



Barriers to learning for Pupil Premium

There are 4 ways we use the funding:

1. Focus on learning in the curriculum
2. Focus on social ,emotional and behavioural needs
3. Focus on enrichment beyond the curriculum
4. Focus on families

We measure by:

1. Analysis of English and Maths data
2. Tracking the intervention programme in Maths and English
3. Measurement of the progress rate
4. Compare their bookwork to other pupils in the class
5. Data analysed and outperformed peers in maintaining
6. Analysis of attendance, punctuality and behaviour

Barrier	How identified?	Action	Outcome	Results	Next steps
Low level of engagement with reading	Reading and teacher assessments	1:1 or small group support. Have bought extra books with these children in mind, for classroom and library	Ongoing. Will track reading assessments for improvement.	End of year assessments show that disadvantaged pupils are maintaining levels in line with non PP. Record progress made	Highlight pupils who have not made expected progress and highlight need for extra teacher/TA input. Introduce Individual Writing/reading conference. Phase leaders to discuss input and progress during weekly meetings fortnightly meetings
Low level Maths attainment	Teacher assessment	Maths intervention group Run termly	Ongoing. Will track reading assessments for improvement	End of year assessments show that disadvantaged pupils are maintaining levels in line with non PP	Highlight pupils who have not made expected progress. Introduce Individual Maths Conference.

Beis Yaakov Primary School

Report from 2019-20

Barrier	How identified?	Action	Outcome	Results	Next steps
Low attendance	Attendance registration	Phone calls to parents below 90% Celebrate each Attendance in newsletter and on display.	Attendance shows an improvement. Introduce individual improvement charts.	Improved attendance records of PP	Ongoing monitoring and phone calls home if attendance falls below 96%
Emotional /social wellbeing	Teacher and playground staff identify children struggling with social and emotional issues. Parental concern	Lego Club Social Skills Group 1:1 Emotional support	Children learn how to work as a team, teachers report improved social interactions. Children's wellbeing is tracked and generally improved. Fewer complaints from class and playground.	Pupils managing socially more positively. Less comments from playground staff or peer group	Introduce option of priority for PP to join school council to promote increased self-esteem and standing in peers' eyes
Lack of educational stimulus outside school	Pupils who depend heavily on teacher input for class discussion /writing. Have few of their own ideas.	Provide experiences for children including school trips, speakers, news	Children are able to talk and write about these events	Ongoing	New library system will enable PP to borrow extra books on a regular basis.