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| **\School** | **Richmond Hill Primary Academy** | | | | | | | | |
| **Summary Information** | | | | | **2020** | **2021** | **2022** |  | |
| **Academic Years beg.** | **2020** | **2021** | **2022** | **Total PP Budget** | **£83,053** | **£84,726** |  | **Date of most recent PP review** | **January 2021** |
| **Total number of pupils** | **420** | **436** |  | **Number of eligible PP pupils** | **69** | **63** |  | **Date for next external review of this strategy** | **January 2022**  (RAG rated May 2021 by KC) |

Pupil Premium Strategy Statement 2020-2023

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| 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 | 71% | 50% |  | % achieving expectation in reading | 84% | - |  |
| % achieving expectation in writing | 65% | 50% |  | % achieving expectation in writing | 81% | - |  |
| % achieving expectation in maths | 65% | 50% |  | % achieving expectation in maths | 84% | - |  |
| Progress measure in reading | 0.7 | - |  | Progress measure in reading | - | - |  |
| Progress measure in writing | 0.2 | - |  | Progress measure in writing | - | - |  |
| Progress measure in maths | 0.4 | - |  | 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 | 33% | 40% |  | % achieving expectation in reading | 75% | - |  |
| % achieving expectation in writing | 11% | 40% |  | % achieving expectation in writing | 72% | - |  |
| % achieving expectation in maths | 33% | 40% |  | % achieving expectation in maths | 77% | - |  |

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| Strategy (Cultural Capital) | |
| A | Effectively align Richmond Hill’s remote learning offer, with its classroom curriculum content. |
| B | Mobilise best evidence from research to maximise effective teaching through quality focused Professional Development ( Remote learning/ Vocabulary and Metacognition) |
| C | Pastoral / Social and Emotional and Mental Health, focused on family resilience |
| D | Improve attendance (currently 93%) |

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| TEACHING |

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| Strategy | Desired outcome | Chosen approach/approaches | | Evidence & Rationale | Staff lead | | Milestone Indicators |
| A  Effectively align Richmond Hill’s remote learning offer, with its classroom curriculum content.  B.  Mobilise best evidence from research to maximise effective teaching through quality focused Professional Development (Remote learning/ vocabulary and Metacognition)  C.  Pastoral / Social and Emotional and Mental Health, focused on family resilience  D.  Improve attendance (currently 93%) | Blended Learning  Blended learning is available to all learners that mirrors the teaching happening in the classroom, including synchronous and A-synchronous teaching/lessons.  Access & enagagement with the VLE  All children have access to the remote learning offer.  Expectations & Independence  All children develop the independence in order for them to partake in the remote learning offer.  Support Structures  Parents are aware of their roles and responsibilities in terms of supporting their child to access the VLE.  Feedback  All children receive quality, regular feedback from class teacher when using the VLE  Vocabulary Development  Children have enhanced vocabulary acquisition in order to extend their comprehension and inference ability providing more life chances.  Richmond Hill’s vocabulary progression model is used throughout years 1-6. This up-skilling of high level vocabulary can be heard through children’s discussions and can be seen in children’s writing  Metacognition  Children are aware of how they learn best and are aware of strategies that they can use to get to the achieved learning outcome whether in the classroom, or online.  Children and families are resilient in terms of coming to school during the times of the pandemic.  Parents are equipped with the appropriate support in order to fully support their children, facing the pressures of the pandemic.  Children are emotionally and socially ready to learn.  Families are supported through periods of isolation and parents are given the information as to when is appropriate/or not when to send their child to school during the pandemic.  Use of EWO to support. | Blended Learning  Blended learning- in line with whats being deliverdd in the classroom is made available via PowerPoints, video recordings of teaching, live teaching (for bubbles closures only)  Access & enagagement with the VLE  Short informational videos provided online for parents to support accessing the VLE, whether this be via laptop, ipad or phone.  Expectations & Independence  Children and parents are provided with a weekly video from their class teacher, explaining what the expectations for the week are, and explaining expectations for independent learning whilst working remotely.  Support Structures  The weekly video from class teachers will include parental roles and responsibilities in order to aid them with supporting their child.  Feedback  Feedback is given to children on a regular basis when working through the remote learning offer.  Regular, weekly CPD for staff – incremental coaching focusing on vocabulary development with metacognition  Use of Oak Academy lessons to look at research based pedagogical strategies in the classroom – sharing good practise by watching their lessons being taught.  Inclusion team providing 1-1 sessions with children in order to develop coping strategies to alleviate anxieties.  Inclusion team providing support and advice of how to support their children throughout this time.  Family Thrive sessions made available to all families.  Mindfulness sessions taught targeted year groups as whole class sessions.  PSHE/RSE lessons taught on a daily basis.  Thrive lessons taught throughout the school.  Targeted support on a daily basis for parents to discuss any concerns, providing a member of the inclusion team every morning at the school gates.  Attendance officer is available every morning to discuss attendance with parents and to give advice regarding COVID absences. | | Rationale aligned to research   * Doug Lemov – Teaching in the Online Classroom. * 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**.   * EEF – Covid – 19 support guide for schools * Mary Myatt – assessment * DFE publication - Relationships education, relationships and sex education (RSE) and health   Education  Evidence & Rationale specific to Richmond Hill’s Curriculum Content to be made available in the Classroom and Online  Maths Mastery programme – pre and post teaching, retrieval practise, interleaving, low stakes quizzes – Maths Meetings.  Read, Write, Inc phonics programme – (age appropriate) – interleaving, retrieval practise – ‘pinny time’/speed sound lessons, distributed practise, 1-1 tutoring (pre and post teaching)  Novel Study Lessons – (once finished phonics programme)– High challenge texts, tier 2 vocabulary teaching, interleaving, distributed practise – low stakes quizzing (weekly comprehension questions)  RSE/PSHE programme of study – focusing on Mental Health and Wellbeing  Gooseberry Planet have due regard UKCISS, and have taken the Computing Curriculum and the new Health Education into considerations (RSE curriculum) and the DFEs Online Safety in Schools document.  Alex Quigley – Closing the Vocabulary Gap and Closing the Reading Gap.  EEF document - Metacognition and Self- regulated learning  Mary Myatt – Guallimaufry to Coherence  Beck et al – research into the three tiers of vocabulary  Kelly Ashley – Word Power  Rosenshine  Dunlosky  RHPA’s core curriculum lessons that are led by pedagogical research based strategies  Maths Mastery- retrieval practise, pre and post teach  Novel Study- echo reading & vocabulary development enhanced by metacognitive strategies  Read Write Inc.- retrieval practise, pre and post teach  Let’s Think in English- Piaget and Vygotsky, dialogic talk in the classroom (Robin Alexander)  Cornerstones curriculum  EEF document – improving behaviour in schools  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**.  DFE publication - Relationships education, relationships and sex education (RSE) and health Education  Government have made attendance during lockdown mandatory | Kelly Cousins  Sarah Lewis  Karen O’Keeffe  Kelly Cousins  Lyndsey Bickerstaffe  Kelly Cousins/Karen O’Keeffe  Kelly Cousins  Kevin Norton  Lindsay Williams/Kevin Norton | | **Year 1 – 2020-2021**  Blended Learning  The remote learning offer is aligned to the delivery happening in the classroom in terms of the actual subjects taught.  Remote 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 & Engagement  All 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 & Independence  At 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 Structures  Parents 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.)  Feedback  Feedback 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 2 – 2021-2022**  The remote learning offer is aligned to whats happening in the classroom in terms of subjects taught, including use of more live teaching elements.  Oak Academy lessons will be used more frequently, following our curriculum maps for knowledge and skills and pedagogical content.  Access and Engagament  At least 95% of children/families access the VLE in its entirety.  Bitesize lessons are available for the very small minority of families that only have access to a TV.  **Year 3 – 2022-2023**  A full remote learning offer, mirroring our full broad and balanced knowledge and skills rich curriculum is available online, as well as in school, being provided by a mixture of live teaching, pre-recorded video lessons and PowerPoints, as well as correct use of Oak Academy lessons to aid topic lessons.  Children and families are fully engaging with the full VLE offer at all times with ICT provided for the very small minority of families that only have access to a TV.  **Year 1 – 2020-2021**  Staff are confident in choosing tier 2 vocabulary to enhance children’s vocabulary acquisition.  Staff are confident with using metacognitive strategies whilst teaching echo reading, linked to the children’s fluency rubrics.  **Year 2 – 2021-2022**  Staff are confident in the pedagogical steps taken to teach new tier 2 vocabulary.  Staff understand the metacognitive steps that the children take when using the etymology/morphology sheet and can explicitly teach to these steps to aid learning  **Year 3 – 2022-2023**  Richmond Hill vocabulary progression model is fully embedded across school.  Metacognition is being taught throughout wider lessons.  **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 2**  There is a 70% decrease of children needing 1-1 support provided by the inclusion team, linked to the effects of the pandemic.  Families are starting to provide the support at home to the children, with the support of the inclusion team and support of family Thrive.  **Year 3**  There is a 50% decrease of the amount of children requiring 1-1 support from a member of the inclusion team.  There is a vast reduction of family support needed linked to the pandemic.  Families are accessing family Thrive for other reasons than the pandemic.  **Year 1**  Families feel supported and have the correct attendance information in periods of isolation.  Vulnerable families have regular welfare checks.  **Year 2**  EWO support has seen an increase in attendance figures  **Year 3**  Attendance is back to meeting NA |
| Impact measures | | | | | | | |
| 2021 | | | 2022 | | | 2023 | |
| Completed actions are RAG rated in green.   1. Aligning the remote offer with the curriculum has been successfully done engagement in VLE was very high – resulting in 98% engagement in lockdown 3. 2. Staff understanding and use of metacognition has increased – use evident throughout LTE, echo reading. 3. RAG rated as green – many more families supported through inclusion team successfully. 4. D- Attendance has improved. | | |  | | |  | |

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| TARGETED ACADEMIC SUPPORT |

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| Strategy | Desired outcome | Chosen approach/approaches | | Evidence & Rationale | Staff lead | | Milestone indicators |
| A  Effectively align Richmond Hill’s remote learning offer, with its classroom curriculum content.  B.  Mobilise best evidence from research to maximise effective teaching through quality focused Professional Development (Remote learning/ vocabulary and Metacognition)  C  Pastoral / Social and Emotional and Mental Health, focused on family resilience  D.  Improve attendance (currently 93%) | Small group interventions happening in school are available with our remote offer also to be aligned to what’s being delivered in school.  One to one and small group tuition/intervention programmes are provided which follow research based strategies.  Any staff needing training on these interventions will be trained in a timely manner to provide ‘catch up’ support.  Increased attainment for reading  Targeted support for SEMH needs  Attendance meetings with families (virtual) who are a concern to put attendance plans in place | Pre and post teach  1-1phonics intervention (R,W,I)  Turnabout Intervention  Precision Teach, Toe by Toe  Small group catch up/booster interventions delivered by highly trained, highly skilled TAs.  Diagnostic approaches- Units of Sound, Precision Teaching, YARK assessment, PHAB assessment, Lexplore  Whole school Thrive Implementation  Family Thrive groups  Inclusion team meetings including discussions regarding attendance  EWO input | | Retrieval practise, keep up – not catch up  R,W,I research – retrieval practise, interleaving, supporting cognitive load.   * 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  Diagnostic assessments that pinpoint an interruption in reading  Diagnostic assessment pinpointing an interruption in the child’s development linked to their SEMH  Government have made attending school mandatory again | Mel Robinson/Kelly Cousins  Kelly Cousins/Mel Robinson (SENCO)/Karen O’Keeffe  Mel Robinson/Carol Stocks  Mel Robinson (SENCO)  Lindsay Williams/Kevin Norton | | **Year 1 – 2020-2021**  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 2 – 2021-2022**  One more form of intervention is provided via our remote learning offer  Provision mapping is tailored to all pupils needs across school, including use of catch up funding.  Staff are proficient in at least two research led interventions needed to provide catch up interventions.  Families are able to support their children’s emotional needs with the support of Family Thrive and the inclusion team  Impact of EWO involvement has increased attendance figures  **Year 3 – 2022-2023**  A move towards interventions being taught video pre-recorded video/live teaching.  Staff are proficient provision mapping for their children, which interventions are needed and they understand why each intervention would the most appropriate, tailored to children’s needs.  Families are not accessing family Thrive linked to the pandemic.  Attendance is in line with NA |
| Impact measures | | | | | | | |
| 2021 | | | 2022 | | | 2023 | |
| A – some small group interventions happening remotely throughout lockdown number 3 – SEMH, 1-1/small group phonics  B – catch up boosters provided across whole school  C – Whole school Thrive lessons in place, teachers taking responsibility for whole class diagnostic tests in order tyo work successfully on children’s targets  D – Attendance meetings have gone ahead virtually with specified targeted families – use of EWO has strengthened this | | |  | | |  | |

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| WIDER STRATEGIES |

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| **Impact measures** | | | | | | | |
| **2021** | | | **2022** | | | **2023** | |
| A – Rainbow Connection have taught all of KS2 singing, sports competitions are going ahead in term 3  B – LTE – research based evidence in metacognition – school been signposted at the first Northern LTE Hub.  C –TAC/TAF process in place | | |  | | |  | |