

Pupil premium strategy statement

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

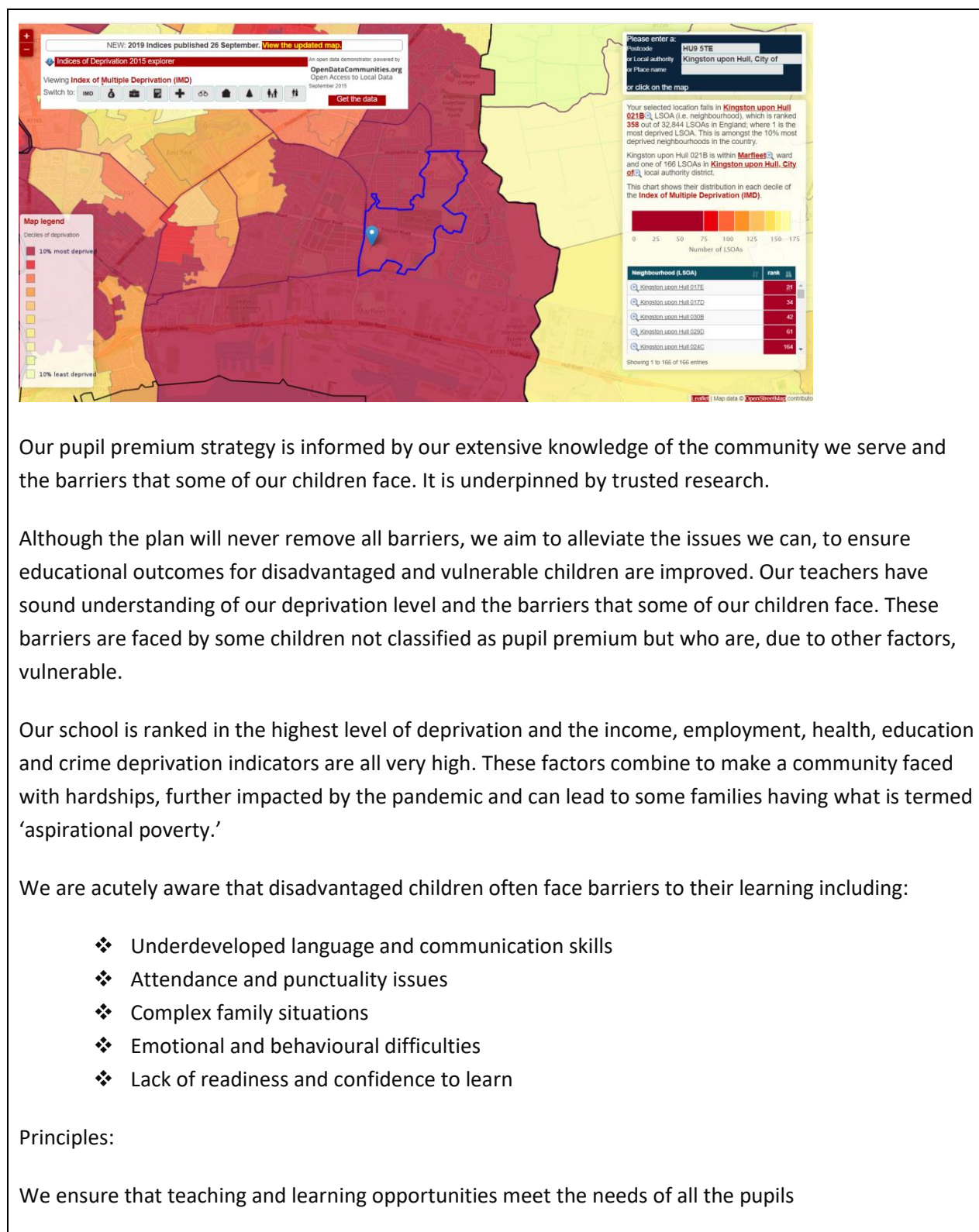
Detail	Data
School name	St Richard's VC Academy
Number of pupils in school	284
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	E Cook/ G Olsson
Pupil premium lead	E Cook
Governor / Trustee lead	K Seidle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155 348
Recovery premium funding allocation this academic year	£15 950
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	£171 298 Total spend £196 349.20 Overspend from school budget £25 051.20

Part A: Pupil premium strategy plan

Statement of intent



Our pupil premium strategy is informed by our extensive knowledge of the community we serve and the barriers that some of our children face. It is underpinned by trusted research.

Although the plan will never remove all barriers, we aim to alleviate the issues we can, to ensure educational outcomes for disadvantaged and vulnerable children are improved. Our teachers have sound understanding of our deprivation level and the barriers that some of our children face. These barriers are faced by some children not classified as pupil premium but who are, due to other factors, vulnerable.

Our school is ranked in the highest level of deprivation and the income, employment, health, education and crime deprivation indicators are all very high. These factors combine to make a community faced with hardships, further impacted by the pandemic and can lead to some families having what is termed 'aspirational poverty.'

We are acutely aware that disadvantaged children often face barriers to their learning including:

- ❖ Underdeveloped language and communication skills
- ❖ Attendance and punctuality issues
- ❖ Complex family situations
- ❖ Emotional and behavioural difficulties
- ❖ Lack of readiness and confidence to learn

Principles:

We ensure that teaching and learning opportunities meet the needs of all the pupils

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives:

- ❖ To improve educational outcomes for disadvantaged children in our school
- ❖ Support our children academically, socially and emotionally in the challenges they face to achieve their full potential
- ❖ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- ❖ To ensure that all children have equal access to the school curriculum and wider learning opportunities.

Achieving these objectives:

Our Pupil Premium plan considers a range of strategies in order to provide the best provision for our pupils to make progress. These approaches are informed by national research, previous experience and knowledge of our community. The strategies are underpinned by a collective commitment to ensuring all our pupils have the opportunities they deserve to be the best they can be.

Approaches considered will include, but are not limited to:

- ❖ Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- ❖ Reducing class size thus improving opportunities for engagement and effective teaching
- ❖ Small group provision focused on overcoming gaps in learning
- ❖ Allocation of experienced additional adults to deliver quality assured, targeted interventions
- ❖ Emotional wellbeing support
- ❖ Utilising outside agencies to support children and their families
- ❖ Funding for enrichment and wider opportunities e.g. music, visits
- ❖ CPD for staff in specific teaching and learning approaches
- ❖ Support the funding of specialist services e.g New Options, Advotalk

- ❖ Provision of nurture and behaviour support throughout the school day including before school and break/lunchtimes

Provision will be constantly reviewed and adapted to ensure that improving outcomes from individual starting points remains at the core.

Challenges

Challenge number	Detail of challenge
1	Very low starting attainment when entering EYFS in all areas but particularly in personal, social, emotional development. Understanding of the world and, language & communication
2	Low levels language, communication and vocabulary throughout the school
3	Limited access to the world beyond the local community and the impact this on the acquisition of knowledge
4	Engagement, capacity and waiting times for outside agency support
5	Readiness for learning – working memory, opportunities to practice and revise learning beyond the school building
6.	Low level attendance and punctuality

Intended outcomes

Intended outcome	Success criteria
Progress in Reading, writing and mathematics, particularly by the end of KS2	<p>Achieve at least national average progress score in KS2</p> <p>Diminish the gap in attainment between PP and non PP children as they move through the school</p> <p>Increase PP pupils reaching greater depth by the end of KS2</p>
Increase pass rate in phonics reading check in Yr 1 from low starting points to national	Achieve above 95% in Phonic reading check
Increased attendance of PP children	Ensure attendance is above 95% for PP children
Widen gaze beyond their local environment and community	<p>Enrichment opportunities successfully extend experiences beyond school</p> <p>Acquisition of knowledge is supported by real life, hands on opportunities</p>
Establish a sanctuary for all with clear procedures to support children with SEMH issues. Ensuring these barriers are removed and learning potential is achieved.	Evidence of children willing and ready to learn as their EWB needs are catered for and a focus on learning can happen

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: £65570.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New Options Targeted support incl <i>Stay and play sessions pre EYFS</i> £300 per day 1 x week £11,700</p> <p>L3 TA S&L specialist in EYFS= £23 080</p> <p>Neli programme delivery time 1 HTLA 5 hrs x week= £ 3,258.45 1 TA (5 hrs week = £2575.95)</p> <p>SLE EC support 2 days x week £192 per day £14 956</p>	<p>Identified and targeted language and communication need in EYFS. Majority of pupils working in the 22-36 age band will not have the breadth of vocabulary on entry to FS1/2</p> <p>Historic concern that many of our children do not have the breath of knowledge, language and skills required to access the EYFS and primary curriculum. Our whole curriculum has been adapted to meet this.</p> <p>This supports the finding of Anne Longfield the Children's Commissioner 'Best beginnings report' suggesting high quality speech and language / language rich interventions in EYFS are needed to alleviate the impact of deprivation and disadvantaged home lives.</p> <p>Trust SLE has been identified to support the EYFS teachers create language rich environment and learning.</p> <p>Higher than average request for NHS SALT intervention EYFS has lead to a back log in Hull.</p> <p>One to one intensive support works best with a trained TA to deliver the programme daily and revisit in both learning and play. New Options support ensures that children move rapidly through the programme ensuring that 98% have moved to advice on request by KS2.</p> <p>Developing language and communication is a priority Immediate one to one support and delivery of NO programme will support progress.</p>	1,2, 4 & 5
<p><i>Applied Psychologies</i> £5000</p>	<p>Early intervention support is the key to ensure barriers are removed and greater access to the curriculum will support more rapid progress. The SEND register is made up of 44% of P</p>	1,2,4&5

<i>Identification and training support</i>	<p>Premium with a further 12% accessing support for SEMH. Hull LA support is timely and limited.</p> <p>This is acting on the findings of The Early Years Transition and Special Educational Needs Project funded by the DFES</p> <p>“High quality provision may itself be seen as an effective intervention strategy in reducing the number of children ‘at risk’ of developing SEN. Provision of this kind and quality give children, particularly those from disadvantaged backgrounds a ‘sure start’ to schools”</p>	<p>Total £65570.40</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £76 876.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted TA intervention</i> 7 x 2.5 hrs TA support £40 813.50</p> <p><i>Targeted intervention</i> 2 hrs each day 7 x TA support £36 063.30</p> <p>Targeted interventions – Number sense RWI 1:1 , Fresh start, Motor skills,</p>	<p>Historically the % of pupils achieving the expected standard has not reach national and, although this is an improving picture, it must remain a priority</p> <p>Sutton Trust identifies: Small group teaching could be reteaching gaps/ misconceptions addressing or vocabulary-based work (EEF toolkit)</p> <p>Planning of regular reviews with SENDCo will ensure delivery and impact are good in order to ensure progress.</p> <p>The EEF A School’s Guide to Implementation (Dec 19) highlights the ‘important use of expert coaching/ mentoring with structured peer to peer collaboration and implantation data to actively tailor and improve the approach’</p> <p>Early Bird readers – Targeted group last year saw an increase in fluency and understanding. Children moved away from RWI with the additional support</p>	<p>2 & 5</p> <p>Total £76 876.80</p>

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

Budgeted cost: £ 53902

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Full time Elsa to deliver both support for families and bespoke and group support for children</i></p> <p>Expand the ELSA role to reduce anxieties for the children with low attendance or PAS</p> <p>Deliver language and communication support for the pre school children helping with early identification and support socialisation and support for parenting.</p> <p><i>£25481</i></p>	<p>More identified SEMH issues with PP children has identified that resilience is low and PP children are more likely to be placed in Red or struggle on the playground impacting both on academic and personal progress. Existing interventions are in place and ELSA support is received by 74% of PP children.</p> <p>Along with the findings in the report by Dr Laura Grahamslaw on ELSA support in Northumbria who identified that ELSA support build resilience and enable children to create their own self help actions, we have also seen an increase in resilience due to the support and self help strategies our ELSA provides for the children. We have seen a reduction in behavioural incidents both in and outside the classroom and a reduction in teaching time lost as restorative work is completed by the ELSA with the targeted children.</p>	<p>1,2,3,4,5,&6</p> <p>284 children and families</p>
<p><i>Subsidised school trips £200 per class</i></p> <p><i>£2600</i></p>	<p>In order to support our children to know more do more and remember more we need to fill their memory with enriching experiences. We know the majority of our children don't get the opportunity to have wide ranging experience outside of school so we need to support them in having memorable experiences. Research and experience shows that children from lower economic households were less likely to visit culture-related sites or attend sporting events, these also had lower reading and mathematics scores compared to their counterparts. Taken from <i>Family trips and Academic Achievement in Early Childhood</i></p>	<p>1,2,3,5 & 6</p> <p>284 children</p>
<p><i>Paid after school club</i></p> <p><i>36x £25 Table tennis</i></p> <p><i>=£900</i></p> <p><i>Subsidised breakfast club</i></p> <p><i>45p per day per child</i></p> <p><i>All children</i></p> <p><i>£24921</i></p>	<p>Supporting the evidence above and the concerns raised post lockdowns we found our main concerns where that the children had forgotten how to interact and play together. 90% of all CPOMs raised concerns the lack of tolerance towards each other. As a result we have now set up a lunch time retreat supported by adults which help to resolve issues with the restorative approach. We now have 19 clubs running throughout the week. 3 externally supported along with links to a local ruby team who train on our grounds 3 x a week thus supporting the children to learn how t interact and cooperate with each other again.</p> <p><i>Providing children with breakfasts that are rich in fibre, whole grains, and protein can help to boost their attention span, concentration, and memory. Health4schools</i></p> <p>We are growing increasingly concerned that a number of our children are coming to school without breakfast and aim to offer a free breakfast club for all regardless of PP status as many of or parents are only just above the cut off point of PP and with the increase in NI costs we believe this will plunge some into poverty. Hunger should not be a limiting factor for children in St Richards.</p>	<p>2,5 &6</p> <p>110 PP children 84 Yr 5/6 children</p>

Total budgeted cost: £ 196349.20

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.	
	Outcomes
Improve oral language skills for pupils eligible for PP in EYFS classes. Pupils developing a greater grasp of language and apply this in their reading and writing, thus diminishing the difference	<p>Successful implementation of Neli programme meaning a higher level of language acquisition in the EYFS. All children on the Neli programme passed.</p> <p>New Options early Identification supporting high need S&L concerns in EYFS meaning that children were targeted immediately with one to one support with additional support offered to parents/carers to accelerate their progress.</p> <p>RWI delivered in F1 that children were accessing phonics and recognising letter sounds from 3 years old increasing their readiness for learning.</p>
Sustained improved outcomes in Maths at the end of FS and KS1, working on closing the gaps early to ensure KS2 does not have to back fill gaps. Sustained progress through LKS2. Pupils leaving primary education confident in mathematics including the ability to problem solve and reason.	<p>Small group interventions have identified gaps in learning and have readdressed misunderstandings enabling the children to make good progress. PP groups targeted and support identified both in school and with online additional support in lockdown through google classrooms meaning that all children had access to learning throughout lock down and isolation.</p> <p>SENDco worked with identified SEN cohort embedding basic maths skills before moving on. SEN HUB support now in place to continue the work with those children unable to access the differentiated work of their year group.</p> <p>Ready to progress document now used to support gaps in learning and revisit missed learning due to lockdown. In addition Number sense programme introduced and embedded – now identifying the gaps in learning and addressing any further misconceptions. It is important to keep this intervention in place over the next few years.</p>
Improved outcomes for pupils as additional support	Decrease in CPOM alerts and children out of class shows that support is now identified quickly and acted on, limiting impact on learning. ELSA

<p>and intervention is provided to meet individual needs. Pupils achieve high levels of support from newly appointed (Sept 20) ELSA and pastoral team to ensure they can make progress in all aspects of social, emotional and academic provision</p>	<p>available for morning check ins to ensure matters are dealt with quickly and helps avoid escalation and lost learning time.</p> <p>The additional SEMH support offered during lockdown meant our children were ready to learn and happy to be back due to interventions in place to diminish anxieties. Practical, outside learning with particular consideration for mental health meant enjoyment was high and readiness to learn was at a premium</p> <p>Attendance of PAs increased due to bespoke support from ELSA and inclusion team.</p> <p>COVID anxiety in both children and parents reduced due to support through regular phone calls, doorstep meetings and extra support including food supplies from the Inclusion team.</p>
<p>Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour. Pupils are supported by their families in accessing Remote Learning who understand its value.</p>	<p>All children had access to computers when self isolating meaning that children could still access online learning and morning meets with their friends and teachers. Teachers were then able to plan effectively and revisit misunderstandings.</p> <p>Sessions on SEMH planned weekly to support the children meant they could make sense of the pandemic which inturn limited impact on readiness to learn.</p> <p>Due to regular check in on google meet and phone calls home relationships with parents improved encouraging parents to support their children in both online learning and subsequently learning in school. Parents now are happy to approach the class teacher and ask for support with learning.</p> <p>Staff used specifically to support parental access to online learning meant that relationships improved and more children had access to online learning.</p>
<p>Improved outcomes for pupils as additional support and intervention is provided to meet individual social and emotional needs.</p>	<p>Full time ELSA role ensured bespoke high quality interventions were delivered and continue to support the children effectively. Children feel safe in the school and see it as a place of sanctuary and enjoyment.</p>
<p>Attendance of pupils eligible for PP diminishing the difference with other pupils.</p>	<p>ELSA support for COVID anxious PP family helped increase attendance and progress acerated.</p> <p>Inclusion team established and met weekly to discuss attendance and concerns – actions raised and measured meant that immediate support</p>

	was available and limited the children's time out of school. Minutes lost have reduced because of this timely support which will continue.
All children benefit from curriculum enrichment opportunities and therefore develop a better understanding of areas of the curriculum	<p>Topic launch days has shown an increase in interest in learning, the children are now knowing more and remembering more due to the impact of the launches and subsequent relevant school trips.</p> <p>High uptake in music tuition in KS2 mean that all children have free access to learning a musical instrument.</p>
(B, D & E) All children benefit from extra-curricular enrichment opportunities. This will have a life-long impact as well as adding to enjoyment of school.	19 clubs are now established meaning that children from Yr1 to year 6 can access extra curricular activities ranging from sports to cooking giving our children access to learning opportunities outside of the curriculum.
<p>Summary of success</p> <p>Whilst COVID has impacted on progress scores impact of outcome has been felt. Attendance of PP has increased baring COVID. Pupil participation of online learning increased and parental interest in their children's academic achievement had increased as communication improved. Trialled targeted adult support and interventions in focused year groups has seen an increase in attainment in PP children, this will be continued and rolled out to all year groups.</p>	

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
Speech and language specialist support	New Options
Educational psychological services	Applied Psychologies

Further information (optional)

All aspects of the school have improved. Not least amongst these, our Year 6 results which were on an upwards trajectory and approaching national norms prior to the Pandemic in 2019, representing very good progress from starting points that are well below those typical of their age. This is also reflected in our internal data for 2020 and 2021, despite the negative impact of school closures.