

**Barmby Moor Primary School**

**Pupil Premium Strategy 2020-21**

|                                               |                     |                                            |                |
|-----------------------------------------------|---------------------|--------------------------------------------|----------------|
| <b>Pupil Premium Champion</b>                 | Kathryn Allen-Parry | <b>Pupil Premium Governor</b>              | Ulrika Goodwin |
| <b>Number of Pupil Premium pupils on roll</b> | 8                   | <b>Pupil Premium as percentage of roll</b> | 7.5%           |

| <b>What have we identified as the key internal &amp; external barriers to learning?</b>                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                          |  |
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| <b>Barrier 1</b><br>Limited experiences and lack of opportunities inhibits access to and engagement with the curriculum                                                                                                                                                                                                                                       | <b>Barrier 2</b><br>Social and emotional issues which can have an effect on learning                                                                                                                                                                                                       | <b>Barrier 3</b><br>Lower levels of English and Maths skills in lower and middle ability disadvantaged pupils.                                                                                                                                                                                                                                                                           |  |
| <b>What do we want to achieve?</b><br>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                                                                                                                                                         | <b>What do we want to achieve?</b><br>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.                        | <b>What do we want to achieve?</b><br>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.                                                                                                                                            |  |
| <b>What will success look like this year?</b><br>All pupils will have taken part in their class "Making Memories" activities through the year.<br>All pupils will have had a specialist visitor to school to enhance the curriculum.<br>All children will have taken part in on line and distance learning programs to enhance the curriculum (until the time | <b>What will success look like this year?</b><br>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 | <b>What will success look like this year?</b><br>Adaptations made to the curriculum, through assessment for learning, to allow all pupils to catch up on missed learning.<br>All children will be provided with quality intervention where required which will be monitored and evaluated.<br>Disadvantaged children will make at least good progress from their starting points in RWM. |  |

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| when children can take part in educational visits.)<br>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?                                                                                                                                  |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                               |
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|                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                 | Review 1 Jan 2021                                                                                                                                                    | Review 2 April 2021                                                                                                                                                                                                                                                           | Review 3 July 2021                                                                                                                                                                                                                                                            |
| 1. Limited experiences and lack of opportunities inhibits access to and engagement with the curriculum | <p>All pupils will have taken part in their class “Making Memories” activities through the year.</p> <p>All pupils will have had a specialist visitor to school to enhance the curriculum.</p> <p>All children will have taken part in on line and distance learning programs to enhance the curriculum (until the time when children can take part in educational visits.)</p> | <p>All pupils will have watched an online pantomime.</p> <p>All pupils will have taken part in on line and distance learning programs to enhance the curriculum.</p> | <p>All pupils will have taken part in their class “Making Memories” activities</p> <p>All pupils will have taken part in on line and distance learning programs to enhance the curriculum.</p> <p>All pupils will have had a visitor to school to enhance the curriculum.</p> | <p>All pupils will have taken part in their class “Making Memories” activities</p> <p>All pupils will have taken part in on line and distance learning programs to enhance the curriculum.</p> <p>All pupils will have had a visitor to school to enhance the curriculum.</p> |
| 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.<br>Children able to focus and engage fully with their learning.     | Children will begin to use the support and strategies provided through individual ELSA sessions<br>Children able to focus and engage fully with their learning.                                                                                                               | Children will begin to use the support and strategies provided through individual ELSA sessions.<br>Children able to focus and engage fully with their learning.                                                                                                              |
| 3. Lower levels of English and Maths skills in lower and middle ability disadvantaged pupils.          | Adaptations made to the curriculum, through assessment for learning, to allow all pupils to catch up on missed learning.<br>All children will be provided with quality intervention where required and the impact will                                                                                                                                                          | 100% of disadvantaged children on track to reach their end of year target in RWM                                                                                     | 100% of disadvantaged children on track to reach their end of year target in RWM                                                                                                                                                                                              | 100% of disadvantaged children on track to reach their end of year target in RWM                                                                                                                                                                                              |

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|                                                                                                                                                                                                                                                                               | be monitored and discussed in pupil progress meetings and with parents.<br>Children will make at least good progress from their starting points in RWM.                                                             | At least 50% of disadvantaged children working at ARE | At least 50% disadvantaged children working at ARE                                                                                                                                                                                                                                                                                                                                 | At least 50% disadvantaged children working at ARE |
| When will we undertake the next full impact review of our strategy & spending?                                                                                                                                                                                                |                                                                                                                                                                                                                     |                                                       | July 2021                                                                                                                                                                                                                                                                                                                                                                          |                                                    |
|                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                     |                                                       |                                                                                                                                                                                                                                                                                                                                                                                    |                                                    |
| How much money do we have to address the identified barriers to learning?                                                                                                                                                                                                     |                                                                                                                                                                                                                     |                                                       |                                                                                                                                                                                                                                                                                                                                                                                    |                                                    |
| Number of Eligible Pupils                                                                                                                                                                                                                                                     | 8                                                                                                                                                                                                                   | Total Pupil Premium Budget                            | £10,760                                                                                                                                                                                                                                                                                                                                                                            |                                                    |
|                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                     |                                                       |                                                                                                                                                                                                                                                                                                                                                                                    |                                                    |
| 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.<br><br>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.                                                                                                                                                                                                                                                           |                                                    |
|                                                                                                                                                                                                                                                                               | Extend vocabulary by creating a language rich environment. Key vocabulary displayed in class and used as a teaching tool.                                                                                           |                                                       | Initial findings from the EEF Children’s University project (which aims to improve the aspirations and attainment of pupils aged 5 to 14 by providing learning activities beyond the normal school day, such as after-school clubs, visits to universities and museums) show that well-supported enrichment activities can improve children’s academic and non-cognitive outcomes. |                                                    |
|                                                                                                                                                                                                                                                                               | On line distance learning programs and visitors to school planned which are linked to termly topic.                                                                                                                 |                                                       |                                                                                                                                                                                                                                                                                                                                                                                    |                                                    |
|                                                                                                                                                                                                                                                                               | Enrichment activities provided in school – music, BSC and ASC                                                                                                                                                       |                                                       |                                                                                                                                                                                                                                                                                                                                                                                    |                                                    |
|                                                                                                                                                                                                                                                                               | Budgeted Cost                                                                                                                                                                                                       | Facility available as needed                          |                                                                                                                                                                                                                                                                                                                                                                                    |                                                    |
| 2. Social and emotional issues which can have an effect on learning<br><br>Children who have social and emotional difficulties in school are identified swiftly. They have access to early intervention to provide suitable support. School                                   | 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.                                                                                                        |                                                       |                                                                                                                                                                                                                                                                                                                                                                                    |                                                    |
|                                                                                                                                                                                                                                                                               | Budgeted Cost                                                                                                                                                                                                       | ELSA staff = £2031.00                                 |                                                                                                                                                                                                                                                                                                                                                                                    |                                                    |

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| provides a positive and safe environment for these children.                                                                                                                                            |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                          |
| 3. Lower levels of English and Maths skills in lower and middle ability disadvantaged pupils.                                                                                                           | Teaching assistants support individuals and small groups with targeted academic support and intervention which include –<br>Reading Eggs to develop and extend early phonic and readings skills<br>Mathletics with individual programs<br>TT Rockstars focusing on times tables with individual programs | EEF toolkit identifies that teaching assistants can be effective at improving attainment when used to support specific pupils in small groups or through structured interventions.                                                                                                                       |
| 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. | Adaptations made to the curriculum, through assessment for learning, to allow all pupils to catch up on missed learning.                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                         | Interventions evaluated termly during pupil progress meetings and adapted as necessary                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                         | Staff training and continued professional development to support and challenge all pupils                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                         | <b>Budgeted Cost</b>                                                                                                                                                                                                                                                                                     | Reading Eggs annual subscription = £451.44<br>Mathletics annual subscription = £451.44<br>TT Rockstars annual subscription = £167.90<br>TA staffing for Early Morning intervention = £1893 (non-COVID)<br>Year 5 & 6 separate classes x 4 mornings per week = £20,677<br>Staff training budget = £500.00 |



### How successful are we being?

| Barrier                                                                                                | What will success look like this year?                                                                                                                                                                                                                                                                                                                           | What do our interim reviews tell us? |                   |                  |
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|                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                  | Review 1 Jan 21                      | Review 2 April 21 | Review 3 July 21 |
| 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.<br>All pupils will have had a specialist visitor to school to enhance the curriculum.<br>All children will have taken part in on line and distance learning programs to enhance the curriculum (until the time when children can take part in educational visits.) |                                      |                   |                  |

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|                                                                                               | 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.<br>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. | Adaptations made to the curriculum, through assessment for learning, to allow all pupils to catch up on missed learning.<br>All children will be provided with quality intervention where required which will be monitored and evaluated.<br>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? |
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| <b>Barrier 1-</b> Limited experiences and lack of opportunities inhibits access to and engagement with the curriculum<br><br><b>Success -</b><br>All pupils will have taken part in their class "Making Memories" activities through the year.<br>All pupils will have had a specialist visitor to school to enhance the curriculum. |                                                           |                                                                                                         |

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| <p>All children will have taken part in on line and distance learning programs to enhance the curriculum (until the time when children can take part in educational visits.)<br/>Disadvantaged children will make at least good progress from their starting points in RWM.</p>                                                                                                                       |  |  |
| <p>2. <b>Barrier 2-</b> Social and emotional issues which can have an effect on learning</p> <p><b>Success</b> - 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.<br/>Disadvantaged children will make at least good progress from their starting points in RWM.</p> |  |  |
| <p>3. <b>Barrier 3-</b> Lower levels of English and Maths skills in lower and middle ability disadvantaged pupils.</p> <p><b>Success</b> - Adaptations made to the curriculum, through assessment for learning, to allow all pupils to catch up on missed learning.<br/>All children will be provided with quality intervention where required which will be monitored and evaluated.</p>             |  |  |



EAST RIDING  
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| Disadvantaged children will make at least good progress from their starting points in RWM. |  |  |
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