



Pupil premium strategy statement 2020-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	Richmond Hill Primary Academy
Number of pupils in school	434 (including nursery)
Proportion (%) of pupil premium eligible pupils	11% (47 children)
Academic year/years that our current pupil premium strategy plan covers	2020-2023
Date this statement was published	December 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Governors
Pupil premium lead	Kelly Cousins, Head of School
Governor / Trustee lead	Mavis Latham, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,095
Recovery premium funding allocation this academic year	47 Pupils x £145 = £6,815
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	£71,910

Statement of intent

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.

Challenge number	Detail of challenge
1	Gaps in learning are evident from lost learning during COVID. More capacity needed to fill these gaps.
2.	Combined results are below National Average at KS1 and KS2.
3	Some pupils in Year 2 and KS2 have not completed the phonics programme therefore cannot access age appropriate books. (COVID related)
4	Spelling is a key priority across all year groups
5	Fine motor skills are having a detrimental impact on writing across school
6	Pupils need to develop independence in their learning, therefore require metacognitive approaches in order to move their own learning forward knowledgably.
7	There is a much higher percentage of children requiring SEMH support since COVID lockdowns
8	Families' SEMH have been effected by the pandemic, having a detrimental effect on pupils' SEMH
9	Attendance is a key priority nationally
10	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.

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.

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: £62,073.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the metacognitive strategies that are having impact from Let's Think in English lessons across other subjects.	<p>EEF – Metacognition and Self-Regulation Research and Guidance Report. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition – very high impact, low cost - Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>LTE also impacts on reading comprehension, low cost, high impact Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Effective professional Development - EEF</p>	6
Provide training for support staff to deliver evidence based interventions (Precision Teach, Thrive, Communication Champions, Playing for Purpose.)	<p>Oral language interventions-low cost, high impact Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development - EEF</p>	1,2,3,6, 7, 8, 9
Whole school Handwriting Training – Martin Harvey	<p>Fine motor skills developed to have impact on writing – working memory is freed up due to fluency in formation of letters, which is then freer to focus on composition of writing.</p>	5

	Cognitive Load Theory in Action - the Book Ollie Lovell	
RWI Spelling training for whole staff	Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net) Phonics EEF (educationendowmentfoundation.org.uk) Read Write Inc. Case Studies : Primary: Oxford University Press (oup.com)	4
Writing training/development whole school	Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net) Improving Literacy in Key Stage 1 - EEF	4,5
Phonics Lead capacity/time (Karen's role) Recovery Premium (Menu of choices – Retention and of staff and coaching and mentoring)	Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net) Read Write Inc. Case Studies : Primary: Oxford University Press (oup.com) Improving Literacy in Key Stage 1 - EEF	1,3
Quality Assurance of all curriculum – coaching and mentoring of subject leadership	Ensure subject leaders are secure with substantive and disciplinary knowledge required to successfully lead their subject.	1
NFER assessments	Ensure that any gaps in learning are identified.	1
Fresh Start – fill KS2 gas in phonics knowledge	Read Write Inc. Case Studies : Primary: Oxford University Press (oup.com) Improving Literacy in Key Stage 2 - EEF	1,3
Coaching and mentoring CPD – Jill Foster – External training	EEF – Moving Forwards, Making a Difference: A Planning Gide for Schools 2022-23 Effective Professional Development - EEF	1, 2, 3, 4

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

Budgeted cost: £1,807.34

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
ASCETS ASD training for targeted support staff	<p><u>Making Best Use of Teaching Assistants Research</u></p> <p>Education Endowment Foundation (2015) <i>Making Best Use of Teaching Assistants Guidance Report</i>. [online] Available from: https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf [Accessed 23rd September 2021].</p> <p>Effective Professional Development – EEF</p>	1
Thrive practitioner training	<p><u>Making Best Use of Teaching Assistants Research</u></p> <p>Education Endowment Foundation (2015) <i>Making Best Use of Teaching Assistants Guidance Report</i>. [online] Available from: https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf [Accessed 23rd September 2021].</p> <p><u>Supporting SEMH Needs Research</u></p> <p>Carroll, C. and Hurry, J. (2018) 'Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature', <i>Emotional & Behavioural Difficulties</i>, 23(3), pp. 310–325. doi: 10.1080/13632752.2018.1452590.</p> <p>Improving Social and Emotional Learning in Primary Schools - EEF</p>	1, 8
Launchpad for Literacy	<p><u>Launchpad for Literacy</u></p> <p><u>Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</u></p> <p><u>Improving Literacy in Key Stage 1 - EEF</u></p>	1, 3

Formative diagnostic assessment	5 key step s- Moving Forwards, Make a difference – EEF	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,732.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Cultural Capital- wider opportunities to be made available – sporting activities before and after school, choir, guitar lessons, visits out of local area, residential visit, whole school sports day at Keepmoat</i>	Aspirations of pupils can be raised when being provided with wider opportunities.	10
<i>Family Thrive</i>	<p>SEMH support for families (Thrive research linked to secure attachments)</p> <p>Parental engagement – high impact, low cost</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Working With Parents to Support Children’s Learning - EEF</p>	8
<i>EWO support –to support staff to implement new attendance procedures</i>	<p>Attendance has a string link to academic success</p> <p>Working with Parents to Support Children’s Learning - EEF</p>	9

Total budgeted cost: £70,613.63

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The tables below show the outcomes for all children in the academic year 2021 – 2022 and then show the breakdown of outcomes for PP children and non PP children.

Outcomes for ALL pupils

Early Years	% GLD	All ELGs	ATPS
EYFSP	74%	74%	32.0

Phonics	% WA	Score
Year 1	86%	42.6
Year 2 re-sit	67%	29.2
By end of Y2	92%	-

Key Stage 1	% EXS	% GDS
Reading	73%	21%
Writing	67%	0%
Maths	85%	19%
RWM	63%	0%

Key Stage 2	Exp/EXS +	High/GDS	Progress
Reading	77%	31%	+0.1

Writing	69%	19%	+0.4
Maths	74%	28%	+0.6
RWM	57%	13%	-

Outcomes for PP/Non PP Pupils

Early Years	% of cohort	GLD 2022	All ELGs	Total points	LA (GLD)	England
PP (4)	9%	50%	50%	29.8	51%	50%
Not PP (43)	91%	77%	77%	32.2	68%	68%

Year 1	% of cohort	Wa	Mark	LA	England
PP (5)	8%	80%	32.0	65%	63%
Not PP (54)	92%	87%	34.9	81%	79%

Year 2 (re-sits)	% of cohort	Wa	Mark	LA	England
PP (1)	17%	0%	11.0	44%	41%
Not PP (5)	83%	80%	32.8	51%	51%

By the end of Year 2	% of cohort	Total	Y1	Y2	LA	England
PP (6)	12%	83%	83%	0%	83%	85%
Not PP (46)	88%	93%	85%	9%	90%	93%

Key Stage 1	% of cohort	EXS+	GDS	EXS	WTS	PKS	EM	LA	England
Reading PP (6)	12%	83%	0%	83%	0%	17%	0%	54%	52%
Reading Not PP (46)	88%	73%	24%	48%	15%	13%	0%	70%	72%
Writing PP (6)	12%	67%	0%	67%	17%	17%	0%	45%	42%
Writing Not PP (46)	88%	67%	0%	67%	20%	13%	0%	63%	63%
Maths PP (6)	12%	83%	17%	67%	0%	17%	0%	56%	52%
Maths Not PP (46)	88%	85%	20%	65%	11%	4%	0%	73%	72%

KS1 Science	% of cohort	EXS	HNM	LA	England
PP (6)	12%	83%	17%	65%	63%
Not PP (46)	88%	85%	15%	81%	81%

KS1 Combined	% of cohort	EXS+	GDS	LA	England
PP (6)	12%	67%	0%	41%	37%
Not PP (46)	88%	63%	0%	59%	58%

Key Stage 2	% of cohort	Score	Exp+	High	Progress	LA	England
Reading PP (8)	17%	103	75%	25%	-0.1	58%	63%
Reading Not PP (40)	83%	105	78%	33%	+0.2	76%	79%
Maths PP (8)	17%	103	63%	25%	+0.3	52%	57%
Maths Not PP (39)	83%	105	77%	28%	+0.6	75%	77%

KS2 Writing	% of cohort	EXS+	GDS	EXS	WTS	PKS	EM	Progress	LA	England
PP (8)	17%	50%	38%	13%	50%	0%	0%	+2.1	53%	56%
Not PP (40)	83%	73%	15%	58%	28%	0%	0%	+0.1	75%	75%

Initial Intended Outcomes, RAG rated

Intended outcome	Success criteria
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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
Lexplore Eye Tracker- reading diagnostic	Lexplore
Third Space – 1- 1 maths tutoring	Third Space

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

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.