

Pupil premium and Recovery Premium strategy statement – Richmond Primary School

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	315
Proportion (%) of pupil premium eligible pupils	63.4%
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lesley Conway
Pupil premium lead	Lesley Conway
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,350.00
Recovery premium funding allocation this academic year	£24,650.00
Total budget for this academic year	£272,000.00

Part A: Pupil premium strategy plan

Statement of intent

At Richmond Primary school we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and back-ground.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing, develop resilience, and improve attendance.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context: IMD Rank 8 indicates the school is in the highest area of deprivation. 56% of pupils are eligible for Pupil Premium Funding in comparison to 24% nationally.

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPDL to ensure that pupils access effective quality first teaching, which prioritises high expectations and inclusive practice.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 and group keep up for phonics and early reading ,1:1 tuition, and digital technology to enable ALL pupils and remove barriers to learning.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences, to ensure that children's 'cultural capital' is developed; those with 'limited life experiences' are not disadvantaged. · Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals: We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers and senior leaders will

together identify, through the pupil progress meetings, specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	High proportion of speech, language and communication needs on entry to early years and throughout the school including unidentified need
2	High in year mobility particularly in KS1 (disadvantaged/SEND/vulnerable)
3	Gaps in Reading, Writing, Maths and Phonics.
4	High proportion disadvantaged pupils with SEND
5	Attendance and levels of persistent absentees
6	Behaviour and exclusion data

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
Reading, Writing and Maths attainment.	Achieve outcomes broadly in-line with, or above, national average by the end of KS2.
GLD	In line with national average
Phonics	Phonics outcomes to at least double so that they are closer to National Average
Attendance	The attendance of disadvantaged pupils is in line with other 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
<p>Communication and Language</p> <p>Communication and language development underpins Early Years and Year 1 practice so that the vocabulary gap closes, and speech and language barriers are removed.</p> <p>A pedagogy in early years that promotes communication and language</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.</p> <p>EEF Early Literacy approaches- moderate impact</p>	1, 2, 3,
<p>CPDL – communication friendly classrooms delivered by the Trust Speech and Language therapist (a certified ELKAN trainer)</p>	<p>EEF effective professional development – the mechanisms of PD</p>	1
<p>Professional development that continues to improve the quality of phonics and early reading teaching through the Little Wandle revised Letters and Sounds training modules, webinars and videos. The termly early reading networking meeting supports the professional development of the phonics and early reading leads.</p>	<p>EEF – Phonics</p> <p>High Impact for low cost</p> <p>EEF effective professional development – the mechanisms of PD</p>	3
<p>CPD to support implementation of the Power of Reading approach from Nursery to Year 6 . This is an immersive literacy experience that promotes speaking and listening to develop vocabulary and develops children's writing .</p>	<p>EEF Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>High Impact for Low cost</p>	1, 2,3
<p>Every child in KS2 has an iPad which gives them access to the accessibility tools on Microsoft 365 to provide adaptative teaching</p> <p>In KS1 an increase in iPad in early years and KS1 to support individual and group adaptive teaching</p>	<p>EEF toolkit Digital technology</p> <p>Moderate impact for moderate cost</p> <p>EEF guidance report on Special Educational Needs in Mainstream</p>	1, 2, 3
<p>The deputy head teacher is also the CPD leader of the school. The CPD leader will receive training as appropriate in order to fulfil this role effectively and attend providers' sessions.</p>	<p>EEF effective professional development – the mechanisms of PD</p>	2
<p>External coaching offer for Headteachers , external training for ECT mentors , NPQs for subject leads and AHTs.</p>	<p>EEF effective professional development – the mechanisms of PD</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Interaction Teaching Assistant carries out speech and language link when pupils enter Reception and again in Year 1 for focus pupils. Junior language link is carried out when new pupils enter year 2 upwards.</p> <p>Language groups formed from the assessments .</p> <p>Children with speech targets supported in class and in 1:1 and group interventions .Teachers /Tas are supported ,with this targeted support, by the Trust Speech and Language Therapist and the Communication and Interaction TA.</p>	<p>Speech and Language Link assessments identify barriers to Communication and Language EFF</p> <p>EEF Early years Intervention – moderate impact</p> <p>EEF Targeted Oral Language Interventions</p> <p>Very High Impact for low cost</p> <p>EEF one to one intervention</p> <p>High Impact for moderate cost</p>	1
<p>First class @ Number maths intervention for EYFS and KS1.</p>	<p>EEF Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost</p>	2
<p>Deliver targeted small group or individual tuition for identified KS2 children in reading and maths. Booster groups.</p>	<p>EEF one to one intervention</p> <p>High Impact for moderate cost</p> <p>EEF Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost</p>	2
<p>1:1 and group Little Wandle keep up are the main interventions to support early reading</p>	<p>EEF one to one intervention</p> <p>High Impact for moderate cost</p> <p>EEF Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost</p>	2
<p>Targeted use of technology to support pupils who have SEND .</p> <p>Digital technology (Doodle App) to plug gaps</p> <p>Digital technology (Reading Progress) to increase reading mileage and fluency</p>	<p>EEF guidance report on Special Educational Needs in Mainstream</p>	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture support for children in class and in nurture facility to support children not accessing full-time education. Targeted interventions to support SEMH and behaviour .</p> <p>SRP support for pupils with complex SEND who are in need of specialist education</p>	<p>EEF Social and emotional learning</p> <p>Moderate impact for moderate cost</p> <p>EEF Behaviour interventions</p> <p>Moderate impact low cost</p>	6
<p>The PSA and Safeguarding Lead remove barriers that affect the hardest to reach parents and their ability to get their children to school on a regular basis.</p>	<p>EEF guidance report on working with parents to support children’s learning</p>	5
<p>Trust Speech and Language Therapist widens her support to the community through engaging with parents/carers , attending Rising 4s to support parents with early identification and providing ELKAN training .</p>	<p>EEF guidance report on working with parents to support children’s learning</p>	
<p>Enabling environments to improve engagement and address low level behaviour that hinders learning. Children’s attendance will improve as the classrooms and approaches continue to focus on social and emotion learning, removing barriers and self-regulation.</p>	<p>EEF Collaborative learning</p> <p>High impact for low cost</p> <p>EEF Metacognition and self-regulation</p> <p>High impact for low cost</p>	
<p>Clubs availability is prioritised for disadvantaged pupils to ensure that they have access to a wider curriculum</p>	<p>EEF toolkit arts participation</p>	
<p>Zones of Regulation toolkit implemented. CPDL for all staff; progressive plan in place to ensure the language and vocabulary of emotions is improved.</p>	<p>EEF Social and emotional learning</p> <p>Moderate impact for moderate cost</p> <p>EEF Behaviour interventions</p> <p>Moderate impact low cost</p>	
<p>Digital technology (Reflect in Microsoft Teams) helps teachers be more aware of pupils in their class giving them the ability to create simple, effective, and engaging emotional check-ins .</p>	<p>EEF toolkit Digital technology</p> <p>Moderate impact for moderate cost</p>	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary sheet

GLD

*DfE published		**Emerging National		
2023				
School		Kent		National**
All	FSM	All	FSM	All
50.0	38.5	68.1	51.9	67.3
59.4	46.2	70.6	54.8	69.8
68.8	46.2	79.0	65.1	77.2

Phonics Y1 and Y2

Phonics Trends - All Pupils and FSM Ever Pupils Attainment						*DfE published **Emerging National				
	2022					2023				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% 32+ - Year 1	48.9	44.8	74	56.7	75	33.3	25.9	77.2	59.4	78.9
Number of Year 2 Retakes	9					28				
% 32+ - Year 2	33.3	33.3	41.2	35.5	44.2	53.6	55.0	56.5	50.3	58.7

KS2 Trends - All Pupils and FSM Ever Pupils Attainment						*DfE published **Emerging National				
A blank field denotes there is no National data available for that indicator.	2022					2023				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
R/W/M % Expected Standard+	36.0	29.2	59	39.0	59	29.7	22.7	58.7	39.1	59

- KS2 writing progress is closer to national average score
- Y2 phonics retakes are broadly in line with national average for all and FSM