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 2021-2022

No. on role (Sept 2021): 335 % of Pupil Premium Children: 46% (based on summer 21 as no up to date data for new academic year yet)

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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 class | £47,683.90 £15,884.12  | In response to the children’s needs, we have targeted those in Y6 who need small group support, in their final year at school, to enable them to reach their full potential.  | The children chosen for this class are predominantly Pupil Premium children. They were selected based on both prior attainment and who would most benefit from being in a smaller class group. They class will be led by a highly experienced teacher, Miss Reid, with Mrs McCabe (TA) supporting. The class will run for the whole academic year. | By the end of July, children will attain in-line with prior attainment. Some children will have made accelerated progress.  | Assessment dataPupil progress meetingsLesson observationsBook scrutiny | **Autumn Term:**78% of this class are making expected progress in line with prior attainment in writing, with 2 children making accelerated progress.89% of this class are making expected progress in line with prior attainment in reading, with 1 child making accelerated progress.No maths assessment this term.The children’s books are very well presented with high expectations and challenge evident.**Spring Term:**67% of this class are making expected progress in line with prior attainment in writing, with 1 child making accelerated progress.78% of this class are making expected progress in line with prior attainment in reading, with 2 children making accelerated progress.67% of this class made expected progress in line with prior attainment in maths, with 1 child making accelerated progress.**Summer Term:**78% of this class made expected progress in line with prior attainment in writing, with 1 child making accelerated progress.89% of this class made expected progress in line with prior attainment in reading, with 2 children making accelerated progress. 78% of this class made expected progress in line with prior attainment in maths, with 1 child making accelerated progress.The children’s books remain very well presented with high expectations and challenge evident. |
| Smaller class sizes across school to ensure the best possible outcomes for pupil premium children. | £38,859.84£45,981£26,364.64 | 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 class (as above) the classes in upper 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 dataLesson observations.Pupil progress meetingsBooks scrutiny | **Autumn Term:**43% of PP children are achieving ARE in writing, compared to 60% of non-PP children. 7% of MAT children are PP, compared to 12% who are non-PP.No whole school data for reading and maths.Books are well presented across the whole school, with lots of opportunities for writing.**Spring Term:**34% of PP children are achieving ARE in writing, compared to 57% of non-PP. 5% of MAT children are PP, compared to 10% who are non-PP.58% of PP children are achieving ARE in reading, in comparison to 71% of non-PP. 18% of MAT children are PP, compared to 27% of non-PP.50% of PP children are achieving ARE in maths, compared to, 73% of non-PP. 12% of MAT children are PP, in comparison to 26% of non-PP.Books continue to be well presented across the whole school, with lots of opportunities for writing.**Summer Term:**38% of PP children are achieving ARE in writing, compared to 48% of non-PP. 6 % of PP children are MAT, compared to 7% of non-PP.68% of pupil premium children are achieving ARE, in comparison to 78% in reading. 23% of PP children are MAT, in comparison to 35% of non-PP.68% of PP children are achieving ARE in maths, compared to 84% of non-PP. 24% of MAT children are PP, in comparison to 31% of non-PP.Books remain well presented across the whole school, with lots of opportunities for writing. |
| Family support for Pupil premium children/families.  | £18, 245.69partial salary of DHT/DSL and Deputy DSL  | 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 studiesSEND parent questionnairesAttainment/progress data.Attendance dataSDQsPositive Handling Incident logsSG AuditWorry monster/Talk Time logs | **Autumn Term:**Ofsted found safeguarding to be effective at the school.Attendance is 94.7%Children and parents (on behalf of their children) are still requesting Talk Time in school. Writing data for pupil premium children is lower than non-pupil premium children in all year groups. **Spring Term:**The school had a very positive safeguarding audit from the Local Authority in February:*There continues to be a strong safeguarding team in place ensuring that a wide range of skills and knowledge can be applied to safeguarding concerns.**Safeguarding continues to feature prominently online.**Excellent Early Help offer*Attendance is 93%To continue with our SEMH support for children. To help meet the needs of SEMH, Mr Riley now has specific time to meet with targeted children.The gap between PP children and non-PP children achieving ARE in writing, has narrowed since the autumn term. **Summer Term:**Attendance is 92%Mr Riley continues to develop his role in supporting children with SEMH, by holding a parent’s meeting to discuss progress (this will be offered to all parent’s next year).The gap between PP children and non-PP children achieving ARE in reading, writing and maths throughout the year has narrowed. School were awarded the Committed to Inclusion Award 2021-2022 |
| Reading support.  | £6,660 (£9 per hour (1 hrs daily for year x 2 members of staff).  | This intervention proved to have positive outcomes for the children in the past so is continuing this year.  | 1 x reading support staff for PP children.  | Improve attainment of reading of PP children. | Reading data. | 72% of children, 1:1 reading, have gone up a full year or more in their reading age in just 9 months |
| Extra- Curriculum activities | £320 (Contribution towards trip to London) | We strive to offer a broad and balanced curriculum and want to increase our children’s experiences outside of school, giving them opportunities that may not otherwise be available to them. |  | The wide range of enhanced experiences will deepen children’s wider knowledge which will feed into other aspects of their life both academically and personally.  |  | **Autumn term:** In the autumn term the Y6 children went to London. The funds were put towards making the children’s experience as vast as possible! Train/tube faresA trip on The London Eye A river CruiseMeals/accommodationA performance of The Lion King  |
| Total income £184,660 | Total spend£199,999.19 (additional monies to come from other areas of school budget) |