



Barleyhurst Park Primary School

Pupil Premium Report 2019-2020

School Details

School name	Barleyhurst Park Primary School
School Website	www.barleyhurstpark.com
Headteacher	Wendy Smith
Report Date	August 2020
URN	110327

Pupil Premium Lead	Joe Passmore
Pupil Premium Link Governors	Kirsty Ayres, Charmaine Smith
Date of the next pupil premium strategy review	Autumn 2021
Is the latest pupil premium report on the school website? (Y/N)	Yes



Pupil Premium Report 2020

The 'pupil premium' is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who have been eligible for free school meals (FSM) within the past 6 years, a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care).

It is for schools to decide how the pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. Please see below for information regarding how the pupils' premium was spent in the last academic year, the impact of this funding, and the plans for future spending.

From September 2019 until August 2020 the school received a minimum of £1,320 for each eligible pupil.

Covid-19 addendum

Due to the changes to educational provision caused by the COVID-19 pandemic, the provisions which we were able to offer pupils and the use of our funding had to be adapted to allow us to meet the needs to our pupils, while also maintaining the principles outlined in this report.

During the pandemic the following key steps have been taken to ensure 'disadvantaged' pupils' barriers to learning continued to be overcome as much as possible:

- Step 1 – Children were encouraged to attend school and were provided with personal stationery packs
- Step 2 - We ensured children had the correct tools/ equipment to complete home learning
- Step 3 - Family support was provided through home visits and phone calls

Pupil Premium Funding 2019/20 academic year (Expected)		
Pupils Eligible for Pupil Premium Funding (last 6 years)	68 pupils at £1,320 per pupil	£89,760
Pupils Post Local Authority Care	3 pupils at £2,300 per pupil	£1,620
Pupils in Local Authority Care	3 pupils at £2,300 per pupil	£1,620
Total Pupil Premium		£93,000

Actual Funding Received				Total £99,540
June	£25,935	December	£25,935	
September	£23,835	March	£23,835	

Use of Funding 2019/20 Academic year

- Half day per week Deputy Headteacher support, including a focus on improving rates of attendance and reducing persistent absenteeism
- Proportion of salary of Higher-Level Teaching Assistant for targeted support
- Proportion of salary of Teaching Assistant posts to support maths across the school (KS1 Numicon and KS2 ALPs)
- Proportion of salary of Teaching Assistants to support reading across the school
- Proportion of salary of part time Welfare Assistant to improve attendance.
- Proportion of salary of our School Business Support to improve attendance.
- Subsidising after school clubs
- Subsidising school dinners, milk and sundries
- Subsidising school trips for pupil premium children and funding trips for those pupil premium children unable to pay
- Proportion of the cost of specialist visitors to school to broaden pupil experiences, such as M and M Productions
- Purchase of improved learning resources such as resources to support the delivery of the new Maths No-Problem scheme
- Maths training delivered to all staff (teachers and TAs) to ensure a consistent approach in lessons and interventions.
- Financial support for pupil premium children purchasing uniform
- Google Classroom trouble shooting support from the Deputy Headteacher for parents/ pupils, allowing them access to home learning

Impact of Funding 2019/20 Academic Year

- 64% of pupil premium children participated in after school clubs this year, this is compared with 61% of pupil premium children in the previous year.
- 20% of pupil premium children in Key Stage 2 represented the school in at least one sporting fixture this year, such as dodgeball, basketball and indoor athletics; this is down from 51% in the previous year and compares with 30% of pupils in the whole of Key Stage 2 representing the school in at least one sporting fixture this year.
- 61% of pupil premium children had attendance above 90% (non-pupil premium was 79%), with 20% of pupil premium children having attendance at 97% or above (non-pupil premium was 39%). *These figures are based on the percentage of time children were able to be in school. Although the majority of our year groups were allocated additional time in school as part of our wider opening, a considerable number of parents were still cautious about sending their children back to school at this time.*
- 56% of pupil premium children in KS1 and 42% of pupil premium children in KS2 were supported financially when purchasing additional resources from school, including uniform items and water bottles.
- 100% of pupil premium children were given stationery packs so that they could complete their home learning.
- 96% of pupil premium children in KS1 and 76% of pupil premium children in KS2 were supported financially so that they could enjoy the benefit of hot or cold school dinners.
- 73.4% of pupil premium children had school meals and food vouchers delivered to them
- 90.1% of pupil premium children received work packs during the time of partial closure
- 69% of pupil premium children received transition packs to prepare them for their next year in school
- 10% of pupil premium children attended school when we were open to key workers and vulnerable children (23.03.20- 01.06.20). This compares to 0.4%-3.7%* of all pupils nationally.

- 33% of pupil premium children attended the school during the wider opening of schools from 1st June to 17th July. This compares to 5%-9.1%* nationally.
- 64% of pupil premium children in Year 6 attended school during the wider reopening. This compares 12.4%-26.2%* of Year 6 pupils nationally
- 23% of pupil premium children in Year 1 attended school during the wider reopening. This compares to 7.7%-19.6% of Year 1 pupils nationally.
- Pupil premium children received regular phone calls from their class teacher, touching base and offering support as needed.
- 2 pupils were provided with computing equipment from school to allow them access to home learning activities
- When looking at persistent absentees (below 90% attendance), 39% are pupil premium children, this compares to 57% in the previous year.

* This relates to the latest published figures at the time of writing.

Expected Pupil Premium Funding 2020/21 Academic Year		
Estimated Pupils Eligible for Pupil Premium Funding (last 6 years)	68 pupils at £1,320 per pupil	£89,760
Pupils in Local Authority Care	3 pupils at £2,300 per pupil	£2,000
Pupils post Local Authority Care	3 pupils at £2,300 per pupil	£2,000
Total Pupil Premium		£93,760

Planned Use of Funding 2020/21 Academic Year
<ul style="list-style-type: none"> • Half day per week Deputy Headteacher support, including a focus on improving rates of attendance and reducing persistent absenteeism • Proportion of salary of Higher-Level Teaching Assistant delivering targeted support. • Proportion of salary of Level 3 Teaching Assistants to support maths across the school (KS1 Numicon and KS2 ALPs) to help close the attainment gap. • Proportion of salary of Level 3 Teaching Assistant delivering Forest School to Year 2 and Year 3 pupils, helping to provide unique learning opportunities. • Proportion of salary of Level 2 and 3 Teaching Assistants to support reading across the school. • Booster groups for maths and English by qualified teachers and teaching assistants • Proportion of salary of part-time Welfare Assistant to improve attendance. • Proportion of salary of School Business Support to improve attendance. • Subsidising school dinners, milk and sundries for KS2. • Subsidising (possible) school trips and clubs. • Funding (possible) school trips for those pupil premium pupils who are unable to pay. • Proportion of the cost of specialist visitors to school to broaden pupil experiences such as M and M Productions. • Additional training for Teaching Assistants to enable better support in class, with a specific focus on writing to improve both the written form and the content- with the aim of making more resilient writers. • Purchase of improved learning resources including additional maths resources and gender specific books to further engage boys in reading. • Proportion of SENDCo salary to address specific needs for pupils and liaise with outside agencies where necessary.

Barriers faced by children receiving pupil premium funding

Barrier	Approach	Impact / Effect	Review
Low levels of attendance and persistent absenteeism	Attendance will be monitored daily and absences addressed swiftly. Pupils who have regular absences will be addressed through letters, phone calls and meetings (and where appropriate, seek support from outside agencies)	Children are in school and on time, allowing them access to the full curriculum, while also making it easier to identify any gaps in understanding. Deputy Head to track absences to ensure low figures are turned around.	Ongoing through the year (every 5 weeks)
Gaps in learning	<p>HLTA and teachers used to offer targeted group support and interventions.</p> <p>TAs will run intervention groups for maths and English as well as taking smaller groups out for pre/post teaching as necessary.</p> <p>We will identify key pupils who would benefit from teacher led 'booster' sessions in maths and English (partially funded by the government catch-up funding)</p> <p>The regular and consistent use of practical resources in maths to develop and secure pupils' understanding of key concepts.</p>	<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and Key Stage</p> <p>Gaps in learning will be addressed allowing pupils to tackle more complex questions. In maths, pupils will improve their capacity for problem solving and reasoning style questions.</p> <p>Pupils achieve ARE in maths and English end of Key Stage 2 tests.</p> <p>By tackling mathematical concepts using the C.P.A approach, children have a deeper understanding of the methods they are using and are able to link different concepts together.</p>	<p>Half termly (as data is analysed)</p> <p>Half termly (as data is analysed)</p> <p>End of year (interim data checks will ensure pupils are on course)</p> <p>Ongoing through discussions with teachers, lesson observations and discussions with pupils.</p>

Pupils struggle to access the complete curriculum	<p>Reading takes a high priority. TAs endeavour to listen to all pupils read at least 3 times each week and pupil premium children at least 4 times a week. Deputy Head to monitor weekly and address areas of concern.</p> <p>SENDCo to liaise with different external agencies as appropriate to ensure the provision children receive is representative of their needs.</p>	<p>The more children read, the more they are able to understand- not just in their English lessons, but across the entire curriculum. Pupils confidence will develop which will in turn will allow for greater achievements.</p> <p>Children have the support they need in order to allow them better access to the curriculum and staff are better able to cater for the needs of the children.</p>	<p>Weekly monitoring</p> <p>Half termly data analysis- pupils checked to ensure they are on track to maintain at least the standard of attainment they achieved at the end of the previous year and Key Stage.</p>
Pupils have limited experiences beyond their home life and immediate community	Children will be provided with lots of exciting experiences in and out of school. This will be achieved through our Forest School sessions, clubs and trips and visitors to the school (where possible).	Children enjoy the diverse range of opportunities and use these experiences to provide a springboard to creativity, while also providing additional opportunities for success and confidence building.	Half termly in team meetings