

Pupil Premium Strategy Statement

1. Summary information					
School	Richard Hill CE Primary				
Academic Year	2020/2021	Total PP budget	£34,320	Date of most recent PP Review	n/a
Total number of pupils	141	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Sept 2021

2. Current attainment		
Key Stage Two SATs 2019 <i>Cohort = 29, PP = 5</i>		
	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	20% (52%)	50% (71%)
progress in reading	-3.35 (-0.6)	-3.89 (0.3)
progress in writing	+2.7 (-0.6)	+2.17 (0.3)
progress in maths	-2.16 (-0.7)	-3.72 (0.4)
Key Stage One SATs 2019 <i>Cohort = 33, PP = 4</i>		
% pupils achieving at least the expected standard by the end of KS1	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	25% (50%)	80% (69%)
% achieving expected or above in reading	50% (62%)	80% (78%)
% achieving expected or above in writing	75% (55%)	80% (73%)
% achieving expected or above in maths	50% (62%)	87% (79%)
Whole School Progress (Teacher Assessment Data 2018/2019)		

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Early gaps emerging in KS1, compounded by time out of school.
B.	Pupils with PP <u>and</u> SEND make the poorest progress in the school.

C.	Attainment and progress in maths is significantly poorer for all pupils, and PP learners in particular, in all cohorts.	
D.	Regression and slippage greatest for PP and SEND pupils following home learning during lockdown.	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Attendance of PP is significantly lower than peers, leading to loss of teaching time, compromised access to intervention, difficulties with social integration.	
F.	Pupils from disadvantaged homes more often have limited access to technology to support home learning and homework.	
2. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Progress across KS1, particularly for the most vulnerable, is accelerated	Percentage of pupils achieving greater depth matches that of non-pupil premium learners (combined 13.3%) Average progress for PP is at least 6 steps year on year, and greater where acceleration is possible.
B.	Progress for pupils who are eligible for PP in mathematics (and all subjects) increased and gaps lessened.	
C.	Increased opportunities for pupils eligible for PP beyond the classroom.	Pupil Premium learners are represented equally or better than their peers in extra-curricular opportunities (residential visits, sporting activities, clubs, etc)
D.	Increased access to additional bespoke interventions, including those funded by the Catch Up Premium.	Pupil Premium learners who have significant gaps in attainment make accelerated progress. Average progress by the end of June 2021 is at least 12 steps from Summer 2019 to Summer 2021.
E.	Improve attendance and punctuality of disadvantaged pupils.	Attendance for PP is at least 96%. Teaching time is at maximum.
F.	Increase access to appropriate technology for remote learning.	Pupil eligible for PP do not lose further learning progress if isolating at home.

3. Planned expenditure					
Academic year	2020-2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure QFT has a high impact through the use of additional targeted support for those eligible for PP.	Additional teaching assistant allocations to support teaching and learning and to lead on rapid response intervention.	EEF Toolkit demonstrates the impact of QFT led by a good class teacher practitioner.	Staff meeting to ensure all staff are aware of their accountability, responsibility and to understand the difference between equality and equity.	EHT/HoS Maths Lead Lit Lead	Pupil Progress Meetings in Jan/Apr/Jul.
	Regular review of the quality of learning and teaching through lesson study, book sampling, learning walks and data reviews.	Progress of pupils eligible for PP is varied and generally lower than their peers. SEND pupils absorb significant amounts of current teaching assistant time.	Frequent monitoring of the impact of teaching which includes a focus on pupil premium each time.		
Develop metacognition and efficacy in pupils to ensure accelerated progress for all.	Staff CPD on Feedback and Impact Teams to develop more effective teaching and independent learners.	EEF Toolkit demonstrates potentially +8 months progress by developing metacognition and self-regulation strategies, and effective feedback.	Monitoring of QFT on a regular basis. Coaching and support from Impact Teams network.	EHT/HoS Teachers	Half termly.
Total budgeted cost					£20,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils eligible for PP, particularly those who have other needs, make progress that is at least as good as their peers.	Additional teaching assistant allocations to support classes so that teachers can provide intervention and targeted teaching.	Pupils with double disadvantage (PP plus SEND) make poor progress in school (43%), compared to those of only PP eligibility (100%) or with only SEND (76%).	Regular completed intervention monitoring information with evaluation of the effectiveness of targeted intervention.	EHT/HoS SENDCo	Pupil Progress Meetings in Jan/Apr/Jul.
	Improved tracking of gaps in learning though 'gap attack intervention' with tighter focus on specific outcomes.				

Pupils eligible for PP make progress when remote learning that is equal to the progress made in school.	Access to appropriate technology for pupils on loan basis when requested to self-isolate.	School Survey indicates disadvantaged families are more likely to have limited access to quality technology. School data indicates disadvantaged pupils are more likely to have lost progress during lockdown period.	Regular monitoring of home learning outcomes and engagement. Termly data tracking.	EHT/HoS	Pupil Progress Meetings in Jan/Apr/Jul.
Pupils eligible for PP including LAC and previously LAC, make good progress and exceed targets.	One to one coaching and teaching with HLTA to regularly address pre-teaching, misconceptions and wellbeing concerns.	Disadvantaged pupils who are LAC or previously LAC are most often working below age related expectations.	Regular monitoring of progress. Quality assurance of support provision. Data tracking.	EHT/HoS	Pupil Progress Meetings in Jan/Apr/Jul.
Total budgeted cost					£13,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance and punctuality for PP.	Tracking and rewards system for all pupils with historical poor attendance.	Motivation of pupils influences parents. Close relationships with families improves parental valuing of school.	Review attendance monthly.	HT Admin	Termly Review.
Improved self-esteem and greater opportunity for building cultural capital for PP.	Subsidies or full funding of residential visits, clubs and music tuition.	EEF indicates +2 months acceleration for both sporting and arts engagement.	Track progress of pupils, Wellbeing tracking for PPG.	HT Admin	Termly Review
Total budgeted cost					£1,500
Total Spend (projected £34,320 allocated)					£34,500