

Pupil Premium Strategy Statement 2020-2023

School	Richmond Hill Primary Academy								
Summary Information					2020	2021	2022		
Academic Years beg.	2020	2021	2022	Total PP Budget	£83,053			Date of most recent PP review	January 2020
Total number of pupils	420			Number of eligible PP pupils	69			Date for next external review of this strategy	January 2021

Attainment Outcomes at Y6									
Figures for pupils eligible for PP	2020	2021	2022	Nat. figures for pupils not eligible for PP			2020	2021	2022
% achieving expectation in reading	72%			% achieving expectation in reading					
% achieving expectation in writing	72%			% achieving expectation in writing					
% achieving expectation in maths	72%			% achieving expectation in maths					
Progress measure in reading	0.7			Progress measure in reading					
Progress measure in writing	0.24			Progress measure in writing					
Progress measure in maths	0.569			Progress measure in maths					

Attainment Outcomes at Y2									
Figures for pupils eligible for PP	2020	2021	2022	Nat. figures for pupils not eligible for PP			2020	2021	2022
% achieving expectation in reading	58%			% achieving expectation in reading					
% achieving expectation in writing	58%			% achieving expectation in writing					
% achieving expectation in maths	75%			% achieving expectation in maths					

Strategy (Cultural Capital)	
A	To ensure children are not a disadvantage due to COVID – 19 and are provided with a quality ‘catch-up’ programme of study (Recovery Curriculum)
B	Quality first teaching both in school and virtually via our Virtual Learning Environment
C	Online Safety/Cyber security for pupils, staff and parents

TEACHING

Strategy	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone Indicators
A	All children to 'catch up' for the time lost due to COVID - 19/lockdown. (Recovery Curriculum)	<p>PSHE/Mental health and wellbeing lessons taught as a priority to ensure children are 'ready to learn' again. (New statutory RSE/PSHE curriculum – mental health and wellbeing theme)</p> <p>Quality first teaching provided to all children.</p> <p>First half term – 'catch up' focus, staff using AFL approaches to find gaps in learning/feedback given to pupils rather than high stakes testing</p>	<p>Barry & Matthew Carpenter– Recovery Curriculum Consideration for the five levers – Lever 1: Relationships Lever 2: Community Lever 3: Transparent Curriculum Lever 4: Metacognition Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue.</p> <p>EEF – Covid – 19 support guide for schools</p> <p>DFE publication - Relationships education, relationships and sex education (RSE) and health education</p> <p>Mary Myatt – assessment</p>	Kelly Cousins	<p>All children have access to quality first teaching, whereby they feel safe, happy and ready to learn.</p> <p>All children are accessing quality first teaching linked to PSHE and core subjects in the first half term, filling any learning gaps that may have materialised from the lockdown period.</p> <p>All children are ready to access a broad and balanced curriculum from October half term onwards.</p>
B	All pupils have access to quality first teaching either in school or at home via the VLE	<p>Research based, pedagogical strategies/programmes used to develop quality first teach for all (RSE, Maths Mastery, Read Write Inc, Novel Study)</p>	<p>RSE/PSHE programme of study – focusing on Mental Health and Wellbeing</p> <p>Maths Mastery programme – pre and post teaching, retrieval practise, interleaving, low stakes quizzes – Maths Meetings.</p>	<p>Lyndsey Bickerstaffe</p> <p>Sarah Lewis</p>	<p>All children are accessing age appropriate mental health and wellbeing lessons.</p> <p>All children are accessing their 'stage' curriculum.</p>

C	<p>All children are aware of the online dangers with the increased amount of time spent online during the lockdown period/whilst using the VLE platform.</p> <p>All staff are cyber security trained in order to be able to teach online safety appropriately to children.</p>	Use of Gooseberry Planet and Secure Schools	<p>Read, Write, Inc phonics programme – (age appropriate) – interleaving, retrieval practise – ‘pinny time’/speed sound lessons, distributed practise, 1-1 tutoring (pre and post teaching)</p>	Karen O’Keeffe	All children are accessing the ‘coloured phonics books’ that are expected of their age.
			<p>Novel Study Lessons – (once finished phonics programme)– High challenge texts, tier 2 vocabulary teaching, interleaving, distributed practise – low stakes quizzing (weekly comprehension questions)</p>	Kelly Cousins	All children are accessing a text that it appropriate to their age regarding themes and vocabulary acquisition.
			<p>Gooseberry Planet have due regard UKCIS, and have taken the Computing Curriculum and the new Health Education into considerations (RSE curriculum) and the DFEs Online Safety in Schools document.</p> <p>Secure Schools focus on cyber security of schools and ensure that staff are highly trained in this vast area. (Retrieval practise used with low stakes quizzes to ensure staff training is a priority.)</p>	Kelly Cousins/Karen O’Keeffe	<p>All children access age appropriate online safety.</p> <p>All staff access Secure Schools Training.</p>
Impact measures					
2021		2022		2023	

TARGETED ACADEMIC SUPPORT

Strategy	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
A	One to one and small group tuition/intervention programmes- children ‘Catch up’ any learning that they have missed at a faster pace and are ready to access a broad and balanced curriculum after October half term.	1-1 phonics intervention (R,W,I) Turnabout Intervention Precision Teach, Toe by Toe Small group catch up/booster interventions delivered by highly trained, highly skilled TAs.	R,W,I research – retrieval practise, interleaving, supporting cognitive load. 1-1 phonics and Turnabout interventions both support the working memory. Both interventions are research based and support Reading. EEF guide – use of TAs. EEF – Covid 19 support guide for schools	Kelly Cousins/Mel Robinson (SENCO)	All children are ready to access a broad and balanced curriculum by the start of the October half term.
A/B	Increased attainment for reading	Diagnostic approaches- Units of Sound, Precisiom Teaching, YARK assessment, Phab assessment	Diagnostic assessments that pinpoint an interruption in reading	Mel Robinson/Carol Stocks	Gaps in earning are finely identified to allow for quality first teaching to fill gaps in learning.
A/B	Targeted support for SEMH needs	Whole school Thrive Implementation	Diagnostic assessment pinpointing an interruption in the child’s development linked to their SEMH	Mel Robinson (SENCO)	Behaviour for learning is settled, allowing children to access academic lessons.
Impact measures					
2021		2022		2023	

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WIDER STRATEGIES

Strategy	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
C	Parents having a sounder knowledge of what teaching their child is accessing at school linked to online curriculum (Gooseberry Planet)	Gooseberry Planet – parent information distributed regularly throughout the year and parents engage in the lessons expected to be consolidated at home.	Gooseberry Planet have due regard UKCIS, and have taken the Computing Curriculum and the new Health Education into considerations (RSE curriculum) and the DfE's Online Safety in Schools document therefore parents will be more informed of what their children are being taught in school. EEF – COVID- 19 support guide for schools	Kelly Cousins/Karen O'Keeffe	Parents are engaging with online safety information via the website.
A/B/C	Enhance cultural capital (when COVID-19 restrictions allow us to) Pupils have wider opportunities and experiences	Singing development/opportunities- Choir competitions Hill House visits Theatre visits Sports Competitions	New Ofsted Framework highlights the importance of developing cultural capital Hill House visits allow for further opportunities such as Science Days, Scholarships opportunities, open University days, Art and Design days Children are not regularly exposed to the theatre providing a new opportunity Children partake in a variety of sports related competitions in addition to the normal school diet	SLT	Engagement is high in these type of activities.
C	Provide additional support for child/whole family when needs arise	TAF/TAC process/Early Help	Early intervention is key.	Karen O'Keeffe/Marcia Lord	All pupils and families feel supported.

Impact measures

2021

2022

2023

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