

Barmby Moor CE Primary School

Pupil Premium Strategy Statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barmby Moor CE Primary School
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021 Updated December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr Baxter Headteacher
Pupil premium lead	Toby Hone Assistant Headteacher
Governor / Trustee lead	Ulrika Goodwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,470
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,470

Part A: Pupil premium strategy plan

Statement of intent

At Barmby Moor CE Primary School, common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

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

Our ultimate objectives are:

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

We aim to do this through

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

Achieving these objectives:

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

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

Challenges

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

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

4	Attendance and punctuality issues for some Pupil Premium pupils. Attendance for Pupil Premium pupils is on average 2% lower than that of non-pupil premium pupils. 25% of disadvantaged pupils are currently classes as persistent absentees.
5	Mental health and wellbeing of Pupil Premium pupils particularly after the national school closures due to the Covid-19 pandemic. In total 33% of Pupil Premium, over the last year, have accessed in-school support for either mental health or wellbeing; this has normally been in the form of ELSA sessions.

Intended outcomes

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

Intended outcome	Success criteria
1. Pupil Premium pupils will make good or better progress in Reading, Writing and Maths. Pupil Premium pupils will also improve their phonic knowledge through use of in house strategies.	• PP pupils develop a love of reading. • PP pupils regularly heard read by an adult at home (filling in logs) and an adult in school • Opportunities are provided for pupils to write for purpose. • Fast Track Tutoring is filling gaps in phonics knowledge. • Improvements in outcomes in Reading, Writing and Maths over time, with an increase in the percentage of PP pupils achieving the expected standard. • Interventions having an impact on target focused areas for individual need.
2. For Pupil Premium pupils to enjoy the wide range of enrichment activities we have on offer at Barmby Moor CE Primary School.	• A wide range of extra-curricular activities have been offered and accessed to tap into our children's passions including Sports Clubs and Drama Clubs. • Pupil Premium children who chose not to join club in the Autumn Term have been prioritised in the Spring and Summer Terms. • Discounts in line with our charging policy have been applied to Pupil Premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc.

	Children have been able to learn a new skill or continue playing an instrument they had been learning.
3. A strong professional dialogue will be kept open between all of the vulnerable group leads.	- Termly meetings have taken place with the vulnerable group leads and the link Governor. - Open discussions have taken place staff meetings to identify any new additions to the Pupil Premium register throughout the year. - Termly Support Plans for PP pupils have been reviewed and new plans created as a staff team to allow for the best possible support to be implemented.
4. Attendance of our Pupil Premium pupils to be no lower than the attendance for our non-pupil premium pupils and to sustain and improve attendance for all pupils.	- School Office have promptly called/text families who have an absent child without reason. - An attendance list has been used by the pastoral team of pupils we know who have historic attendance issues. - Extremely poor attendance (below 90%) has been challenged with communication (in the form of a letter initially) from the Headteacher. - Additional support has been provided by the Education Welfare Service and relevant action plans implemented. - The attendance gap between Pupil Premium and non-pupil premium has narrowed.
5. The mental health and wellbeing of Pupil Premium Pupils to be supported throughout the school year.	- PHSE Scheme has been used to support the mental health and wellbeing of Pupil Premium pupils. - Purchased KS2 Mental Health units have been used to support the mental and health and wellbeing of Pupil Premium pupils. - ELSA used for targeted pupils when and where required; this includes Pupil Premium and non-pupil premium pupils. - Open-door policy promoted and Pupil Premium parents feel they can speak to the school about any concerns, including ones linked with mental health and wellbeing. - Member of senior staff has been trained in Mental Health First Aid.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers trained to deliver mindfulness approach to any identified individual children.	Calmness within the classroom helps support mental health which enables the children to learn. This has an impact on the well-being and willingness to learn. (EEF (3))	
Specialised TAs are taught by a speech and language therapist to target gaps in pupils' language.	Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum. EEF (3) Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	1
All staff trained in Read, Write Inc (RWI) along with the tutoring and delivery of RWI groups.	RWI is a high effective approach to systematic phonics which has been approved by DFE. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Purchase of standardised assessments. Training to be provided to ensure assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1

are interpreted and administered correctly.	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Training provided to all staff on the new SEND Termly Support Plan format that encompasses the whole child.	EEF (1) – Treat implementation as a process. This is ongoing and targets are reviewed for all pupils, including those who are Pupil Premium.	3

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention sessions targeting specific pupils within school. A significant proportion of the pupils who receive additional intervention support will be 'disadvantaged'.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be completed through RWI Fast Track Tutoring.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Purchase an additional programme, link with the school phonics scheme (RWI) for pupils to use at home with their parents.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1

Quality first teaching for all pupils. CPD is ongoing for Maths and English by leads Maths and English are high priority across school.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support.	1
Purchase web based programs to be used in school and at home: • See-saw • TTRockstars	EEF guide to Pupil Premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	1
Speech and language therapist supports Teaching Assistants to plan and deliver speech and language interventions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 and 2
1:1 pupil progress meetings with teachers and the Headteacher & the Assistant Headteacher.	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collective responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1

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

Budgeted cost: £4470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they	2

including residential for Year 5 and 6	almost always want their children to experience these	
Supporting the funding of musical instrumental lessons	Children who are able to follow their hobbies and passions without finance being a barrier and they will be able to foster their love of music raising their self-esteem.	2
ASC sporting activities will allow all children to be able to access a range of sports.	Children who are able to follow their hobbies and passions without finance being a barrier and they will be able to foster their love of sport raising their self-esteem.	2
Attendance procedures to be reviewed to better support the attendance of Pupil Premium Pupils. School to read and where appropriate embed principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Evidence is clear that children need to be in school to reach their full potential. Children not attending school will be missing out on significant learning and other aspects including social opportunities.	4
ELSA sessions to be used to support mental health and wellbeing and additional time to be provided to the ELSA lead so that ELSA sessions can occur. Additional outside agencies to be used when required.	ELSA used effectively in many schools to support individual need. Will be delivered to children who have an emotional need with the aim to help each child to be happy.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £13,690

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Pupil Premium pupils will make good or better progress in Reading, Writing and Maths. Pupil Premium pupils will also improve their phonic knowledge through use of in house strategies.

The introduction of the new Read Write Inc scheme has had a positive impact on phonics in school. 91% of all pupils passed phonics screening in Year 1 and, the phonics support provided to these pupils, has been used in other classes across school to support PP children; this includes Fast Track Tutoring.

Internal assessments were completed using the school's online assessment system. NFER Tests were also used by the school across KS1 and KS2 and further assessments were carried out at the end of the academic year. Outcomes for PP can be seen below:

Year 1

No Pupil Premium Children

Year 2 (2 Pupils)

Reading – 50% Working Towards and 50% Working At.

Writing – 50% Working Towards and 50% Working At.

Maths – 100% Working At

Year 3 (1 Pupil)

Reading – 100% Working Towards

Writing - 100% Below

Maths – 100% Below

Year 4 (2 Pupils)

Reading – 50% Working Towards and 50% Working At.

Writing - 50% Working Towards and 50% Working At.

Maths – 50% Working Towards and 50% Working At.

Year 5 (1 Pupil)

Reading – 100% Working Towards

Writing - 100% Working Towards

Maths – 100% Below

Year 6 (2 Pupils)

Reading – 50% Below and 50% Working Towards

Writing - 50% Below and 50% Working Towards

Maths – 50% Below and 50% Working Towards

In Year 6, there was a significant gap between the progress of PP children and Non-PP children. Targeted interventions for PP children will continue throughout the 2022 – 23 academic year.

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

This has been an exciting year and the children have been given a range of opportunities develop emotionally and academically. The school has provided the children with opportunities to go on educational visits, including a Year 6 residential. The school also had visits from members of the local community to further enhance the school curriculum.

A range of clubs have taken place throughout the academic year, when the school was not in an outbreak management situation, and these were well attended by pupils, including some PP children. The school will be refreshing tracking systems to identify which PP have accessed what club provision to ensure all have been provided with opportunities.

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

Termly Pupil Progress Meetings took place and these were attended by the PP Lead and school SENCO. This allowed for professional dialogue to take place with key leaders and with class teachers.

Relevant termly support plans have been updated including for those children who are also PP. These plans were also reviewed regularly.

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

Due to outbreaks of Covid-19 in school in the 2021/22 academic year, and due to Covid-19 counting towards attendance, it has meant attendance, across all groups, has been lower than normal.

However, attendance leads in school calculated attendance percentages excluding any Covid related absence and relevant attendances letters were, where necessary, sent home. Action plans, to support improved attendance, were also created for specific children.

The school will be establishing stronger links with the Education Welfare Service during the 2022/23 academic year.

The mental health and wellbeing of Pupil Premium Pupils to be supported throughout the school year.

A senior member of staff completed Mental Health First Aid training.

A mental health newsletter is sent out to all families monthly to provide them with top tips on how to support any mental health needs away from school.

ELSA has continued all year for identified children – this has included identified PP children. This provision will continue in the 2022/23 academic year.

Externally provided programmes

Programme	Provider
TTRockstars	Maths Circle Ltd