

Pupil premium 2019-20 Evaluation – Richmond Hill Community School

1. Summary information					
School	Richmond Hill Community School				
Academic Year	2019-20	Total PP budget	£59k	Date of most recent PP Review	Dec 2020
Total number of pupils	219	Number of pupils eligible for PP	63	Date for next internal review of this strategy	N/A

Results Analysis	Pupils eligible for PP in our school	Pupils not eligible for PP nationally
KS2 Progress Scores 2019 - % of pupils meeting expected standard in reading, writing and maths	57% 2020	71% 2020
KS2 Progress Scores 2019 - % of pupils meeting a high standard in reading, writing and maths	14% 2020	13% 2020

**** NB this is latest nationally available data, published data is not available for academic year 2019-20**

Evaluation Summary

Because of Covid-19, our pupil premium strategy has not been able to be fulfilled in the academic year 2019-20. The latest published data has shown that our pupils have achieved well with our cohort achieving above the national level of pupils meeting a high standard in reading, writing and maths. We have been less successful in closing the gap in terms of pupils meeting expected standards.

Our disadvantaged pupils have been well supported during Covid, with devices being loaned to them to enable online learning, particularly in KS2. Vulnerable families had regular phone calls from staff to offer wellbeing and educational support. We worked closely with our local secondary school to provide good quality transition activities for year 6 students, particularly those who are vulnerable and disadvantaged, during the summer term of 2019-20 academic year. This took place within the secondary school and was well received and has supported our pupils at a difficult time for them.

However, we need to continue to ensure a focus on our disadvantaged pupils throughout our school. Because of the number of PP students, we have in our school (63) it is not enough to focus on those children alone; we must improve for everyone. Our revised focus will be on enabling remote learning at all stages and for all age groups, and to focus on literacy and phonics for all our children, and supporting pupils with more personalised learning for pupils to target gaps. We are also working closely with our local secondary school to facilitate a cross-phase approach to literacy and curriculum planning to ensure literacy is embedded from YR to Y11.

Our new strategy currently in plan is a longer-term approach to better focus on a smaller number of areas which we believe will make a difference, based on rigorous evidence and evaluation. We will continue to build our approaches from Nursery up, and will use our close collaboration with our local secondary school to further dovetail strategies – ensuring that we consistently approach the same learning in similar ways across key stages for the long haul, as well supporting a focus on the very youngest children. We feel that this approach in the longer term will reap dividends and will ensure that the next generation of children are not disadvantaged by their life circumstances.

In addition, a huge part of the new strategy is focusing basics reading and writing skills with systematic phonics lessons, targeting the gaps of our lowest achieving children with 1:1 catch-up tutoring. This extra tuition will focus on the specific gaps in knowledge for pupils to ensure accelerated progress.