

Barmby Moor Primary School

Pupil Premium Strategy 2019-20

Pupil Premium Champion	Kathryn Allen-Parry	Pupil Premium Governor	Kate Allan
Number of Pupil Premium pupils on roll	6	Pupil Premium as percentage of roll	6%

What have we identified as the key internal & external barriers to learning?			
Barrier 1 Limited experiences and lack of opportunities inhibits access to and engagement with the curriculum	Barrier 2 Social and emotional issues which can have an effect on learning	Barrier 3 Lower levels of English and Maths skills in lower and middle ability disadvantaged pupils.	
What do we want to achieve? Regardless of background, all children will have access to a broad range of rich and varied experiences which will enhance their learning across the curriculum	What do we want to achieve? Children who have social and emotional difficulties in school are identified swiftly. They have access to early intervention to provide suitable support. School provides a positive and safe environment for these children.	What do we want to achieve? All underachieving children identified and addressed through assessment for learning strategies within lessons and needs addressed through marking and feedback and follow up short term interventions.	
What will success look like this year? All pupils will have had the opportunity to participate in educational visits. All pupils will have had the opportunity to attend at least one enrichment activity organised through school.	What will success look like this year? Support provided will show improved social and emotional skills, confidence and stronger friendships which lead to happier children who can focus and engage with their learning. Disadvantaged children will make at least good progress	What will success look like this year? All children will be provided with quality intervention where required which will be monitored and evaluated. Disadvantaged children will make at least good progress from their starting points in RWM.	

100% of disadvantaged pupils will take part in the Year 6 residential. Disadvantaged children will make at least good progress from their starting points in RWM.	from their starting points in RWM.		
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How will we know we are being successful?

Barrier	What will success look like this year?	What will our interim reviews show?		
		Review 1 Jan 2020	Review 2 April 2020	Review 3 July 2020
1. Limited experiences and lack of opportunities inhibits access to and engagement with the curriculum	All pupils will have taken part in their class “Making Memories” activities through the year. All pupils will have participated in termly educational visits. All pupils will have attended at least one enrichment activity organised through school. 100% of disadvantaged pupils will take part in the Year 6 residential.	All children will have watched a pantomime at the theatre. All children will have attended an educational visit linked to their topic. All children will have had a visitor to school to enhance the curriculum. 33% of disadvantaged children will have taken part in an enhancement activity provided at school.	All children will have attended an educational visit linked to their topic. All children will have had a visitor to school to enhance the curriculum. 50% of disadvantaged children will have taken part in an enhancement activity provided at school.	All children will have attended an educational visit linked to their topic. All children will have had a visitor to school to enhance the curriculum. 66% of disadvantaged children will have taken part in an enhancement activity provided at school over the year 100% Year 6 disadvantaged children will take part in residential
2. Social and emotional issues which can have an effect on learning	Support provided will show improved social and emotional skills, confidence and stronger friendships which lead to happier children who are focused and engaged with their learning.	Children will begin to use the support and strategies provided through individual ELSA sessions. Children able to focus and engage fully with their learning.	Children will begin to use the support and strategies provided through individual ELSA sessions Children able to focus and engage fully with their learning.	Children will begin to use the support and strategies provided through individual ELSA sessions. Children able to focus and engage fully with their learning.
3. Lower levels of English and Maths skills in lower and	All children will be provided with quality intervention where required and the impact will	100% of disadvantaged children on track to reach	100% of disadvantaged children on track to reach	100% of disadvantaged children on track to reach

middle ability disadvantaged pupils.	be monitored and discussed in pupil progress meetings and with parents. Children will make at least good progress from their starting points in RWM.	their end of year target in RWM At least 50% of disadvantaged children working at ARE	their end of year target in RWM At least 67% disadvantaged children working at ARE	their end of year target in RWM At least 67% disadvantaged children working at ARE 17% disadvantaged children working above ARE
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When will we undertake the next full impact review of our strategy & spending?

July 2020



How much money do we have to address the identified barriers to learning?

Number of Eligible Pupils	6	Total Pupil Premium Budget	£10,560
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How will we spend this money to address the identified barriers to learning?

Identified barrier and what we hope to achieve	Approaches to be implemented		What evidence do we have that this approach has the potential to be successful?
1.Limited experiences and lack of opportunities inhibits access to and engagement with the curriculum. Regardless of background, all children will have access to a broad range of rich and varied experiences which will enhance their learning across the curriculum	Each class to create their own “Making Memories” mat of group activities to take part in over the year, which provide experiences for children to draw upon to make connections, support and extend their learning.		EEF toolkit identifies outdoor education learning and collaborative learning having a positive impact on pupil progress
	New topic vocabulary displayed in class and used as a teaching tool.		
	Educational visits and visitors to school planned which are linked to termly topic.		
	Enrichment activities provided in school – music, science, PE, BSC and ASC		
	Budgeted Cost	£1000.00 Educational visits	
2. Social and emotional issues which can have an effect on learning	Individual ELSA sessions to provide support and strategies to manage social, emotional and mental health needs.		EEF toolkit identifies social and emotional learning having an identifiable and significant impact on attitudes to learning, social relationships in school and pupil progress.
	Individual ELSA sessions to boost self esteem, self confidence and provide strategies to improve resilience.		

Children who have social and emotional difficulties in school are identified swiftly. They have access to early intervention to provide suitable support. School provides a positive and safe environment for these children.	Budgeted Cost	£1668.00 = ELSA staff
3. Lower levels of English and Maths skills in lower and middle ability disadvantaged pupils. All underachieving children identified and addressed through assessment for learning strategies within lessons and needs addressed through marking and feedback and follow up short term interventions.	Teaching assistants support individuals and small groups with targeted support and intervention which include – Early morning groups focus on pre teaching skills in RWM Reading Eggs to develop and extend early phonic and readings skills Spellodrome to develop spelling awareness Mathletics with individual programs	
	Interventions evaluated termly during pupil progress meetings and adapted as necessary	
	Staff training and continued professional development to support and challenge all pupils	
	Additional teacher employed to create small class sizes through school to allow for more targeted teacher support to extend their learning.	
	Budgeted Cost	Reading Eggs, Spellodrome & Mathletics annual subscriptions = £880.00 TA staffing for Early Morning intervention = £1066.00 Employment of two additional teachers equivalent to 1.36 FTE = £51,700.00



How successful are we being?

Barrier	What will success look like this year?	What do our interim reviews tell us?		
		Review 1 Jan 20	Review 2	Review 3
1. Limited experiences and lack of opportunities inhibits access to and engagement with the curriculum	All pupils will have had the opportunity to participate in educational visits. All pupils will have had the opportunity to attend at least one enrichment activity organised through school. 100% of disadvantaged pupils will take part in the Year 6 residential.			



	Disadvantaged children will make at least good progress from their starting points in RWM.			
2. Social and emotional issues which can have an effect on learning	Support provided will show improved social and emotional skills, confidence and stronger friendships which lead to happier children who can focus and engage with their learning. Disadvantaged children will make at least good progress from their starting points in RWM.			
3. Lower levels of English and Maths skills in lower and middle ability disadvantaged pupils.	All children will be provided with quality intervention where required which will be monitored and evaluated. Disadvantaged children will make at least good progress from their starting points in RWM.			



Did we achieve what we set out to achieve this year?

Barrier & what we said success would look like	What did we spend our money on and how much did we spend?	How successful were we and to what extent did each of our chosen approaches contribute to this success?
1.		
2.		
3.		
4.		