

Pupil Premium

**Summary Review and Statement of Impact for 2019-20
Action Plan for Spending for 2020 - 2021
St Peter's School**

Headteacher: Julia Collins
Deputy Headteacher: Helena Fishburn
SENCO: Alice Jones /

Chair of Governors: Linda McPhee
Governor with responsibility for Pupil Premium: Linda McPhee

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 informs 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 school are different.

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"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)

Our Vision:

Spiritual, caring community

Happy, healthy and safe

Inclusive and respectful

Nurturing confidence

Education to ambitiously achieve

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Summary Review and Statement of Impact 2019-2020	
Pupil Premium Profile	
Number of Pupils on Roll	277
Number of Eligible Pupils	23 (8% of population)
Number of PP children on SEN register	10 (43% of PP children on SEN register)
Total Pupil Premium Budget	£30,280
In 2019-2020 the school used PP funding in the following ways	
<p>Additional teaching assistant hours to accommodate additional training and support</p> <p>Additional teaching staff for English and maths</p> <p>Specific training for all staff</p> <p>High quality provision focusing on specific areas of the curriculum</p> <p>Additional provision in phonics and reading</p> <p>High quality interventions for Social, Emotional and Mental Health needs</p> <p>Support with trips, visits, activities and resources (Before lockdown)</p>	

Summary Review of Impact 2019-2020
<p>The impact of spending is usually measured using the core principles outlined above.</p> <p>In 2019 – 2020, 8% of our pupils (22 children), across the school, were identified as receiving Pupil Premium funding. From the end of March onwards the school offered child care for children of key workers and for vulnerable children due to the Covid Lockdown, during this time, 4 children receiving pupil premium funding accessed the provision. During June and July, the school offered provision for the children of key workers and vulnerable children, along with Reception, Year Two and Year Six, 7 children receiving pupil premium funding attended during this time. All children who did not attend were provided with remote learning and contacted regularly by the SENCo or headteacher. All children eligible for Free School Meals were provided with vouchers.</p> <p>As a Multi-Academy Trust, the decision was made that children would not be assessed from March, when the last teacher assessments were made. There is no end of KS1 or KS2 statutory test data. Those children who were due to take the phonics screening check in the summer term were unable to. These children will have the opportunity to sit a phonics screening check in November 2020.</p>

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Pupil Premium Action Plan 2020-2021

What is Pupil Premium Funding?

The Pupil Premium Grant is a sum of money the school receives from the Department for Education (DFE) for each pupil who is either in receipt of Free School Meals (FSM) or is a Looked After Child (LAC).

Nationally the statistics show that these pupils achieve less well than other children. The aim of the Pupil Premium money is to try to close that attainment gap.

A service premium has been introduced for children whose parents are serving in the armed forces.

In some reports the government use the term 'disadvantaged' to describe this group. This refers to the fact that statistically this group is the most likely to underachieve in comparison to outcomes for children who do not fall into this group.

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)

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

What are the barriers to educational achievement faced by disadvantaged pupils at St Peter's School?

Inability to access extra-curricular activities

Memory difficulties

Language difficulties

Motor control

Low aspirations

English as an additional language

High mobility

Short attention span

Lack of support at home for reading, writing and maths

Difficult housing situation

Low self-esteem

Lack of parental employment

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Lack of early childhood experience
Attachment difficulties
Anxiety and other forms of emotional distress
Poor health and well-being of parents
Lack of opportunities at home to support learning
Removal from birth families
Social emotional and mental health difficulties

How Much Pupil Premium funding will the school receive for the academic year 2020-21?

Number of children in school: 259

Number of FSM Children: 25

Number of Looked after Children: 2

Number of Service Children: 1

Total Funding: £38,625

10% of population receive pupil premium funding.

0 % of current identified group have ECHP.

36% of current identified group are on school SEN register. (decrease of 7% on previous year)

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 action plan 2020-2021.

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

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How will Pupil Premium funding address the identified barriers to learning at St Peter's School?

At St Peter's School we use the following principles to guide our use of funding to address identified barriers to learning:

- The school will provide high quality, inclusive teaching and learning for all
- The school will undertake actions that support an improvement in well-being and/or an increase in academic attainment for all
- The school will monitor and evaluate their provision and the impact this provision has on learners
- The school will address barriers to learning and the characteristics of the less successful learners
- The school will honour commitments to working collaboratively to provide challenge and support

Effective Strategies will include:

- Well planned and delivered lessons
- High quality feedback
- Targeted interventions
- Delivery of the 5 Rs learning and behaviour style lessons
- Social and emotional support
- Regular communication with parents

How will the school measure the effectiveness of Pupil Premium funding?

As well as termly cohort tracking reviews (Pupil Progress Meetings) the school will hold termly Pupil Premium Strategy Review meetings with the Pupil Premium Governor (as part of Inclusion Governors Meeting) to measure the impact of actions identified in the Pupil Premium Action Plan. The school Local Governing Body will review all actions relating to pupil premium children on a termly basis. The school will continue to work with YCST partners.

The date of the next Pupil Premium Strategy Review: 2021-2022

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Planned Spending for the Academic Year 2019-2020

Every target is underpinned by the knowledge and understanding that consistently delivered outstanding teaching and learning has the greatest impact on progress for all pupils. This follows the *Tiered Approach to Pupil Premium Spending* as recommended by the EEF:

- 1. Teaching**
- 2. Targeted academic support**
- 3. Wider strategies**

Target & Desired Outcome	Actions	Staff Lead	Cost	Review
All staff are able to confidently meet the needs of specific children.	Specific and targeted training for selected staff in school, focusing on specific and identified need.	JC	Varies	
All support staff are able to confidently meet the needs of specific children and have time to do so.	Additional teaching assistant hours for training and support.	JC	£5,000	
All pupils academic needs are met and gaps in learning are filled.	High quality provision focusing on specific areas of the curriculum	JC	Varies	
To raise attainment in reading and writing.	Additional provision in phonics and reading	JC	£2,500	
To raise attainment in reading, writing and maths.	Small classes by employing an additional teacher	JC	£12,500	
Pupils with SEMH needs are well supported.	High quality interventions for Social, Emotional and Mental Health needs	AJ / All staff	£2,000	
All eligible pupils are fully included in all aspects of school life.	Support with trips, visits, activities and resources	JC	Varies	
To improve communication, spoken English and confidence for all.	Makaton training for all pupils and staff	AJ	£250	

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To develop provision for all and improve parental engagement.	Additional time for Inclusion Manager to develop provision and engagement	AJ	£4,000	
To raise the profile of spelling and maths and increase engagement in school and at home	Subscriptions for online resources	EC/ HB / JC	£1,500	
Planned Spending £27,750- £38,625+				

Monitoring Systems
<p>Monitoring Milestones</p> <p>Autumn Term:</p> <ul style="list-style-type: none"> • HT report to full local governing body • Pupil Progress Meeting for every year group • YCST termly PP Network Meeting <p>Spring Term:</p> <ul style="list-style-type: none"> • HT report to full local governing body • Pupil Progress Meeting for every year group • YCST termly PP Network Meeting <p>Summer Term:</p> <ul style="list-style-type: none"> • HT report to full local governing body • Pupil Progress Meeting for every year group • YCST termly PP Network Meeting • Update of Pupil Premium Action Plan