

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 – 2024/2025 113 (128 inc FS1) – 2025/2026
Proportion (%) of pupil premium eligible pupils	15% - 2024/2025 14% – 2025/2026
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 V2 - December 2025
Date on which it will be reviewed	Summer 2027
Statement authorised by	Jamie Baxter Headteacher
Pupil premium lead	Toby Hone Assistant Headteacher
Governor / Trustee lead	2024/2025 Ulrika Goodwin 2025/2026 Louise Womersley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,619
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£500

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26,119

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 provided through School-Led Tutoring delivered by qualified teachers.
- 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 residential. 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, residential etc. • Children are able to learn a new skill or continue playing an instrument they have 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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: ~£13,059.50 (~50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff trained in Read, Write Inc (RWI)	RWI is a high effective approach to systematic phonics which has been	2 & 3

along with the tutoring and delivery of RWI groups.	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	
Purchase, training and implementation of new English scheme of work using 'Pathways'	The programme is being piloted by the Education Endowment Foundation (EEF). The "Pathways Literacy – pilot" page shows that the EEF is funding a pilot for 20 schools (Year 3 pupils) to test the programme's feasibility and "evidence of promise". The EEF report is expected Spring 2027.	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: ~£6,529.75 (~25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention sessions targeting specific pupils within	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	2 & 3

school. A significant proportion of the pupils who receive additional intervention support will be 'disadvantaged'.	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	
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. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	3
Pre key stage math lessons to run alongside maths lessons in school	The EEF "Small Group Tuition" guidance (in their toolkit) notes that small-group tuition in mathematics is associated with on average about three additional months of progress.	3
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: ~£6,529.75 (~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 residentials 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 who 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
ELSA to support pupils with SEMH needs	An evaluation of the ELSA project with 53 children (ages 6–11) found that pupils reported positive outcomes: having a space to talk and think about feelings; improved resilience, confidence and self-esteem. https://explore.bps.org.uk	5
External counselling to support pupils with mental health and wellbeing linked with SEND	A UK parliamentary evidence submission reported that “school-based counselling is associated with improvements around ... emotional, behavioural and social difficulties ... including anger management ... pupil perception of the effectiveness ... more than 82% of children and young people reported that counselling was helpful.” https://committees.parliament.uk/writtenevidence/76931	5

<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: £ 26,119

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS (FS2) 2025

GLD – 0% PPG; 63% class (national data – 68.3%) (national PPG – not yet published as of 15.12.2025)

Comprehension – 100% PPG; 88% class

Word reading – 50% PPG; 81% class

Writing – 50% PPG; 81% class

Number – 50% PPG; 69% class

Numerical Pattern – 50% PPG; 88% class

Y1 2025

Phonics Screen – 0% PPG (national PPG pass - 67%); 75% class (national pass – 80%)

Reading – 0% PPG; 67% class

Writing – 0% PPG; 50% class

Maths – 0% PPG; 75% class

Y2 2025

Reading – 0% PPG; 61% class

Writing – 0% PPG; 44% class

Maths – 50% PPG; 72% class

Y3 2025

Reading – 0% PPG; 59% class

Writing – 0% PPG; 35% class

Maths - 50% PPG; 70% class

Y4 2025

Multiplication Check – Average score: 25 PPG; 23.25 class; Percentage achieving full marks: 100% PPG; 42% class (Average score nationally: 21.0; Percentage achieving full marks nationally: 37%)

Reading – 100% PPG; 75% class

Writing – 100% PPG; 50% class

Maths – 100% PPG; 75% class

Y5 2025

Reading – 0% PPG; 41% class

Writing – 0% PPG; 5% class

Maths – 29% PPG; 53% class

Y6 2025

Reading – 0% PPG (PPG National – 63% EXP); 64% EXP class; 0% PPG; 18% GDS class (national – 75% EXP)

Writing – 0% PPG (PPG National - 59% EXP); 55% EXP class; 0% PPG; 0% GDS class (national – 72% EXP)

Maths – 0% PPG (PPG National – 61% EXP); 73% EXP class; 0% PPG; 9% GDS class (national – 74% EXP)

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.

2024/2025

Autumn 2024 – 93.87%

Autumn - Spring 2025 – 95.26%

Autumn – Summer 2025 – 95.54% (Non PP – 95.68 %)

Comments: 6% of PPG children with an attendance below 90% (compared to 18% of PPG in Autumn 2024); attendance of PPG is just below national target of 96%; in line with non-PPG.

The gap in reading engagement at home between Pupil Premium pupils and non-pupil premium pupils will be narrowed.

2024/2025

Reading bands progress – 71% of PPG have made progress in moving up at least one reading band level this year (100% EYFS; 100% KS1 and 50% KS2); 29% of PPG have not made progress (50% of KS2) as these children were already free readers at the beginning of the academic year

Engagement in reading – 87% of PPG have achieved 75 reading certificate this academic year (66% KS1 and 92% KS2)

Comments: EYFS pupils are not included in the engagement in reading data

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.

2024/2025

Writing progress – 53% of PPG have made at least two steps of progress in writing this year

- KS1 – 0% of PPG have made at least two steps of progress in writing this year
- KS2 – 67% of PPG have made at least two steps of progress in writing this year

Writing attainment – 20% Pre key stage; 67% WT (71% non PPG at PKS/WT); 6% EXP (29% non PPG); 0% GDS (0% non PPG)

- KS1 – 33% pre key stage (11% non PPG); 66% WT (37% non PPG); 0% EXP (37% non PPG); 0% GDS (14% non PPG)
- KS2 – 17% pre key stage (23% non PPG); 75% WT (38% non PPG); 0% EXP (34% non PPG); 8% GDS (5% non PPG)
- National KS2 figures: 59% PPG met the EXP standard; 78% non-PPG met the EXP standard

Comments: EYFS pupils are not included in the engagement in data. KS1 and KS2 PPG children are attaining significantly lower than non-PPG. KS2 Y6 PPG cohort performed a lot lower than the national PPG percentages.

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

2024/2025

Engagement in extra-curricular clubs:

- Autumn 2024 – 53% (0% EYFS; 33% KS1; 58% KS2)
- Spring 2025 – 59% (0% EYFS; 33% KS1; 75% KS2)
- Summer 2025 – 59% (0% EYFS; 33% KS1; 75% KS2)

Engagement in playing a musical instrument (EYFS not included):

- Autumn 2024 – 47% (33% KS1; 50% KS2)
- Spring 2025 – 60% (33% KS1; 67% KS2)
- Summer 2025 – 67% (67% KS1; 67% KS2)

Engagement in education visit:

- Autumn 2024 – 100% (100% EYFS; 100% KS1; 100% KS2)
- Spring 2025 – 24% (0% EYFS; 33% KS1; 25% KS2)
- Summer 2025 – 41% (0% EYFS; 0% KS1; 58% KS2)

Access to at least one form of enrichment each term:

- 71% (0% EYFS; 33% KS1; 92% KS2)

Comments:

- The number of pupils participating in an extra-curricular club has increased slightly over the year; EYFS children are not accessing any clubs and only one pupil in KS1 is accessing a club each term. Increase has been due to KS2 increase.

- The number of pupils taking up a music lesson has increased over the academic year in both KS1 and KS2.
- All pupils attended an educational visit in the Autumn term (Pantomime) however only one pupil in EYFS/KS1 has attended a visit in the remainder of the year.

KS2 pupils have far greater access to extra-curricular activities and enrichment compared to EYFS/KS1

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle Ltd