

Pupil premium strategy statement

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

Detail	Data
School name	Richmond Hill Primary
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Rachel Blair
Pupil premium lead	Rachel Blair
Governor / Trustee lead	Dave Brocklebank

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55400
Recovery premium funding allocation this academic year	£
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	£55400

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Pupils with complex needs, including speech and language, social communication, poor working memory and attention difficulties. This presents issues with Oracy predominantly in the EYFS.
2	Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils by 55% achieving ARE.
3	Assessments indicate in reading, disadvantaged pupils are behind non disadvantaged by 28% achieving ARE.
4	Pupils emotional literacy can causes barriers in their learning and engagement in school.

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
EYFS pupils and specifically those who are disadvantaged are able to communicate effectively and to develop their speaking and listening skills	Higher percentage of pupils achieving GLD in communication and language Gap will close between pp and non pp.
Increase the percentage of pupils achieving expected in writing across the school	Gap will close between disadvantaged and non-disadvantaged students.
Increase the percentage of pupils achieving expected in reading across the school	Gap will close between disadvantaged and non-disadvantaged students.

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy training	<p>Communication and language provide the foundations for learning, thinking, and wellbeing. A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period. Evidence indicates that success in literacy relies on the secure development of language and these skills are amongst the best predictors of educational success</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1

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

Budgeted cost: £35500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension -VIPERS Investment in: -RWI -AR -Reading Plus	<p>Improve reading outcomes in classes identified in internal tracking.</p> <p>Specifically taught skills and techniques to develop comprehension. Targeted groups and pupils using a variety of techniques both written and digital.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3

Feedback	Explicit feedback given to pupils especially in writing so pupils know where they need to improve and how they achieve this. Allowing pupils to consistently develop and make progress, Specific targets focussing on their own areas of develop allow for effective progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17400

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support training completed and support timetabled Specific children identified across school	Specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. Social and emotional learning approaches have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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