Bewsey Lodge Primary School

**Barriers to educational learning for Pupil Premium Children**

The majority of children, who are eligible for pupil premium, begin the Early Years Foundation Stage at considerably lower starting points than those expected for their age. Some also have very individual barriers to learning such as; special educational needs, English as an Additional Language or their families require additional support in the form of Early Help. These barriers, if removed, give our children the opportunity to achieve the best possible outcomes.

Pupil Premium planning and evaluation outline 2020-2021

No. on role (July 2021): 343 % of Pupil Premium Children (July 2021): 46%

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| Pupil premium used for: | Amount allocated to the strategy: | Reasoning for this strategy: | Intervention description inc. timescales, activities and people involved: | Intended outcome: | How will this intervention be measured? | Evaluation – actual impact: |
| Pupil premium intervention classes x 2 | £36,529  £26,804  £45,222 | In response to lockdown we targeted the year groups who need to catch up the fastest. | The children chosen for this group are predominantly Pupil Premium children. The children selected were based on both prior attainment and who would most benefit from being in a smaller class group. | By the end of July, children will attain in-line with prior attainment. Some children will have made accelerated progress. The attainment % in the wider year groups will mirror the attainment of peers who are non-pp. | Assessment data  Pupil progress meetings  Lesson observations  Book scrutiny | **Autumn Term:**  In Group 1:  8 children are PP. 1 child’s progress cannot be measure due to significant absence below 30%.  % of children who have made significant progress against their prior SS attainment in:  Reading 88% (7/8)  Maths 75% (6/8)  In writing all children are working well below the ARE but 50% have made progress since September.  In Group 2:  Due to lockdown/isolation, the data is incomplete. For the child whose progress can be measured, they did make significant progress in RWM and are now working close to ARE in R&M.  **Spring Term:**  Due to the lockdown these classes were not running. When the children returned on 8th March, only one class continued due to a teacher being on maternity leave. No formal assessments, Pupil Progress Meetings, lesson observations, book scrutinys were carried out this term due to the lockdown.  **Summer Term:**  Y4, SEND child’s SS are broadly in line with those achieved at the start of the year despite significant periods of isolation in reading and writing.  For the 4, SEND, lower KS2 children, at least 1 sub level of progress has been made in their B squared writing has been made.  For the 3, SEND lower KS2 children all made expected/more than expected progress in reading in ther B squared targets.  1 child’s progress cannot be measure due to significant absence below 30% (see case study evidencing support given).  1, upper KS2 child with an EHCP was able to access ARE assessments in reading, writing and maths, despite significant periods of time off due to shielding (see case study).  1 Y6 child more than expected progress on B sq in r and 1 in m/also SS 94 (EHCP) & SS 83 in r  2/3 Y6 children made expected progress in reading and 3/3 made expected progress in maths despite low attendance.  Across KS1/2, 64% of PP children are achieving ARE in maths in comparison to 73% of non-PP children.  In Y6, 67% of PP children are achieving ARE in maths, the same % as non-PP children.  In Y4, 89% of PP children are achieving ARE in maths in comparison to 79% of non-PP children.  Across KS1/2, 62% of PP children are achieving ARE in reading in comparison to 82% of non-PP.  Across the whole school, 19% of PP-children achieved ARE in writing, in comparison to 22% of non-PP children (summer term 1).  In some year groups such as Y3, 5 & 6 more PP children are achieving ARE than non-PP children.  Lesson observations within this class were good. Books were well presented, neat and tidy. |
| Smaller class sizes across school to ensure the best possible outcomes for pupil premium children. | £45,222  £35,015  £26,522 | Smaller class sizes have a positive impact on progress/attainment of PP children so we will continue to have an additional KS1 and an additional EYFS class. Because of the intervention classes (as above) the classes in KS2 are also smaller which will have a positive impact on older PP children. | Employ 1 additional teacher in EYFS and 1 Teacher and 1 TA in KS1. The increased adult ratio will provide enhanced support for PP children who are currently working at levels lower than those expected for their age. | Attainment and progress will be broadly in line or above that of non-PP children. | Attainment/  progress data  Lesson observations.  Pupil progress meetings  Books scrutiny | **Autumn Term:**  At the end of the autumn term, the % of PP children attaining ARE in mainstream was broadly in line with non-PP children in reading, writing and maths in some of our year groups.  In some year groups, a higher percentage of PP children were achieving ARE than non-PP children.  In maths for example, in Y4, 94% of PP children were meeting ARE in comparison to 89% or non-PP children.  In reading in Y1, 69% of PP children were achieving ARE in comparison to 58% of non-PP children.  In some classes, children have been in and out of isolation, Y2 (Purple) for example have had 3 blocks of isolation and this has impacted on their data.  **Spring Term:**  Due to the lockdown classes were merged together to ensure we had enough teachers to teach online/in school. No formal assessments, Pupil Progress Meetings, lesson observations, book scrutinys were carried out this term due to the lockdown.  **Summer Term:**  Across KS1/2, 64% of PP children are achieving ARE in maths in comparison to 73% of non-PP children. In some year groups, in maths PP children were achieving above non-PP children for eg, in Y4 89% non-PP children were achieving and for non-PP children it was 79%.  Across KS1/2, 62% of PP children are achieving ARE in reading in comparison to 82% of non-PP.  Across the whole school, 19% of PP-children achieved ARE in writing, in comparison to 22% of non-PP children (summer term 1).  In some year groups such as Y3, 5 & 6 more PP children are achieving ARE than non-PP children.  Lesson observations show teaching across the school is good, good with outstanding features or outstanding.  Book scrutiny’s show children’s work continue to be of a high standard across the whole school. |
| Family support and SEN support for Pupil premium children/families. | £12,390 (partial salary of DHT for two terms and Acting DSL for 1 term) | The family support/safeguarding and SENCO role has been valuable in supporting our PP families. Early help has been the key in successfully identifying and providing help where needed in order for our PP children to achieve the best possible outcomes. | Approximately 40% (61/153) of PP children are accessing either family support (at some level)  or SEND support. Families will be supported through drop in session for both parents and children (Talk Time).  Formal meetings are held where families have a social worker/family outreach worker or where school are the lead professional.  Use of worry monster in school. Monitoring of attendance for children on Vulnerable Risk, Register/SEND Register.  From the spring term the 16% of PP children will be accessing family support (at some level). | Families will be supported throughout difficult times and this will in turn produce more positive outcomes for the children.  Improved well-being within families.  Children will be supported to enable them to reach their full potential and ensure their SEMH needs are met. | Case studies  SEND parent questionnaires  Attainment/progress data.  Attendance data  SDQs  Positive Handling Incident logs  SG Audit  Worry monster/Talk Time logs | This role continues to be vital in ensuring that the needs of our most vulnerable children/families are being met.  **Autumn Term:**  The % of PP children attaining ARE in mainstream was broadly in line with non-PP children in reading, writing and maths in some of our year groups.  In some year groups, a higher percentage of PP children were achieving ARE than non-PP children.  In maths for example, in Y4, 94% of PP children were meeting ARE in comparison to 89% or non-PP children.  In reading in Y1, 69% of PP children were achieving ARE in comparison to 58% of non-PP children.  In some classes, children have been in and out of isolation, Y2 (Purple) for example have had 3 blocks of isolation and this has impacted on their data.  At the end of the autumn term, attendance for PP, SEND and EAL children was above or in line with that of non PP, SEND, EAL children.  Evidence from Worry Monster/Talk Time logs/communications with parents show a positive impact for parents/children/families.  **Spring Term:**  No formal assessments, attendance data, Pupil Progress Meetings, lesson observations, book scrutinys were carried out this term due to the lockdown.  Since returning after the lockdown, a number of parents/carers have reached out to school to request Talk Time for their children and this has continued to have had a positive impact on the children. Parents have thanked school for taking with all concerns seriously and dealing with them in a timely manner.  **Summer Term:**  Across KS1/2, 64% of PP children are achieving ARE in maths in comparison to 73% of non-PP children. In some year groups, in maths PP children were achieving above non-PP children for eg, in Y4 89% non-PP children were achieving and for non-PP children it was 79%.  Across KS1/2, 62% of PP children are achieving ARE in reading in comparison to 86% of non-PP.  Across the whole school, 19% of PP-children achieved ARE in writing, in comparison to 22% of non-PP children (summer term 1).  In some year groups such as Y3, 5 & 6 more PP children are achieving ARE than non-PP children.  Parents/children have continued to request Talk Time and children seem to enjoy these sessions as a time to talk to staff about worries/events happening in their lives. Feedback from parents shows a positive impact for them, their children and families.  Additional case studies evidence this.  From our parent survey, 87% of parents believed their child was happy at school and did not worry about school or their work. 80% believed thier children knows there are adults in school to speak to, if they feel worried.  “I think school is exceptional at supporting the mental health of the children”.  From our child survey, 85% of pupils saif they havr felt happy in the last 4 weeks and that school makes them happy. 95% of pupils say there are adults who listen to them in school, if they feel worried.  “School is doing everything!”  **Attendance; 2020-2021**  SEN – 95.5%, non-SEN – 95.6%  EAL – 95.2%, non-EAL 95.5%  PP – 95%, non-PP 95.8%  SDQs for our LAC have all been positive.  There have been no Positive Handling incidents this year.  School have had another successful SG Audit, which is available upon request. |
| Reading support (including phonics). | £10,260  (£9 per hour (1.5 hrs daily for year x 4 members of staff). | This intervention proved to have positive outcomes for the children who took part so is continuing this year. | 4x reading support staff for PP children (to include flash card work) | Improve attainment of reading of PP children. | Reading/phonics data. | **Autumn Term:**  This is difficult to measure impact because children have been in and out of isolation for a term. Y2 (Purple) for example have had 3 blocks of isolation.  In Key Stage 1 I have used progress in the Reading test and also progress in the raw phonics score.  Y1: 60% made progress in reading (3/5) 0% in phonics (4/5).  Y2: 50% in Reading (2/4) 75% in phonics (3/4)  Year 3: Reading progress 100% (4/4)  Year 4: Reading progress 100% (3/3)  Year 5: 100% (3/3)  Year 6: 100% (4/4)  The vast majority are still working below ARE and have not caught up yet. This intervention will continue.  **Spring Term:**  Due to the lockdown no formal assessments were carried out this term. However, 94% have made progress in their reading ages.  **Summer term:**  In KS2, 76% of children who took part in the 1:1 reading have made expected/more than expected progress and 42% have made more than expected progress.  In KS1, 78% of children who took part in the 1:1 reading have made expected/more than expected progress and 28% have made more than expected progress. |
| Total income  £184,375 | Total spend  £237,964 (additional monies to come from other areas of school budget) | | | | | |