

RHS Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2021 to 2022 academic year, 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.

School overview

Detail	Data
School name	Richmond Hill Primary
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	April 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Rachel Blair
Pupil premium lead	Sally Ann Maxwell
Governor / Trustee lead	Jennifer Rowlands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180
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	£59,180

Part A: Pupil premium strategy plan

Statement of intent

Ultimately, we want our pupil premium pupils to have high quality teaching and resources to enable them to make progress to close the attainment gap between disadvantaged pupils and others, nationally. Our pupil premium plan is based on the EEF 3 tier approach. Quality first teaching supported by high quality, consistent CPD is essential. This will be supported by targeted academic support for pupils who have gaps in their learning that can be targeted. We also have wider strategies in place to deal with poor attendance to ensure children are exposed to the high standards of teaching in place. We therefore aim to improve the attendance of disadvantaged pupils in line with the LA average.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of phonic knowledge and understanding
2	Low levels of reading and writing
3	Improve access to devices and online learning resources
4	Improve parental engagement and support
5	Improve attendance of PP children to LA average

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
Improve KS2 reading scores for PP pupils to close the gap	Achieve national average progress scores in KS2 Reading
Improve KS2 writing scores for PP pupils to close the gap	Achieve national average progress scores in KS2 Writing
Improve KS2 Maths scores for PP pupils to close the gap	Achieve national average progress scores in KS2 Mathematics

Improve phonic knowledge in Year 1 initially	Achieve national average expected standard in PSC in June
Improve attendance of disadvantaged pupils	The attendance of disadvantaged pupils will be raised to LA average

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: £4730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise standards in phonics teaching through consistent RWI training for all staff delivered by Sarah Jones and access to the RWI portal online training resources.	The EEF states that supporting high quality teaching is pivotal in improving children's outcomes. And high quality teaching can narrow the disadvantage gap.	1
Raise standards in writing in KS1 and 2 via training focused on moving competent writers to greater depth and embedding successful writing skills.	Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF guidance explains how effective professional development plays a crucial role in improving classroom practice and pupil outcomes.	2
Raise standards in reading through weekly VIPERS workshops linked to Edshed and Literacyshedplus resources. Use Accelerated Reader star assessment system to identify gaps to target and close in teaching. Also, train new staff how to teach VIPERS.	The EEF's Improving Literacy at KS2 supports this. It explains how 'reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension.'	2
Raise attainment in mathematic through the use of effective resources from White Rose Maths and staff	The EEF states that high quality teaching can narrow the disadvantage gap.	3

training. Visit schools who currently use these method for training with specialised and experienced staff.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23992

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve low levels of literacy through targeted phonics intervention lead by a HLTA.	The EEF suggests to use high-quality structured interventions to help pupils who are struggling with their literacy such a Fresh Start for phonics. The strength of the EEF's evidence on this is 'extensive'.	2
Improve attainment in mathematics through targeted intervention to identify and target gaps and building up knowledge and application of basic skills. High level resources used to teach effectively from White Rose Maths.	EEF research suggests that schools should use high-quality structured interventions to help pupils who are behind which is more beneficial when it is closely linked to the content taught in the main lessons in class.	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve parental engagement and support through the use of rewards for positive attendance. Letters sent home by attendance officer to either celebrate good behaviour or highlight that which needs to</i>	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	4

improve, to raise parental awareness.		
Improve attendance of PP children to LA average via first day absence calls, introduction of door step visit protocol by 2 staff for absent pupils we fail to contact, targeted interventions with families of concern, attendance officer to target late pupils with letters home to repeat offenders.	The EEF states that well-designed school communications can be effective for improving attainment and a range of other outcomes. Communicating this attendance approach with parents is therefore essential.	5
Improve access to devices by supplying technology to enable pupils to work from home, doing homework or learning remotely. Pupils will therefore have access to high-quality apps such as TTRS and Edshed online.	The EEF states that 'over the past year, schools have worked tirelessly to limit the impact of Covid related disruption on their pupils. Now, many will be looking ahead to ensure that they are able to provide sustained support.' We aim for all pupils have access to devices to reduce the negative impact that any further home learning may have on their attainment due to lack of devices to access it.	3
Indoor activity room at breaktimes to improve behaviour and raise self esteem and well being and in turn attendance.	The EEF states that the average impact of behaviour interventions is four additional months' progress over the course of a year.	5

Total budgeted cost: £59180

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
N/A	

Further information (optional)

N/A