

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 C of E Primary School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	12 (11.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (with yearly reviews)
Date this statement was published	4.11.24
Date/s on which it was reviewed	N/A
Statement authorised by	Sally Applebee
Pupil premium lead	Sally Applebee
Governor / Trustee lead	Alison Dickerson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20720
Recovery premium funding allocation this academic year	N/A – not using
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	£20720

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to reach their full potential, including those who are attaining beyond the expected standard.

We foster a holistic approach that considers the individual needs of our children to support them in the best way possible. Our pupil premium strategy aims to support children's academic achievement as well as their emotional, social and behavioural needs, rooted in robust diagnostic assessment to ensure the gap between disadvantaged and non-disadvantaged is closed. Children who are identified as vulnerable, will be well supported and their needs met irrespective of whether they are disadvantaged or not.

High quality learning support is at the heart of our approach. Our children require support within the classroom and with their social and emotional needs and this needs well trained and nurturing staff available to do this. There will also be one to one tutoring given (supplemented by recovery funding) for those who require it.

Our children also need access to enrichment opportunities that others in school have and this is also built into our strategy.

Our approach will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Intervene early, at the point where need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Give access to enrichment opportunities otherwise unavailable.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional interactions especially at playtimes
2	Lack of extra-curricular opportunities
3	Emotional Literacy and support with this
4	Minimise in class distractions with small focus group inputs
5	Low academic outcomes from Curriculum Offer

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
<i>A staff member will be trained as an ELSA to support children with their social and emotional needs. (Parent and Children Support Worker)</i>	<p>An ELSA will be in place to support children identified as needing extra support</p> <p>Children will have a designated staff member to work with and discuss concerns with.</p> <p>Parents and families will be able to access support and signposting for services that are needed.</p> <p>Sustained high levels of wellbeing from 2022-2025 demonstrated by:</p> <ul style="list-style-type: none"> · Qualitative data from pupil voice, parents and staff. · A reduction in behaviour/bullying incidents · Quantitative data from pupil wellbeing survey
Children will have the opportunity to attend a free after school clubs each week, swimming lessons, music lessons and school trips will be subsidised.	<p>Children will access the same opportunities as their peers and their learning will be enriched through new experiences.</p> <p>Their in class learning will be enriched by new experiences.</p>
Children will have added support within class to ensure that distractions to learning are minimised.	<p>TA support within the classroom will mean that the children fulfil their learning potential with minimal distractions.</p> <p>Short in the moment interventions or pre-teach inputs can be put in place spontaneously as when it is required.</p>
CPD to ensure QFT is a priority to take place across the school year.	CPD focussing on disadvantaged groups will be built into the staff meeting timetable across the year.



	<p>This training will be evident in learning walks, spotlight observations and observations by school improvement partners across the school year.</p> <p>Pupil premium children will access better QFT from their teachers as a result of this training.</p>
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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.



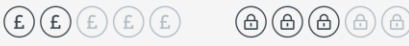

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training of new ELSA</i>	Our previous ELSA has moved onto teacher training so we are training JL to become our new ELSA.	1,3
<i>Nurture and SEMH related interventions</i>	Behaviour interventions Moderate impact for low cost based on limited evidence.  	1, 3
<i>CUSP CPD for Teachers and Support Staff</i>	Our previous curriculum was not detailed enough so investing in schemes and the training relating to Pupil Premium children has to be an essential for this years staff CPD.	5

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

Budgeted cost: £ 10200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA in class support</i>	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence  	4, 5
<i>Structured interventions</i>	Small group tuition Moderate impact for low cost based on moderate evidence  	4, 5

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

Budgeted cost: £ 3720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Children are given the opportunity to attend trips and visits FOC</i>	Socially and emotionally this will benefit the children as not being part of whole class events would be detrimental to building relationships within the class and put them at a disadvantage with their peers.	2
<i>Children can attend one 'Focus' group a week free of charge</i>	<p>Arts participation Moderate impact for very low cost based on moderate evidence</p> <p>Extending school time Moderate impact for moderate cost based on limited evidence</p>	2
<i>ELSA hours to support those with need</i>	<p>Weekly check ins with PP children to enable a supportive relationship to form – supporting punctuality, attendance and self esteem.</p> <p>Availability at lunchtimes to promote small group socialisation and interactions.</p>	3, 1

Total budgeted cost: £20270

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 2023 to 2024 academic year.

- *Our ELSA has had a huge measurable impact on child wellbeing. Our PP children, in particular, have benefitted from the opportunities to check in regularly with our ELSA and have her as a point of contact each day. This has also had a positive affect on punctuality and attendance with both improving throughout the year. Parental feedback at the end of last term praised CD's work with their child/family citing the positive impact her work had had.*
- *Academic progress of our PP children was good this year.*
- *Most PP children attended at least one focus club last year – experiencing something they would not have otherwise eg cooking club, computing club, OAA club. They all attended school trips such as the Hunstanton beach trip and Beaumanor FOC which had a positive impact on their learning opportunities outside the classroom and developed their relationships with others in the class.*
- *Not all PP children took up opportunities available to them with regards to extra curricular opportunities eg residential/clubs*
- *All pupil premium children had focussed academic interventions throughout the year, resulting in improved attainment in the targeted areas, whether that be as part of an IEP or pupil progress identified target.*
- *TA support in class (usually by the same TA who led the targeted instruction) allowed continuity of learning, resulting in higher self esteem and confidence with their classwork.*

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

We are using the school led tutoring grant to provide 1:1 tutoring by qualified teachers. This will be supplemented with the recovery premium to enable more children to have access to this additional support.