

### Pupil Premium Strategy – Impact evaluation 2017 - 2018

The level of funding for Barmby Moor Primary School for the academic year 2017/2018 was £13,200

| Barriers to educational achievement faced by some eligible pupils                                                                                                                                                                                         |  |                                                                                                                                                                                                                                     |         |         |       |
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| Behaviour for learning – concentration, motivation, asking for support.                                                                                                                                                                                   |  |                                                                                                                                                                                                                                     |         |         |       |
| Some Pupil Premium pupils do not have the opportunities to experience quality first hand experiences which may help to raise aspirations, engage children in their learning and expose them to the world around them.                                     |  |                                                                                                                                                                                                                                     |         |         |       |
| Attendance rates for Pupil Premium pupils are below those for non Pupil Premium pupils                                                                                                                                                                    |  |                                                                                                                                                                                                                                     |         |         |       |
| Spent on                                                                                                                                                                                                                                                  |  | Impact of spend                                                                                                                                                                                                                     |         |         |       |
| <b>Learning support -</b><br>*intervention groups for maths and english,<br>*TA for specific pupils who have high need, small group support<br>*High level of staffing in KS1 to ensure small class sizes are maintained for focused support<br>(£38,645) |  | Interventions provided for individual pupils at risk of making slow progress.                                                                                                                                                       |         |         |       |
|                                                                                                                                                                                                                                                           |  | Progress documented. Continuous tracking and evaluation of effectiveness of interventions                                                                                                                                           |         |         |       |
|                                                                                                                                                                                                                                                           |  | PP pupils                                                                                                                                                                                                                           | Reading | Writing | Maths |
|                                                                                                                                                                                                                                                           |  | % below ARE                                                                                                                                                                                                                         | 55%     | 64%     | 64%   |
|                                                                                                                                                                                                                                                           |  | % at ARE                                                                                                                                                                                                                            | 36%     | 27%     | 27%   |
|                                                                                                                                                                                                                                                           |  | % above ARE                                                                                                                                                                                                                         | 9%      | 9%      | 9%    |
|                                                                                                                                                                                                                                                           |  | In reading 64% made expected in year progress, 18% made good progress.                                                                                                                                                              |         |         |       |
|                                                                                                                                                                                                                                                           |  | In writing 64% made expected in year progress, 9% made good progress.                                                                                                                                                               |         |         |       |
|                                                                                                                                                                                                                                                           |  | In maths 36% made expected in year progress, 18% made good progress.                                                                                                                                                                |         |         |       |
| <b>Resources –</b><br>*Lexia reading intervention resources<br>*Reading Eggs software program for school and home use<br>*Mathletics software program for school and home use<br>*Wordsmith writing scheme<br>(£3,326.6)                                  |  | Interventions and resources provided for individual pupils at risk of making slow progress.                                                                                                                                         |         |         |       |
|                                                                                                                                                                                                                                                           |  | Progress documented.                                                                                                                                                                                                                |         |         |       |
|                                                                                                                                                                                                                                                           |  | Continuous tracking and evaluation of effectiveness of resources by teachers                                                                                                                                                        |         |         |       |
|                                                                                                                                                                                                                                                           |  | Pupil Premium pupils eager to continue their learning and develop their skills at home through individualised programs of work.                                                                                                     |         |         |       |
| <b>Subsidised visits/out of school activities</b><br>*Residential visits<br>*Educational visits<br>(£650)                                                                                                                                                 |  | Pupil Premium pupils have taken part in a range of experiences and activities, including educational visits linked to school topics which has brought information to life and sparked further interest and enthusiasm for subjects. |         |         |       |
|                                                                                                                                                                                                                                                           |  | Pupil Premium pupils have taken part in outdoor adventurous activities, developing confidence, self belief and relationships through a range of activities.                                                                         |         |         |       |
| ELSA provision<br>(£1,194)                                                                                                                                                                                                                                |  | Supported individual pupils self esteem, attitudes to learning, sense of well being and enjoyment of school, reducing barriers to learning.                                                                                         |         |         |       |
| <b>Recommendations based on analysis of impact –</b>                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                     |         |         |       |
| Continue to develop case studies to evidence small steps of progress of Pupil Premium pupils.                                                                                                                                                             |  |                                                                                                                                                                                                                                     |         |         |       |
| Monitor attendance of Pupil Premium pupils each term.                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                     |         |         |       |
| Release subject leaders to deliver intervention programs for maths and english and give targeted feedback.                                                                                                                                                |  |                                                                                                                                                                                                                                     |         |         |       |
| PP Champion to provide eligible pupils with regular 1:1 consultations / feedback to consider successes and areas for additional support / reinforcement.                                                                                                  |  |                                                                                                                                                                                                                                     |         |         |       |

| Summary information           |                               |                                         |                                                                |                                                       |           |
|-------------------------------|-------------------------------|-----------------------------------------|----------------------------------------------------------------|-------------------------------------------------------|-----------|
| <b>School</b>                 | Barmby Moor CE Primary School |                                         |                                                                |                                                       |           |
| <b>Academic Year</b>          | 2018-2019                     | <b>Total PP budget (FY 18-19)</b>       | £15,840                                                        | <b>Date of most recent PP Review</b>                  | Sept 2018 |
| <b>Total number of pupils</b> | Sep 18 = 109                  | <b>Number of pupils eligible for PP</b> | 12* (Ever 6 FSM)<br>*FY18-19<br>11** (Ever 6 FSM)<br>**AY18-19 | <b>Date for next internal review of this strategy</b> | Sept 2019 |

| Current attainment - End of Key Stage 2 2018 Achieving the expected standard |                                               |                                      |
|------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------|
|                                                                              | <i>Pupils eligible for PP in BM (1pupil)</i>  | <i>All pupils national benchmark</i> |
| % achieving ARE in reading, writing and maths                                | 0/1                                           | 64%                                  |
| % achieving ARE in reading                                                   | 1/1                                           | 75%                                  |
| % achieving ARE in writing                                                   | 0/1                                           | 78%                                  |
| % achieving ARE in maths                                                     | 0/1                                           | 78%                                  |
| End of Key Stage 1 2018 - Achieving the expected standard                    |                                               |                                      |
|                                                                              | <i>Pupils eligible for PP in BM (1 pupil)</i> | <i>All pupils national benchmark</i> |
| % achieving ARE in reading                                                   | 0/1                                           | 75%                                  |
| % achieving ARE in writing                                                   | 0/1                                           | 70%                                  |
| % achieving ARE in maths                                                     | 0/1                                           | 76%                                  |

| Barriers to future attainment faced by some eligible pupils (for pupils eligible for PP, including high ability) |                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In-school barriers                                                                                               |                                                                                                                                                                                                                       |
| <b>A.</b>                                                                                                        | Behaviour for learning – concentration, motivation, asking for support.                                                                                                                                               |
| <b>B.</b>                                                                                                        | Specific special educational needs                                                                                                                                                                                    |
| External barriers                                                                                                |                                                                                                                                                                                                                       |
| <b>C.</b>                                                                                                        | Attendance rates for Disadvantaged pupils (91.7%) are below those for non-Disadvantaged pupils (96.1%) (July 2018).                                                                                                   |
| <b>D.</b>                                                                                                        | Some Disadvantaged pupils do not have the opportunities to experience quality first hand experiences which may help to raise aspirations, engage children in their learning and expose them to the world around them. |

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|                  |                                                |                  |
| Desired outcomes |                                                |                  |
|                  | Desired outcomes and how they will be measured | Success criteria |

|           |                                                                                                                                                                                      |                                                                                                                                                                           |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A.</b> | To close the gap between Disadvantaged pupils and national data for non disadvantaged pupils achieving the expected standard at the end of Key Stage 2                               | External school data shows that the percentage gap between Disadvantaged pupils and national data achieving the expected standards at the end of Key Stage 2 is closing.  |
| <b>B.</b> | To close the gap between Disadvantaged pupils and national data for non disadvantaged pupils achieving the expected standard at the end of Key Stage 1                               | Moderated school data shows that the percentage gap between Disadvantaged pupils and national data achieving the expected standards at the end of Key Stage 2 is closing. |
| <b>C.</b> | Attendance rates for Disadvantaged pupils to be at least 96.8% and in line with non-Disadvantaged pupils.                                                                            | Overall attendance of Disadvantaged pupils is at least in-line with non-Disadvantaged and above 96.8%.                                                                    |
| <b>D.</b> | All Disadvantaged pupils have access to additional first-hand experiences in school and any financial barriers which may prevent them from accessing any activities will be removed. | All Disadvantaged pupils in school have access to additional first-hand experience.                                                                                       |

### Planned expenditure

|                      |                  |
|----------------------|------------------|
| <b>Academic year</b> | <b>2018-2019</b> |
|----------------------|------------------|

How Barmby Moor CE Primary School will be using the pupil premium to provide targeted support and whole school strategies to support disadvantaged pupils.

### Quality First Teaching for all pupils

| Desired outcome                                                                                                                                                                                                                                                                                                                               | Chosen action / approach                                                | What is the evidence and rationale for this choice?                                                                                                                                                                                                                                 | How will you ensure it is implemented well?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Staff lead | When will you review implementation?                        |
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| <p><b>A</b> To close the gap between Disadvantaged pupils and national data for non disadvantaged pupils achieving the expected standard at the end of Key Stage 2</p> <p><b>B</b> To close the gap between Disadvantaged pupils and national data for non disadvantaged pupils achieving the expected standard at the end of Key Stage 1</p> | Additional teacher employed to create small class sizes through school. | <p>Pupils will be taught in smaller classes to allow for more targeted teacher support to extend their learning.</p> <p>(Blatchford, Bassett and Brown (2011)– Smaller classes led to pupils receiving more individual attention and having more active interactions with them)</p> | <p>SLT to monitor data half termly to check progress to ensure that at least good progress is being made.</p> <p>SLT to undertake termly observations and monitoring to ensure quality of all teaching, learning and assessment is at least good.</p> <p>Maths and English coordinators to lead training for teachers and TAs to further develop subject knowledge, teaching strategies, assessment and tracking procedures.</p> <p>NQT mentor to support NQT with planning and assessment procedures through regular meetings, observations and feedback.</p> <p>Timetable regular achievement and assessment discussions into whole school staff meetings to</p> | DC KAP     | Half termly through Pupil Progress Meetings and monitoring. |

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|                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                      | <p>track progress.</p> <p>Analyse pupil premium progress and attainment each half term, using this information for next steps in learning – Who is on track to reach their target? Who is on track to achieve expected, GDS?</p> <p>Work with individual pupils to create their own passport which identifies their strengths as well as successful teaching strategies to develop learning further.</p>                                                                                                                                                                                                                                                                                                                                                          |        |                                                                                                                                                   |
| Cost - £10,201                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                   |
| Targeted Support                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                                                                                                                   |
| <p><b>A</b> To close the gap between Disadvantaged pupils and national data for non disadvantaged pupils achieving the expected standard at the end of Key Stage 2</p> <p><b>B</b> To close the gap between Disadvantaged pupils and national data for non disadvantaged pupils achieving the expected standard at the end of Key Stage 1</p> | <p>To ensure school intervention provision meets the needs of disadvantaged pupils.</p> <p>Use teaching assistants to implement intervention activities</p> <p>Use maths and english coordinators to plan and implement intervention activities</p> <p>PP Champion to provide eligible pupils with regular 1:1 consultations / feedback to consider successes and areas for additional support / reinforcement</p> | <p>Subject leaders are released to deliver intervention programs and give targeted feedback.</p> <p>Deploy experienced and outstanding teachers to support disadvantaged pupils through school.</p> <p>(EEF – Feedback research focusing on targeted feedback shows high impact)</p> | <p>Review the range of targeted additional provision available in school.</p> <p>Identify additional provision which can be used to support and extend teaching and learning.</p> <p>Each teacher to timetable in specific additional provision into their short term plans.</p> <p>Differentiation evident in all teacher's classroom practice and planning.</p> <p>NQT mentor to support NQTs with planning and assessment procedures through regularly meetings, observations and feedback.</p> <p>Monitoring of data by SLT to ensure that a positive impact on pupils learning is evident.</p> <p>Impact overseen and monitored by school's Disadvantage Champion</p> <p>Staff delivering interventions will keep ongoing records of sessions delivered.</p> | DC KAP | <p>Evaluate success of intervention each half term at the end of each intervention cycle.</p> <p>Half termly through Pupil Progress Meetings.</p> |

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| <p><b>A</b> To close the gap between Disadvantaged pupils and national data for non disadvantaged pupils achieving the expected standard at the end of Key Stage 2</p> <p><b>B</b> To close the gap between disadvantaged pupils and national data for on disadvantaged pupils achieving the expected standard at the end of Key Stage 1</p> | To ensure school intervention provision meets the needs of disadvantaged pupils. | <p>Targeted interventions focus on core skills in reading, writing and maths.</p> <p>(EEF – Teaching and Learning Toolkit research for Small Group Tuition –“Overall evidence shows that small group tuition is effective.”)</p>                           | <p>Early Morning Intervention groups run 2 or 3 times a week focus on pre- teaching skills in English and maths.</p> <p>Lexia interactive English program with individualised interventions to focus on closing the gap in reading.</p> <p>Mathletics interactive maths program with individualised interventions to focus on closing the gap in maths.</p>                                                                                                                                                                                                                                                 | DC KAP | <p>Evaluate success of intervention each half term at the end of each intervention cycle.</p> <p>Half termly through Pupil Progress Meetings</p> |
| <p>Maths and English Coordinator release time £6735</p> <p>Staffing £59,523</p> <p>TA early morning interventions £898</p>                                                                                                                                                                                                                   |                                                                                  |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                                                                                                                  |
| <b>Other approaches</b>                                                                                                                                                                                                                                                                                                                      |                                                                                  |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                                                                                                                  |
| C. Attendance rates for Disadvantaged pupils to be at least 96.8% and in line with non-Disadvantaged pupils.                                                                                                                                                                                                                                 | Pastoral support offered to families by SLT and Disadvantaged Champion.          | <p>Families will continue to be supported to overcome all barriers to learning</p> <p>Families will be offered more sustained and intensive support where needed.</p> <p>(EEF – Working with Parents to Support Children’s Learning – Guidance Report)</p> | <p>Parents of Disadvantaged pupils to have access to pastoral care through school through members of the SLT.</p> <p>Increase in parental engagement in their child’s learning by parents regularly attending parents evening meetings.</p> <p>In school homework clubs to provide pupils with support to complete activities.</p> <p>SLT to regularly review attendance data.</p> <p>Create a school leaflet about the importance of good attendance for education which includes information about the role of the EWO and additional support.</p> <p>School to give additional support to pupils who</p> | DC KAP | Half termly                                                                                                                                      |

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|                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                   | <p>are returning after a long absence.</p> <p>SLT to log all contact with parents relating to absence and highlight any concerns to the EWO.</p> <p>School to notify the EWO of pupils with persistent absence.</p>                     |                                                                                                         |             |
| <b>C</b> Attendance rates for Disadvantaged pupils to be at least 96.8% and in line with non-Disadvantaged pupils.                                                                             | Individualised support for emotional well being offered to individual pupils                                                                                                                                                                                                                  | Continue with ELSA nurture group to develop positive links and relationships with pupils.                                                                                                                                                                                                                                                         | ELSA – support for pupils to understand and regulate their emotions, respect the feelings of others and to increase self esteem and self confidence.                                                                                    | DC KAP                                                                                                  | Half termly |
| <b>D.</b> All Disadvantaged pupils have access to additional first-hand experiences in school and any financial barriers which may prevent them from accessing any activities will be removed. | <p>Reduce financial barriers to enable Disadvantaged pupils to access experiences outside the classroom to support their wider learning. These may include the following;</p> <p>Y5/6 Residential Visit<br/>Educational visits<br/>Music tuition<br/>Breakfast Club<br/>After School Club</p> | <p>Provide opportunities for Disadvantaged children to access groups/activities which will give them the confidence to join in with other experiences and raise self esteem.</p> <p>Provide opportunities which will provide children with ideas/experiences that they can draw upon to support their learning in Reading, Writing and Maths.</p> | <p>School's Disadvantage Champion to ensure that opportunities are provided and offered to these children where possible.</p> <p>Records of activities attended by pupils kept and monitored by the school's Disadvantage champion.</p> | DC KAP                                                                                                  | Termly      |
|                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                         | <p>ELSA £1401</p> <p>Y5/6 residential £829</p> <p>Educational visits £500</p> <p>Music tuition £212</p> |             |
|                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                         | Total cost £80,299                                                                                      |             |
|                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                         | EYPP =£1054.17                                                                                          |             |
| (Additional funds directed from the main school budget)                                                                                                                                        |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                         |                                                                                                         |             |