

Pupil Premium Strategy Statement: Richard Hill CE Primary School 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Richard Hill CE Primary
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	June 2022
Statement authorised by	LGB
Pupil premium lead	Jan Knox
Governor / Trustee lead	Ali Dickerson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,010

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Richard Hill School, our vision places learning at the heart of our core purpose and the development of each individual child and adult to achieve their full potential academically, emotionally and spiritually. Our Christian Vision inspires us to want the very best for every learner in our school, and to ensure a compassionate, aspirational and courageous provision for those most in need. Disadvantaged pupils at Richard Hill School are at risk of lower outcomes than their peers. A number of these pupils did not engage well with remote learning, despite being invited to attend school, and we are aware that gaps have grown larger for these pupils. Our intention is that all pupils in our school have an equal opportunity to achieve age related expectations or better, by the removal of barrier to learning and in ensuring the best possible conditions for all children to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Low academic starting points, widened through the period of the pandemic;
2	High proportion of pupils with additional disadvantage (SEND/EAL/FSM/CP);
3	Lack of access to opportunities to develop cultural capital through experience;
4	Increasing issues related to the mental health and wellbeing of pupils;
5	Persistent attendance and punctuality of a small number of PP children.

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
Disadvantaged pupils make at least expected progress, and attainment is at least equal to peers at all assessment points.	By July 2024, achievement for all PP pupils in EYFS GLD, Y1 Phonics, KS1 SATs and KS2 SATs are equal to their peers. In the period 2021-2024 the PP/Non-PP attainment gap is closing year on year.
Disadvantaged pupils are well supported in their mental health and wellbeing, and this is	All PP pupils have their emotional needs met and are thriving socially and

no longer a barrier to achieving good outcomes.	emotionally. SEMH needs no longer impact on academic outcomes by July 2024.
Disadvantaged pupils have access to a high quality, well-resourced curriculum.	All PP pupils make good progress in all areas of the curriculum. Resources for the curriculum are high quality and are available for all pupils.
Disadvantaged pupils have access to a wide range of cultural, sporting and educational enrichment activities, equal to their peers.	All PP pupils have a bespoke opportunity to enjoy sports clubs, music tuition, residential visits and wider opportunities, at least equal to their peers.

Activity in 2021-2022

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: £1955

Activity	Evidence that supports this approach	Challenge Addressed
Developing effective feedback, through collaborative research and CPD	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1
Power Maths in house training and resources to support a high-quality Maths Curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3

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

Budgeted cost: £35,765

Activity	Evidence that supports this approach	Challenge Addressed
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Enhanced learning support within all classes, providing structured intervention, rapid response support intervention, and one to one SEND support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 2
One to one and small group tuition weekly by teachers (covered by qualified sports coaches =120 hours tuition).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

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

Budgeted cost: £4290

Activity	Evidence that supports this approach	Challenge Addressed
ELSA training and provision weekly for targeted pupils.	https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/metacognition-and-self-regulated-learning/Metacognition_and_self-regulation_review.pdf	4
Resources for improved mental health and wellbeing: purchase of interventions and resources (Drawing & Talking, Nurture Group, Lego Therapy)		4
Subsidised opportunities for music tuition, attendance at sports clubs, extra-curricular visits and residential visits.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772056/School_inspection_update_-_January_2019_Special_Edition_180119.pdf	3

Subsidised Breakfast Club and After School Enrichment (£2090).		4 5
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Total budgeted cost: £42010

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. However, our school has used its pupil premium funding throughout this time to ensure high quality provision for pupils during home learning, including access to additional resources, technology, and support. The majority of our eligible pupil premium learners were offered a place in school, as school's own assessment of them as being vulnerable, and 85% attended regularly during the lockdown period. In the Autumn 2020 and Summer 2021, funding, including the Catch Up Premium, was used to provide small group intervention with a tranche of early morning and after school groups for targeted pupils.

School's internal data indicates that progress of PPG learners has been varied across the school, with some pupils making accelerated progress, and others falling further behind. For this reason, we ensure the progress of each child, especially the most vulnerable, is tracked termly, and provision adjusted and reviewed.

Further information (optional)

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