

# Pupil premium strategy statement (primary)

1. Summary information					
School	Richmond Hill Primary Academy				
Academic Year	2019/20	Total PP budget	£79,200	Date of most recent PP Review	Sept 2019
Total number of pupils	380 not including Nursery 432	Number of pupils eligible for PP	60 – 15.92%	Date for next internal review of this strategy	Termly

2. Current attainment		
	<i>Pupils eligible for PP end of KS2 (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	56%	65%
% achieving in reading	67%	73%
% achieving in writing	67%	78%
% achieving in maths	56%	79%
% achieving in SPAG	63%	78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Vocabulary development
<b>B.</b>	Oracy development
<b>C.</b>	Critical thinking/reasoning
<b>D.</b>	Online safety development
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Opportunities to support parental engagement
<b>F.</b>	Attendance for disadvantaged pupils
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Improved vocabulary development	Improved reading outcomes at all key phases with particular reference to 2A content domain
<b>B.</b>	Improved oracy development	Clear, precise answers to questions, which further result on having regard for others' opinions with improved listening skills
<b>C.</b>	Increased critical thinking/reasoning	Improved cognitive acceleration/critical thinking and reasoning when posed with challenging questions, improved confidence and resilience, resulting positively on reading outcomes
<b>D.</b>	Children have up to date knowledge of how to keep themselves safe online	Parents are more informed with what work children are expected to complete at home, further uptake with parental workshops/open classroom sessions
<b>E.</b>	Further opportunities are provided for parents to be involved with the school community	Parental workshops/open classroom sessions are well attended, parents are more informed of the expectations for children when completing work at home
<b>F.</b>	Attendance to improve	Disadvantaged pupils' attendance to be above NA

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019/20</b>			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Quality first teaching of Maths Mastery, Novel Study and the Cornerstones curriculum, Read Write Inc for KS1	All children have equal access to a broad and balanced curriculum.  Maths Mastery  Novel Study  Cornerstones Curriculum  Read Write Inc- KS1 only	The New 'Ofsted Framework' highlights the importance of a broad and balanced curriculum, rather than a narrowing of the curriculum linked to the school ethos and values.  'The Curriculum, Gallimaufry to Coherence', by Mary Myatt.	SLT monitoring  TAP meetings  Appraisal targets	KC/DS/KO'K/ CS/SL	Half termly

Improved vocabulary development	Focus on progressive vocabulary teaching/development throughout school, focusing on tier 2 words	Alex Quigley's 'Closing the Vocabulary Gap'. Incremental coaching focusing on teaching new vocabulary through morphology and etymology.  'The Curriculum, Gallimaufry to Coherence,' by Mary Myatt.	Incremental coaching- ½ hour weekly CPD sessions focusing on outcomes of regular monitoring	KC/BL	Weekly linked to incremental coaching
Improved oracy development	Implement Let's Think in English (formerly known as Cognitive Acceleration@ throughout Years 1-6.	50 years' worth of research linked to 'The Adley Report'.  Let's Think in English lessons allow children to practise dialogue with each other at a deeper level, questioning each other's' opinions in a safe environment. Questions are posed to challenge children to think of a reasonable answer, with an expectation that they participate in discussions, therefore allowing opportunity to hear and practise using higher level dialogue.  Towards Dialogic Teaching; Rethinking Classroom Talk' by Robin Alexander	KC will teach in one year group each half term, allowing class teachers to observe Let's Think in English in action with their pupils. Teachers will then slowly take over the sessions with their class. This will allow triads of staff to be formed who will critically evaluate each other's' practise.  Weekly incremental coaching alongside monitoring will be utilised	KC	Weekly
Increased critical thinking/reasoning	Implement Let's Think in English (formerly known as Cognitive Acceleration@ throughout Years 1-6.	50 years' worth of research linked to 'The Adley Report'.  Let's Think in English lessons provide challenging questions linked to texts/literature stimulus for pupils to use their critical thinking and reasoning skills. They are Taught and encouraged to think about others' perspectives and critically analyse others' views.  Let's Think in English takes cognitive overload into consideration.  Towards Dialogic Teaching; Rethinking Classroom Talk' by Robin Alexander	KC will teach in one year group each half term, allowing class teachers to observe Let's Think in English in action with their pupils. Teachers will then slowly take over the sessions with their class. This will allow triads of staff to be formed who will critically evaluate each other's' practise.  Weekly incremental coaching alongside monitoring will be utilised	KC	Weekly
Children keeping themselves safe online	Implement Gooseberry Planet alongside the existing safeguarding curriculum	Gooseberry Planet has due regard for the UKCIS framework, new Ofsted, KCSIE 2019 and the DFE's Online Safety in Schools document to ensure a progressive, up to date curriculum is being delivered to the children.  It also provides updated online CPD for staff to ensure teaching is of high quality.	Progress data from the platform linked to the children's modules will be monitored by DSL. DSL will monitor impact of training modules (CPD for staff). Safeguarding Audits will ensure the curriculum is meeting the needs of the learners.	KC/KO'K	Half termly

Further opportunities are provided for parents to be involved with the school community	Cornerstones implementation  Gooseberry Planet implementation  Workshops/open classroom sessions	Homework needing to be more structured (Cornerstones implementation)  Parents having a sounder knowledge of what teaching their child is accessing at school linked to online curriculum (Gooseberry Planet)  Parents are informed as to the pedagogy of how Maths and English is taught within school in order for them to support their child at home	Parental questionnaires  Comment slips available when workshops/open classroom sessions are made available	CD/EJ/CS	After each workshop/open classroom session
Disadvantaged pupils' attendance to be above NA	Attendance monitoring by new attendance officer and Inclusion Manager	Attendance for all pupils is above NA. Attendance for disadvantaged pupils is below NA	Regular monitoring	LW/KN	Half termly

**Total budgeted cost**    £34,000

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Provide additional support for whole family/child	TAF/TAC process/Early Help	Early intervention is key.	Lead Practitioner will be provided to coordinate a multi-agency approach to meet the needs of the family/child	ML	6 weekly
Increased attainment for Reading	1-1 intervention using a diagnostic approach Units of Sound Precision Teaching YARK assessment PHAB assessment	Diagnostic assessments that pinpoint an interruption in reading	Monitoring Data scrutiny Discussions in TAP meetings	MR/CS	6 weekly
Targeted support for SEMH needs	Thrive implementation	Diagnostic assessment pinpointing an interruption in the child's development linked to their SEMH	Monitoring by SENCO/Thrive lead, diagnostic data	MR/SJ	6 weekly

**Total budgeted cost**    £25,300

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Enhance cultural capital	<p>Singing development/opportunities- Choir competitions</p> <p>Hill House visits</p> <p>Theatre visits</p> <p>Sports Competitions</p>	<p>New Ofsted Framework highlights the importance of developing cultural capital</p> <p>Hill House visits allow for further opportunities such as Science Days, Scholarships opportunities, open University days, Art and Design days</p> <p>Children are not regularly exposed to the theatre providing a new opportunity</p> <p>Children partake in a variety of sports related competitions in addition to the normal school diet</p>	Staff members support all ventures including weekly choir practices and they join them for competitions/performances	<p>KN- choir</p> <p>VN- sports events</p> <p>Class teachers – other external opportunities</p>	Termly
<b>Total budgeted cost</b>					£19,900

Quality of teaching for all			
Desired Outcome	Planned Expenditure		
Quality first teaching of MMastery, Novel Study and Cornerstones Curriculum, RWInc for KS1	Maths Mastery	£2,500.00	Annual Fee
		£2,500.00	Resources
	Novel Study	£2,000.00	Resources
	Cornerstones	£600.00	Annual Fee
		£5,000.00	Resources
	RWI - KS1		Annual Fee & development fees
		£3,000.00	Resources
	<b>Subtotal</b>	<b>£15,600.00</b>	
Improved Vocabulary development	Resources	£250.00	
	<b>Subtotal</b>	<b>£250.00</b>	
Improved oracy development	Let's Think English	£3,000.00	Fee
		£1,000.00	Resources
Increased critical thinking/reasoning			
		<b>Subtotal</b>	<b>£4,000.00</b>
Children keeping themselves safe online	Gooseberry Planet	£1,500.00	Fee - 3 year
		£500.00	Resources
		<b>Subtotal</b>	<b>£2,000.00</b>
<b>Total</b>		<b>£21,850.00</b>	<b>£12,150.00</b>

Total £34,000

Targeted Support			
Desired Outcome	Planned Expenditure		
Provide additional support for whole family/child			
		<b>Subtotal</b>	
Increased attainment for reading	Units of Sound	£500.00	Resources
	Precision Teaching	£1,500.00	Resources
	YARK assessment	£1,000.00	Resources
	PHAB assessment	£1,000.00	Resources

	<b>Subtotal</b>	<b>£4,000.00</b>	
Targeted support for SEMH needs	Thrive implementation	£5,000.00	Annual Fee - Portal
		£4,000.00	Resources
	<b>Subtotal</b>	<b>£17,000.00</b>	
<b>Total</b>		<b>£21,500.00</b>	<b>£3,800.00</b>

Total: 25,300

<b>Other approaches</b>			
Desired Outcome	Planned Expenditure		
Enhance cultural capital	Singing development/opportunities/choir competitions	£7,600.00	Rainbow Connection
		£500.00	Travel
		£700.00	Resources
	Hill House Visits	£500.00	Travel
	Theatre Visits	£500.00	Travel
		£2,000.00	Staff Costs
		<b>Subtotal</b>	<b>£11,800.00</b>
<b>Total</b>		<b>£19,900.00</b>	

Total: £19,900