

# Targeted Funds Statement including: Pupil Premium, Recovery Premium funding and School Led Tuition funding

This statement details our school's use of pupil premium, recovery premium for the 2021 to 2022 academic year alongside school led tuition 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 Academy
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	61%
Academic year	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Evemy (HT)
Pupil premium lead	Lesley Conway (DHT)
Governor / Trustee lead	Fiona Trigwell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,849
Recovery premium funding allocation this academic year	£26535
School led tuition	£ 19035
<b>Total budget for this academic year</b>	£284419

# Part A: Pupil premium strategy plan

## Statement of intent

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. 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.

We are committed to ensuring that the impact of COVID19 on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch- up strategies.

We aim to:

- Develop a personalised learning approach for all children that promotes self-directed learning and enquiry.
- Develop enabling learning environments which offer flexible seating and resources that promote self-directed learning.
- Fully embrace digital technology to remove barriers, develop skills and widen children's horizons and opportunity.
- Provide a well-being team of skilled and experienced professionals who address the social, emotional, and mental health conditions that affect children's school attendance, well-being and learning.
- Develop *all* children's "cultural capital" so that those with "limited experiences" are not at a disadvantage and are able to acquire the essential knowledge and skills to prepare them for future success.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID19 - vulnerable learners whose gaps have widened even further as a result of school closures
2	The prime area of Communication and Language is low on entry to Reception and Nursery
3	Closing the vocabulary gap for those who have limited experiences at home
4	High SEMH needs identified among our disadvantaged families
5	Removing barriers that cause low attendance and lack of engagement with school
6	Mobility within the school year and quickly identifying and supporting the needs of vulnerable pupils
7	Increasing numbers of pupils with complex needs- majority of pupils in receipt of pupil premium are also pupils with SEN or open to services (77%)

## 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
Progress in Reading	Achieve national average progress score in KS2 Reading for non-mobile pupils (0)
Attainment in Reading	Achieve at least national average at KS1 for non-mobile pupils
Progress in Writing	Achieve national average progress score in KS2 Writing for non-mobile pupils (0)
Attainment in Writing	Achieve at least national average at KS1 for non-mobile pupils
Progress in Maths	Achieve national average progress score in KS2 Maths for non-mobile pupils (0)
Attainment in Maths	Achieve at least national average at KS1 for non-mobile pupils
Phonics (Year 1 and Year 2)	Achieve at least national average expected standard for non-mobile pupils
GLD - EYFS	Achieve at least national average GLD for non-mobile pupils
Improve attendance of disadvantaged pupils and reduce % of persistent absentees	In line with the LA average and average within the local area (Isle of Sheppey) for non-mobile pupils

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication and Language development underpins early years and year 1 practice so that the vocabulary gap closes	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. ( <b><i>EFF Early Literacy approaches- moderate impact</i></b> )	1,2 & 3

<p>and speech and language barriers are removed.</p> <p>A succinct baseline completed by the end of term 1 for all pupils</p> <p>Speech and Language link <b>£584</b></p> <p>Speech and Language therapist <b>£3,900</b> (12 days)</p> <p>HLTA focused on Speech and language <b>£14964</b></p>	<p>Speech and Language Link assessments identify barriers to Communication and Language (<b>EFF Early years Intervention – moderate impact</b>)</p>	
<p>Wandle Letter and Sounds Phonics (complete Systematic Synthetic Phonics programme) purchased and all staff fully trained. <b>£2,500</b></p> <p>Purchase further decodable books to ensure that the reading texts complement the Wandle Phonics scheme <b>£5,000</b></p>	<p>(<b>EFF Phonics moderate impact for very low cost</b>)</p> <p><b>DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)</b></p>	1 & 2
<p>Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p>	<p>CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 3 vocabulary.</p> <p>(<b>EFF Communication and language approaches- high impact</b>)</p>	3
<p>External CPD on early number skills to improve the teacher’s knowledge of early number skills which children need to build upon as they move through their Primary years <b>£3,000</b></p>	<p>Work with the maths hub and purchase resources to embed Teaching for Mastery across all year groups.</p> <p>(<b>EFF Mastery learning Moderate impact for low cost</b>)</p>	1
<p>IPads purchased so that available for remote learning for those pupils who do not have digital technology at home.</p> <p>Digital technology enhances the teaching and learning in all year groups <b>£15,000</b></p>	<p>(<b>EFF toolkit Digital technology Moderate impact for moderate cost</b>)</p>	All
<p>Ensuring teaching is targeted and considers starting points for individual pupils as well as</p>	<p>Use of summer term assessments as a baseline. Formative and summative assessments used to re-teach or teach specific concepts or topics, adjust curriculum</p>	All

<p>'lost learning' due to COVID-19 pandemic. Hub Recovery Teacher to support assessment and addressing gaps.</p>	<p>content in the medium or long term, provide pupils with feedback through which they can address their own areas for improvement, decide which pupils may need additional, targeted academic support. <b>(EFF Feedback High impact for low cost)</b></p>	
<p>Evidence-based whole class teaching interventions. All KS2 children will 'own' their iPad and be able to take home daily to improve home engagement and give opportunities for self-directed study. Microsoft accessibility features will create a more level playing field within the classroom and allow children to independently implement strategies to support their learning at home and at school</p>	<p><b>(EFF toolkit Digital technology Moderate impact for moderate cost)</b></p>	All
<p>Lead practitioner allocated 3 days a week to support CPD of all staff <b>£36,741</b></p>	<p><b>(EFF toolkit Digital technology Moderate impact for moderate cost)</b></p>	All

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Switch- on reading intervention. All class teaching assistants released for 1 hour daily to implement targeted reading intervention. <b>£48560</b></p>	<p>This is an intensive 10-week intervention that is based on a one-to-one basis who have been trained in this approach. The focus is on closing the reading achievement gap for vulnerable children working below age expected. <b>(EEF – Switch-on Reading intervention moderate cost and high impact)</b></p>	1 & 2
<p>First class @ Number maths intervention for EYFS and KS1. All teaching assistants released 3 x per week to implement targeted early maths support.</p>	<p>Develops targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be is</p>	1 & 2

<b>First class at number and switch on release time (training and resources)</b> <b>£48560</b>	tracked throughout the 10-week programme	
The Recovery teacher will deliver targeted small group or individual tuition for identified KS2 children in reading and maths. <b>£28450</b>	Small group tuition <b>(EFF moderate impact for moderate cost)</b> One to one tuition <b>(EFF moderate impact for high cost)</b>	1 & 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support for children in class and in nurture facility to support children not accessing full-time education. Nurture support to provide training for all staff to improve in-class nurture strategies and intervention for social and emotional development. Nurture Teaching Assistants <b>£ 36120</b>	<b>(EFF Social and emotional learning Moderate impact for moderate cost)</b>	1, 4, 5 & 6
The PSA and Trust Safeguarding lead remove barriers that affect the hardest to reach parents and their ability to get their children to school on a regular basis. Parent support Advisor <b>£23412</b> Hub Safeguarding Lead <b>£18840</b>	With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with an increase in Social Services involvement and referrals to outside agencies 98% of families on the safeguarding log are also in receipt of pupil premium funding .	5 & 6
Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation. Flexible seating and enhanced outdoor learning environments <b>£25,000</b>	<b>(Collaborative learning EFF toolkit Moderate impact for low cost)</b>  <b>(EFF Metacognition and self-regulation High impact for low cost)</b>	All

The proportion of persistent absentees is in line with national and increased attendance of Pupil Premium pupils and pupils with SEN	<b><i>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</i></b>	5
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## 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.

<p><b>Switch on and inference</b></p>	<p>See COVID catch up statement and Switch On Case Study 24 PP children have completed this intervention and made accelerated progress to age appropriate in reading. At the beginning of the year 83% Pupil Premium children were below in reading Yr1-Yr3. At the end of the term 6 60% are below. There are 49 Pupil Premium children and 10 of these are also on the SEN register. At the beginning of the school year 89% of Pupil Premium children from Yr4-Yr6 were below in reading. At the end of term 6 75% are below. National Lockdown January- March. There are 68 Pupil Premium children and 18 of them are also on the SEN register.</p>
<p><b>Speech and Language Link (EYFS)</b></p>	<p>In Reception, 100% of Pupil Premium children were assessed below in Communication and Language skills in the October baseline (on entry assessment). 33% of Pupil Premium children were assessed with age-appropriate Communication and Language skills at the end of Term 6. No data recorded for GLD by end of Reception due to Covid19 lockdown. There were 3 PP children in the cohort.</p>
<p><b>Whole School Nurture Training and Mental Health DFE training module</b></p>	<p>A whole school Nurture approach has brought the 6 Nurture principles in the classrooms with the wellbeing of the children at the heart of the school. The Nurture Leads have been trained in Restorative Justice and Lego Therapy. 10 children in KS2 have received this intervention and 8 of them are Pupil Premium children. Programmes were not run for complete term due to COVID.</p>
<p><b>Reading TLRs</b></p>	<p>Targeted Pupil Premium children, who do not read regularly at home, had daily 1:1 reading sessions to increase their reading mileage. These children have then been able to access the whole school reading incentive whereby a free book is given to children when they fill their reading bookmarks. High quality fiction, non-fiction, poetry and graphic novels have been purchased to ensure that children can read for enjoyment.</p>
<p><b>Parent Support Advisor</b></p>	<p>95% of children on the safeguarding log are Pupil Premium. The PSA works closely with the families who are open to agencies and also makes referrals when support is needed for vulnerable children. This support for families is instrumental in breaking down SEMH barriers and improving attendance. The proportion of persistent absentees is still significantly higher than National and this was not helped during the pandemic. The gap in whole school attendance has diminished when comparing Pupil Premium children with all children in the school (this school year: 89% for all children and 87% for Pupil Premium children).</p>
<p><b>Nurture Teaching assistants</b></p>	<p>12 children accessed full time Nurture provision The Nurture lead attended site during the lockdown to ensure children were supported Nurture Leads have supported the class teachers with BOXALL profiles and analysis of in class</p>
<p><b>Bug Club, Times Table Rock Stars and Numbots</b></p>	<p>28% of Pupil Premium children across KS2 have made accelerated progress in maths this year. Bug Club is used in KS1 and lower KS2 to increase reading mileage of targeted Pupil Premium children who do not</p>

	read regularly at home. 47% of Pupil Premium children have made accelerated progress in reading this year.
<b>1<sup>st</sup> Class @ Number</b>	Training completed by 2 KS1 TAs 20% of PP pupils made accelerated progress in Maths

## Part C: School-Led Tutoring funding

### Intent

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education. The Government has offered schools and academy trusts a new expanded tutoring offer from the start of this academic year 2021/22.

Schools and academy trusts can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring (existing staff such as teachers or teaching assistant or another professional educator). Internal staff will undertake the free training programme, from the DFE, before delivering tutoring.

We have chosen the School-Led Tutoring route where all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for

disadvantaged pupils. This gives us the opportunity to provide an intervention teacher, that may be familiar, who will deliver intensive and individualised academic support to pupils in either one-to-one or small group arrangements.

This approach to tutoring has a positive impact on pupil's academic progress which is backed by the research provided by the EFF. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.

Research also shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation from the EFF on Primary Tuition, found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.

## Implementation

The School-Led Tutoring will focus on providing tuition to disadvantaged and vulnerable pupils who we know have faced more barriers during school disruptions and their well-being and academic progress has been adversely affected. This will include pupils eligible for pupil premium but could also include pupils with other types of disadvantage or additional needs, including Special Educational Needs and Disabilities (SEND), children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.

We will be focusing the tuition on English and Maths, given the importance of these subjects in improving wider pupil outcomes.

## School Led Tutoring Summary

Delivery approach	Subject	Targeted pupil number
Intervention Teacher in Year 5	<p>Term 2 Reading</p> <p>8:30-9 - reading with individuals to improve fluency</p> <p>9-9:30 - small focus group - working alongside teacher planning</p> <p>Afternoon - 30 min reading comprehension for fiction and non-fiction texts</p>	<p>3 children from Magpies, 3 children from Ravens</p> <p><b>Total Children 6</b></p>
	<p>Term 2 Writing</p> <p>9:30-10:20 - small focus group to give input and give targeted support to the children, ensuring they understand the grammar focus and give brief input on what's expected in the paragraph today</p> <p>Afternoon - 30 min session focusing on different aspects of year 5/6 focus and EGPs</p>	<p>3 children from Magpies, 3 children from Ravens</p> <p><b>Total Children - 6</b></p>
	<p>Term 2 Maths</p> <p>11-12 - small focus group to give input and able to give targeted support to the children using the teachers planning</p> <p>Afternoon - 30 mins session focusing on the 4 operations and arithmetic</p> <p>2:30-3 - pre-teach for the maths for the next day</p>	<p>3 children from Magpies, 3 children from Ravens</p> <p><b>Total children- 6</b></p>