

Pupil Premium Strategy Statement – Barmby Moor CE Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jamie Baxter Headteacher
Pupil premium lead	Toby Hone Assistant Headteacher
Governor / Trustee lead	Louise Womersley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,680
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£23,680

Part A: Pupil premium strategy plan

Statement of intent

At Barmby Moor CE Primary School, common barriers to learning for disadvantaged children, can be: attendance issues; acquisition and use of vocabulary; acquisition and use of language; cultural capital and experiences; and confidence, resilience and self-esteem. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives are:

1. To close the attainment gap between disadvantaged and non-disadvantaged pupils.
2. For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
3. To support our children's health and wellbeing to enable them to access learning at an appropriate level.
4. To ensure disadvantage pupils are provided with the same opportunities as non-disadvantaged pupils.

We aim to do this through:

- Placing disadvantaged pupils at the heart of all decision making which takes place within school.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals; this will be through analysis of data and through discussions with classroom teachers. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Regular monitoring of pupil assessments.
- Reducing class sizes, where possible, thus improving opportunities for effective teaching and accelerating progress.
- To allocate a trained TA within each class to provide small group focused work for targeted pupils.
- 1-1 support/tuition.
- Additional teaching and learning opportunities.
- All our work through the use of Pupil Premium will be aimed at accelerating progress.
- Resources are purchased to meet the needs of our disadvantaged children.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Outside agencies used to support additional individual needs where necessary.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance and punctuality issues for some Pupil Premium Pupils. Attendance for Pupil Premium pupils is lower than that of non-pupil premium pupils.
2	Lack of engagement in reading. Internal monitoring indicates that engagement with reading in school and at home is lower amongst disadvantaged pupils. It is also clear that a number of Pupil Premium pupils have greater difficulty with phonics than their peers and this impacts upon their reading.
3	Internal and external (where available) assessments indicate that attainment is lower among disadvantaged pupils in the core subjects, particularly within writing. It is also clear that a number of Pupil Premium pupils have greater difficulty with phonics than their peers and this impacts upon their reading.
4	Through observations and discussions with pupils, it is evident that some of our Pupil Premium children do not have the same rich and varied experiences as non-pupil premium pupils and this can then lead to an impact on attainment.
5	Some of our pupil premium pupils also fit into another vulnerable group such as having an additional Special Educational Need.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance of our Pupil Premium pupils to be no lower than the attendance for our non-pupil premium pupils and to sustain and improve attendance for all pupils.	• School Office promptly call/text families who have an absent child without reason. • An attendance list is used by the pastoral team of pupils we know who have historic attendance issues. • Extremely poor attendance (below 90%) is challenged with communication (in the form of a letter initially) from the Headteacher. • Additional support is provided by the Education Welfare Service and relevant action plans implemented half termly. • The attendance gap between Pupil Premium and non-pupil premium is narrower.
The gap in reading engagement at home between Pupil Premium pupils and non-pupil premium pupils will be narrowed.	• PP pupils read to an adult regularly (at least twice per week). • Engagement in reading at home is monitored closely by class teachers. • Children earn certificates and rewards for achieving 25 stage milestones with reading engagement. • PP pupils are prioritised and read to an adult in school twice per week. • Parent volunteers are utilised to listened to priority readers. • The engagement gap between Pupil Premium and non-pupil premiums is narrower – evidenced by all pupils achieving at least their 75 certificate by the end of the academic year.
Pupil Premium pupils will make good or better progress in Writing. Pupil Premium pupils will also improve their phonic knowledge through use of in-house strategies.	• Opportunities are provided for pupils to write for purpose at least once per fortnight in KS1 and once per week in KS2. • Teaching staff use assessment pro-formas half termly to accurately assess independent pieces of written work. • Fast Track Tutoring is filling gaps in phonics knowledge.

	Improvements in outcomes in Writing over time, with a narrowing between PP and non-PP pupils for attainment of expected.
For Pupil Premium pupils to enjoy the wide range of enrichment activities we have on offer at Barmby Moor CE Primary School.	- A wide range of extra-curricular activities is offered by our teaching staff, external sports coaches and visiting music teachers. - Every PP child engages within an extra-curricular club each academic year. - PP pupils are prioritised for extra-curricular clubs. - Discounts in line with our charging policy are applied to Pupil Premium families for all enrichment opportunities to include trips and visits, music lessons, residentials etc. - Children are able to learn a new skill or continue playing an instrument they have been learning. - PP children do not miss out on foundation subjects to participate in interventions.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: ~£11,840 (~50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff trained in Read, Write Inc (RWI) along with the tutoring and delivery of RWI groups.	RWI is a high effective approach to systematic phonics which has been approved by DFE. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2 & 3

Specialised TAs are taught by a speech and language therapist to target gaps in pupils' language.	Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum. EEF (3) Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	5
Training provided to staff to support children with SEND.	EEF (1) – Treat implementation as a process. This is ongoing and targets are reviewed for all pupils, including those who are PP.	5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: ~£5,920 (~25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention sessions targeting specific pupils within school. A significant proportion of the pupils who receive additional intervention support will be 'disadvantaged'.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2 & 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be completed through RWI Fast Track Tutoring.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2 & 3
1:1 pupil progress meetings with teachers and the Headteacher & the Assistant Headteacher.	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collective responsibility for PP children's progress in order to make accelerated progress.	3

	Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	
Speech and language therapist supports Teaching Assistants to plan and deliver speech and language interventions.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: ~£5,920 (~25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance procedures to be reviewed to better support the attendance of PP pupils. School to read and where appropriate embedded principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Evidence is clear that children need to be in school to reach their full potential. Children not attending school will be missing out on significant learning and other aspects including social opportunities.	1
Exciting trips and visits will be planned to enhance the curriculum including residential for Y5/6.	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.	4
Supporting the funding of musical instrumental lessons.	Children who are able to follow their hobbies and passions without finance being a barrier and they will be able to foster their love of music raising their self-esteem.	4
Before school and after school sporting, drama and music activities allow all children to access a range of activities.	Children are able to follow their hobbies and passions without finance being a barrier and they will be able to foster their love of sports and performing arts raising their self-esteem.	4
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount	

	of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 23,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS (FS2)

GLD – 0% PPG; 71% class (national – not yet published; 67% in 2023)

Comprehension ELG – 100% PPG; 93% class

Word reading ELG – 100% PPG; 79% class

Writing ELG – 0% PPG; 71% class

Number ELG – 100% PPG; 79% class

Numerical Pattern ELG – 0% PPG; 71% class

Y1

Phonics Screen – 50% PPG; 78% class (national – 81.25%)

Reading – 0% PPG; 66.7% class

Writing – 0% PPG; 61.1% class

Maths – 0% PPG; 66.7% class

Y2

Reading – 50% PPG; 76.5% class

Writing – 0% PPG; 66.8% class

Maths – 50% PPG; 70.6% class

Y3

Reading – 100% PPG; 41.7% class

Writing – 100% PPG; 33.3% class

Maths - 100% PPG; 50% class

Y4

Reading – 66% PPG; 70.6% class

Writing – 50% PPG; 52.9% class

Maths – 50% PPG; 64.7% class

Y5

Reading – 0% PPG; 54.5% class

Writing – 0% PPG; 0% class

Maths – 0% PPG; 63.3% class

Y6

Reading – 67% PPG; 69% EXP class; 13% GDS class (national – 74% EXP)

Writing – 67% PPG; 63% EXP class; 0% GDS class (national – 72% EXP)

Maths – 67% PPG; 56% EXP class; 13% GDS class (national – 73% EXP)

PP pupils will make good or better progress in reading, writing and maths. PP pupils will also improve their phonic knowledge through use of in house strategies.

PP pupils attained at a similar level to non-PP children in many areas of school. In some cases, where the number of PP children in a cohort is very low, this has resulted in skewed results in which either 0% or 100% of PP children have achieved.

For PP pupils to enjoy the wide range of enrichment activities we have on offer at Barmby Moor CE Primary School.

The number of KS2 PP pupils participating in music lessons and extra-curricular sports increased compared to the previous year. Use of PP grant also allowed for pupils to attend the KS2 residential.

A strong professional dialogue will be kept open between all of the vulnerable group leads.

Disadvantaged champion and SENDCo worked closely to monitor both PP and SEND pupils across the year in terms of academic progress and SEMH.

Attendance of our PP pupils to be no lower than the attendance for our non-pupil premium pupils and to sustain and improve attendance for all pupils.

Attendance of some PP pupils continued to be significantly lower compared to non-PP cohort.

The mental health and wellbeing of PP pupils to be supported throughout the school year.

Pupil premium grant provided funding for a number of PP children to participate in ELSA sessions across the year to support with SEMH.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd