# Pupil premium strategy statement 2020-2023

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## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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

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| Detail | Data |
| School name | Richmond Hill Primary Academy |
| Number of pupils in school  | 421 (372 not including nursery) |
| Proportion (%) of pupil premium eligible pupils | 14% (59 children) |
| Academic year/years that our current pupil premium strategy plan covers | 2020-2023 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2021 |
| Statement authorised by | Governors |
| Pupil premium lead | Kelly Cousins, Head of School |
| Governor / Trustee lead | Mavis Latham, Chair of Governors |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £84,276.00 |
| Recovery premium funding allocation this academic year | £5872.50 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £90,148.50 |

# Part A: Pupil premium strategy plan

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## Statement of intent

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| 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.**We will consider the challenges faced by our community, with particular regard for our children in receipt of pupil premium funding, ensuring that any barriers to learning are addressed.**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 quality first teach curriculum is underpinned by evidence-based research, and is at the heart of the strategy. Whole school priorities, in order to meet the children’s barriers to learning, will focus on a language rich curriculum, development of oracy and deep thinking skills, metacognitive strategies to develop independent learners, alongside quality first SEMH provision, will be made available to all pupils, with further targeted support if necessary. The strategies deployed in order to fill these gaps will not only have a positive effect on the learning of our disadvantaged pupils, but will also have a positive impact on the whole school (as suggested by research; EEF).* *Further targeted strategies will be deployed, using the outcomes of the diagnostic assessments, in order to meet individual learning needs. The Academy has deployed best practice in terms of it’s use of Teaching Assistants (EEF), by ensuring that evidence based interventions are used throughout school, ensuring they are the most cost effective, with the greatest impact.**Further wider strategies will also be deployed in order to focus on aspects such as ensuring the attendance percentage for Pupil Premium pupils is consistently above national average.* *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.* |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Some pupils are not meeting their FFT targets at the end of KS2. They have gaps in key concepts and therefore are not making expected progress. Data below shows last 2 years’ results, however note that there are much less PP pupils in 2021 from 2020. COVID impact can also be seen from the drop in ‘All pupil’ percentages across all subjects in 2021.2021 Data All Pupils – Reading – 78%, Writing – 71%, Maths- 78% (59 pupils) PP - 50% 50% 50% (8 pupils)Non PP- 82% 75% 82% (51 pupils) NA All- - - - 2020 DataAll Pupils – Reading – 84%, Writing – 83%, Maths – 81% (58 pupils) PP- 71% 65% 65% (17 pupils) Non PP- 90% 90% 88% (41 pupils) NA All- 80% 77% 80%2019 DataAll Pupils – Reading – 76%, Writing – 87%, Maths – 76% (45 pupils) PP- 67% 67% 56% (9 pupils) Non PP- 78% 92% 81% (36 pupils) NA All- 73% 79% 79% |
| 2 | Some pupils in Year 2 and KS2 have not completed the phonics programme therefore cannot access age appropriate books. (COVID related) |
| 3 | Assessments show that pupils’ understanding of vocabulary is poor. Pupils are not achieving as well as they should be on vocabulary questions when analysing summative assessments (2b content domain questions.) |
| 4 | Pupils need to develop independence in their learning, therefore require metacognitive approaches in order to move their own learning forward knowledgably. |
| 5 | There is a much higher percentage of children requiring SEMH support.Percentages of children on SEND register with SEMH needs - 2020 – 11.7%, 2021 – 16.6%. Large increase still, even after daily PSHE/Thrive lessons were taught. |
| 6 | Attendance is now statutory even though there are still lots of instances of COVID related illness therefore attendance needs to now to consistently above national average. |
| 7 | More capacity needed to deliver evidence based interventions, alongside quality first teaching to fill any COVID related gaps. |
| 8 | Families’ SEMH have been effected by the pandemic, having a detrimental effect on pupils’ SEMH |
| 9 | Wider opportunities need to be provided to our pupils due to the three lockdowns to provide cultural capital. This was a priority area before the pandemic started therefore is even more important now (COVID permitting.)  |

## 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.

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| Intended outcome | Success criteria |
| Children to achieve in line with their FFT targets. Gaps in key concepts are filled, allowing children to retain this information and move on with new learning. | KS2 outcomes show that the gap between PP and Non PP is reduced and PP are on track to achieve in line with their FFT targets at key data capture points. |
| All Year2 and KS2 pupils to complete the phonics programme as soon as possible. | The vast majority of Year 2 children to successfully pass the Year 1 phonics screen (completed in December of Year 2 due to COVID.)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. |
| Tier 2 vocabulary to be prioritised and taught consistently in all year groups. | Tier 2 new vocabulary linked to phonics books are taught with each new phonics book.Tier 2 new vocabulary linked to Novel Study texts are taught, 1 new word focussed on each day. KS2 to use the RHPA vocabulary progression to ensure previous year groups’ vocabulary is retrieved and remembered.  |
| Metacognition enhanced independent thought processes linked to aiding learning and moving it on. (Let’s Think in English programme embedded.) | Metacognitive strategies are evident when tacking problems in all lessons. |
| * 1. Thrive sessions are embedded across school.

Family Thrive course is made available to families. | 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. |
| More capacity to deliver evidence based interventions. | Gaps in learning are reduced. |
| Families have access to Family Thrive. | Families are accessing Family Thrive, anxieties are reduced having a positive impact on children’s anxieties.  |
| 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. |

tivity in this academic year

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *35,526*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase time from qualified WRAT assessor to deliver diagnostic assessments (J.Walker)Time of phonics lead to assess phonics gaps in KS1/KS2 | EEF Guidance Report suggests diagnosing the barriers to learning[EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf)This can impact on quality first teach also to ensure gaps in learning are addressed at all levels.[Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1/2 |
| Tier 2 vocabulary taught in daily teaching using retrieval practice to embed into long-term memory. | Alex Quigley – Closing the Vocabulary Gap and Closing the Reading Gap.EEF document - Metacognition and Self- regulated learningMary Myatt – Guallimaufry to CoherenceBeck et al – research into the three tiers of vocabulary Kelly Ashley – Word PowerRosenshineDunlosky  | 3/4 |
| Embed the metacognitive strategies that are having impact from Let’s Think in English lessons across other subjects. | EEF – Metacognition and Self-Regulation Research and Guidance Report.[Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)Metacognition – very high impact, low cost -[Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit)LTE also impacts on reading comprehension, low cost, high impact[Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 4 |
| Provide training for support staff to deliver evidence based interventions (Precision Teach, Thrive, Communication Champions.) | Oral language interventions-low cost, high impact[Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 6 |

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

Budgeted cost: £ *49,742*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Secure an additional teacher specifically for catch up interventions, using the catch up premium, 2 days per week(recovery premium of £5872.50) | Research suggests that having a qualified teacher deliver interventions will have the most impact.Precision Teach on a 1-1 basis is being delivered to these identified children. Precision Teach was identified as the mist appropriate intervention from undertaking diagnostic assessments.Precision Teach ResearchWhite, O. R. (1986) ‘Precision Teaching—Precision Learning’, *Exceptional Children*, 52(6), pp. 522–534. doi: 10.1177/001440298605200605.Griffin, C. P. and Murtagh, L. (2015) ‘Increasing the sight vocabulary and reading fluency of children requiring reading support: the use of a Precision Teaching approach’, *Educational Psychology in Practice*, 31(2), pp. 186–209. doi: 10.1080/02667363.2015.1022818 | 1/7 |
| Advertise for a full time HLTA to replace a recent retirement, to impact of delivering evidence-based interventions | * Precision Teach to be taught to identified pupils in KS2.
* 1-1 Read Write Inc phonics to be taught to identified KS2 pupils.
* 1-1 Thrive interventions to be taught to identified pupils across the school.

Precision Teach Research Griffin, C. P. and Murtagh, L. (2015) ‘Increasing the sight vocabulary and reading fluency of children requiring reading support: the use of a Precision Teaching approach’, *Educational Psychology in Practice*, 31(2), pp. 186–209. doi: 10.1080/02667363.2015.1022818Making Best Use of Teaching Assistants ResearchEducation Endowment Foundation (2015) *Making Best Use of Teaching Assistants Guidance Report.* [online] Available from: <https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/teaching-assitants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf> [Accessed 23rd September 2021].Supporting SEMH Needs ResesarchCarroll, C. and Hurry, J. (2018) ‘Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature’, *Emotional & Behavioural Difficulties*, 23(3), pp. 310–325. doi: 10.1080/13632752.2018.1452590. | 2, 5 |
| Capacity required to deliver additional support to aid quality first teach and interventions -Secure 2x Kickstart staff members | Capacity required to deliver additional support to aid quality first teach and interventions -Secure 2x Kickstart staff membersMaking Best Use of Teaching Assistants ResearchEducation Endowment Foundation (2015) *Making Best Use of Teaching Assistants Guidance Report.* [online] Available from: <https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/teaching-assitants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf> [Accessed 23rd September 2021]. | 1/2/3/4/5/7 |

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

Budgeted cost: £ *8,700*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *EWO involvement with Attendance Manager to track persistent absentees and issues 1st and 2nd attendance letters* | Strong attendance has been proven to sit in line with strong attainment and progress.  | 6 |
| *To deliver Family Thrive sessions for parents* | SEMH support for families (Thrive research linked to secure attachments) Parental engagement – high impact, low cost[Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 5/8 |
| *Cultural Capital- wider opportunities to be made available – sporting activities before and after school, choir, guitar lessons, visits out of local area, residential visit.* | Aspirations of pupils can be raised when being provided with wider opportunities. | 9 |

**Total budgeted cost: £** *93,968*

# 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 2021 academic year.

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| The below RAG rated outcomes show that we used our Pupil Premium Funding wisely last year and it had the intended impact. Our main priority for the last academic year was to ensure our Remote Education offer mirrored our usual in school offer. In terms of the pupils’ attainment and progress (detailed at the bottom of this section) outcomes show a decline of attainment percentages across the board, however the three COVID lockdowns have had a significant impact on these results. This can be seen when also comparing last years’ percentages for ‘all’ pupils, across all areas. Gaps in learning have been successfully identified and these form the basis of this years’ strategy.Below were the intended milestones for the 1st year of the previous 3 year plan, starting in the last academic year (2020). The milestones have been RAG rated to show progress against them.**Year 1 of the strategy** – (We feel the remote curriculum now mirrors the curriculum delivered in school wherever possible)Blended LearningThe remote learning offer is aligned to the delivery happening in the classroom in terms of the actual subjects taughtRemote lessons delivered by Oak Academy will be mapped out to match the knowledge and skills progression of RHPA’s curriculum (reduce teacher workload/provide remote lessons in the case of staff illness) whilst keeping in line with what is happening in the classroom.Access & EngagementAll parents are knowledgeable with accessing the VLE. At least 90% of children/families access the VLE in its entirety (home learning also- throughout the year).Expectations & IndependenceAt least all of upper KS2 children are using the VLE with confidence, understanding the expectations in terms of learning, much like in school, and are able to work with some element of independence with tasks assigned to them. Staff will monitor progress towards this during feedback sessions.Support StructuresParents engage with the weekly informative video – staff will monitor this through feedback sessions(Live lessons took over this – therefore the above target is no longer applicable.FeedbackFeedback moves to daily if a bubble is closed. Feedback for self-isolating children happens at least weekly with parents having the opportunity to email in to ask for any further support.**Year 1** Children are happy to come to school, knowing that they have the support of the inclusion team if they are presenting with anxieties linked to the effects of the pandemic.Families know that they will be supported by regular communication regarding the support given to their children as well regular contact on the gate in a morning.There will be an increase in the amount of families accessing family Thrive – school-offering support to families.**Year 1**Families feel supported and have the correct attendance information in periods of isolation.Vulnerable families have regular welfare checks.Children who are directed to pre and post teach sessions will access the weekly learning provided on the VLE for this purpose.Staff are proficient in at least one research led intervention needed to provide catch up interventions.Behaviour for learning is settled, allowing children to access academic and remote lessons.Children’s anxieties are being managed in school by the inclusion team.Families are provided with a meeting to help improve attendance (virtual)**Year 1** Photographs of extra-curricular activities/opportunities linked to cultural capital are posted on the VLE for parents to see.Children get used the pedagogical steps taught within the LTE lesson again.Families feel supported through the pandemic.Families are aware of their child’s attendance at parents evenings as a minimum, unless there are concerns/attendance flags2021 Data All Pupils – Reading – 78%, Writing – 71%, Maths- 78% (59 pupils) PP - 50% 50% 50% (8 pupils)Non PP- 82% 75% 82% (51 pupils) NA All-  |

## 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*

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| Programme | Provider |
| Lexplore Reading Diagnostic Assessment | Lexplore |

## Service pupil premium funding (optional)

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| Measure | Details  |
| NA |  |

# Further information (optional)

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| *The EEF’s Implementation Guidance has helped us to form this strategy, ensuring we have a three-tiered approach with quality first teaching being at the heart of the strategy.* *All of our Academy plans intertwine with each other, showing that we have a clear overview of our pupils’ needs and plans are in place to address these needs.* |