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 2022): 340 % of Pupil Premium Children: 51% (based on summer 22 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 classes | £41,349  £53, 329  £28,887 | In response to the children’s needs, we have targeted those in Y3 & Y6 who need small group support, to enable them to reach their full potential in all areas of development. | The children chosen for these classes are predominantly Pupil Premium children. They were selected based on both prior attainment, SEMH needs and those who would benefit from being in a smaller class group. The class will be led by a highly experienced teachers and a TA supporting. The classes will run for the whole academic year. | By the end of July, children will attain in-line with prior attainment (including soft data). Some children will have made accelerated progress. | Assessment data  Soft data  Pupil progress meetings  Lesson observations  Book scrutiny | **Autumn Term:**  **Y3 class-**  Reading – 11/11, 100%, expected/more than expected progress  Writing – 5/11, 45% expected progress/more than expected progress  Maths- 11/11, 100%. Expected/more than expected progress  **Y6 class-**  Reading- 11/11, 100%. Expected/more than expected progress  Writing- 5/11, 45% expected/more than expected progress  Maths – 9/11, 82%, expected/more than expected progress  **Action-** focus on use of IEP/B squared writing targets spring term  **Spring Term:**  **Y3 class**  Reading – 11/11, 100%, expected/more than expected progress.  Writing – **6**/11 55%, expected/more than expected progress  Maths – 11/11, 100%, expected/more than expected progress  **Y6**  Reading- 11/11, 100%. Expected/more than expected progress  Writing- **10/11**, 91% expected/more than expected progress  Maths – **11/11**, 100%, expected/more than expected progress  **Summer Term:**  **Y3 class**  Reading – 8/11, 73%, expected/more than expected progress.  Writing – **7**/11 64%, expected/more than expected progress.  Maths – 7/11, 64%, expected/more than expected progress.  **Y6**  Reading- 10/11, 91%. Expected/more than expected progress  Writing- **11/11**, 100% expected/more than expected progress  Maths – 11/11, 100%, expected/more than expected progress |
| Smaller class sizes across school to ensure the best possible outcomes for pupil premium children. | £43,995  £51,472  28,887 | 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 and in EYFS and KS1 and 1 additional 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:**  **Maths** - in Y3, Y5 & Y6 the % of PP and non-PP achieving ARE is broadly in line.  In Y1 PP children achieved a higher % of ARE.  In Y2 and Y4 non-PP children achieved a higher % of ARE.  Overall, there is a **6%** difference between non-PP and PP children achieving ARE and a **6%** difference exceeding with non-PP children achieving the higher percentage in both.  **Reading** – in Y1 & Y3 PP children achieved a higher % than non-PP in ARE. In all other year groups non-PP achieved a higher % than PP children. The number of PP chin achieving greater depth in Y1 is broadly in line with non-PP children.  **Writing** – in Y1 & Y3 PP children achieved a broadly in line/higher % than non-PP children in ARE. In Y2, Y3, Y4 & Y5, non-PP children achieved a higher % than PP children in ARE.  **Action –** Additional maths lessons are being provided for some Y2 children.  **Spring Term:**  **Maths –** in Y1, 3 & 5 the % of PP achieving ARE is above non-PP. **This is more 2 more year groups than in the autumn term.**  In Y2, 4 & 6 non-PP children achieved a higher % but the **gap has narrowed since autumn term**.  Overall, there is a **1%** difference between non-PP and PP children achieving ARE and a **4%** difference achieving ARE+ with non-PP children achieving the higher percentage in both, although **these gaps have narrowed since the autumn term.**  **Reading** – in Y1, Y3 & Y6 PP children achieved broadly in line/higher % than non-PP in ARE. **This is 1 more year group than in the autumn term.** In all other year groups non-PP achieved a higher % than PP children. **The gap between PP & non-PP children in Y2, Y4 & Y5 is narrowi**ng. **In Y1 the % of PP children achieving greater depth is higher than non-PP children.**  **Writing**- in Y1 & Y3 PP children achieved a higher % than non-PP in ARE. In all other year groups non-PP achieved a higher % than PP children. **The gap between PP & non-PP children in Y4 is narrowing**. **In Y6 children PP children achieved a higher % than non-PP children in greater depth.**  **Action-** continue to review whole school writing assessment, including moderation. CPD for writing.  **Summer Term:**  **Maths** – In Y1 & Y6 PP children achieved a higher/broadly in line % than non-PP chin in ARE. In all other year groups non-PP children achieved a higher % than PP children. **Overall there has been an increase of 11% of PP children achieving ARE in the summer term, in comparison to autumn.**  **Reading** – In Y3, Y5 & Y6 PP children achieved a higher/broadly in line % of ARE than non-PP. In Y1, Y2 & Y3 PP children achieved a higher/broadly in line % of greater depth than non-PP children. **This is 2 more year groups than in the spring term. The gap between PP & non-PP children achieving ARE in Y4 is narrowing.**  **Writing** - In Y1 & Y3 PP children achieved a higher % of ARE than non PP children. In Y6 a higher % of PP achieved greater depth than non-PP children. **The gap between PP & non-PP children in Y2, Y4 & Y5 is narrowing.** |
| Family support for Pupil premium children/families. | £26,332 | The family support/safeguarding 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. | As such a high % of our pupil premium receive social care or early help support our DDSL works 4 days a week to meet this need.  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. | 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. | Attendance data  SG Audit  Feedback from families | **Autumn Term:**  Since September, the Deputy DSL works purely in this role 4 days a week. This enables her to support families open to Early Help and with social care involvement at a CIN and CP level. She is also able to respond to the needs of our families (including attendance) either via CPOMS alerts from staff or direct conversations from our families themselves (children/parents/carers).  We have been able to support families with Christmas presents for their children and school uniforms.  Every 3 weeks the DSL/SENDCO, DDSL & Attendance Manager meet to review any attendance concerns. Attendance is currently at 95.1% (an increase since the end of last academic year) and persistent absence is 18% (a decrease from last academic year).  **Spring Term:**  School have received a positive report from the Local Authority Safeguarding Audit. The report stated:  There is a well-established safeguarding team in place with members recruited from across the staffing hierarchy. Staff have clearly defined roles and responsibilities ensuring that the team work well as a whole to maintain the safeguarding culture that exists in school.  Despite having been only implemented in full since the start of the autumn term, the quality and consistency of recording was high across the files sampled for audit.  School are committed to parent engagement and encourage any safeguarding concerns to be shared with staff through promoting an open door policy.  Current attendance is 94.9% (broadly in line with autumn). Persistence absence is 11% (a continued decrease).  **Summer Term:**  The Deputy DSL continues to work purely in this role 4 days a week. She continues to support families open to Early Help and with social care involvement at a CIN and CP level. She is also able to respond to the needs of our families either via CPOMS alerts from staff or direct conversations from our families themselves (children/parents/carers).  The DSL/SENDCO, DDSL & Attendance Manager continue to meet to review any attendance concerns. Attendance is currently at 94.7% (an increase since the end of last academic year of 92% and above national average which is 94%) Persistent absence is 13% (a decrease from last academic year at 20%).  Parents/carers that the Deputy DSL has worked with throughout the year have given extremely positive feedback in terms of the relationship they have with her and the support she has given.  The Deputy DSL continues to have excellent relationships with some of our more complex families throughout the school. |
| Reading support. | £2,255 | This intervention proved to have positive outcomes for the children in the past so is continuing this year. | 1 x reading support assistant, 1 hr a day for the whole year and one for 1.25 hrs a week for 10 weeks in the autumn term. | Improve attainment of reading of PP children. | Reading data. | **Autumn Term:**  9/12, 75%, expected/more than expected progress in reading  **Spring Term:**  6/13 55% expected/more than expected progress in reading (due to a shorter term and additional bank holiday, less time was spent on this intervention this term).  **Summer term:**  7/10, 70% made expected/more than expected progress in reading. |
| Total income  £220,880 | Total spend  £276,506 (additional monies to come from other areas of school budget) | | | | | |