

# Pupil premium strategy statement – The Richmond 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	408
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Vicky Ross, Headteacher
Pupil premium lead	Vicky Ross, Headteacher
Governor / Trustee lead	Stephanie Preston-Hall, Lead for Disadvantaged Pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,665
Recovery premium funding allocation this academic year	£9932
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£46,539 £9932 £32800
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£277868

# Part A: Pupil premium strategy plan

## Statement of intent

### **Principles at The Richmond School.**

We focus on providing a caring environment where pupils feel accepted, included and able to take on new challenges. We are committed to developing lifelong learners who value and exhibit qualities such as: aspiration, organisation, confidence and the ability to communicate.

We are committed to providing a high-quality curriculum for all children, regardless of their starting points, taking into account any additional needs or challenges they may have. We are highly aspirational for all of our pupils, whether they are disadvantaged or not, and we do whatever it takes to enable them to overcome barriers to their learning.

Our approach is rooted in robust research-led intervention, not assumptions about the impact of disadvantage.

### **Our Approach to Teaching & Learning**

We know that pupils who have a positive attitude towards their learning will make good progress and be successful. We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults. Our knowledge-engaged curriculum is rich and deep whilst remaining exciting and firmly rooted in the knowledge and skills children need to progress to the next stage in learning. As we develop our curriculum, we make meaningful links between the different subjects.

### **Ultimate Objectives for Disadvantaged Pupils**

- To increase the national outcomes for disadvantaged pupils at the end of each key stage to be, at least in line with those who are not disadvantaged.
- To diminish the school based gap between disadvantaged and non-disadvantaged pupils at age related expectation at the end of each key stage.
- Improve the number of pupils that attain the higher standard at the end of each key stage.
- Ensure that disadvantaged pupils have access to a variety of opportunities to increase their own aspirations as well as their self-efficacy.

### Rationale for Our 3-Year Strategy

Our Strategy is integral to wider school plans for education recovery and is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF), notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. It will be reviewed and updated at least once a year. We believe in maximising the use of the Pupil Premium Grant and the Recovery Premium by utilising a long-term strategy aligned to the Whole School Improvement Plan priorities. This enables us to implement a blend of quality first teaching strategies, targeted support and wider strategies, and align pupil premium use with short, medium and long term wider school improvements.

## Challenges

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

Challenge number	Detail of challenge
1	Very low attainment on entry, including specific gaps in speech, language and communication, literacy and basic numeracy
2	Poor engagement and lower aspiration due to family social, emotional and mental health or other factors High levels of poverty within the catchment area
3	Lower levels of attendance, punctuality and participation – below national averages.
4	Rural location limits opportunities for enriching life experiences

## 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
1. Raise standards of attainment for disadvantage pupils. Focus on reading, and writing, phonics and spelling ensuring all staff have received training and are	Intervention entry data compared with exit data for disadvantaged groups shows accelerated progress. Year-on-year the national outcomes for disadvantaged children compared to non-disadvantaged is reducing. The current gap is as below:

implementing new programmes effectively	
2. Ensure disadvantaged pupils are motivated to learn by providing an emotional, wellbeing and extracurricular package to build aspiration and resilience. Developing ELSA, emotional scaling pathways and mindfulness strategies Educating parents and carers to enable them to support their children at home – including by working with the Family Welfare Officer	Entry SEMH scaling compared to exit scaling shows an improvement in the emotional wellbeing of disadvantaged children.
3. Ensuring the difference between disadvantaged pupils and their peers is reduced through the provision of Wave II intervention in school	Intervention entry data compared with exit data for disadvantaged groups shows accelerated progress. Year-on-year the national outcomes for disadvantaged children compared to non-disadvantaged is reducing.
4. To improve whole school attendance ensuring children with persistent absence attend school more frequently.	Attendance rate for disadvantaged children is at or above the national average for the group and year on year the gap between disadvantage children's attendance rate and non-disadvantaged is closing. For 2021 the gap was 3.6%
5. Developing children's cultural understanding through making the best use of school trips, visits and visitors	Children will have experienced a wide range of trips, visitors and visits, widening their experiences of local and national, rural and urban environments

## 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: **£92660+£7500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wave II intervention delivered by TAs	EEF guidance Toolkit: Small group tuition +4 Teaching Assistant interventions +4	1, 2

Jane Considine 'The Write Stuff' Programme and resources RWI Programme	EEF Guidance: Literacy_Development_Evidence_Review Toolkit: Oral Language interventions +6 months Phonics +6	1.
Maths No Problem	EEF Guidance: Improving Mathematics in KS2 and KS3 Improving Mathematics in KS1	1.

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

Budgeted cost: **£48661+£ 2,850+£11049+£35000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Family Welfare Officer	Ofsted-supported in latest inspection	2, 4
Counselling for children with SEMH issues	Casy Counselling, Healthy Minds and CAMHS	2, 4
Tutoring through the NTP (2021-22)	EEF Toolkit: Small group tuition +4	1
Additional teacher	EEF guidance Toolkit: Small group tuition +4	1,

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

Budgeted cost: **£ 21,727+£4200 + £1300**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Magic Breakfasts, Milk, Meals	EEF project +2	2, 3
Subsidising school trips	Ofsted framework – cultural capital	4
CPOMS subscription		2, 4

**Total budgeted cost: £ 224,947**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Due to COVID-19, performance measures have not been published for 2019 to 2020, and 2020 to 2021 outcomes. As evidenced in schools and research by the EEF and DFE, school closures were most detrimental to our disadvantaged pupils, who were not able to benefit from funded improvements and targeted interventions. As a result, one of the main outcomes in last year's strategy (to increase the number of disadvantaged pupils that achieve Reading, Writing and Maths combined at the higher standard) was not fully realised.

At The Richmond School, it is extremely important that we consider both the educational and emotional impact of Covid19 on our pupils. Our internal assessments during 2020/21 suggests that the performance of disadvantaged pupils was lower than in the previous 3 year's data in the following key areas:

- Underdeveloped oral language and communication Skills in KS1 and LKS2
- Less of a secure knowledge and understanding of phonics in EYFS, KS1 and LKS2
- Knowledge and understanding of basic skills in Mathematics
- Decrease in the number of disadvantaged pupils meeting the expected standard at the end of KS1 and KS2

During school closures and partial school closures, The Richmond School had as many as 100 pupils of key workers attending on a daily basis. We recognised the importance of supporting vulnerable pupils (disadvantaged and non-disadvantaged) in school alongside pupils whose parents/carers had key worker status. Internal data and feedback outcomes indicated that parents felt well supported by the school and the additional measures implemented made a difference to the wellbeing of the pupils, as well as their families. Nurture groups/individual support was in place to meet the emotional needs which was measured through emotional and behavioural tracking via SDQs CPOMs, and pupil voice.

During closures, as a result of a rigorous contact timetable, the most vulnerable families were able to access support and provision quickly minimising the impact on their ability to access the curriculum. This has supported and helped to maintain high level of engagement with the remote learning

Our internal assessments and observations indicated that support for any families was provided in a timely manner to support any barriers, to minimise the impact on the academic achievement. Staff were able to provide targeted support for those families

that may have experienced trauma during the pandemic and counselling continues to be funded to support children who are still struggling with the post-covid return to school. Staff identify families that require a more bespoke package of support for trauma, anxiety or bereavement.

The Deputy and Assistant Heads utilise the expertise and knowledge of more experienced colleagues, as well research and resources from high quality websites such as RWI, and Maths no Problem to inform future planning.

Through the tutoring programme, staff ensured pupils' gaps were identified in a timely manner and although this was not evident in outcomes, it has secured the foundations for future accelerated progress.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
National Tuition Partners	Connex Education
Maths No Problem	Maths No Problem
Accelerated Reader Programme	Renaissance Learning
Read Write Inc Phonics	Ruth Miskin Literacy