. The Senior Teaching Assistant's practice will be observed at regular intervals. 	<p>Inclusion Leader</p>	<p>Implementation will be reviewed formally on a fortnightly basis and included in Subject Leader reviews to governors.</p>
Total budgeted cost					£37,010

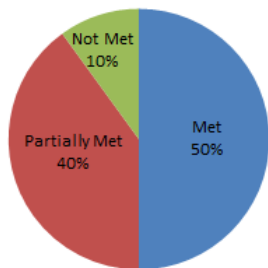
<i>iii. Other approaches</i>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C: Attitude to Learning D: Attendance E: Family Engagement F: Extra-Curricular Opportunities	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.	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.
C: Attitude to Learning D: Attendance E: Family Engagement F: Extra-Curricular Opportunities	Attitudinal and Motivational Resources 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.	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, evidenced by pupil's engagement during and after the trips and positive feedback from parents/carers.	<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. 	Senior Teaching Assistant for Pupil Premium (Supervised by Inclusion Leader)	Implementation will be reviewed as and when resources or outings are arranged and formally reviewed within each of the Inclusion Leader's Action Plan evaluations.
F: Extra-	School Trips,	School trips, residential and school clubs are highly	<ul style="list-style-type: none"> Any financial support will be discussed 	Inclusion	Implementation will be

<p>Curricular Opportunities</p>	<p>Residential and School Clubs Appropriate levels of support will be provided to enable children eligible for Pupil Premium to participate in all school trips, residential and school clubs. In addition to this, specific trips will be identified for children eligible for Pupil Premium to attempt to balance the social and financial differences between children eligible for Pupil Premium and their peers.</p>	<p>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>	<p>and agreed with the Inclusion Leader, Head Teacher and School Bursar.</p>	<p>Leader/ Head Teacher/ Bursar</p>	<p>reviewed termly and reference to this will be included within any report created by the Inclusion Leader.</p>
<p>A: Basic Skills and Prior Learning B: Required Progress Rate C: Attitude to Learning D: Attendance</p>	<p>Evaluating and Improving Mental Health Provision at Barrow Hedges The school's Healthy Schools Leader (new to role) has been asked to prioritise Mental Health in any project work etc. that will work towards completion of the Healthy Schools Silver Award. This presents a training requirement and an opportunity to measure the school's current provision for supporting pupils with their mental health.</p>	<p>This has been targeted as a result of national pressure to address mental health concerns in children; with approximately 1 in 10 children being diagnosed with a mental health need during their childhood and percentages only increasing in recent years. Additionally, as of 2016 there over 2500 children living in Sutton (approximately 7%) with a diagnosed mental health disorder. Further to this, 548 new Tier 2 and 3 referrals were made to CAMHS in the 2017/2018 year. (Sutton CAMHS Transformation Plan, 2017) .</p> <p>Analysis of a Pupil Survey Questionnaire has indicated that a significant percentage of children at Barrow Hedges (28% KS1, 12% KS2, 20% overall) reported that they did not know what mental health and wellbeing means. This equates to 111 children surveyed not indicating they understand what mental health and wellbeing means. Children eligible for Pupil Premium are represented highly among the children having limited understanding of mental health.</p>	<ul style="list-style-type: none"> • Inclusion Leader to hold half termly meetings with Healthy Schools Leader to provide mentoring. • Healthy Schools Leader to attend identified training and report back on this to SLT. • Validation award to be sought to ensure Barrow Hedges mental health provision is having impact. 	<p>Healthy Schools Leader (Inclusion Leader)</p>	<p>Termly.</p>

	<p>External Pupil Premium Review</p> <p>An external Pupil Premium accredited reviewer will be sourced to evaluate the school's approach to Pupil Premium and its use of funding to raise achievement for these children.</p>	<p>Whilst Barrow Hedges is proud of their commitment to Disadvantaged children and the way funding has been allocated in previous years, with consideration that the Senior Leadership Team are virtually unchanged since 2014 which is also when the Inclusion Leader (responsible for Pupil Premium allocation) was introduced to the school, an external review has been deemed appropriate in order to validate our existing approach but also advise on how the school can raise standards further.</p>	<ul style="list-style-type: none"> The Inclusion Leader will research the market for Pupil Premium reviewers and only select experienced, accredited providers. The review will be reported to governors at each stage and the Inclusion Link Governor will evaluate the school's commitment to changes resulting from the review. 	<p>Inclusion Leader</p>	<p>A full report of this review will be published on the school's website.</p>
<p>D: Attendance</p> <p>E: Family Engagement</p>	<p>Family Support Worker</p> <p>The school's Family Support Worker will be directed to focus on Pupil Premium attendance and family engagement of children in receipt of Pupil Premium, as part of her Family Support Worker role.</p>	<p>The school's Senior Teaching Assistant for Inclusion has naturally become the school's family support worker and this will be more clearly identified within this year's school improvement plan. Her salary will continue to be funded by other funding and the allocation from Pupil Premium will aim to enable her to work within this budget to support family engagement and pupil attendance. This initiative is in its infancy and how this money is spent will depend on her own internal research project, focusing on how she can impact this challenging area.</p>	<ul style="list-style-type: none"> The Family Support Worker and the Inclusion Leader will establish a working list of families, whose pupils are eligible for Pupil Premium, with historic incidences of absenteeism and use funding to provide targeted support for these families in improving their children's attendance and their own engagement with school. The Head Teacher will monitor the progress of this work. 	<p>Family Support Worker / Inclusion Leader</p>	<p>The Inclusion Leader will report progress to governors at regular meetings and will summarise progress in termly achievement reports which include attention to attendance.</p>
Total budgeted cost					£11,800

6. Review of Expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach (see section 5 for detail of action/approach)	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 and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Attitude to Learning</p>	<p>Teaching Assistants</p>	<p>January 2019: Class based TAs reviewed their individual impact on individuals eligible for Pupil Premium during Autumn performance management meetings and were coached in how to continue improving this support. This has led to raised standards of support for these pupils and this will be evaluated during learning walks in Spring 2019 when TAs will receive individual feedback.</p> <p>April 2019: Deputy SENCO currently commencing TA observations with part focus on PP outcomes. During team meetings, TAs speak positively and confidently about impact of their support on individually identified pupils (each TA has a performance management target related to a PP child).</p> <p>August 2019: Teaching Assistants continue to add excellent value to the education experienced by our learners. Observations mentioned above reflected high competence, the performance of three particular TAs delivering a Pre-Teach intervention, with disadvantaged learners, was reviewed during the summer term by a governor, who as a current teacher, was able to evaluate the provision thoroughly and concluded that the school have incredibly well trained and capable TAs at their disposal, justifying their cost. During performance management review meetings, held with all 36 TAs, a focus disadvantaged learner was discussed with each staff member and both hard and soft data evidenced the impact of each TA's endeavour when supporting this pupil.</p>	<p>January 2019: TAs have reported that disadvantaged pupils are attending interventions, in some instances a little too often, meaning they are missing crucial Quality First Teaching opportunities. This has been addressed with Year Group Leaders.</p> <p>April 2019: Whilst only informally gathered, monitoring data indicates that due to their high profile, TAs spend more time with PP children than non PP children, which is supporting pupil progress for this group; further funding should potentially be allocated to TA salaries next year.</p> <p>August 2019: Building on the above, Senior Leaders discussed during the summer term how our disadvantaged learners have performed well not only due to specific interventions led by the Inclusion Team, but also due to the regularity of support provided by their own year group TAs, who know them well. These discussions concluded that now these learners are so well understood by their own key staff, it is not necessary to have such a big group of staff working as specialists and increasing funding for TAs using the Pupil Premium is justified.</p>	<p>Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.</p>
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Attitude to Learning</p>	<p>Additional, specific Learning Resources for Reading, Writing, Maths and Other Subjects</p>	<p>January 2019: Individual resources have been purchased and implemented as part of wave one and two provisional support. The impact of this has been increased scaffolded support for pupils to access independently.</p> <p>April 2019: Due to projects run by other leaders (e.g. English Leader) and high awareness of disadvantaged pupils, additional resources have not been deemed necessary with PP funding being spent more on other projects, such as tutoring (currently showing as overspent due to its high impact).</p> <p>August 2019: During the summer term, as each year group's curriculum led to it's conclusion, individual needs of pupils eligible for Pupil Premium were identified and in response, specific and personalised resources were purchased for individual learners. This is excellent use of this funding and reflects the school's attention to individual needs.</p>	<p>January 2019: Class Teachers need to be given more opportunities to consider resources that will support their own learners in class. Resources are currently more commonly selected for interventional work.</p> <p>April 2019: N/A</p> <p>August 2019: It will be necessary to maintain a budget for this provision again in the upcoming academic year because staff have become so aware of this social group's individual needs that the identification of more, personalised resources is expected.</p>	<p>Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.</p>

<i>ii. Targeted support</i>				
Desired outcome	Chosen action/ approach <small>(see section 5 for detail of action/approach)</small>	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 and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Attitude to Learning</p>	<p>Experienced Teacher 1:1 and Small Group Support</p>	<p>January 2019: 12 pupils eligible for Pupil Premium have benefited from direct support via this intervention. Teachers have reported that these pupils have closed learning gaps but more distinctly, they have become more independent and positive minded learners. Pupil Progress meetings have discussed the in year progress made by these pupils this year and it is anticipated that many of them will achieve the aspirational targets set for them.</p> <p>April 2019: During the Spring Term, 16 pupils attended interventions/ received support, led by the school's privately funded teacher for Pupil Premium. Much of the progress made as a result of these interventions, as reported by the Class Teachers and moderated (via case studies) by the Inclusion Leader, is due to the 'Pre Teach' style that has been adopted, as well as instant reactive intervention to misconceptions (aided by the teacher attending the school two days per week this year). Teachers are reporting that children are more confident in class and are applying themselves better as a result of this intervention. Mid year data analysis shows that PP children are closing gaps and making personal progress; this should be reflected in final version of this document.</p> <p>August 2019: During the summer term, the teacher/mentor worked directly with 28 children, contributing greatly the excellent achievements of Year 6 pupils and the progress made by other disadvantaged children throughout the school. This progress is presented more in the final section but an end of year report was written by this privately funded member of staff and this document not only reflects the incredible contributions made but has also acted as an excellent transition/ handover document for teachers inheriting these learners during the next academic year.</p>	<p>January 2019: There has been far greater collaboration between the experienced teacher leading this provision and the other stakeholders (teachers, teaching assistants, Inclusion Team) this year and this has raised standards. It is essential that this continues.</p> <p>April 2019: It is vital to secure this provision for the next academic year and consider increasing it.</p> <p>August 2019: Unfortunately, the lady who has fulfilled this role for two years is relocating and will only be available for the first two weeks of the next academic year. Recruitment of someone with similar skills, and, crucially, equal passion, is essential.</p>	<p>Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.</p>
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Attitude to Learning</p> <p>D: Attendance</p> <p>E: Family Engagement</p> <p>F: Extra-Curricular Opportunities</p>	<p>Tutoring Sessions for children eligible for Pupil Premium</p>	<p>January 2019: 13 blocks (of 6 sessions) of in school tutoring have been offered to identified pupils (10 pupils have partaken so far). The impact of this is demonstrated by the children's achievement against the targets, which are agreed with Class Teachers and moderated by the Inclusion Leader.</p> <p>Of the 35 targets set, 33 (94%) of targets have been met or partially met, meaning pupils have made progress. There are only two incidences where targets were not met at all and this was due to other targets being prioritised. One pupil fed back (on pupil voice form): "I choose 9 [out of 10] because when I do maths it is hard and tutoring explains it all in a drawing way with pens...and I like the Maths games" (Year Two boy). In addition, 3 pupils have received funded tutoring at home, weekly, with a slightly different arrangement. A report on the impact of this is anticipated by February 2019.</p>	 <p>January 2019: This provision has continued to be successful with both class teachers and teaching assistants leading sessions (previously, only teachers led the sessions).</p> <p>Whilst it is positive that 94% of targets were met or partially met, when broken down further, 46% were met with 49% partially met. Having reviewed these targets, there are many that are aspirational, which is good, but are not achievable within 6 sessions. This has been fed back to tutors.</p> <p>April 2019: Now that this is a known initiative throughout the staff and wider community, it is increasing in popularity.</p>	<p>Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.</p>

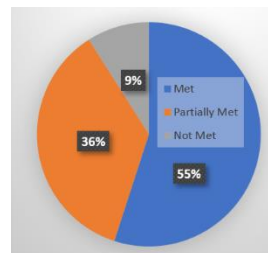


April 2019: During the Spring Term, a further 10 blocks of tutoring sessions commenced (meaning there have now been 23 blocks in total) for identified pupils. The key evaluation of this initiative this academic year is the respect it has generated amongst all staff; it is now the 'go to' provision for resolving particular learning gaps or needs for certain disadvantaged pupils. This is something the school is very proud of and attributes to its hardworking staff leading the interventions. Of the 10 blocks, 90% of targets have been met or partially met, as presented here.

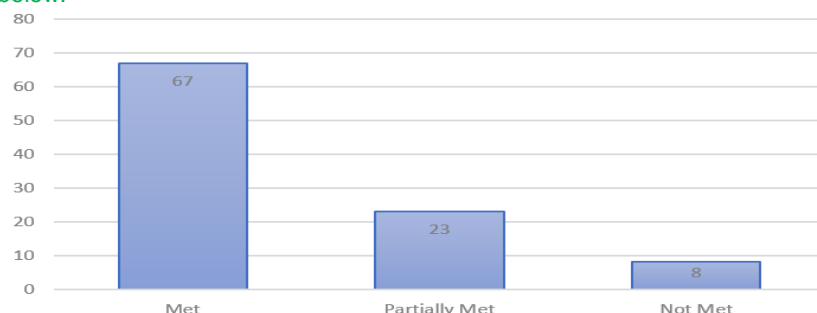
When completing a pupil evaluation, one child remarked "the 'we are learning is fun'...I feel more confident and I have got more questions right".

It is noteworthy that the budget allocated to this initiative has been overspent; this was a conscious decision by senior leaders who could see the impact of this initiative clearly and re-structured the spending allocation in light of this.

August 2019: During the summer term, a further 12 blocks of tutoring sessions took place, focused on pupils identified from Pupil Progress analysis and meetings. As shown, right, 91% of targets set were met and pupil voice, staff feedback and comments made by parents/carers further evidenced the high impact of this provision, hence the over investment in it during the academic year.



During the academic year, there were 35 blocks of six sessions implemented, benefitting a total of 21 disadvantaged pupils (some having more than one block) with the total achievement, in terms of targets set, demonstrated on the bar chart below:



When reviewing the targets achieved for the entire academic year, the Inclusion Leader explored how many of the targets that were 'not met' by the end of a tutoring block had been followed up and achieved later by class teachers and all but one had been, with the child now able to demonstrate the skill/aspect with confidence; the one outstanding target remains a focus.

In addition to the above, the budget for this funding also paid for three pupils to be tutored

Whilst it continues to impact on pupil outcomes, additional PP funding should be invested, as has been the case next year. This year's final spend should indicate how much should be allocated for the next academic year.

August 2019: Tutoring at Barrow Hedges has become a relied upon provision and one that has seen many prior learning gaps closed within suitable and personalised environments, tailored to each pupil. It is predicted that the uptake of this provision will be similar during the next academic year and this will be reflected in the next strategy plan.

		outside of school, this due to the Inclusion Leader's identification of a specialist professional who could support these three pupils with their own unique needs. This provision was evaluated separately via soft data.		
<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Attitude to Learning</p> <p>E: Family Engagement</p>	<p>Home Learning Packs</p>	<p>April 2019: All ordered. Awaiting arrival. Teachers completed questionnaires for each pupil this year meaning that home learning packs will be highly personalised for each pupil and will accord to interests (e.g. reading books that they will enjoy and engage with) and next learning steps (e.g. times tables playing cards for a child working on their times tables).</p> <p>August 2019: Due to complications with ordering such a ranging and large amount of resources to promote and enhance home learning, the home learning packs were not sent out until the end of the school year. However, this was a fortunate happening as feedback from children and parents/carers has been that children engaged far more with these packs during the longer holiday and in particular parents felt that this supported these children during the long summer break. The packs themselves were highly personalised with reading books and activities according to pupil's interests and stage of learning/development.</p> 	<p>January 2019: As evaluated last year, teacher's to have advanced role in the selection of resources for these packs.</p> <p>April 2019: With this provision becoming so personalised, more time is needed for packs to be organised, if continued.</p> <p>August 2019: The home learning packs are an excellent resource but determining their impact is more difficult. With this in mind, during the academic year 2019/2020 teachers will be encouraged to consider home learning aids throughout the year, for individual pupils, rather than at one point during the year. If funding allows, packs will be devised at the end of the academic year also.</p>	<p>Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.</p>
<p>C: Attitude to Learning</p> <p>D: Attendance</p> <p>E: Family Engagement</p>	<p>Emotional Literacy Support</p>	<p>January 2019: There is now a working progress tracker (example below) for ELSA intervention and 100% of disadvantaged children who have attended interventions with the ELSAs have made progress in each targeted area. The impact of this is that pupil's emotional wellbeing is improved, thus making them better prepared for learning.</p> <p>April 2019: Disadvantaged pupils continue to benefit from ELSA interventions and case studies have commenced to monitor this. Currently, pupils are being grouped in order to experiment with small group ELSA sessions (opposed to 1:1) to increase impact on wider community of children.</p> <p>August 2019: As above, group sessions were conducted to tackle aligning issues experienced by disadvantaged, and other, learners, during the Summer Term. This worked well and meant that there were less sessions altogether and the stigma of being taken out for so many interventions was reduced for pupils.</p> <p>During the academic year, it was noted that additional Pupil Premium funding (£3,000+) was available to the school and it is within this provision that the school invested further funding, this due to the growing caseload for our Emotional Literacy Support Assistants. The Family Support Worker is now ELSA trained, including regular supervision, as well as one of the school's Nursery Nurses, so that pupils whose families are benefitting from this form of support can receive ELSA support from a consistent adult.</p> 	<p>January 2019: There have been instances this year whereby an ELSA intervention, on top of other interventions (particularly for pupils in Year 6) has been overwhelming, because it is another regular occasion that the child will be out of class.</p> <p>April 2019: N/A</p> <p>August 2019: ELSA remains an essential provision for our pupils and the collaboration of ELSAs with other members of the Inclusion Team is vital moving forward.</p>	<p>Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.</p>

<p>A: Basic Skills and Prior Learning</p> <p>B: Required Progress Rate</p> <p>C: Attitude to Learning</p> <p>D: Attendance</p> <p>E: Family Engagement</p> <p>F: Extra-Curricular Opportunities</p>	<p>Senior Teaching Assistant for Pupil Premium Mentoring and Intervention</p>	<p>January 2019: 30+ children have benefitted from support provided by the Senior Teaching Assistant for Pupil Premium. This has included mentoring support, attitudinal support and pastoral support and is personalised for each learner. The impact of this provision was reviewed in December 2019 via intervention case studies which showed that pupil's improved attitude to learning and academic progress had directly resulted from the initiative.</p> <p>April 2019: As above. Further Pupil and teacher voice will commence during the Summer Term in order to evaluate this provision further.</p> <p>August 2019: There is no doubt, having reviewed the STA for Pupil Premium's caseload and then spoken with these children and evaluated their attitude towards learning, that this provision has been impactful, so much so that the Senior Leadership Team have decided that an allocated adult specifically aiming to motivate pupils to become independent, successful learners, is no longer required, thus meaning further funding can be invested in other provisions, such as general TAs and tutoring.</p>	<p>January 2019: N/A</p> <p>April 2019: Further evaluation is required to ensure value for money from this provision.</p> <p>August 2019: See left, this provision will be discontinued due to the progress made by pupils.</p>	<p>Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.</p>
<p><i>iii. Other approaches</i></p>				
<p>Desired outcome</p>	<p>Chosen action/ approach (see section 5 for detail of action/approach)</p>	<p>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Projected Cost & Actual Spend</p>
<p>C: Attitude to Learning</p> <p>D: Attendance</p> <p>E: Family Engagement</p> <p>F: Extra-Curricular Opportunities</p>	<p>Pupil Welfare and Inclusion</p>	<p>January 2019: Pupil Premium funding has been used to support families with funding school uniform and other resources during the Autumn Term. Free School Milk has been offered to every pupil eligible for Pupil Premium. The impact of this provision has been that there is no visual socio-economic difference present at Barrow Hedges.</p> <p>April 2019: Barrow Hedges remain committed to ensuring that socio-economic differences are not impacting pupil's inclusion at the school. During the Spring Term the Inclusion Leader, in liaison with the parents of one child, identified that an external agency was required in order to improve the child's access to learning (further detail not available on this version due to data protection) so the school allocated £600 in order to organise this provision. The visits and assessment report have been useful in raising standards of support for this pupil and also others but the longer term impact has not been evaluated as yet.</p> <p>August 2019: As above, Barrow Hedges continued, during the Summer Term, to provide welfare based support to pupils to ensure absolute inclusion in terms of children's socio-economic differences. This supported many pupils but significantly, one new family (two pupils) who joined the school from a very unique journey, arriving in requirement of all clothing and resources associated with British education; the school have been praised by external agencies involved with this family for acquiring said items as it has impacted the transition this family has made greatly. This is the causation for the overspend in this area of the budget, which is justified by the difference it has made.</p>	<p>January 2019: N/A</p> <p>April 2019: The way this money has been used, described left, has led to accelerated improvements to the provision in place for this pupil and the school must consider whether other pupils could benefit in a similar way and plan for this for the next academic year.</p> <p>August 2019: It is not anticipated that as much funding will be required to fulfil the associated desired outcomes with this provision in the upcoming academic year.</p>	<p>Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.</p>

<p>C: Attitude to Learning</p> <p>D: Attendance</p> <p>E: Family Engagement</p> <p>F: Extra-Curricular Opportunities</p>	<p>Attitudinal and Motivational Resources</p>	<p>January 2019: The most funding to motivate pupils the cinema, in the final which are in receipt of whom were attending staff who were also asked positive experience, below:</p> <ul style="list-style-type: none"> - "We're so lucky!" - "I loved the popcorn" - "I felt happy" - "I was so excited, I wanted it to happen straight away because I had never watched Nativity Rock and I really wanted to watch it." - "I liked everything, I really liked the movie, I really liked the popcorn and I really liked the drink, it tasted of fruit but it was water" <p>The impact of this trip was the developed relationships and increased trust between intervention leaders and participants. The trip also provided many of the attendees with a unique experience that they had not had before.</p> <p>April 2019: During the Spring Term, Year 6 pupils, eligible for Pupil Premium, were asked by key adults what experiences would motivate them most to continue working hard in their interventions and other lessons. A group of them joked about attending a football match with their friends...so we took the Year 6 cohort to Wembley to see England versus Czech Republic on a Friday evening. Pupils eligible for Pupil Premium had their places on this trip funded and a coach was paid for to make this experience possible. Staff who run Pupil Premium based interventions all attended the trip providing a unique opportunity to develop relationships with the children. The children loved the experience and it continues to inspire their learning activities.</p> <p>August 2019: Due to residential trips and other activities during the Summer Term, no trips were scheduled. It was also not necessary to purchase other attitudinal/motivational resources during this term due to other provisions being implemented, hence the underspend in this area.</p>		<p>distinct use of Pupil Premium was a trip that was organised to week of term. 20 pupils (13 of Pupil Premium) attended, all of ongoing interventions with the to attend the trip. This was a indicated by the pupil voice</p>	<p>January 2019: Children were incredibly positive prior to, during, and following this trip. Termly events will be considered.</p> <p>April 2019: N/A</p> <p>August 2019: Due to the use of personalised resources from other areas of the Pupil Premium budget, this area was almost exclusively utilised for the funding of trips. During said trips, pupils commented on the rarity of such experiences for them and the senior leadership team have decided that some attention to pupil's life experiences should be undertaken in order to identify some other relevant trips which will develop pupils personally, and enhance their educational experience, thus improving their attitude towards learning and aspirations for the future.</p>	<p>Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.</p>
<p>F: Extra-Curricular Opportunities</p>	<p>School Trips, Residentials and School clubs</p>	<p>January 2019: A new and improved approach to allocating disadvantaged children to clubs that increases impact for each individual has been introduced; this involves funding pupil's individual participation in existing clubs, rather than the previous model that funded entire clubs and then encouraged children to participate. The impact of this is that pupils are attending clubs relevant to them and their own interests, thus improving their relationship with school based activities and providing them with exercise and additional social opportunities.</p> <p>In order to review the clubs, we asked the children to feedback on them:</p> <ul style="list-style-type: none"> - 22 children eligible for pupil premium participated in clubs that were fully funded (many more funded their own participation). - 77% of pupils said the club they attended has made them want to do a similar club in the future, inside or outside of school. - 64% of pupils rated their 'enjoyment' an 8, 9 or 10, out of 10 with only two pupils 	<p>January 2019: Pupils continue to be signed up for clubs that they are not necessarily interested in. This requires further exploration.</p> <p>April 2019: It is clear that the school do not need to allocate as much funding to this provision for the next academic year. This year, funding allocated to this provision will be transferred to the tutoring initiative which is currently overspent.</p> <p>August 2019: The club allocation approach this year has been highly</p>	<p>Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.</p>		

		<p>rating below a 5 (both of these children have been reallocated to new clubs).</p> <ul style="list-style-type: none"> - 68% of pupils rated the contribution the club has made towards their learning an 8, 9 or 10. - Additional comments included: "It gave me more energy"; "[I did something] "I am good at"; "I had fun, it was interesting, I learned new stuff with new friends"; "I've never done a club before". <p>Whilst the school have monitored the uptake of residential trips (and other day trips), ensuring that disadvantaged children are intending to attend them, this has only posed a few examples of financial support being required; this, we believe, is due to the emphasis on learning, communicated to parents of children with eligible pupils, during the last academic year, with many feeling positive about the other initiatives being organised, such as tutoring etc. This means that the projected cost for this provision can be used to support the enhancement of other Pupil Premium initiatives.</p> <p>April 2019: The new system of allocating Pupil Premium clubs has continued, with success, and the following evaluative notes describe the continued impact of this provision:</p> <ul style="list-style-type: none"> • Pupils have been matched to clubs according to their interests as well as clubs that will aid their specific development. • During the Spring Term 16 pupils attended clubs that were funded by Pupil Premium. An additional 7 pupils were offered paid places but declined them. • Of the 16 pupils only two pupils said they did not enjoy the club that they attended, all others said it should be re-run. • 64% of pupils rated their enjoyment levels between 7 and 10 (out of 10) with only one pupil rating less than 6. • 64% of pupils rated the sessions success in 'supporting their learning' as between 8 and 10 (out of 10). • Additional pupil voice comments were: "I think that if we had this club again I could do more exercise and achieve my goals in cheerleading" (Y6 pupil); "I enjoyed it because you were always moving and it was fun". • Of the two feedback forms that were not positive, alternative clubs have been identified for these pupils and the Inclusion Leader will review their enjoyment, engagement and achievement after two weeks of the club to ensure they do not feel the same way about the new club. <p>August 2019: Having evaluated the impact of the club places funded by Pupil Premium this year, the following conclusions have been drawn:</p> <ul style="list-style-type: none"> • Clubs have been successfully targeted to pupils according to their interests and developmental goals, with careful consideration given when each club has been funded. • This strict allocation method has meant that the school has used less funding, more strategically, meaning other provisions such as tutoring have been invested in further. • Pupils attending the clubs have spoken very positively about their enjoyment and learning during the sessions; 100% of Pupil Voice questionnaires during the summer term reported at least 8 out of 10 for enjoyment and 7 out of 10 for learning. <p>In terms of supporting children to attend school residential trips, with the community awareness of the purpose of Pupil Premium funding ever increasing, mainly due to meaningful provision such as mentoring and tutoring, requests for support with trips have</p>	<p>successful and subsequently, the typical funding allocation for this provision over the years at Barrow Hedges is no longer required.</p>	
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		been reduced significantly. However, the school have reviewed residential trip lists and ensured that socio-economic barriers have not prevented any pupil participation, making supportive arrangements when needed.		
A: Basic Skills and Prior Learning B: Required Progress Rate C: Attitude to Learning D: Attendance	Evaluating and Improving Mental Health Provision at Barrow Hedges	<p>January 2019 2019: Baseline has been analysed (i.e. where the school are now) using pupil voice and parent surveys. Training and validation award has been identified and will be attended in January 2019 2019.</p> <p>April 2019: The Healthy Schools coordinator has prioritised mental health as the key area for her action plan this year and has recently submitted an audit, following a conference in January 2019 2019. The audit has enabled the school to set targets for improvement to mental health provision at the school and also validated a number of provisions already implemented.</p> <p>August 2019: Following the audit, mentioned above, and the Healthy School's participation in the Mental Health training, she has now been accredited with Mental Health Leader status; this is a positive outcome for the school and this member of staff will continue to fulfil this role next year with a clear action plan for improvement.</p>	<p>January 2019 2019: N/A</p> <p>April 2019: N/A</p> <p>August 2019: The Mental Health audit found that disadvantaged children are not an especially vulnerable group in terms of their access to mental health support in school and thus will benefit from the typical mental health provision improvements planned for the school in 2019/2020; thus, specific allocated Pupil Premium will not be required for this initiative next year.</p>	Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.
A: Basic Skills and Prior Learning B: Required Progress Rate C: Attitude to Learning D: Attendance E: Family Engagement F: Extra-Curricular Opportunities	External Pupil Premium Review	<p>January 2019: To be arranged for Summer Term 2019.</p> <p>April 2019: As above.</p> <p>August 2019: During the summer term, a School Improvement visit was arranged with The Cirrus Trust Deputy Chief Executive Officer, who validated the school's endeavour towards securing best possible outcomes for disadvantaged children. The Senior Leadership Team had thought this visit would take the same shape as an external Pupil Premium review but due to other priorities, it was not rigorous in assessing the impact of our funding and it has therefore been decided that an external reviewer will be identified in 2019/2020. It is worth noting that the school's Head Teacher, Mrs Louise Wood, has been commissioned by the trust to audit and support the improvement of other school's Pupil Premium strategies.</p>	<p>January 2019: N/A</p> <p>April 2019: N/A</p> <p>August 2019: It is necessary to identify an external reviewer.</p>	Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.
D: Attendance E: Family Engagement	Family Support Worker	<p>January 2019: The wider impact of the school's Family Support Worker is detailed elsewhere but in terms of her contributions towards decreasing the attendance gap, currently, there is no gap between the average attendance of disadvantaged children and their peers; so far, we are on track to have improved the attendance gap by 3%, diminishing it completely.</p> <p>April 2019: There remains only a minor gap between the average attendance of disadvantaged pupils and their peers. This is very much due to the Family Support Worker's work with identified families.</p> <p>August 2019: During the Summer Term, unavoidable absences occurred for a number of our disadvantaged children, meaning that the success of the Family Support Worker's endeavour to close this attendance gap, along with other key members of staff who worked towards this end, was hindered. However, there have been improvements, as noted within the next section.</p>	<p>January 2019: N/A</p> <p>April 2019: N/A</p> <p>August 2019: In order to continue to improve the matter of disadvantaged children's attendance at school, further internal research must be undertaken; this may include exploring the reasons for each absence and considering mechanisms for reducing this in the future.</p>	Not included due to data protection. Alternative version of document available to applicable stakeholders; please contact Inclusion Leader for further information.
Total Spending			£66,896.24 (£160.30 carried forward)	

7. Final Summary of School's Progress Towards Desired Outcomes

	<i>Desired Outcome</i>	<i>Summary of Progress (July / August 2019)</i>																																																					
A	<p>Basic Skills and Prior Learning: Our data analysis and provision evaluations from 2017/2018 have identified that a number of pupils in receipt of Pupil Premium have existing gaps in their prior learning knowledge and basic skills.</p> <p style="color: #0070c0;">Desired Outcome: For children eligible for Pupil Premium to have been supported in filling existing learning gaps, enabling them to be able to approach age appropriate learning independently and with confidence.</p>	<p>Desired Outcome A and B have been merged for this summary of progress due to how they link and focus on data.</p> <p>As described throughout section 6, it is the Senior Leadership Team's view that the provision in place funded by Pupil Premium funding is efficient, purposeful and impacting positively on pupil progress and attainment. The analysis below presents our end of year data and discusses the analysis of this.</p> <p>Introduction</p> <p>Whilst the school's own approach to analysing data has evolved, aligning with national guidance and identified best practice, it was appropriate to present the ensuing data in a similar format to previous years, so that the school's progress in diminishing differences for this social group can be evaluated, and therefore this report pays attention to 'closing the gap' between the attainment of those eligible for Pupil Premium (disadvantaged children) and their peers, as well as evaluating the progress made by these pupils and discussing the school's success in terms of enabling some pupils to achieve the Greater Depth standard.</p>																																																					
B	<p>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.</p> <p style="color: #0070c0;">Desired Outcome: For identified pupils to have made accelerated progress so that whole school attainment gaps are closed or are closing, in accordance with the school's high aspirations for these pupils but against reasonable expectations of what can be achieved within one year (i.e. a Year 4 pupil still has two years left at Barrow Hedges when they reach the end of Year 4).</p>	<p>At Barrow Hedges, we believe that our greatest impact on pupil's progress is demonstrated in their Key Stage Two data, when our carefully allocated and continuously evaluated provision has had maximum time to benefit our pupils; with this in mind, this report first pays attention to our End of Key Stage Two data for this academic year, although until December 2019 this data remains unvalidated, so is subject to change.</p> <p>The achievement of disadvantaged pupils at the end of Key Stage Two</p> <p><u>Attainment</u></p> <p>The table below presents the number of pupils who achieved the expected standard in each core subject, and how many of these pupils achieved the expected standard in all three subjects combined. It also provides the comparative figure for pupils who are not eligible for Pupil Premium:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Subject</th> <th style="width: 20%;">National % of ALL (both eligible and NON eligible) pupils to achieve the expected standard</th> <th style="width: 20%;">BH eligible pupils achieving the expected standard (out of 10 pupils)</th> <th style="width: 20%;">BH non eligible pupils achieving the expected standard (out of 80 pupils)</th> <th style="width: 25%;">Difference between BH eligible and BH non eligible</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73%</td> <td>70%</td> <td>85%</td> <td style="color: red;">-15%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>60%</td> <td>89%</td> <td style="color: red;">-29%</td> </tr> <tr> <td>Maths</td> <td>79%</td> <td>60%</td> <td>84%</td> <td style="color: red;">-24%</td> </tr> <tr> <td>Combined</td> <td>65%</td> <td>50%</td> <td>76%</td> <td style="color: red;">-26%</td> </tr> </tbody> </table> <p>Unlike previous years, there was also a number of children eligible for Pupil Premium who achieved the Greater Depth standard, as presented in the table below:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Subject</th> <th style="width: 20%;">National % of ALL (both eligible and NON eligible) pupils to achieve the greater depth standard</th> <th style="width: 20%;">BH eligible pupils achieving the greater depth standard (out of 10 pupils)</th> <th style="width: 20%;">BH non eligible pupils achieving the greater depth standard (out of 80 pupils)</th> <th style="width: 25%;">Difference between BH eligible and BH non eligible who achieved the greater depth standard</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>30%</td> <td>44%</td> <td style="color: red;">-14%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>30%</td> <td>46%</td> <td style="color: red;">-16%</td> </tr> <tr> <td>Maths</td> <td>27%</td> <td>10%</td> <td>44%</td> <td style="color: red;">-34%</td> </tr> <tr> <td>Combined</td> <td>10%</td> <td>10%</td> <td>28%</td> <td style="color: red;">-18%</td> </tr> </tbody> </table>				Subject	National % of ALL (both eligible and NON eligible) pupils to achieve the expected standard	BH eligible pupils achieving the expected standard (out of 10 pupils)	BH non eligible pupils achieving the expected standard (out of 80 pupils)	Difference between BH eligible and BH non eligible	Reading	73%	70%	85%	-15%	Writing	78%	60%	89%	-29%	Maths	79%	60%	84%	-24%	Combined	65%	50%	76%	-26%	Subject	National % of ALL (both eligible and NON eligible) pupils to achieve the greater depth standard	BH eligible pupils achieving the greater depth standard (out of 10 pupils)	BH non eligible pupils achieving the greater depth standard (out of 80 pupils)	Difference between BH eligible and BH non eligible who achieved the greater depth standard	Reading	27%	30%	44%	-14%	Writing	20%	30%	46%	-16%	Maths	27%	10%	44%	-34%	Combined	10%	10%	28%	-18%
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Progress

The table below presents the 'value added' progress scores for our pupils who reached the end of Key Stage Two in July 2019:

Subject	'Valued Added' for children eligible for Pupil Premium	'Value Added' for children NOT eligible for Pupil Premium
Reading	+2.5	+1.0
Writing	+2.1	+1.9
Maths	-0.9	+0.1

What does this data tell us?

The cohort of disadvantaged learners who left the school in July 2019 made excellent progress; this is partly portrayed here, particularly in Reading and Writing where this group of learners achieved a progress score that exceeded that of their 'non-disadvantaged' peers. This was not the case in Maths but this illustrates a school trend and not a Pupil Premium specific trend; the school's Leadership Team had already noted the focus required on Maths and the school's improvement plan describes its intention to raise standards for this subject. In terms of attainment, it is highly positive to be presenting children eligible for Pupil Premium who have achieved the Greater Depth standard and this is something the school is confident it will build upon as more eligible pupils conclude their journey through our school having benefitted from our ever-improving provision for disadvantaged learners. There remains an attainment gap between children eligible for Pupil Premium and their non-eligible peers at Barrow Hedges, this social group remain highly prevalent to the school's continued stride for improvement.

The achievement of disadvantaged pupils at Barrow Hedges in Year One to Year Six

Attainment – Expected Standard

The four tables over page present the number of pupils who are on track to achieving (or have achieved in the case of Year 2 and Year 6) the expected standard for the key stage they are working towards, in each core subject, and in the three core subjects combined. It also provides comparative data for each cohort in 2017 and 2018 and so reflects the school's achievement in closing the gap between eligible and non-eligible pupils as they progress through the school:

Reading:

Year Group	Number of PP children	Summer 2017		Summer 2018		Summer 2019		% Difference between PP and Non-PP			
		PP	Non-PP	PP	Non-PP	PP	Non-PP	Summer 2017	Summer 2018	Summer 2019	Difference between Summer 2018-Summer 2019
Year 1 (Year 2 from September '19)	4	N/A	N/A	N/A	N/A	75%	86%	N/A	N/A	-11%	N/A
Year 2 (Year 3 from September '19)	8 (+2 since September '18)	N/A	N/A	33%	87%	25%	88%	N/A	-54%	-66%	-12% greater gap
Year 3 (Year 4 from September '19)	5	33%	95%	20%	87%	60%	90%	-62%	-67%	-30%	37% smaller gap
Year 4 (Year 5 from September '19)	10 (+1 since September '18)	40%	87%	33%	85%	50%	85%	-47%	-52%	-35%	17% smaller gap
Year 5 (Year 6 from September '19)	10 (+1 since September '18)	33%	75%	56%	90%	30%	88%	-42%	-34%	-58%	-24% greater gap
Year 6 (Year 7 from September '19)	10 (+1 since September '18)	70%	85%	67%	84%	70%	85%	-15%	-17%	-15%	2% smaller gap
All Pupils*	47 (= to 2017/2018)	56%	86%	49%	87%	49%	87%	-30%	-38%	-38%	=

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

Writing:

Year Group	Number of PP children	Summer 2017		Summer 2018		Summer 2019		% Difference between PP and Non-PP			
		PP	Non-PP	PP	Non-PP	PP	Non-PP	Summer 2017	Summer 2018	Summer 2019	Difference between Summer 2018-Summer 2019
Year 1 (Year 2 from September '19)	4	N/A	N/A	N/A	N/A	75%	86%	N/A	N/A	-11%	N/A
Year 2 (Year 3 from September '19)	8 (+2 since September '18)	N/A	N/A	33%	89%	13%	83%	N/A	-56%	-70%	14% greater gap
Year 3 (Year 4 from September '19)	5	33%	89%	20%	84%	60%	89%	-56%	-64%	-29%	35% smaller gap
Year 4 (Year 5 from September '19)	10 (+1 since September '18)	40%	87%	44%	79%	50%	81%	-47%	-35%	-31%	4% smaller gap
Year 5 (Year 6 from September '19)	10 (+1 since September '18)	0%	74%	22%	87%	40%	88%	-74%	-65%	-48%	17% smaller gap
Year 6 (Year 7 from September '19)	10 (+1 since September '18)	50%	74%	67%	79%	60%	89%	-24%	-12%	-29%	17% greater gap
All Pupils*	47 (= to 2017/2018)	40%	82%	43%	85%	47%	86%	-42%	-42%	-39%	3% smaller gap

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

Maths:

Year Group	Number of PP children	Summer 2017		Summer 2018		Summer 2019		% Difference between PP and Non-PP			
		PP	Non-PP	PP	Non-PP	PP	Non-PP	Summer 2017	Summer 2018	Summer 2019	Difference between Summer 2018-Summer 2019
Year 1 (Year 2 from September '19)	4	N/A	N/A	N/A	N/A	75%	91%	N/A	N/A	-16%	N/A
Year 2 (Year 3 from September '19)	8 (+2 since September '18)	N/A	N/A	33%	90%	63%	85%	N/A	-57%	-22%	35% smaller gap
Year 3 (Year 4 from September '19)	5	17%	91%	20%	91%	60%	90%	-74%	-71%	-30%	41% smaller gap
Year 4 (Year 5 from September '19)	10 (+1 since September '18)	60%	90%	33%	78%	50%	88%	-30%	-45%	-38%	7% smaller gap
Year 5 (Year 6 from September '19)	10 (+1 since September '18)	22%	75%	22%	91%	30%	86%	-53%	-69%	-56%	13% smaller gap
Year 6 (Year 7 from September '19)	10 (+1 since September '18)	80%	89%	78%	88%	60%	84%	-9%	-10%	-24%	14% greater gap
All Pupils*	47 (= to 2017/2018)	54%	88%	45%	88%	53%	88%	-34%	-43%	-35%	8% smaller gap

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

Combined:

Year Group	Number of PP children	Summer 2017		Summer 2018		Summer 2019		% Difference between PP and Non- PP			
		PP	Non-PP	PP	Non-PP	PP	Non-PP	Summer 2017	Summer 2018	Summer 2019	Difference between Summer 2018-Summer 2019
Year 1 (Year 2 from September '19)	4	N/A	N/A	N/A	N/A	75%	84%	N/A	N/A	-9%	N/A
Year 2 (Year 3 from September '19)	8 (+2 since September '18)	N/A	N/A	33%	85%	13%	76%	N/A	-52%	-63%	11% greater gap
Year 3 (Year 4 from September '19)	5	17%	86%	20%	81%	60%	88%	-69%	-61%	-28%	33% smaller gap
Year 4 (Year 5 from September '19)	10 (+1 since September '18)	40%	85%	22%	73%	50%	79%	-45%	-51%	-29%	22% smaller gap
Year 5 (Year 6 from September '19)	10 (+1 since September '18)	22%	64%	22%	86%	20%	84%	-42%	-64%	-64%	=
Year 6 (Year 7 from September '19)	10 (+1 since September '18)	70%	76%	56%	73%	50%	76%	-6%	-17%	-26%	9% greater gap
All Pupils*	47 (= to 2017/2018)	46%	80%	34%	80%	40%	81%	-34%	-46%	-41%	5% smaller gap

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

The number of eligible pupils now on track to achieving (or have achieved in the case of Year 2 and Year 6) the greater depth standard for the key stage they are working towards remains low but is a focus for the school and thus, is included below:

Subject	BH eligible pupils achieving the greater depth standard	BH non eligible pupils achieving the greater depth standard	Difference between BH eligible and BH non eligible who achieved the greater depth standard
Reading	9%	41%	-32%
Writing	9%	34%	-25%
Maths	4%	38%	-34%
Combined	4%	22%	-18%

What does this data tell us?

When considering the whole school cohort in terms of attainment, the gap between children eligible for Pupil Premium and their peers has continued to reduce overall in Writing, Maths and Combined (equal in Reading) and while this diminishment of difference is minimal (between 0% and 8%) it validates the school's provisional arrangements for these pupils who are, in this data, being compared to non-eligible pupils who are on average achieving far above national expectations. The school's governors, Senior Leadership Team and staff are fully aware of the scale of the challenge in closing this attainment gap and remain committed to doing so. This data reflects that there is no particular subject where the disparity between the ongoing achievements of disadvantaged pupils compared with their peers is distinctly significant, thus whole school trends are seemingly prevalent to disadvantaged pupils meaning the priority must be to support these pupils with their own particular learning profiles, whilst ensuring they benefit from any whole school initiatives. The instances (highlighted in red)

above where the difference between disadvantaged pupils and their peers has increased (e.g. Year 6 Maths) is affected by the change in pupil numbers with each eligible pupil impacting the % heavily due to the low numbers of pupils; it is also reassuring that in any such cases regarding Year 6, the progress scores presented earlier are demonstrative of the school's endeavour to ensure these pupils make optimal progress towards the expected standard. Finally, the disparity between the number of pupils on track to achieving, or having achieved, the Greater Depth standard throughout the school is high but as stated at the beginning of this analysis, it is our view that a disadvantaged pupil's journey at Barrow Hedges should be judged when it has concluded (in Year 6) having benefited from the provision implemented using Pupil Premium funding.

Progress of disadvantaged pupils at Barrow Hedges – Year 1 – 5

The progress made by pupils at the end of Key Stage Two (Year 6) has been presented earlier in this document and as this was the last cohort whose progress measure depended on comparing one assessment format (levels) to another, it has not been included below, hence this table presents the progress made by pupils in years one to five.

	% of pupils eligible for Pupil Premium making 'good' or 'better' progress	% of pupils NOT eligible for Pupil Premium making 'good' or 'better' progress	% difference between number of eligible and Not eligible pupils making 'good' or 'better' progress
Reading	78%	93%	-15%
Writing	73%	91%	-18%
Maths	78%	94%	-16%

What does this data tell us?

This table presents how no less than 73% of our disadvantaged pupils are making progress that is rated 'good' or 'better' when comparing their current achievement to what they achieved at the time of their last End of Key Stage assessment. This is positive but the school must continue to strive for comparable percentages of 'good' or 'better' progress achieved by our non-disadvantaged pupils, which does not fall below 91% in any year group. We believe our current provisional arrangements are capable of achieving this.

Summary

In summary, the school's regard for the attainment and progress of children eligible for Pupil Premium is continuing to secure success and whilst this journey is not yet complete, the school's highly documented endeavour towards this journey is impressive and should be celebrated, whilst continuing to strive for further improvement.

Please note, of the targets presented in Section 4, Outcome B, of this document, many were achieved but some were not. Crucially, all End of KS2 targets were achieved, and exceeded in many cases, thus reflecting the impact of children at point of leaving the school. Targets like this will not be used for the next academic year as they do not account for the various factors that impact of the progress made by these learners.

C Attitude to Learning: Our provision evaluations, which included Pupil Voice, from 2017/2018 have identified that a number of pupils present with a poor attitude to learning opportunities, including specialist led interventions, unlike their peers.
 Desired Outcome: For all pupils eligible for Pupil Premium to speak positively about their learning, their abilities and the support that they receive.

It is the view of staff working with the children benefitting from Pupil Premium funded provision that in terms of their participation in school activities and their enthusiasm when at school, there have been vast improvements over the past three years. However, there does remain a gap in terms of disadvantaged children's aspirations and pupil voice based research will be conducted in the upcoming academic year to explore this further. There also appears to be a significant link to this groups' participation and rewards, such as the two successful trips run this year, and whilst the school's intention is to achieve all pupils taking personal responsibility for their attitude to learning, without rewards expected for doing so, this remains a relevant provision to bring about that change.

<p>D Attendance: The average pupil attendance % for children in receipt of Pupil Premium in 2017/2018 (93.4%) is 3.03% lower than the average pupil attendance % for children not in receipt of Pupil Premium (96.43%). This is a slightly improved picture from 2016/2017 but remains an external barrier which requires focus.</p> <p>Desired Outcome: For the average pupil attendance % for children in receipt of Pupil Premium to have improved so that it aligns with the % attendance of those not eligible for Pupil Premium.</p>	<p>The school have endeavoured to make improvements to the % attendance of disadvantaged learners and the table below reflects how this movement, over the past three years, has been successful:</p> <table border="1" data-bbox="654 181 2132 357"> <thead> <tr> <th></th> <th>2016/2017</th> <th>2017/2018</th> <th>2018/2019</th> </tr> </thead> <tbody> <tr> <td>% attendance of children eligible for Pupil Premium</td> <td>93.04%</td> <td>93.4%</td> <td>94.9%</td> </tr> <tr> <td>% attendance of children NOT eligible for Pupil Premium</td> <td>96.44%</td> <td>96.43%</td> <td>96.5%</td> </tr> <tr> <td>% Difference</td> <td>-3.4%</td> <td>-3.03%</td> <td>-1.6%</td> </tr> </tbody> </table> <p>It is notable that while the non-disadvantaged group have remained very similar in terms of average attendance, the disadvantaged group have progressed positively, and this has reduced the disparity between these two groups of learners.</p> <p>There is still further work needed to ensure that these percentages align fully, and it remains the view at Barrow Hedges that attendance is pivotal to achieving the other outcomes described in this strategy plan and review.</p>		2016/2017	2017/2018	2018/2019	% attendance of children eligible for Pupil Premium	93.04%	93.4%	94.9%	% attendance of children NOT eligible for Pupil Premium	96.44%	96.43%	96.5%	% Difference	-3.4%	-3.03%	-1.6%
	2016/2017	2017/2018	2018/2019														
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% Difference	-3.4%	-3.03%	-1.6%														
<p>E Family Engagement: The engagement of families whose children are in receipt of Pupil Premium remains lower than other families; 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.</p> <p>Desired Outcome: For provision evaluations and wider data analysis to report on how economic and family engagement differences do not compromise the education available for children in receipt of Pupil Premium, in comparison to their peers.</p> <p>In addition, Barrow Hedges Primary School must continue to provide support to families whose engagement with their children's education is lower than others.</p>	<p>As the data presented above reflects, the differences previously identified in engagement of parents/carers is balanced at Barrow Hedges by the determined approach to supporting these pupils, offering them experiences that their non-disadvantaged peers benefit from in our community, such as tutoring. It is also reportable that the feedback from parents of disadvantaged children this year has been positive and high regard is held for our Inclusion Team, including our Family Support Worker who has been available to these parents regularly and whose own evidence file reflects how she has endeavoured to increase engagement of families. With the school's approach to homework currently being reviewed, and due to be simplified in September 2019, it will be possible to measure family engagement using hard data in the future and this will make further evaluation of the school's progress with this desired outcome possible.</p>																
<p>F Extra-Curricular Opportunities: During the academic year 2017/2018, it was noted that without support from school, some children who are eligible for Pupil Premium do not benefit from the ranging extra-curricular opportunities offered at Barrow Hedges Primary School. Whilst costly, the school's ethos is that extra-curricular activities, including residential trips, clubs and school trips, are invaluable in</p>	<p>The Senior Leadership Team can confidently report that no pupil's socio-economic situation has hindered their participation in all extra-curricular opportunities at Barrow Hedges. Moreover, new systems, as described earlier within this review (see page 17-18), have made the school's approach to achieving this systematically successful meaning funding is not wasted, but crucially pupils benefit more from personalised support with their inclusion, both in terms of clubs and school trips/ residential activities.</p>																

<p>contributing to a pupil's development and progress.</p> <p>Desired Outcome: For Barrow Hedges to achieve their vision and mission statements including ensuring that all children are able to participate in the school's ranging extra-curriculum, including attending residential trips and participating in clubs.</p>	
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This document has been devised and reviewed by Mr Mikey Lowes, Inclusion Leader / Deputy Head Teacher. Please forward any questions via the school office.