

Richard Taylor Church of England Primary School Pupil premium strategy statement

2021 – 2022



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

Our vision is to teach every child the wisdom, knowledge and skills to be creative lifelong learners enabling them to shape their future. We are a transformational community with a thriving culture of learning; celebrating success and inspiring children to achieve their goals.

We recognise in our Mission Statement the importance of teaching every child the resilience to succeed.



School Overview

Detail	Data
Richard Taylor Church of England Primary School	
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22/ 2022-23/ 2023-24
Date this statement was published	17 th November 2021
Date on which it will be reviewed	Termly by LGB Standards and Curriculum Development Committee Annual Review: November 2022
Statement authorised by	Andrew Symonds
Pupil premium lead	Andrew Symonds
Governor / Trustee lead	Jan Johnson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,924

Recovery premium funding allocation this academic year	£3,480
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	£27,404

Part A: Pupil Premium Strategy Plan

Statement of Intent

YCST Shared Principles

At Yorkshire Causeway Schools Trust, we believe in meeting the needs of all pupils, including pupils in receipt of the pupil premium grant with a school commitment to high quality learning. The values of the trust inform this approach.

“Where everyone is valued and respected, where we share commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation” (YCST vision statement)

Core Principles:

High quality, inclusive teaching and learning for all

Provision that supports an improvement in well-being and/or an increase in academic attainment for all

“Pupils with better health and wellbeing are likely to achieve better academically.” (The link between pupil health and well-being and attainment: Public Health England)

Addressing barriers to learning and the characteristics of less successful learners

Monitoring and evaluation

A commitment to working collaboratively to provide challenge and support

These principles are based on current research evidence and are understood by all members of the school community. Whilst these are the shared principles of the trust, we recognise the individual settings and therefore needs of each of our schools are different.

“Evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged.” Sir Kevan Collins (Chief executive of the Education Endowment Foundation)

Our core principles are under-pinned by the following procedures:

Strategic reviews with peer partners – once every three years

Case studies

Regular communications with parents

On-going school-based monitoring and evaluation

Class provision maps

Reports to Governors

Annual Pupil Premium Report *

*While we are required to post a report detailing the impact of how we have allocated funds from the Pupil Premium Grant, we do not conduct analysis on pupil premium students as a group, since our children do not always share similar needs. Data collected on such small groups is not statistically reliable.

“Effective schools also recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups and individuals facing particular barriers.”

(Effective pupil premium reviews 2016: Teaching School Council)

The guidelines on how schools use their Pupil Premium Grant state:

“It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility”. (DFE)

The Rationale behind this approach and the Evidence used in developing this Action Plan

In developing this plan YCST and the school has studied in detail the evidence of which strategies have the greatest impact on outcomes for disadvantaged children and used this to structure our Strategy Statement.

In studying the evidence, the school has used the following sources:

The Education Endowment Foundation Teaching and Learning Toolkit

The Education Endowment Foundation Summary Recommendations for making the best use of Teaching Assistants

Ofsted The Pupil Premium: an update Published July 2014

The Educational Endowment Foundation Using Evidence to Narrow the Gap: Effective Pupil Premium Spending

The National Governor’s Association Report, Pupil Premium: Assessing the impact of the pupil premium

Steve Higgins: Making the most of the pupil premium

Effective Pupil Premium Reviews 2016: Teaching School Council

The link between pupil health and well-being and attainment: Public Health England

Achievement Unlocked in North Yorkshire 2018

We will use our Pupil Premium Grant to ensure that:

- high quality teaching and learning opportunities meet the needs of all pupils
- that appropriate provision is made for pupils who belong to vulnerable groups
- the needs of disadvantaged pupils are adequately assessed and addressed

Challenges BARRIERS TO EDUCATIONAL ACHIEVEMENT

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

Challenge number	Detail of challenge
1	The periods of national lockdown had a greater impact on this group of children; both academically and socially. This includes specific cases of required self-isolation since school has re-opened
2	Many disadvantaged pupils and their families have social and emotional difficulties, including mental health issues including heightened levels of anxiety, which impact on their academic outcomes.
3	Disadvantaged children do not always see themselves as successful learners with the high aspirations for their futures as other children in school. This can have a significant impact on their progress measures.
4	A number of children on the pupil premium register have identified attachment disorder which is displayed through low self esteem and poor listening skills.
5	Poor stamina for learning and low growth mindset are two identified barriers for learning which can be directly linked to the extended periods of remote learning caused by COVID-19

Intended outcomes TARGET & DESIRED OUTCOME

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.

School Development Plan Priority.	Intended outcome	Success criteria
<i>1a To ensure high quality whole school catch up programmes for all pupils.</i>	That all children demonstrate at least secure progress from baseline starting points. That children achieve age related expectations in line or above national comparison by the end of 2021-2022	Standardised national testing and ongoing teacher administered assessments support intended outcomes.
1b. To identify and deliver intervention programmes based on EFF guidance for	That intervention programmes are successful in supporting accelerated pupil progress from identified baseline assessments.	Staff are able to demonstrate positive impact on pupil progress as a result of specific, time limited interventions.

targeted children making effective use of support staff.	Pupils can identify progress against clearly defined learning objectives monitored effectively by support staff.	
1b. To deliver an effective national tutoring programme to identified children using appropriate staff and content.	The tutoring programme is successful in supporting accelerated pupil progress from identified baseline assessments. Pupils can identify progress against clearly defined learning objectives monitored effectively by tutor.	Tutors are able to demonstrate positive impact on pupil progress as a result of the tutoring programme. Diagnostic and standardised class-based assessments support progress judgements for identified pupils.
1c. To ensure that middle and senior leaders have a clear strategic plan for monitoring the implementation and impact of agreed strategies.	Middle and senior leaders are able to show through monitoring that agreed strategies have been implemented consistently following agreed methodologies. Feedback from pupils and staff combined with ongoing assessments support the effective implementation of the programmes delivered.	The leadership team at RTS have effectively monitored the delivery and impact of agreed strategies across school.
1d. To ensure that the school delivers a broad curriculum making the best use of outdoor learning opportunities.	That all children at RTS get access to outdoor learning opportunities which make best use of the school environment.	The schools commitment to pupil wellbeing and environmental education is supported by a broad and consistently delivered to all pupils.
2a. To ensure that supporting children's mental health and wellbeing is embedded in curriculum and extra curriculum delivery.	That all children are able to demonstrate an appropriate understanding of what good mental health and wellbeing is for them and are able to give examples of the strategies which they have been taught to use in their lives.	Feedback from children to a range of audiences: SLT, Governors, External Advisors show that they are confident and comfortable in talking openly about the importance of good mental health. Pupil Questionnaires support school judgements on pupil wellbeing. Attendance registers support positive pupil attitudes towards school.
To ensure that the school has the capacity to deliver counselling and mentoring programmes which directly support the mental health and wellbeing of targeted learners.	The school has the capacity and expertise to put in place effective mental health support programmes at an early stage that can provide appropriate school-based support.	The school can demonstrate that high quality school-based interventions are effective at supporting children at an early stage and reduce the need for further external interventions. Evidence supported by feedback from children and parents.

Long Term Goals: Identified within 3-year plan.

SDP Target One, Quality of Education:

To ensure that the school remains clearly focussed on delivering consistent high-quality teaching through whole class learning and structured small group interventions to ensure we minimise the impact of disruption of COVID-19 on the long-term outcomes for our children.

SDP Target Two, Personal Development:

To ensure that pupil wellbeing and positive mental health are embedded in all strands of our approach to supporting and educating children reflecting the vision and mission statement of the school.

SDP Target Three, Leadership and Management

To ensure that all levels of school leadership are effective in driving the consistent delivery of a clear and ambitious curriculum for every child at RTS

Activity in this academic year ACTIONS

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: £8,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increase SLT non-contact time</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	one afternoon per week for 2021-2022 £3,700
<i>SENCo to complete training as Emotional First Aider.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	Four days Supply cover to release staff. £450
<i>Whole school CPD on Embedding Inclusive Practice led by 'Inclusive Learning North'.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	£900 cost of training Two days additional cover for members of SLT to receive further training
<i>MAT Training Day on Mental Health and Wellbeing Strategies.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	No Cost
<i>SENCo to be trained on use of Boxhall assessment toolkit for identifying additional needs and designing personalised curriculum to address need.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	One day training and supply costs £150
<i>Training for identified staff on delivery of tutoring programme.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	10 hours online training. £240
<i>Access to NASEN online learning platform to deliver training modules for Teaching and Support Staff.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	£350
<i>Staff CPD to focus on consistent delivery of high-quality classroom practice supported by effective 'Teacher Research Group' style supportive professional development model.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	Additional SLT release time to support monitoring. Two mornings per half term. (6 mornings) £2,400

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

Budgeted cost: £12,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff to deliver 15 hours of National Tutoring Programme to targeted pupils</i>	<i>The EEF Guide to the Pupil Premium Doc-Autumn 2021 Standardised Assessment Tools and teacher led diagnostic assessments.</i>	<i>£2800 tutoring fund Plus £2000 from Recovery Funding allocated to this activity Total £4800</i>
<i>Class based support staff to deliver intervention programmes that target identified needs within each class. As recorded on class provision maps. *see class provision maps for detailed breakdown of targeted provision.</i>	<i>The EEF Guide to the Pupil Premium Doc-Autumn 2021 Standardised Assessment Tools and teacher led diagnostic assessments.</i>	<i>£7,020</i>
<i>Lunchtime homework club led by SLT once a week.</i>	<i>The EEF Guide to the Pupil Premium Doc-Autumn 2021 Standardised Assessment Tools and teacher led diagnostic assessments.</i>	<i>No Cost</i>
<i>Investment in online learning platforms- TT Rockstars (example) to support recall strategies.</i>	<i>The EEF Guide to the Pupil Premium Doc-Autumn 2021 Standardised Assessment Tools and teacher led diagnostic assessments.</i>	<i>Annual Subscription to TT Rockstars £95</i>
<i>Investment in maths no problem baseline assessment materials to support teacher administered diagnostic assessments</i>	<i>The EEF Guide to the Pupil Premium Doc-Autumn 2021 Standardised Assessment Tools and teacher led diagnostic assessments.</i>	<i>One-year cost £250</i>

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

Budgeted cost: £6,162

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Two HLTA (KS1 & KS2) to provide ELSA, emotional literacy programme weekly.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	<i>Two half day sessions weekly £2,808</i>
<i>Training for identified lead practitioner to support Forest School Curriculum Delivery across school. (part funded put sports premium)</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	<i>Five days supply cost to release curriculum lead for training. £750</i>
<i>Consultation and delivery of School Health UK 'Safer Lunchtime Quality Mark'.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	<i>Consultation, monitoring visits and reporting on evidence submitted. £900</i>
<i>To fund additional staffing hours to deliver additional wellbeing, mindfulness and Thrive activities for identified groups</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	<i>One afternoon per week £1,404</i>
<i>To train lead practitioner on the delivery of Anna Freud Centre supporting children's mental health programme.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	<i>Two days supply cost to allow lead practitioner to access training £300</i>

Total Costing

Teaching: £8,190

Targeted Academic Support: £12,165

Wider Strategies: £6,162

Reserve for responding positively to ongoing challenges £3,693 (including £1480 remaining recovery fund)

Total budgeted cost: £26,517

Part B: Review of outcomes in the previous academic year 2020-2021

Pupil premium strategy outcomes SUMMARY REVIEW OF IMPACT

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p><u>Pupil Tracking and Attainment.</u></p> <p><i>The school has successfully tracked all children including pupil premium children from baseline starting points following school re-opening after the lifting of COVID-19 restrictions. Tracking shows 71% of pupils on the pupil premium register were working at or within age related expectations for the end of their curriculum year. This figure supports accelerated progress for this group.</i></p> <p><i>13% of this group are identified on the SEN register for significant additional needs.</i></p> <p><i>The remaining 16% are all included in intervention groups at the start of the current academic year.</i></p>	
Target	Identified Action and Impact
<p>Target One: Teaching</p> <ul style="list-style-type: none">• <i>To ensure all teachers are delivering a catch-up curriculum for all children.</i>• <i>PP children are clearly identified on Class Provision Maps</i>• <i>All parents of identified children receive additional feedback on progress against targets on half-termly basis.</i>• <i>To provide additional HLTA teaching support for targeted groups (including children identified on register)</i>• <i>To ensure all children on register are accurately assessed to identify specific catch up targets and areas of challenge.</i>• <i>Staff training and SMT monitoring to ensure all staff are using marking, feedback and target setting to ensure catch up programmes are effective.</i>	<ul style="list-style-type: none">• <i>All PP children were able to successfully access the high quality catch up curriculum delivered in the last academic year.</i>• <i>All PP children are clearly identified and appropriately supported on the Class Provision Maps.</i>• <i>The school was able to effectively deploy HLTA support staff to deliver intervention programmes.</i>• <i>Review of SEN register has ensured catch-up programmes are appropriately targeted to meet need.</i>• <i>Staff training has ensured staff have the skills to deliver appropriate support programmes.</i>

<p>Target Two: Targeted Academic Support</p> <ul style="list-style-type: none"> • School to monitor case studies of disadvantaged children to improve reporting of successful and unsuccessful strategies ensuring that all staff are better informed at points of transition and that progress is maintained. To be included in termly tracking meetings with class teachers. • All class teachers to use additional support staff hours to create effective and highly focussed small group and one-to-one support programmes. • School to make best use of I.T in delivering effective catch-up both in school and through distance learning in lockdown. • School to have additional support programmes and resources prepared for all pupils on the register in case of required period of self-isolation 	<ul style="list-style-type: none"> • Case studies created and termly tracking used effectively to monitor progress of PP children. Case studies require updating at start of academic year 2021/2022. • SLT monitoring showed effective use of support staff to deliver purposeful and effective intervention programmes. • The school used both the Seesaw Learning Platform and Teams Calls to deliver a comprehensive on-line learning platform. • The school developed a clear framework for supporting pupils having to self-isolate when was effective at meeting need throughout the academic year.
<p>Target Three: Wider Strategies.</p> <ul style="list-style-type: none"> • School to target additional structured opportunities for physical activity, both at home and at school. • School has identified need to provide additional emotional mental health and wellbeing support for children on the PP register • All classes to deliver focussed wellbeing lessons and activities planned within weekly timetable using '5 ways to wellbeing' 	<ul style="list-style-type: none"> • Investment in the PE Challenge online learning programme effectively supported structure opportunities for PA at home. High uptake with over 90% accessing the programme. • All staff undertook online training in a specific area of emotional mental health and wellbeing support for children during last academic year. This training has been embedded in classroom practice. • All class teacher plan and deliver weekly elements of wellbeing activities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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International Dyslexia Programme	International Dyslexia Learning Solutions

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£310 Allocation used to support access to intervention groups.
What was the impact of that spending on service pupil premium eligible pupils?	The children identified were able to access school-based learning for the whole of the academic year. Tracking shows the majority of SPP children achieved expected levels of attainment by the end of the last academic year.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.