

Pupil Premium Strategy Statement 2018-2019

Richmond Academy

1. Summary information					
School	Richmond Academy				
Academic Year	2018/19	Total PP budget	249480	Date of most recent PP Review	September 2018
Total number of pupils	421	Number of pupils eligible for PP	184	Date for next internal review of this	January 2019

2. Attainment End of Year 2017-2018		
	<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	6%	64%
Reading Expected +	36%	75%
Writing Expected +	29%	78%
GPS Expected +	26%	78%
Maths Expected +	13%	76%
% KS1 pupils achieving expected or above		

Reading +		43%	75%
Writing +		36%	70%
Maths +		36%	76%
% EYFS pupils achieving GLD		67%	72%
% of Pupils achieving Phonics Screening		56%	83%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	On entry to Reception, the Prime Areas are lower for pupils eligible for PP than other pupils. There are pupils across the school that have communication and language skills that are not age related.		
B.	Pupils who do not read at home are disadvantaged; the gap widens as the children get older		
C.	The % of PP pupils with additional educational need who are not age related is high		
D.	High number of casual admissions in all year groups with low starting points and significant needs		
E.	There is a legacy of underachievement in upper KS2 as a result of PP funding not being spent effectively. Outcomes for ALL pupils at the end of KS2 are well below National and pupils eligible for pupil premium funding are even lower than others, in all areas.		
External barriers			
F.	A Third of Persistent Absentees (>10%) are Pupil Premium		
G.	Well-being of pupils due to family circumstances identified as a trend across the school. This affects focus and attention as well as emotional well-being of PP pupils. 46% of pupils on the safeguarding log are PP		
4. Desired outcomes		Success criteria	
A.	Communication and language skills are developed to ensure accelerated progress for all Language skills are Age Appropriate and children can access the National Curriculum	-Pupils eligible for Pupil Premium make accelerated progress -Pupils eligible for Pupil Premium meet age related expectations	
B.	Pupils read daily to an adult in a positive and structured way Pupils are 'Free Readers' at the appropriate time for their age The teaching of reading is outstanding and informs learning	-All PP are Age Expected in reading -Pupils make better than expected progress to narrow the gap	

C.	Pupils with SEN support in school match or exceed expected progress in key areas Pupils SEN needs are met in Quality First Teaching and support	-PP SEN pupils make at least 6 steps progress over each year that they are in school with some making accelerated
D.	The school is fully aware of any additional needs before a pupil joins School files are transferred quickly Monitoring of new pupils is robust	-Pupils eligible for Pupil Premium make accelerated progress
E.	Teaching is consistently good in all year groups Progress is monitored regularly and provision adjusted where applicable	-Pupils eligible for Pupil Premium make accelerated progress - The percentage of Pupils eligible for Pupil Premium reaching Age Expected increases as they go through the school.
F.	Attendance for PP increases to bring it in line with All % of PP pupils >10% attendance is less than All	-The attendance gap closes between the proportion of pupil premium and other pupils -The proportion of persistent absentees drops (mostly pupils eligible for PP funding)
G.	Improve the social and emotional skills of Pupil Premium pupils across the school.	-Records will show fewer behaviour incidents, particularly in KS2. -A significant reduction in fixed term exclusions. -parent engagement at school events increases

5. Planned expenditure			
Academic year	2018-2019		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies			
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	How will you ensure it is implemented?	Staff lead

<p>Prime Areas are a focus, to improve oral language skills, so that accelerated progress is evident in T1 and T2 and reading and writing skills are developed</p> <p>Speech and Language barriers are addressed so that pupils can reach age expected in reading and writing to close the gap between disadvantaged pupils</p>	<p>A well-balanced approach to developing early Literacy skills which gives pupils’ opportunities to enjoy a language rich environment in the indoor and outdoor provision. A balance between child-initiated play and targeted small group work and support. (EFF Early Literacy approaches- moderate impact)</p> <p>Developing early reading skills through a high-quality text (concepts of print, oral storytelling and phonics) taught by trained adults to develop pupils’ speaking and listening skills. The reading mileage of pupil’s who do not read at home are increased in school (EFF Communication and language approaches- high impact)</p> <p>Speech and Language Link assessments identify barriers to progress in the Prime Area of Communication and Language and provision is put in place to accelerate progress (EFF Early years Intervention – moderate impact)</p>	<p>Additional EYFS Teaching Assistants Speech and Language HLTA Analysis of October Baseline and strategies from the pupil progress meeting. Trust reading guidance document EYFS key priorities from the ADP Monitoring of ADP and Teaching and Learning</p>	<p>TLA for EYFS HT Class teachers SENCO</p>
<p>Pupils reading skills are at least Age Appropriate and all staff are competent in driving the standard</p>	<p>Skilled TAs deliver Switch- On Intervention (focus on PP Pupils who do not read at home) and entry and exit data shows accelerated progress. CT then responsible for sustaining vulnerable pupils reading progress in class. (EFF small group interventions led by skilled adults – moderate impact)</p> <p>Phonics interventions delivered within and outside lessons which ensures that both the CT and a skilled reading TA catch up pupils’ who did not pass the phonics screening in year 1 and year 2 retakes (Phonics – moderate impact)</p>	<p>New staff attend training in T1 and 2. All staff are skilled Switch on TAs</p> <p>Skilled year 1 and 2 staff for phonics teaching</p>	<p>Class Teachers TLA HT Lead Practitioner</p>
<p>PP children with SEN make accelerated progress against their personal and small step targets.</p>	<p>Provision is reviewed regularly and class teachers are involved in that process. A balanced curriculum is offered to all to ensure skills are developed Staff are trained in SEN needs and ensure that Quality First Teaching enables all to progress Small steps targets set and achieved.</p>	<p>Additional SENCO appointed Marking policy embedded Provision Maps are reviewed and relevant each term PP SEN pupils are discussed at PPM</p>	<p>SENCO HT Class Teachers</p>

Teaching is at least good in all year groups, enabling at least good progress for all	Planned differentiated challenge, marking and feedback promotes pupil metacognition and self-regulation. Strategies of planning, monitoring and evaluating learning are explicitly taught. (EFF Reading comprehension strategies – high impact) (EFF small group interventions led by skilled adults – moderate impact)	Lead Practitioner in place Monitoring of ADP and learning Embedded policy	HT SLT Class Teachers
ii. Targeted support			
Desired outcome	Chosen action / approach	How will you ensure it is implemented?	Staff lead
Prime Areas are a focus, to improve oral language skills, so that accelerated progress is evident in T1 and 2 and reading and writing skills are developed	Speech and Language Link assessment and observations by staff inform reception Baseline and progress is tracked on TT so pupils are rapidly identified if falling below age expected. Skilled TA to deliver Speech and language intervention as well as Speech and Language therapist 3x weekly. (EFF Early years Intervention – moderate impact) Physical development interventions for pupils that are underdeveloped in this Prime Area are delivered by skilled TAs (clever fingers, write dance, toe-toe) (EFF Physical development approaches – moderate impact) Targeted families are supported by the Parent Support Advisor to attend training parenting skills (communication) and providing training in adult literacy support. (EFF Parental engagement – moderate- high impact)	Additional EYFS TAs EYFS October Baseline Provision maps Monitoring of Interventions PSA action plan	EYFS team SENCO HT PSA

<p>The teaching of reading and writing is consistent in KS1 and is first quality. Improve the attainment of Pupil Premium Pupils.</p>	<p>Skilled TAs deliver Switch- On Intervention (focus on PP Pupils who do not read at home) and entry and exit data shows accelerated progress. CT then responsible for sustaining vulnerable pupils reading progress in class. (EFF small group interventions led by skilled adults – moderate impact) Phonics interventions delivered within and outside lessons which ensures that both the CT and a skilled reading TA catch up pupils’ who did not pass the phonics screening in year 1 and year 2 retakes (Phonics – moderate impact)</p>	<p>Switch- on TAs New staff attend training in T1 and 2. All staff are skilled Skilled year 1 and 2 staff for phonics teaching</p>	<p>SLT Class Teachers</p>
<p>The teaching of English and Maths in KS2 is consistent and first quality. Improve the attainment of Pupil Premium Pupils</p>	<p>Effective targeted support in class and interventions to address any gaps in Times Tables knowledge. (EFF small group interventions led by skilled adults – moderate impact) Designated time for teachers and TAs to be released to pupil conference. Effective targeted support in class and interventions to address any gaps in English curriculum (phonics, SPaG etc) (EFF small group interventions led by skilled adults – moderate impact)</p>	<p>Lead Practitioner iPads to support learning Times Tables Rock Stars Rising Stars GL Assessments Intervention Logs</p>	<p>SLT SENCO</p>
<p>iii. Other approaches</p>			
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>How will you ensure it is implemented?</p>	<p>Staff lead</p>

<p>Improve the engagement of families with their children's learning.</p>	<p>Pro-active whole school approach to improving engagement with a key focus on attendance. Free breakfast club to support with prompt attendance if required. PSA works closely with families at risk of falling below 85% to remove barriers that affect their ability to get their children to school (family circumstances, mental health, social issues, poor experiences at school) (NFER identifies addressing attendance as a first and basic step in raising attainment) Monitoring of attendance and different groups. Attendance team consists of HT, AHT, Attendance officer, PSA, and Trust Safeguarding Lead. Strategies are put in place according to the families need and signposted to the appropriate professionals in the school. (Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance)</p>	<p>Employ PSA Safeguarding Lead for Sheppey Schools in place Attendance meetings as part of termly Pastoral meetings Attendance Tracker shared with all teachers</p>	<p>PSA HT Class Teachers</p>
<p>Improve the social and emotional skills of Pupil Premium pupils across the school</p>	<p>Embed the Restorative Justice approach so that pupils learn to self-regulate their behaviour with targeted interventions. Nurture interventions with skilled staff to deliver 5-point scale, social skills, Lego therapy and drawing and talking interventions. (EFF behaviour interventions – moderate impact) Pupil Premium case Studies (1 pupil per class) are implemented to develop the whole child (academic, social and emotional and behaviour). A team supports this approach through a whole school action plan which involves the HT, CT, SENCO, PSA, Safeguarding Lead and Nurture team, parents (EFF Social and emotional learning – moderate impact) Use the Headstart programme to fully support those children with additional emotional needs</p>	<p>Nurture Classroom embedded within the school A whole school approach that is driven by the SLT and SENCO to create this ethos. A holistic approach to developing the child and supporting key families to break down barriers to pupil's reaching A Safe Space is available to all children A Resilience Team works within the</p>	<p>SENCO HT SLT</p>

In addition to the above strategies the funding for 2018/19 will be used as follows:

Our teachers are accountable for pupils' attainment, progress and outcomes. (*Teacher Standards*). We have high expectations of our teachers and provide them with a strong level of support and professional development opportunities to constantly improve their practice.

We have embedded a 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 across the Canterbury Hub of schools in The Stour Academy Trust, 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 'data meetings' with a member of the SLT when required. 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. Pupil progress meetings are led by a **'Teaching and Learning Advisor'** for each year group.

The posts of Teaching and Learning Advisors were created by the school to work at middle management level. The school allocates a TLR point to each Advisor, reflecting the importance of the role. The Advisors have been trained in **mentoring and coaching**. The Teaching and Learning Advisors agree strategies and interventions to meet the set targets from the previous 1:1 meetings. Other members of the team are encouraged to offer support and suggestions that have been effective in similar circumstances. The Teaching and Learning Advisor will then monitor the implementation of the strategy and interventions agreed at the meeting and provide further support, if required.

This level of middle management has proved very effective and commended by Ofsted inspectors.

Throughout the process key information is fed into a **Termly Strategy Report** which will include a range of data on individual subjects in all year groups, percentages of expected and of accelerated progress of all groups, progress towards National Assessments, Pupil Premium Summary, progress towards floor targets, etc. Generally, data is only recorded where there is a concern. Throughout the process there is a clear focus on FSM pupils.

Other post holders also contribute to the report, especially on issues that may be barriers to learning, for example, attendance and punctuality, behaviour and safety, as well as levels of professional development, progress on performance management targets and the results of monitoring.

5. The **Termly Strategy Report** is then discussed at a termly SLT Strategy meeting, chaired by the CEO and Director of Education. 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**.

Although the report was initially designed to support **school self-evaluation**, it is shared with governors and has proved a valuable tool for effective **governance**, and the regular sharing of data supports the governing body in holding the Headteacher to account.

Other main strategies supporting 'closing the gap'

Teachers are further supported through access to a team of teachers recognised as 'outstanding'. Regular opportunities are provided for teachers to observe outstanding colleagues, have an outstanding teacher 'model' teaching with their class and to provide support with planning, assessment, etc. These opportunities are built into the school budget to ensure that teachers have regular access to this high quality provision. A new role was developed in 2016-2017 'Trust Lead Practitioner.' (TLP) The TLP is able to support any teachers who need to develop to either become a good or outstanding teacher.

The use of recording sheets for Teaching and Learning Advisors that identify **FSM** pupils ensures that those pupils remain a focus for teachers.

The development of a **Nurture Team**, encompassing trained staff, for example, Pastoral Care Support workers, SENCOs and trained Teaching Assistants, is the latest step by the school to address barriers to learning of FSM pupils and other groups. This strategy is already having an impact with data and behaviour logs showing a marked improvement.

A range of minor strategies, from a lunchtime 'Homework Club' for children from disadvantaged families, who do not always have resources to support their children at home, to free after-school clubs run by teachers as part of their 'Directed Time' have all contributed to supporting FSM pupils.

In conclusion, the school constantly reviews its practice with the aim of improving teaching and learning. Systems and processes are manageable with clearly defined roles and support within teams. The strategies above have had a clear impact on the progress of FSM pupils, not only in 'closing the gap', but with many FSM pupils making accelerated progress across the key stage.