

Pupil premium strategy statement – RICHMOND HILL

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	41.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025/2027
Date this statement was published	2.10.25
Date on which it will be reviewed	2.10.28
Statement authorised by	Rachel Blair
Pupil premium lead	Claire Ostle
Governor / Trustee lead	Fiona Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87870
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

Part A: Pupil premium strategy plan

Statement of intent

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our mission, vision and core values. ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs. We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils. Quality first teaching is central to our plan and provision: we know from research that daily access to quality first teaching has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching at least good lessons every day is crucial. This is enhanced by supportive interventions. We continue to ensure that disadvantaged children receive a high proportion of their teaching from the most qualified and effective teachers and are not routinely taught by teaching assistants. We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of professionals and community services where possible. We believe that, although Pupil Premium provides additional funding, it is the spotlight it puts on the achievement of disadvantaged children that is the priority. 38.2% of children who attend Richmond Hill School are eligible for the funding, compared to 27% nationally. With 25% of our SEN support, EHCP pupils also disadvantaged. It is important that this additional public funding is used effectively, with careful planning, in order that we continue to close the gap between disadvantaged children and their peers. To ensure successful implementation of the plan, evidenced based strategies will continue to be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support, will enable children and families to flourish during their time in school and at home. Successful implementation will be achieved through a number of key principles in order to provide an enriched, relevant, engaging and innovative curriculum:

- Evidenced based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils;

- Outstanding teaching is the key to improve outcomes for disadvantaged pupils;
- Ensuring that the needs of children are identified through a range of mechanisms, including written assessment, observations of behaviour, analysing a wide range of data sets available to us and speaking to the pupils and those that care for them;

- Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful and those most needed at any given time;
- Ensuring disadvantaged pupils are challenged in the tasks and activities they receive in each teaching session;
- Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times;
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities;
- Ensuring that all staff take responsibility for disadvantaged pupils' outcomes.

The belief that all eligible children should be positively impacted by this strategy has influenced our planning. We have considered the evidence from the Education Endowment Foundation (EEF) and their research into successful practice in other schools. We have also taken on board the impact of strategies used previously within our own school. As recommended by the EEF, we have adopted a tiered approach to define our priorities for spending our Pupil Premium allocation. Our tiered approach comprises three categories:

- Teaching
- Targeted academic support
- Wider strategies

Teaching takes priority and this includes professional development and training for all staff. This is reflected in the Pupil Premium spending, where teaching is the highest costed tier. The Education Endowment Foundation states 'The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.' It is for this reason that our plan is specific and precise.

We endorse the EEF's view that the use of Pupil Premium funding will 'benefit other groups' and that 'some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.

Challenges

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

Challenge number	Detail of challenge
1	Attainment is lower for disadvantaged learners than peers, both in school and nationally. 25% of our SEN support and EHCP pupils are also Pupil Premium.
2	Typically, our disadvantaged children have poor language skills and limited vocabulary on entry to school.
3	Limited reading at home can be a barrier for some disadvantaged pupils. This can impact on their access to the wider curriculum in school and beyond.
4	Disadvantaged children at Richmond Hill generally have more complex family backgrounds and can have involvement from social care professionals. Trauma and SEMH issues prove a barrier to successful learning and pupils need mechanisms to help them cope.
5	<p>Our school's Disadvantaged cohort of 58 enrolments have an Overall Absence of 6.0%. This is 1.8% higher than the national Non-Disadvantaged cohort at 4.2%.</p> <p>Although our school's gap to Non-Disadvantaged pupils nationally has decreased by 4.8% from +6.6% in 2023/24, to +1.8% in 2024/25. Our Disadvantaged cohort's Overall Absence has decreased by 5.0% from 11.0% in 2023/24, to 6.0% in 2024/25. It is decreasing but we still have a gap to close.</p>
6	Disadvantaged pupils have limited 'wider' experiences and opportunities in life to draw upon (beyond the school) which can link to lack of aspiration for the future.

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
<p>Increase the percentage of disadvantaged pupils reaching standards. Ensure all pupils, whether pupil premium or SEN or both, make at least expected progress over the year</p>	<p>Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers. Outcomes for disadvantaged pupils will continue to be at least in line with National. Data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing.</p> <p>The quality of teaching in all cohorts is at least good in all lessons at all times, and often outstanding. The quality of teaching and learning in every classroom is enhanced by the deployment of highly effective teaching assistants. Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement.</p>
<p>Develop the vocabulary of disadvantaged pupils, in general and across the curriculum.</p>	<p>Enquiries into teaching and learning and lesson visits will identify an increased application of vocabulary. Reading attainment will show disadvantaged pupils are at least in line with all pupils.</p>
<p>Increase the opportunities for disadvantaged pupils to read</p>	<p>Reading outcomes will show disadvantaged pupils are at least in line with National. Reading data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing.</p>

<p>Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement.</p>	<p>Welfare, emotional and safeguarding barriers are minimised. Enabling Pupil premium children to achieve in line with their peers. Attitudes to learning for all children is positive and learning behaviours are outstanding. Families are supported exceptionally well to reduce barriers to children's achievement.</p>
<p>Improve the attendance of disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils continues to be in line with others in school and nationally. Reduction in the percentage of Persistent Absentees across school. Individual case studies will demonstrate the impact of improving attendance on pupil achievement.</p>
<p>Increase opportunities and experiences for children – to ensure they have a wide range of experiences to draw upon in Careers Curriculum from Early Years to Year 6 continues to be developed in order to raise aspirations and personal and life skills. This academic year there learning and develop a deeper understanding of the working world.</p>	<p>Enrichment map from Early Years to Year 6 continues to be implemented in order to raise aspirations and personal and life skills. This academic year we will be learning and developing a deeper understanding of the working world. There will be an emphasis on careers linked to STEM subjects, we will do this through the Primary Partnership who link us with local businesses. Our Enrichment curriculum also supports this. Pupils continue to be exposed to with frequent visits, visitors and a range of high quality, purposeful enrichment opportunities. We will develop pupils ability to talk about skills needed and valued within the workplace and give examples of when these are used.</p>

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: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy additional teacher and teaching assistants to Support quality first teaching – whilst also providing quality interventions. Ensuring T/TAs are highly qualified through a range of professional development in line with what teachers receive. Interventions are bespoke and include pre-teaching and post-teaching linked directly to teaching and learning in the classroom. Identified areas within school where additional TA use would be most beneficial – this is flexible and reviewed throughout the year and from year-to-year.</p>	<p>EEF – Teaching Assistant Interventions (+4)</p>	<p>1 / 2</p>
<p>CPD for all staff on language level development and vocabulary. ‘Language for Literacy’ & Greg Bottrill’s Drawing Club’ for EYFS pupils.</p> <p>CPD for all staff –Sentenced to Success-WELL project</p> <p>CPD-fixing full stops-Orgill English Hub</p> <p>CPD-Reading Fluency</p>	<p>EEF SEN research – ‘build an ongoing holistic understanding of your pupils and their needs’</p>	<p>2</p>

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance especially focused on disadvantaged children who should be achieving greater depth.	The EEF guidance is based on a range of the best available evidence: Mastery learning.	1,5,6
CPD delivered by our SENCO-Positive Regard. As a result, all staff will have a greater understanding of the backgrounds of many of our children and how they can be supported throughout the school day.	EEF SEN research – ‘build an ongoing holistic understanding of your pupils and their needs’.	4
JP (SENCO) –1.0 day per week. This time is used to monitor standards, oversee interventions and support teaching and learning through mentoring	EEF – Mastery learning EEF – Teaching Assistant Interventions	

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide effective targeted support through Accelerated Reader for all children from Y2 - KS2. Additional use of Encourage the use of these at home.	EEF – notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area.	1,3
Continue to provide access to TT Rockstars for all children from Y2–Y6 Encourage the use of these at home	EEF – notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area.	1
Precision teaching by TAs one to one intensive support. Training	EEF – small group tuition	1

for staff delivered by SENCO to all staff.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train another ELSA in school to support the SEMH of our pupils to enable them to access the curriculum	EEF – Behaviour Interventions Social and Emotional Learning	2,4
Continue to Improve Attendance for all Groups - to ensure all pupils are in school and have the best opportunities possible to make at least good progress in all areas of learning – protected time for attendance lead to help support families with attendance and acute need. Work with local cluster and LA attendance lead to support key families		5
NURTURE AND SENSORY PROVISION Targeted ELSA support for pupils. Sensory support using the sensory shed and ELSA resource room. Positive regard training for all staff and the importance of fostering relationships. Continue Kidsafe programme across school and PSHE curriculum which is linked with POL-Ed resources		

Sensory spaces in school equipped to support pupils with a regulation or sensory need.		
Support for disadvantaged pupils to access curriculum enhancements. Curriculum trips and experiences supplemented for pupil premium pupils		

Total budgeted cost: £ 87,800

Part B: Review of the previous academic year

Outcomes

	National Average 2025	Richmond Hill Primary School - 2025 Result
GLD	62%	67% +5% National
Phonics screening check Year 1	79%	81% +2% national
Reading - Expected Standard	75%	66% -9% national
Reading - Greater Depth	33%	17% -16% national
Writing - Expected Standard	72%	69% -3% national
Writing - Greater Depth	13%	10% -3% national
Maths - Expected Standard	74%	79% +5% national
Maths - Greater Depth	26%	28% +2% national
RWM - Expected Standard	62%	59% -3% national

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programmes	Provider
Sentence 2 success	WELL
ELSA training	WELL

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

