

Pupil Premium

Summary Review and Statement of Impact for 2018- 2019 Action Plan for Spending for 2019 - 2020 North Rigton CE Primary School

Headteacher: Amber Andrews

Deputy Headteacher/ Base Leader/ Senior Teacher: Sophia Gardiner

SENCO: Karen Ellis

Chair of Governors: Rosemary Hunt

Governor with responsibility for PP: Rosemary Hunt

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 schools 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 *

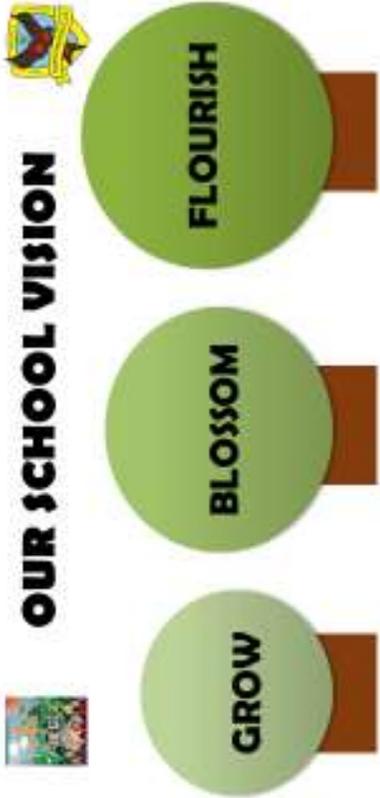
*While we are required to post a report detailing the impact of how we have allocated funds from the Pupil Premium Grant, we do not conduct analysis on pupil premium students as a group, since our children do not always share similar needs. Data collected on such small groups is not statistically reliable.

"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)

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The School Vision, Ethos and Mission



OUR SCHOOL VISION

GROW

BLOSSOM

FLOURISH

OUR SCHOOL ETHOS

At North Rigton Church of England Primary School we believe that everyone can GROW, BLOSSOM and FLOURISH.

Rooted in our **VALUES** of
COMPASSION, INDEPENDENCE, RESPECT, KOINONIA, POSITIVITY and PERSEVERANCE.

We just add the water of...

- A nurturing and caring environment
- A challenging and relevant curriculum
- High quality teaching and learning

OUR SCHOOL MISSION

Is to equip everyone with everything they need to continue to GROW, BLOSSOM and FLOURISH – whoever they are, wherever they may be and whatever they may become.

The Parable of the Mustard Seed
Mark Chapter 4 verses 30 – 32

Jesus said, *"How can I describe the Kingdom of God? What story should I use to illustrate it? It is like a mustard seed planted in the ground. It is the smallest of all seeds, but it becomes the largest of all garden plants; it grows long branches, and birds can make nests in its shade."*

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Summary Review and Statement of Impact 2018-2019	
Pupil Premium Profile	
Number of Pupils on Roll	104
Number of Eligible Pupils	4 (3.85%)
Number of PP children on SEN register	1 (0.96%)
Total Pupil Premium Budget	£5284

In 2018-2019 the school used PP funding in the following ways
<ul style="list-style-type: none"> • In-class Teaching Assistant support • 1 to 1 Literacy Support Programme • 1 to 1 Maths Support Programme • Social and Interaction Skills Programmes • Homework Support • Wellbeing Club

Summary Review of Impact 2018-2019
<p>In 2018-2019 3.85% of our pupils (4 children), across the school, were identified as Pupil Premium children. Two of these children are working at above age related expectations in Maths, one is working at age related expectations in Maths and one is working below age related expectations. Two of these children are working above age related expectations in Reading and two are working at age related expectations. All children are working at age related expectations in Writing.</p>

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Pupil Premium Action Plan 2019-2020

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 North Rigton School?

1. Inability to access extra-curricular activities
2. Motor control
3. Difficult housing situation
4. Low self-esteem
5. Lack of early childhood experience
6. Attachment difficulties
7. Anxiety and other forms of emotional distress
8. Poor health and well-being of parents
9. Removal from birth families

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10. Social emotional and mental health difficulties

How Much Pupil Premium funding will the school receive for the academic year 2019-2020?

Number of FSM Children: 2

Number of Looked after Children: 0

Number of Service Children: 0

Total Funding: £2640

0% of current identified group have ECHP.

0% of current identified group are on school SEN register.

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 2019-2020.

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

How will Pupil Premium funding address the identified barriers to learning at North Rigton CE Primary School

At North Rigton CE Primary 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

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Effective Strategies will include:

- Well planned and delivered lessons
- High quality verbal feedback
- The delivery of a Grow, Blossom, Flourish learning and behaviour style
- Targeted interventions
- 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 (Flourishing Meetings) the school will hold termly Pupil Premium Strategy Review meetings with the Pupil Premium Governor 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

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
To ensure that class teachers are delivering the curriculum according to a Grow, Blossom and Flourish design.	Teachers planning lessons and learning sequences according to the structure of Grow, Blossom and Flourish.	Headteacher	n/a	Termly
To ensure that all support staff are effectively deployed in delivering targeted and purposeful intervention strategies.	Regular handwriting interventions scheduled in appropriate classrooms.	SENCo	n/a	Termly

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To make sure that every child identifies themselves as a successful and aspirational learner with the resilience to overcome challenges.	ELSA training for appropriate staff. ELSA support session times identified, planned and implemented.	Wellbeing Leader/SENCo	£2000	Termly
To ensure that every child has the opportunity to access a curriculum filled with memorable experiences, opportunities and challenges.	Out of school sports clubs and competitions as well as trips are planned for appropriate classes and groups of students.	Sports Leader/ Sports Coach/Class Teachers/ EVC	£640	Termly
Planned Spending £2640				

Monitoring Systems
<p>Autumn Term:</p> <ul style="list-style-type: none"> • HT report to full local governing body • Monitoring visit from PP governor • Cohort data review meeting (Flourishing 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 • Monitoring visit from PP governor • Cohort data review meeting (Flourishing Meeting) for every year group • YCST termly PP Network Meeting • Interim update of Pupil Premium Action Plan <p>Summer Term:</p> <ul style="list-style-type: none"> • HT report to full local governing body • Monitoring visit from PP governor • Cohort data review meeting (Flourishing Meeting) for every year group • YCST termly PP Network Meeting • Update of Pupil Premium Action Plan

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