

Pupil premium strategy statement (primary)

1. Summary information					
School	Richmond Hill Primary Academy				
Academic Year	2016/17	Total PP budget	£81, 840	Date of most recent PP Review	N/A
Total number of pupils	435 incl F1	Number of pupils eligible for PP	67 - 17%	Date for next internal review of this strategy	Sept 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	44%	64%
% making progress in reading	56%	74%
% making progress in writing	67%	86%
% making progress in maths	56%	74%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Diminish the difference (20%) between amount of PP children achieving combined and other children.
B.	Middle ability pupils eligible for PP are making less progress than lower and higher ability pupils in KS1 and KS2. This prevents this group's achievement and their ability to be secondary ready.
C.	Oral language and communication skills in EYFS are a barrier to learning
C.	For a small minority of PP children, behaviour and attitude issues are having a detrimental effect on their academic progress (4.5%)
D.	PP children who left EYFS as Emerging are not achieving Expected in Reading at KS1.
E.	High proportions of PP pupils achieving below age related expectations on baseline data (61% below – R, 62% below – W, 53% below – M)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance for PP pupils specifically Persistent Absence is an issue (20 %) Sept - Pupil Premium pupils attendance 97.11%, Non Pupil Premium pupils 97.86% Whole school attendance 97.74%
G.	A high proportion of PP children have had social care input (29%)
H.	PP children being sent to school in correct uniform and PE kits

I.	Large amount of children accessing breakfast club due to coming to school not being given breakfast.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP children access quality first teaching on a daily basis	Children meeting individual targets- PP children have their barriers to learning met in class TAP meetings address any issues- focusing on tracking on PP children's progress
B.	The gap between PP children and all other children achieving combined diminishes	Star award – attendance, combined, behaviour, meeting all individual targets
C.	Attendance of PP children increases in general and amount of Persistent Absentees decreases (currently 20%)	A member of SLT takes on Attendance Officer role (to focus on attendance data) and a Parent Liaison officer in the office (speaking to parents regarding attendance/late gate) Data role – inputting and producing attendance data. Children are in school, ready to learn and able to progress appropriately.
D.	PP children's attendance is tracked and monitored stringently on a weekly basis.	Simm's package is developed focusing on tracking of attendance.
E.	100% attendance is celebrated with more emphasis using a cinema evening each term for 100% attendance	Amount of children achieving 100% attendance increases. Whole school attendance increases overall.
F.	To raise profile of PP children with the Governing Body. To support the Governing Body in being able to challenge the use of PP funding.	Governors to receive more information regarding PP children including spending objectives outcomes and impact.
G.	To ensure there is a clear tracking system in place that focuses on PP children's progress	To set up clear tracking systems to show PP progress/attainment
H.	To ensure Governors are more accountable for the PP spending	Governors are aware of the spending linked to PP funding and governors can challenge this if appropriate.
I.	To set up a system that will monitor PP funding.	PP funding will be monitored through individual PP action plans, TAP meetings as well as budget monitoring alongside the business manager and reports to governors
J.	Improved oral language for PP children in nursery and reception classes	Pupils exit EYFS meeting age related expectations
K.	Amount of PP pupils achieving below age related expectations decreases for R,W,M	Percentages of PP pupils achieving expected in core subjects increases
L.	Higher rates of progress across the school for middle attaining pupils eligible for PP	Middle attaining PP pupils make as much progress as other pupils across both key stages. Progress of PP pupils is measured and moderated through MAT data dashboard and at termly data drops. Successful moderation practices are established across the Multi Academy Trust.
M.	Washer and Dryer supplied in school to wash PP uniform/PE kits	Children have a readily available and clean uniform/PE kit
N.	PP children who achieve Emerging at EYFS are diminishing the difference and attaining Expected at KS1	More PP children attain Expected at KS1
O.	Behaviour and attitude issues addressed	Fewer behavioural incidents recorded for these pupils on CPOMs

P.	Improve the stamina of PP reading through additional reading booster sessions in each year group	PP have improved reading stamina in order for children to access SATs
Q.	Review the monitoring practices of PP to ensure tracking focuses appropriately on PP pupils	MAT uses consistent approaches to tracking pupils and collaborates on successful method for supporting PP
R.	Quality teaching for all	All pupils receive good or better teaching. Staff focusing on the barriers to learning for PP children.
S.	Improve combined attainment for PP pupils	All pupils leave school secondary ready PP achieve above floor standards for combined
T.	Higher ability PP children are challenged to attain Greater Depth	These children achieve a standardised score of 110 or above after Y1
U.	Pupils who have little support at home with homework/reading are given additional support at school	Additional support given at school
V.	Staff understand the barriers to learning for each child and know how to address them	School successfully address barriers to learning
W.	Improving staff perceptions around quality first teaching- VEO technology	Staff have enhanced perceptions around teaching and learning
X.	Ensure children are ready for the start of the day, properly fed.	Provision of breakfast club catering for the needs of PP children at breakfast time.
Y.	All parents come forward to claim PP funding for their children (there has been reluctance to do this for a small minority of parents)	Parent incentive for PP funding- gift vouchers available for when parents sign up

5. Planned expenditure

Academic year

2016/17

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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve oral skills in EYFS	Speech and Language intervention Jolly Phonics purchased	Poor speech and language upon entry to Nursery-poor Communication and Language levels when baselining children	SLT monitoring / Named Governor CEO monitoring	KO'K	September 2016
Improve progress of middle attaining PP pupils	Review tracking approaches in line with Raise	Raise Online data	SLT monitoring / Named Governor CEO monitoring	KC	December 2016
EEF training for support staff	Separate action plan completed to prioritise CPD needs	EEF research	SLT monitoring / Named Governor CEO monitoring	DS	Ongoing
Improve active/ collaborative learning of all & PP pupils	Kagan approaches	Lesson observations	SLT monitoring / Named Governor CEO monitoring	KC	Ongoing
Improve attainment across all subjects	EEF growth mind-set training	EEF research	SLT monitoring / Named Governor CEO monitoring	PA	Ongoing
PP pupils are targeted for AFL/questioning	Questioning to provoke deeper learning by T and TA	EEF research	SLT monitoring / Named Governor CEO monitoring	DS	Ongoing
PP books are marked first PP are actively sought in class	Green and pink highlighter marking to provide instant feedback	Barriers to learning	SLT monitoring / Named Governor CEO monitoring	KC	Ongoing
KS1/KS2 PP attainment improves	Ensure higher level maths pupils are targeted in booster sessions	Raise Online data	SLT monitoring / Named Governor CEO monitoring	DS	Ongoing
Accelerate progress	Metacognition/ Feedback/peer support is focused in class	EEF research	SLT monitoring / Named Governor CEO monitoring	DS	Ongoing
Improve reading comprehension	Guided reading and class reading	EEF research Guided Reading CPD – Dianne Dunford	SLT monitoring / Named Governor CEO monitoring	LV/CS	Ongoing
Induction screening to address learning barriers	Yark outcomes evaluated	20% of PP children are incomers	SLT monitoring / Named Governor CEO monitoring	CS	Ongoing
Staff are confident with Maths curriculum	Ark Maths	Maths Raise Online data Ofsted Outcome	SLT monitoring / Named Governor CEO monitoring	SL	Ongoing
Smaller classes in Year 6	Employ a third year 6 teacher	Raise Online data Vulnerability of cohort	SLT monitoring / Named Governor CEO monitoring	DS	Ongoing

Inclusion support	Inclusion Manager	Behaviour/pastoral need	SLT monitoring / Named Governor CEO monitoring	KC	Ongoing
Pastoral support	Learning Mentor	Behaviour/pastoral need	SLT monitoring / Named Governor CEO monitoring	KC	Ongoing
Pastoral support	Behaviour support- TA	Behaviour/pastoral need	SLT monitoring / Named Governor CEO monitoring	KC	Ongoing
Enhanced staff perception of quality teaching and learning enquiry	All staff	Research paper	MAT CEO	JF	Ongoing
Total budgeted cost					£71,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve Maths outcomes for PP pupils	Pre Teach sessions from ARK maths training EYFS/ Y1- Maths meetings Working Memory – EEF research	Maths Raise Online data	Externally assessed	SL/DS	September 2016
Improve Grammar outcomes – PP boys	CPD for SPAG and MAT wide training subject knowledge	Abraxus approved CPD provider teaching school	Observations	DS/KC	Ongoing
Improve attainment for middle disadvantaged pupils in reading	Catch up to Reading Switched On	EEF approved training and monitoring	Externally assessed	DS	July 2017
To aid home school liaison to impact positively on attendance	EWO time Targeted time focusing on attendance each week	Persistent Absentees	Monitoring each week	LJ	Dec 2016
SATs 2016 analysis informs practice	Rising Stars CPD	DfE approved and attended	CEO feedback	JF	Dec 2016
Improve phonics outcomes PP Y1/Y2	Phonics Tell	Phonics outcomes being in line with NA	Observations	CS/MR	February 2016

Provide support for children with reading Additional small group interventions for core subjects	Booster sessions (before school/lunchtime)	Maths outcomes Barriers to learning – little support at home	Observations	Individual staff	End of Spring Term 2016
Provide space to children to do homework/support with doing homework	Homework Club	Barriers to learning sheets from children	Pupil discussions	ML	Half termly
Improve behaviour outcomes for small minority	Anger Gremlins intervention Team teach de-escalation	CPOM entries	Observations	GI/ML	Half termly
Communication and interaction	Lego Therapy Intervention	SEND needs	Observations	GI	Half termly
Improve behaviour outcomes for small minority	Star Time Intervention	Behaviour tracking	Observations	GI	Half termly
Improve behaviour outcomes for small minority	Playing for Purpose Intervention	Behaviour tracking	Observations	GI	Half termly
To support gross motor skills	Motor Skills	SEND needs	Observations Assessment data	VN	Half termly
To provide additional support to families	TAC/TAF meetings	Safeguarding needs	Families coming off TAC/TAF support	KC	Half termly
PP scrutiny PP incentives to register	Babcock	Collaboration with other schools	Feedback from staff	KC	Annually
Attendance is improved particularly for PA pupils	Cinema evenings each term Attendance officer/parent liaison officer	20% of PP children being PA	PA decreases More pupils achieving 100% attendance- cinema evenings	KC	Weekly
Total budgeted cost					£21,500
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Increased attendance rate of PP pupils	Office and inclusion team training Attendance officer-pastoral team and office team	Persistent absentees	Monitoring	LJ	Half termly
Governors have full understanding of PP children	Governor CPD	SLT supporting high expectations	Staff confidence audit	DS	Termly
Individual PP behaviour nurtured through Thrive	Thrive approach in 2 MAT schools	Collaborative MAT approach	Behaviour tracking	KN	Half termly
Effectiveness of TAs are improved	Training and deployment	EEF training approaches	Observations	DS	Ongoing
Curriculum enrichment	Toffee Music	Observations of foundation subjects	Observations Work scrutiny	KC	Half termly
Curriculum enrichment	Rainbow Connections	Observations of foundation subjects	Observations	KC	Half termly
PP agenda is a priority	Appraisal is used to reinforce the PP agenda	To ensure all staff are accountable for performance of PP pupils	Appraisal targets	DS	Termly
Identification of individual barriers	PP questionnaire and meeting – bespoke approach	TSC recommendations	Monitoring	KC	Termly
An ethos of attainment for all pupils is established	CPD and tracking	TSC recommendations	Tracking Observations	KC	Termly tracking Ongoing observations
PP children are dressed appropriately for school	Washer and dryer	Amount of children not having clean uniform and PE kits	PP children are not evident when looking at uniform	DT	Termly
Total budgeted cost					£17,500