

# Richard Taylor Church of England Primary School Pupil premium strategy statement 2022-2023



*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	278
Proportion (%) of pupil premium eligible pupils	13% (35)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2022-23/ 2023-24/ 2024-25
Date this statement was published	20 <sup>th</sup> January 2023
Date on which it will be reviewed	Termly by LGB Standards and Curriculum Development Committee Annual Review: November 2024
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	£42,375
Recovery premium funding allocation this academic year	£4,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,575

## 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	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.
2	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.
3	A number of children on the pupil premium register have identified attachment disorder which is displayed through low self esteem and poor listening skills.
4	Poor stamina for learning and low growth mindset are two identified barriers for learning which are still present following COVID.

## **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.

<b>Identified Goals</b>
<p><b>SDP Target One, Quality of Education:</b></p> <p>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 narrow the gap between PP and non-PP children's attainment and progress.</p> <p>Embedding Rockets Phonics and early reading system to support rapid catch-up programmes</p>
<p><b>SDP Target Two, Personal Development:</b></p> <p>To further develop provision and support 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.</p>
<p><b>SDP Target Three, Leadership and Management</b></p> <p>To ensure that all levels of school leadership are effective in leading and monitoring the consistent delivery of a clear and ambitious curriculum for every child at RTS</p>

### 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: £12,400**

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 £4,000
<i>Whole staff CPD in use of Rocket Phonics Scheme</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	£1,000
<i>Additional Rocket Phonics Resources</i>		£4,000
<i>SEND CPD course Fees and Training</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	£1,000
<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: £18,915**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff to deliver 15 hours of National Tutoring Programme to targeted pupils</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021 <i>Standardised Assessment Tools and teacher led diagnostic assessments.</i>	£4800
<i>Class based support staff to deliver intervention programmes that target identified needs within each class.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021 <i>Standardised Assessment Tools and teacher led diagnostic assessments.</i>	£12,020

<i>As recorded on class provision maps. *see class provision maps for detailed breakdown of targeted provision.</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>Implementation of KS1 early intervention support programme</i>	<i>The EEF Guide to the Pupil Premium Doc-Autumn 2021</i>	<i>£2000</i>

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

**Budgeted cost: £8,212**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Two HLTA (KS1 &amp;KS2) to provide ELSA, emotional literacy programme weekly.</i>	<i>The EEF Guide to the Pupil Premium Doc-Autumn 2021</i>	<i>Two half day sessions weekly £2,808</i>
<i>Creation of Sensory Room</i>	<i>Identified need to support pupil mental health and wellbeing</i>	<i>£500</i>

<i>Introduction of new online safeguarding systems (CPOMS) to monitor the attendance and wellbeing of pupils</i>	<i>Agreed as a whole trust strategy for supporting safeguarding and wellbeing</i>	<i>£1,500</i>
<i>Further implementation of School Health UK 'Safer Lunchtime Quality Mark'.</i>	The EEF Guide to the Pupil Premium Doc-Autumn 2021	<i>Further investment in lunchtime resources £500</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>Two staff to complete Team Teach Training</i>	<i>Agreed YCST programme to develop inclusive practise in all schools.</i>	<i>£400</i>
<i>Further development of Forest School Programme</i>	<i>Expanding the Forest School Programme to include targeted after school club over a 12-week period</i>	<i>£1000</i>
<i>Establishing Board Games Club</i>	<i>Once a week board games club to develop social communication skills</i>	<i>£100</i>

## **Total Costing**

**Teaching: £12,400**

**Targeted Academic Support: £18,915**

**Wider Strategies: £8,212**

**Reserve for responding positively to ongoing challenges £ 7,048 (to be committed following spring term review)**

**Total budgeted cost: £46,757**





## Part B: Review of outcomes in the previous academic year 2021-2022

### 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><b><u>Pupil Tracking and Attainment.</u></b></p> <p><i>The school has successfully tracked all children including pupil premium children from baseline starting points in September 2021. Tracking shows 75% 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>35% of this group are identified on the SEN register for significant additional needs.</i></p> <p><i>The remaining are all included in intervention groups at the start of the current academic year.</i></p>	
Target	Identified Action and Impact
<p><b>Target One: Teaching</b></p> <ul style="list-style-type: none"> <li>• Increase SLT non-contact time</li> <li>• SENCo to complete training as Emotional First Aider.</li> <li>• Training for identified staff on delivery of tutoring programme.</li> <li>• Staff CPD to focus on consistent delivery of high-quality classroom practice supported by effective 'Teacher Research Group' style supportive professional development model.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT have completed increased monitoring and support for staff in meeting the needs of PP.</li> <li>• The SENCO as trained emotional First Aider has been able to establish the delivery of pupil mental health in a structured whole school approach.</li> <li>• Staff training enabled successful delivery of tutoring programme and staff CPD.</li> </ul>
<p><b>Target Two: Targeted Academic Support</b></p> <ul style="list-style-type: none"> <li>• Staff to deliver 15 hours of National Tutoring Programme to targeted pupils</li> <li>• Class based support staff to deliver intervention programmes that target identified needs within each class.</li> <li>• As recorded on class provision maps.</li> <li>• *See class provision maps for detailed breakdown of targeted provision.</li> </ul>	<ul style="list-style-type: none"> <li>• School successfully delivered National Tutoring Programme</li> <li>• Support Staff able to successfully deliver class-based interventions.</li> <li>• Headteacher monitoring quality of class provision maps to ensure they are effective at meeting need.</li> <li>• TT Rockstars and homework club successfully delivered.</li> <li>• Maths no-problem resources supporting diagnostic assessments.</li> </ul>

<ul style="list-style-type: none"> <li>• Lunchtime homework club led by SLT once a week.</li> <li>• Investment in online learning platforms- TT Rockstars (example) to support recall strategies.</li> <li>• Investment in maths no problem baseline assessment materials to support teacher administered diagnostic assessments</li> </ul>	
<p><b>Target Three: Wider Strategies.</b></p> <ul style="list-style-type: none"> <li>• Two HLTA (KS1 &amp;KS2) to provide ELSA, emotional literacy programme weekly.</li> <li>• Training for identified lead practitioner to support Forest School Curriculum Delivery across school.</li> <li>• (Part funded put sports premium)</li> <li>• Consultation and delivery of School Health UK 'Safer Lunchtime Quality Mark'.</li> <li>• To fund additional staffing hours to deliver additional wellbeing, mindfulness and Thrive activities for identified groups</li> <li>• To train lead practitioner on the delivery of Anna Freud Centre supporting children's mental health programme.</li> </ul>	<ul style="list-style-type: none"> <li>• HLTA delivering ELSA programme</li> <li>• Forest School training completed, and expansion of programme planned.</li> <li>• School Lunchtime review completed, and recommendations implemented.</li> <li>• Anna Freud training completed and programme of Wellbeing Ambassadors in place.</li> <li>• Additional staffing in place to deliver Thrive activities for identified groups.</li> </ul>

## 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
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?	£1,600 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.