

# Pupil Premium

**Summary Review and Statement of Impact for 2019- 2020  
Action Plan for Spending for 2020 -2021  
ALL SAINTS PRIMARY SCHOOL KIRKBY OVERBLOW**

Headteacher: Amber Andrews  
Base Leader: Sophia Gardiner/ Sarah Honey  
SENCO: Holly Cromack

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

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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)**

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Summary Review and Statement of Impact 2019 - 2020	
Pupil Premium Profile	
Number of Pupils on Roll	87
Number of Eligible Pupils	5 children 5.74%
Number of PP children on SEN register	20% of PP children on SEN register - (1 PP child)
Total Pupil Premium Budget	£8725

In 2019-2020 the school used PP funding in the following ways
<ul style="list-style-type: none"> <li>• Providing targeted intervention for individuals and groups of pupils led by class teachers or highly effective teaching assistants</li> <li>• Pastoral support for a child's social, emotional and mental health (ELSA)</li> <li>• Financial contribution to educational visits to ensure all pupils are able to access wider opportunities</li> <li>• Staff training to ensure that our disadvantaged pupils are well supported emotionally and socially to enable them to make expected levels of progress in their learning</li> </ul>

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## Summary Review of Impact 2019-2020

In 2019 – 2020, 5.74% of our pupils (5 children), across the school, were identified as Pupil Premium children. From the end of March onwards the school offered Child Care for children of Key Workers and Vulnerable children due to the Covid Lockdown, none of our PP child attended. 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, none of our PP children attended during this time. All of these children were contacted regularly by their class teachers and provided with Remote Learning. All children eligible for FSM were provided with vouchers.

Three of these children are working at age-related expectations in Maths, two are working below age-related expectations in Maths. Two of these children are working above age-related expectations in Reading, one is working at and two are working below age-related expectations. Two of these children are working at age-related expectations in Writing, one is working below and one is working above.

As there were no statutory tests during this year the above is Teacher Assessment data.

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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

# Pupil Premium

## **What are the barriers to educational achievement faced by disadvantaged pupils at All Saints Primary School**

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

## **How Much Pupil Premium funding will the school receive for the academic year 2020 - 2021**

Number of FSM Children: 5

Number of Looked after Children: 1 - post

Number of Service Children: 0

**Total Funding:** £9070

% of current identified group have ECHP. 0%

% of current identified group are on school SEN register 1 child 20%

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## **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 All Saints Kirkby Overblow CE School**

At All Saints Kirkby Overblow 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 verbal feedback
- The delivery of a Grow, Blossom, Flourish learning and behaviour style
- Targeted interventions
- Social and emotional support
- Regular communication with parents

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## 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 2020 - 2021

**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
<b>Teaching - to ensure class teachers are delivering the curriculum according to Grow, Blossom and Flourish design.</b>	Teachers planning lessons and learning sequences according to the structure of Grow, Blossom and Flourish.  Opportunity for class teachers to attend training to widen professional development.	Headteacher  Base Leader	Class cover	Termly

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<p><b>To provide targeted academic support delivered by class teachers or skilled teaching assistants.</b></p>	<p>Employment of HLTA two afternoons per week enabling every class teacher to deliver interventions with targeted groups of pupils in key curriculum areas.</p>	<p>SENCO</p>	<p>£2000</p>	<p>Termly</p>
<p><b>To ensure that every child identifies themselves as a successful and aspirational learner with the resilience to overcome challenges.</b></p>	<p>TA support in class and delivering interventions with targeted groups or individuals.</p>	<p>SENCO</p>	<p>£5000</p>	<p>Termly</p>
<p><b>To ensure that every child has the opportunity to access a curriculum filled with memorable experiences, opportunities and challenges.</b></p>	<p>Funding for appropriate educational visits, after school clubs and competitions to provide access for all pupils.</p>	<p>Sports lead and class teachers</p>	<p>£ as and when needed</p>	<p>Termly</p>
<p><b>Planned Spending</b> £9070</p>				

## Monitoring Systems

### Monitoring Milestones

#### Autumn Term:

HT report to full Local Governing Body  
Monitoring visit by PP governor  
Cohort data review meeting (Flourishing Meeting) with every year group  
YCST termly PP Network meeting

#### Spring Term:

HT report to full Local Governing Body  
Monitoring visit by PP governor  
Cohort data review meeting (Flourishing Meeting) with every year group  
YCST termly PP Network meeting  
Interim update of Pupil Premium Action Plan

#### Summer Term:

HT report to full Local Governing Body  
Monitoring visit by PP governor  
Cohort data review meeting (Flourishing Meeting) with every year group  
YCST termly PP Network meeting  
Update of Pupil Premium Action Plan