

Pupil premium strategy statement 2023-2026



This statement details our school's use of pupil premium funding (and recovery premium) 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.

School overview

Detail	Data
School name	Richmond Hill Primary Academy
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	55
Academic year/years that our current pupil premium strategy plan covers	September 2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governors
Pupil premium lead	Kelly Cousins, Head of School
Governor / Trustee lead	Mavis Latham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,771
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£86,166

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Richmond Hill Primary Academy is for all of our learners to access a high quality, engaging and stimulating curriculum that provides opportunities that support our children to flourish in all aspects, whilst supporting their holistic needs.

Our Pupil Premium Strategy has been developed around supporting quality first teaching, based on research based pedagogy to ensure it has the most impact possible. The strategies deployed have been sourced to ensure there is a tiered approach, focusing on quality first teaching as a priority, moving in to a targeted approach and then looking at the wider strategies.

We have made more emphasis towards ensuring that quality first teaching is of the highest standard as we are aware that this approach is the most impactful for our disadvantaged pupils, as well as all pupils.

We have considered the challenges faced by our community, with particular regard for our children in receipt of pupil premium funding, ensuring that any barriers to learning or challenges are addressed within this strategy. These challenges have been derived from intelligent intel using a suite of diagnostics to inform our plan. This ensures that staff have the most relevant information about our children in terms of their family background, as well as academic success.

Our curriculum is inclusive of all learners, providing challenge and aspiration for all, including our disadvantaged pupils, as well as SEND and children with any additional vulnerabilities. The ultimate aims for our Pupil Premium pupils are that they achieve in line or above with their peers, meeting at least age related expectations, whilst having the best opportunities provided for them. They will receive a rich quality first teach curriculum, with challenge in order to meet our high aspirations and will be supported to meet their potential.

Diagnostic assessments are utilised throughout school to ensure that targets are suitably matched to the needs of our pupils. This allows us to tailor our quality first teach curriculum, as well as being able to provide personalised interventions in order to close any gaps in learning.

Our strategy is integral and aligned to our other wider school plans, such as the Academy's Developing Excellence Plan and the School Evaluation Form. All plans are aligned and triangulated to ensure the most possible impact is made for all of our pupils in both their academic attainment as well as their personal, social and emotional development, ensuring we are developing the whole child, with a view to ensuring they are next phase ready. We strive to ensure that our pupils are secondary reading, acquiring all of the basic skills within English and Maths alongside providing them with the necessary skills to be a well round citizen to be able to function independently in our modern society.

Challenges

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

Challenge number	Detail of challenge
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1	Quality first teaching: Our daily monitoring of lessons and assessment outcomes show that staff require further professional development linked to adaptive teaching to understand how they can support the needs of all learners, predominantly making appropriate adaptations for any disadvantaged and SEND pupils, in order to narrow the gap.
2	Oracy and vocabulary: Our diagnostic assessments on entry to foundation stage show that pupils have lower levels of oracy and vocabulary development, compared to pupils upon exit at KS2.
3	Attainment of... Writing: Writing attainment outcomes across the whole school suggests that staff professional development focusing on writing pedagogy's used throughout the writing cycle, alongside utilising challenging texts for writing stimulus' needs to be prioritised. Spelling: Ensuring a consistent spelling approach across school by utilising professional development opportunities and monitoring of the quality of the teaching of spelling. Grammar: Ensuring a consistent grammar approach across school Combined: Ensuring attainment measures in Reading, Writing and Maths are all meeting in line with NA to ensure children's attainment in core subjects are equal.
4	Metacognition: Developing pupils' metacognitive strategies across all areas of the curriculum, whilst continuing to embed Let's Think in English strategies in order to develop independent learners who are able to move their own learning forward.
5	Social and Emotional Development: The amount of children displaying with social and emotional development is increasing. Capacity within school is delegated towards children with the highest need. In order to reduce this number, further professional development towards social and emotional development focusing on quality first teaching, based on the Thrive approach to support trauma informed practice.
6	Attendance & Punctuality: Attendance for disadvantaged pupils is lower than 'pupils all'.
7	Diagnostic Assessment: Progress and tracking meeting discussions suggest that further diagnostic assessment is needed to support baselines data, and to track SEND and disadvantaged pupils further in order to support quality first teaching and interventions.

Intended outcomes

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.

Intended outcome	Success criteria
All children access quality first teaching with appropriate adaptations made for them.	All children access lessons that are at least good or better, ensuring they access quality first teaching of a high standard. Teachers have secure subject knowledge and use this knowledge to adapt lessons to ensure all pupils can access the lessons.
The teaching of oracy and vocabulary continues to be strong to continue the progress currently made by children on exit to KS2, from their EYFS starting points.	All pupils make good progress in oracy and vocabulary development, this can be seen through observations, through Lets Think in English lessons and discussions with children and staff.

The attainment of writing, grammar and spelling increases across all year groups, in line with national average.	Writing and SPAG progress is significantly raised and attainment is line with National Average at all Key Stages.
All children possess skills to support themselves with moving their own learning on (metacognitive skills) and have resilience to try new challenges.	Observations and discussions with children and staff show an increase in children's attitudes toward learning, especially when faced with a new learning challenge. Children have the confidence and resilience to learn from another and progress of metacognitive development can be seen when posed with a similar problem, learning from their prior experience.
All practitioners have secure subject knowledge to support children's social and emotional development within quality first teaching, meaning a reduction of amount of children requiring 1-1 Thrive intervention.	The amount of children requiring 1-1 Thrive intervention significantly reduces.
The attendance of disadvantaged pupils increases.	Attendance for disadvantaged pupils sits in line with NA/is in line with all pupils.
All staff are clear about children's next steps in learning, being able to use the outcomes from diagnostic assessments to inform planning of lessons.	Gaps in learning are narrowed.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£62,602.34**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching through mentoring and coaching/time for supporting the Writing Lead and Assistant Head	There is a large amount of evidence that suggests that coaching and mentoring is an effective way to support colleagues to become motivated and impact on change. EEF guidance report – Effective Professional Development' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development £12,844.80	1, 2, 3, 4
Develop high quality teaching through mentoring and	EEF guidance report – Effective Professional Development' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 4

coaching/time to support all Subject Leads with Quality Assurance methods	£10,484.90	
Time/capacity for Writing Lead to support class teachers (one day per week) (Opening Doors)	EEF guidance report – Effective Professional Development’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development ‘The Great Teaching Toolkit’ – with particular reference to the ‘Activating Hard Thinking’ section https://www.greatteaching.com/ https://www.nate.org.uk/wp-content/uploads/2020/04/3-Opening-Doors-to-Literary-texts.pdf £16,551.20	1, 2, 4
CPD linked to adapting teaching during quality first teaching	EEF guidance report – Effective Professional Development’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development EEF guidance report – Special educational Needs in a Mainstream School https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send £324.08	1
Staff professional development focusing on metacognitive practices	There is vast amount of evidence to suggest that metacognitive practices are one of the most impactful pedagogical strategies to help support independent, self efficate learners. ‘The Great Teaching Toolkit’ – with particular reference to the ‘Activating Hard Thinking’ section https://www.greatteaching.com/ EEF Guidance report – Metacognition and Self-Regulated Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Let’s Think in English – metacognitive based programme – https://www.letsthinkinenglish.org/lets-think-in-english-for-primary-schools/ £8,426.20	1, 2, 3, 4
Quality first teaching development through further Thrive and trauma informed approach	Cognitive science has developed significantly over the years, focusing on how the child’s brain development is linked to strong attachments. Trauma informed practices ensure that any gaps/interruptions in early brain development are secure before moving onto the next level, having a significant impact on children’s social and emotional development. EEF guidance report - Improving Social and Emotional Learning in Primary Schools	5

staff training	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Thrive Approach - https://www.thriveapproach.com/</p> <p>DFE Behaviour in Schools - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf DFE Behaviour in Schools</p> <p>£86.33</p>	
Recruitment of potential future Inclusion Manager (Assistant Head of Pastoral)	<p>EEF Guidance Report – Working with Parents to Support Children’s Learning https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1688975191</p> <p>EEF guidance report – Effective Professional Development’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>£10,592.00</p>	5, 6
Coaching and mentoring to support sustainable leadership		
Writing CPD/ Coaching time for staff during assembly time	<p>EEF guidance report – Effective Professional Development’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>‘The Great Teaching Toolkit’ – with particular reference to the ‘Activating Hard Thinking’ section https://www.greatteaching.com/</p> <p>£818.11</p>	1, 3, 4
Opening Doors CPD – Writing Lead to joint plan with each year group, once per term	<p>EEF guidance report – Effective Professional Development’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>‘The Great Teaching Toolkit’ – with particular reference to the ‘Activating Hard Thinking’ section https://www.greatteaching.com/</p> <p>£498.60</p>	1, 3, 4
Grammar CPD/Monitoring use of Oak Academy grammar lessons	<p>There is a large amount of evidence that suggests that coaching and mentoring is an effective way to support colleagues to become motivated and impact on change.</p> <p>EEF guidance report – Effective Professional Development’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>£1,976.12</p>	1, 3,

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

Budgeted cost: **£19,207.83**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase 'Star Assessment' diagnostic assessment for Reading and Maths, Year 1-6	<p>EEF guidance report – Special educational Needs in a Mainstream School https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>£2,355.40</p>	1, 2, 3, 7
<p>Phonics lead working part time focusing on one to one support/monitoring Literacy across school/team teaching</p> <p>(Recovery Premium Funding has supplemented this £7540)</p>	<p>There is strong evidence to suggest that 1-1 support is highly impactful for filling any gaps in knowledge.</p> <p>EEF Guidance Report – Improving Literacy in KS1 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1688966443</p> <p>EEF Guidance Report – Improving Literacy in KS2 – https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1688960393</p> <p>£7,540.00</p>	1, 7
Practitioners time, one day per week will be allocated towards undertaking diagnostic assessments	<p>Analysis of diagnostic assessments are essential for ensuring gaps in learning are filled within quality first teaching.</p> <p>EEF guidance report – Special educational Needs in a Mainstream School https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>£3,373.00</p>	7
Mentoring and coaching to support practitioner with undertaking diagnostic assessments, on one day per week	<p>EEF guidance report – Effective Professional Development' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>£4,770.60</p>	1, 7
Teaching assistant deployment – with training/support for focus interventions e.g. Turnabout, Precision Teach, Fresh Start, Thrive,	<p>Research on the best use of teaching assistant deployment clearly states that the hardest to reach pupils should be taught by the most qualified practitioners, as well as practitioners having the high quality training to deliver interventions.</p> <p>EEF Guidance Report – Making Best Use of Teaching Assistants – https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 3, 4, 5, 7

dysregulated behaviour.	<p>EEF Guidance Report – Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>EEF guidance report – Effective Professional Development’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>DFE Behaviour in Schools - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdfE Behaviour in Schools</p> <p>£225.83</p>	
Makaton training to support communication and language development	<p>Strong communication is pre cursor to literacy development</p> <p>EEF Guidance Report – supporting Literacy in KS1- https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1688966443</p> <p>£485.00</p>	2
Reading On Your Head, online reading tool to support engagement of reading	<p>EEF Guidance Report – Improving Literacy in KS2 – https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1688960393</p> <p>£458.00</p>	1, 7

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

Budgeted cost: **£4,583.15**

Activity	Evidence that supports this approach	Challenge number (s) addressed
Supporting pupils’ social, emotional and behavioural needs through Family Thrive delivery, practitioner time and training	<p>EEF guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/</p> <p>Thrive Approach - https://www.thriveapproach.com/</p> <p>EEF Guidance Report – Working with Parents to Support Children’s Learning https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1688975191</p>	5

	<p>EEF Guidance Report – Improving Behaviour in Schools https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1688983284</p> <p>DFE Behaviour in Schools - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf E Behaviour in Schools</p> <p>£86.33</p>	
<p>Promoting attendance through:</p> <ul style="list-style-type: none"> • attendance assemblies • celebrations/rewards • family meetings with Attendance officer • regular attendance at Trust network meeting • Time for Attendance Lead to attend Inclusion meetings before school 	<p>Strong attendance is a pre cursor to academic success.</p> <p>EEF Guidance – Working with Parents to Support Attendance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>£296.82</p>	6
<p>Extracurricular - Nurture Provision, SEMH (St Leger support)</p>	<p>Research suggests that childrens’ social and emotional development needs to be prioritised in order for children to effectively learn.</p> <p>EEF guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/</p> <p>£2,700</p>	5
<p>Extracurricular – reduction of cost to Year 6 Residential trip to support cultural capital enhancement - £100 paid for every child in receipt of Pupil Premium</p>	<p>Enhancement of pupils’ experiences/cultural capital/life experiences and supporting wellbeing.</p> <p>EEF guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/</p> <p>£1,500.00</p>	5, 6

Total budgeted cost: £86,393.32

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2023 academic year.

2020 - 2021 KS2 Data

All Pupils – Reading – 78%, Writing – 71%, Maths- 78% (59 pupils)

PP -	50%	50%	50%	(8 pupils)
Non PP-	82%	75%	82%	(51 pupils)

2021-2022 Data

KS2 outcomes

77% ARE Reading, 75% Maths and 60% SPAG. – Above National in Read/Writing/Maths.
Writing – 58%
1% below National for Combined.

Percentage of chn achieving Greater Depth in general at the end of KS2 is higher than in previous non COVID years showing impact of LTE (focusing on inference skills) as well as utilising metacognitive strategies for chn to move their own learning forward across all areas of the curriculum.

Combined percentage has been brought down due to writing results, 58% ARE which SLT evaluated as a direct impact of COVID.

KS1 outcomes

Reading – 73%, Writing – 67%, Maths – 85%, Combined – 63% - above National

Year 1 phonics – 86%- above National

EYFS GLD – 75% - above National

Children have been assessed using formative assessment, daily observations and against the Early Learning Goals in EYFS. Internal Trust moderation processes have been undertaken to ensure teacher assessment is accurate.

In year summative assessments have been used, utilising NFER assessments, alongside teacher assessments, from Years 1-5 (Year 2 SATs results have been used also to provide additional evidence.

Children with additional needs have undertaken various diagnostic assessments to ascertain attainment levels, progress and gaps in learning, such as WRAT assessments, Lexplore assessments, single word reading assessments etc.

2022 -2023 End of Year Data

KS2	ARE (53 chn)	PP ARE (11 chn)	GD (53 chn)	PP GD (11 chn)
Reading	72%	64%	15%	18%
Maths	70%	64%	23%	18%
Writing	63%	73%	13%	9%
SpAG	58%	82%	17%	18%
Combined	51%	45%	2%	18%
KS1				
Reading	78%	22%	89%	33%
Maths	71%	20%	78%	22%
Writing	75%	8%	78%	11%
Combined	71%	7%	67%	0%

Intended Outcomes of Previous 3 Year Pupil Premium Strategy Plan

Green – Outcome Achieved

Amber – Partially Achieved

Red – Not Achieved

Intended outcome	Success criteria
More children are meeting ARE in all Reading, Writing and Maths – getting a combined score	Combined percentages are above national average
All Year2 and KS2 pupils to complete the phonics programme as soon as possible.	The vast majority (above National Average) of Year 2 children to successfully pass the Year 1 phonics screen The small majority of KS1 pupils, alongside identified KS2 children who are still

	accessing the phonics programme have completed it by the end of the Spring term, if not sooner.
Metacognition enhances independent thought processes linked to aiding learning and moving it on. (Let's Think in English programme embedded across wider curriculum.)	Metacognitive strategies are evident when tackling problems in lessons across the wider curriculum.
Amount of children and families requiring SEMH support is reduced.	Percentage of children requiring 1-1 Thrive support is reduced. Initial uptake on family Thrive course with new Family Thrive practitioner.
Attendance to stabilise above national average.	PP attendance is consistently above national average and persistent absence rates are reduced in line with new guidance.
More capacity to deliver evidence based interventions.	Gaps in learning are reduced.
Wider opportunities are made available to children to enhance their cultural capital.	PP children are taking part/accessing wider activities, such as sporting events, Hill House events, guitar lessons etc.
Spelling training implemented across the school.	Writing moderation shows improvement in spelling. Increased amount of children reaching ARE for SPAG at KS2.

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
One to one Maths tutoring	Third Space

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How our service pupil premium allocation was spent last academic year	
Funding allocated for our service pupil premium children was utilised throughout the strategies that supported quality first teaching within the Pupil Premium Strategy.	
The impact of that spending on service pupil premium eligible pupils	

Further information (optional)