

Pupil Premium Strategy Statement

Richmond Academy 2019-2020

| 1. Summary information | | | | | |
|-------------------------------|------------------|---|-----|--|---------------|
| School | Richmond Academy | | | | |
| Academic Year | 2019-2020 | Total PP budget | | Date of most recent PP Review | July 2019 |
| Total number of pupils | 370 | Number of pupils eligible for PP | 165 | Date for next internal review of this | February 2020 |

| 2. Attainment End of Year 2018-2019 | | |
|---|--|--|
| | <i>Pupils eligible for PP (school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % KS2 pupils achieving expected or above in reading, writing & maths | | |
| Reading Expected + | 38% | 73% |
| Writing Expected + | 41% | 78% |
| GPS Expected + | 25% | 78% |
| Maths Expected + | 34% | 79% |
| Combined R/W/M | 25% | 65% |
| % KS1 pupils achieving expected or above | | |
| Reading + | 48% | 76% |
| Writing + | 52% | |
| Maths + | 62% | 77% |
| % EYFS pupils achieving GLD | 62% | |
| % Year 1 pupils passing the Phonics Screening | 67% | |

| 3. Barriers to future attainment (for pupils eligible for PP) | | |
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| In-school barriers | | |
| A | Only 26% of All and 32% of PP pupils were Age expected in Communication and Language on entry to school in Autumn 2018. These figures are reflective of yearly intake. A significant proportion of pupils are not Age Expected on entry in all areas of the Early Years curriculum. | |
| B | Consistent, Quality First Teaching has been variable across the school and, although significantly improved, it continues to be such. The proportion of PP pupils achieving Age Expected and making at least expected progress in all areas remains lower than other pupils. | |
| C | SEN provision in class is not always effectively deployed, resulting in attainment and progress of SEN pupils falling below other pupils. | |
| D | Clear identification of pupils who are Non-SEN PP needs to improve to ensure that the correct barriers are challenged | |
| E | Persistent Absence for PP pupils remains high resulting in the pupils consistently missing out on key learning. | |
| External barriers | | |
| F | Mobility is a barrier to future attainment with causal admissions throughout the school year in all year groups. Pupils are mostly in receipt of Pupil Premium funding, have high SEN needs, safeguarding concerns, are school refusers or low attainment. This will continue to be a barrier as year groups ,throughout the school , are not at full capacity. | |
| G | % of the vulnerable families, open to multi agencies, are receiving Pupil Premium funding. There are identified Young Carers in the school and % of them are Pupil Premium pupils. The wellbeing of pupils has a significant impact on learning. | |
| H | Low attendance reduces pupils school hours and causes them to fall behind on average. Whilst the attendance overall is low, with no gap between PP and All, there is a difference between the percentage of pupils persistently absent (26% PP, 21% All) | |
| 4. Desired outcomes | | Success criteria |
| A | That the Prime Areas are a focus in the Autumn terms, to improve oral language skills and remove speech and language barriers, so that accelerated progress is evident in T1 and 2 data. That Talk for Writing is implemented so that pupil's oral story telling skills are developed. | That the gap is diminished by the end of the Reception year and attainment of PP pupils is at least in line with national average for GLD |

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| B | That the structured approach to teaching vocabulary (key priority of the ADP) across the curriculum will accelerate pupil's progress in writing to age appropriate and exposure to a wide range of texts in English in all | The gap is diminished and pupils make sustainable progress. |
| C | The SENCO and SLT support staff to deliver high quality SEND provision through the 9-3 approach and focus pupils across the school make accelerated progress. To identify pupils for targeted reading interventions if just below age appropriate | Teachers' ownership of SEND provision needs to be embedded so that provision is consistently high across the school |
| D | SLT and teachers clearly monitor Non-SEN PP pupils to ensure that relevant provision is in place to enable at least expected progress. At data meetings, these pupils are analysed and resources shared. | Non-SEN PP pupils make at least expected progress and are in line with attainment for All. |
| E | Teachers and the pastoral team work closely with persistent absentees' families to enable regular attendance. A free bagel breakfast on offer to all pupils each morning before 8:45am. Persistent absentee figures decrease significantly. | PP Persistent Absentee figure decreases significantly to bring it more in line with National. |
| F | The pastoral team work closely with new families and teachers to ensure that pupils settle quickly at Richmond. Initial barriers are identified quickly and support is put in place to enable progress. | Pupils attend school and make expected progress in their time at Richmond. |
| G | That the well-being team works closely with the vulnerable families to quickly remove barriers to learning and engagement with school. Improve the social and emotional skills of pupils across the school. | Pupil's regularly attend school and make at least expected progress. Any gaps in learning are identified and addressed rapidly. |
| H | Whole school attendance is in line with National and increased attendance of Pupil Premium pupils. | Attendance overall improves for PP pupils. |

Allocation of Pupil Premium Funding for 2019-2020

Use of the Pupil Premium Grant

The DFE have given schools freedom to decide how to use this funding, based upon their knowledge of individual pupil needs.

Schools are required to report on:

- The amount of funding they receive.
- How the Pupil Premium has been spent & the impact of this on attainment?
- Details of how the current year's funding will be allocated.

As a school set within the context of a deprivation indicator that is above the national, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. We have a very clear vision that funding is used to provide a wide range of experiences as we remember that "limited experience" is not the same as "low ability". As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non- disadvantaged peers.

At Richmond Academy we are committed to providing good Teaching and Learning. Phase Leaders provide a strong level of support, to develop teaching and learning across the school and Lead Practitioners provide bespoke training and ongoing professional development to improve subject knowledge and practice in Early Years, English, Maths and the Curriculum. We "bring learning to life" through a broad and balanced curriculum to build cultural capital. Our teachers are accountable for pupils' attainment, progress and outcomes. (*Teacher Standards*). Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. The funding is also used to train staff to deliver skilled interventions where children make accelerated progress to age appropriate skills.

We have an embedded and robust monitoring system based on a **cycle of termly tracking** to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance. Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium.

The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning. One of the most effective strategies has been the use of 'self-differentiation' where teachers provide opportunities for pupils to challenge themselves and attempt higher level tasks, rather than 'straight-jacketing' pupils into defined ability groups.

1. **The cycle** begins with on-going **teacher assessment** built into class teaching. Teachers assess with pupils and, along with developmental marking, support pupils to improve their work.
2. The next step of the termly cycle is the **moderation** of work within teams, for example, all year 3 teachers, with a **trained facilitator**. The moderation meetings encompass professional discussions between teachers and have developed teachers' skills in accurately leveling work. The agreed levels are then entered onto the school's tracking system providing assurance and confidence in the data to be analysed.
3. Following the entry of data on to the **tracking system**, teachers have 1:1 'accountability meetings' with the SLT and SENCO. At the meetings a senior member of staff, with the individual teacher, will identify under-achieving pupils (who are not SEN), with a **focus on FSM** pupils. Short term targets are set to address underachievement and close the gap between peers.
4. These 'short term targets', or expressions of concern, are shared at Pupil Progress Meetings, again in teams and again with a trained facilitator.
5. Key information is then fed into the **Termly Strategy Report** which is then discussed at a termly SLT Strategy meeting, chaired by the CEO. The meeting aims to identify strengths and areas for development. This may encompass short term strategies, for example, the movement of resources to address issues rapidly, or longer whole school/key stage/foundation stage strategies that are fed into the **School's Development Plan**.

Developing a child's well-being and academic progress go hand in hand. The funding is used to provide a well-being team of skilled and experienced professionals who work with disadvantaged families whose social, emotional, mental health conditions can create barriers to school engagement and learning. A Parent Support Advisor, Trust Safeguarding Lead and Nurture team work closely together to support vulnerable families.

STRATEGIES

Interventions

Where there are gaps in the achievement of any children, in particular between Pupil Premium and non-Pupil Premium children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and diminish the gap. The adults that deliver this training have been well trained (see training and leadership) so that are skilled at delivering interventions effectively and children accelerate to age appropriate.

| Item | Details | Cost Final in red | Impact |
|-----------|--|-------------------------|------------------------|
| Switch on | Skilled reading intervention TAs accelerate children's | £38,702 | Term 2: Term 4: |

| | | | |
|--|--|----------------|-------------------------------|
| | progress to age appropriate A KS1 and Year 3 intervention | | Term 6: |
| Inference | Skilled reading intervention TAs accelerate children's progress to age appropriate A KS2 intervention | Included Above | Term 2: Term 4: Term 6: |
| Speech and Language Link (EYFS) | Skilled EYFS TA to deliver Speech and language intervention as well. Speech and Language HLTA 2x weekly to accelerate progress in this Prime Area to diminish the gap on entry | £542 | Term 2: Term 4: Term 6: |
| Bug Club and Times Table Rock stars | To use digital technology to support learning of Pupil Premium children so they are not disadvantaged by lack of support at home | £2,161 | Term 2: Term 4: Term 6: |
| An additional allocated TA to provide phonics boosters for Year 1 Pupil Premium children | To accelerate key Pupil Premium children to age appropriate | £ 6,490 | Term 2: Term 4: Term 6: |
| | Total | | |

STRATEGIES

Training and leadership

In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards CPD. Bespoke training is delivered, by Lead Practitioners and Trust leads, ongoing professional development based on the key priorities of the Academy Development Plan. Reading, writing, maths and Curriculum training has been based on the latest research and teachers and teaching assistants are now fully trained. Middle leaders and Senior leaders are trained so that they can effectively track PP children and ensure rapid intervention is provided when required to accelerate progress. External experts have trained and supported teachers in delivering interventions to meet the needs of vulnerable children in the areas of SEMH, Speech and Language, SEN and communication.

| Item | Details | Cost Final in red | Impact |
|------------------------------|--|-----------------------------|-------------------------------|
| Lead Practitioners | Two Based at Richmond to support Teaching and Learning; coaching and supporting teachers. | £80000 | Term 2: Term 4: Term 6: |
| Nurture training | SEMH interventions – Restorative justice, Lego Therapy and Circle of Friends. | £600 | Term 2: Term 4: Term 6: |
| Speech and Language External | A speech and Language HLTA employed 2 days a week. | £3330 | Term 2: Term 4: Term 6: |
| Occupational Therapist | To provide training and advice for staff to improve provision for individuals and all pupils.. | £1845 | Term 2: Term 4: |

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| | | | Term 6: |
| Reading TLRs | To monitor impact of reading interventions. To monitor reading passports for reading mileage | £7632 | Term 2: Term 4: Term 6: |
| | Total | | |

STRATEGIES

Well-being and attendance

We passionately believe in the development of the 'whole child' and have built a team around the child to achieve this holistic approach. The team consists of the Head Teacher, class teacher, SENCO, Parent Support Advisor and Trust Safeguarding Lead. This team approach is the most effective way of addressing the social, emotional and mental health barriers that affect many of our vulnerable families. Therefore, a significant amount of the Pupil Premium funding is located towards helping remove these complex barriers that impact on family engagement with school, attendance and subsequently children's progress.

| Item | Details | Cost Total in red | Impact |
|--------------------------|--|-------------------------|--|
| Parent Support Advisor | PSA works closely with families at risk of falling below 80% attendance to remove barriers that affect their ability to get their children to school (family circumstances, mental health, social issues, poor experiences at school). To raise parental engagement and improve communication. | £23895 | <p>Term 2:</p> <p>Term 4:</p> <p>Term 6:</p> |
| Trust Safeguarding Lead | To support vulnerable families and work as part of the team to break down SEMH barriers. | £14024 | <p>Term 2:</p> <p>Term 4:</p> <p>Term 6:</p> |
| Educational Psychologist | To provide advice and training to help staff to develop skills to support children with specific needs and enhance all children's learning. | £1845 | <p>Term 2:</p> <p>Term 4:</p> <p>Term 6:</p> |

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| Nurture Teaching assistants | Trained staff to deliver full time nurture and nurture interventions to remove SEMH barriers. | £34378 | Term 2: Term 4: Term 6: |
| Pupil Premium Case studies | Ring fenced money for 12 children PP children in the school. A holistic approach with a team around the child. | £2600 | Term 2: Term 4: Term 6: |
| Additional Support Staff hours | Collect and return pupils to ensure circumstances don't impact on schooling | £1000 | |
| | Total | | |

STRATEGIES

Enrichment

We understand that, in order to ignite the spark of lifelong learning, children need to be exposed to a wide range of experiences that broaden and enrich the curriculum. Therefore, we frequently invest in trips, visitors and other 'wow' moments which will act as stimuli to the children's learning. These experiences have an impact on the engagement and enthusiasm of all children, as well as allowing our most disadvantaged children the opportunity to experience things which they might otherwise not encounter.

| Item | Details | Cost Total in red | Impact |
|-------------------|---|-------------------------|---------------------------------------|
| Challenger Troop | A 6-week programme which offers a stimulating alternative approach to learning, in a predominately outdoor environment. To develop self-confidence and gaining valuable life skills | £2000 | Term 2: Term 4: Term 6: |
| School trips subs | As part of the Creative Curriculum teachers plan visitors, experiences, local trips and trips further afield to bring learning to life. | £4000 | Term 2: Term 4: Term 6: |
| Swimming subs | Swimming is subsidised | £800 | Term 2: Term 4: Term 6: |
| Uniform | Additional uniform, including equipment such as | £3000 | |

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| | sleeping bags for residential trips and PE kit provided | | |
| Year 4 camping | This activity is part of the Trust Pledges. | £1000 | Term 2: Term 4: Term 6: |
| Breakfast Station | Free bagels daily to all pupils attending school | £2000 | Term 2 Attendance: Term 4 Attendance: Term 6 Attendance: |
| Pantomime | A Trust Pledge | £900 | Attendance on the day of pantomime: |
| Reading for pleasure through reading passports and book marks | To increase reading mileage in school so that a Pupil Premium child is not disadvantaged by lack of support from home | £6000 | Term 2: Term 4: Term 6: |
| Pupil Premium Champions | A child is championed by a member of staff. To raise aspirations and confidence | N/A | Term 2: Term 4: Term 6: |
| Headteacher Project | Initiative to improve attendance and outcomes for Pupil Premium Pupils | £1000 | Term 2: Term 4: |

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| | | | Term 6: |
| | Total | | |