

### Pupil Premium Impact Statement 2019-20

Date	Total number of Pupils	Number of eligible pupils	Total Funding Received
2019-2020	667	78	£112 200.00

**Contextual Information:** The unprecedented COVID-19 situation and the subsequent periods of school closure and staggered re-opening has had a huge impact both in the way we deliver services and also the way in which we measure outcomes. No statutory assessment has taken place, therefore our typical end of Key Stage results are not available for comparison.

	Focus	Impact
A	To provide intensive support for pupils eligible for PPG	<p>During the Autumn and Spring terms the school provided a range of small group and individual speech and language interventions to targeted students. Assessment data indicates improved language levels, with links to good progress outcomes in Reading and Writing. Progress data from the Spring term indicates good and sometimes accelerated rates of progression for PP students.</p> <p>During school closure and staggered re-opening, a range of support resources were provided to families of children accessing language support in school. These included online intervention programme resources, individualised activities, phone support, and packs of home learning materials to be used at home.</p> <p>Additionally, children receiving Speech and Language Therapy have made excellent progress towards their individualised targets across the Autumn and Spring terms. All children on the specialist caseload also received virtual support from the Speech and Language Therapy Service. This included online drop-ins, video assessments/interventions, emailed resources, home packs and phone calls.</p>
B	To support behavioural, social and emotional wellbeing of pupils eligible for PPG.	<p>Vulnerable children have had access to specialist support in school which has improved their emotional wellbeing, and have been able to access wrap around care and healthy meals as needed. During lockdown this included providing food parcels to families in need and phone support to parents who were dealing with their own or their child's mental health; also to those who had a bereavement in their family. The children of families in crises were offered a school placement where possible.</p> <p>During school closure and staggered re-opening, emotional wellbeing was a priority for the school. Students and families were phoned at least weekly for welfare discussions. Students receiving specialist support continued to receive this via phone or video calls.</p> <p>When students returned in a phased re-entry, the school developed a system for checking in on student's wellbeing every morning through reflection time and a worry box which was monitored daily. Any student requiring additional support was given time to speak with a trusted member of staff. This created an atmosphere of safety and security for students returning to school.</p>

C	To work in partnership with parents and carers to support children's learning	<p>Parents and carers workshops are well attended, and parents have reported that they find the workshops extremely useful in supporting families with home learning. During school closure and staggered re-opening, these workshops transitioned to an online model.</p> <p>Attendance and punctuality remain good. The school had one of the largest cohorts of students returning to school in June 2020. This was due to the hard work and investment in developing a partnership with parents and carers, leading to them feeling confident about their children returning to school.</p> <p>During the summer holiday a three-week holiday club was run by support staff. It was well attended and staff made great efforts to provide the children with a range of exciting and creative activities. A number of children whose emotional wellbeing deteriorated due to the lockdown was offered free places. The feedback from the children and parents indicated that this was a huge success.</p>
D	To enrich learning experiences by providing wider curriculum opportunities for pupils eligible for PPG	<p>In the Autumn term, all children at Bessemer had opportunities to participate in excursions and unique learning experiences through subsidised trips.</p> <p>During lockdown, the children attending school (which included several vulnerable children) did a range of enriching experiences within the school e.g. preparing the allotment, planting vegetables, baking, taking care of the chickens, making pizza in the outdoor oven, a range of craft and physical activities.</p>