



Pupil premium strategy statement 2018-2019

1. Summary information					
School	Richmond Methodist Primary School				
Academic Year	2018-2019	Total PP budget	£66,812 estimated	Date of most recent PP Review	Nov 2018
Total number of pupils	310	Number of pupils eligible for PP	54	Date for next internal review of this strategy	April 2019

2. 2018 attainment and progress-Year 6 children (2017 figures in brackets)		
	<i>Richmond Methodist School Pupils classed as "disadvantaged"</i>	<i>The national average for non-disadvantaged pupils</i>
% achieving in reading, writing and maths	42% (43%)	70%
progress measure in reading from KS1 to KS2	+ 1.13 (- 4.80)	+0.31
progress measure in writing from KS1 to KS2	+ 0.58 (- 4.81)	+0.24
progress measure in maths from KS1 to KS2	-1.04 (- 3.74)	+0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	The number of pupils who are in receipt of Pupil Premium and who are also Vulnerable eg on the SEN register for cognition and learning
B.	Access to extra-curricular activities eg residential visits
External barriers	
C.	Emotional and social needs which affect their learning
D.	Lack of support from parents of some pupil premium children, which results in lower attainment, attendance and lateness.
E.	Reaching parents
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Improved attendance of Vulnerable children-monthly monitoring of attendance figures Improvement in pupil premium children arriving on time prepared for school and learning-monthly monitoring of attendance figures	Vulnerable children will have attendance over the school year in line with their peers (target of 96%)
B.	A whole-school approach to improving outcomes for disadvantaged learners, ensures that teachers are primarily accountable for their outcomes and, where intervention is necessary, there is a culture of early, focused, precise and time-limited intervention. Disadvantaged and vulnerable learners work with the best qualified, most effective staff available.	Disadvantaged pupils access consistently high- quality teaching, (and barriers to accessing high-quality teaching are removed) To ensure that their attainment in all core areas is more in line with that of non-disadvantaged pupils Pupil premium children make progress in maths that is at least in line with their peers.
C.	A clear understanding of barriers (within school, with learners and their families) informs all strategies: at school level, phase/subject level, class level and personalised strategies.	Children with emotional and social needs better are placed to engage with learning. Vulnerable parents/parents of vulnerable pupils feel comfortable and confident to seek support from the team within school. School is proactive in reaching out to these parents

5. Planned expenditure			
Academic year	2018-2019		
Area of spend	Total allocation	Intended outcomes – why these approaches were taken	Actions
Closing the Gap Time-cover provided to release teachers Specialist Maths Teacher-3 hours a week 2 hours a week (KM) 2.5 hours a week (AK)	£7,605	<ul style="list-style-type: none"> Disadvantaged pupils access consistently high- quality teaching, particularly in writing and maths (and barriers to accessing high-quality teaching are removed) and support when necessary. Pupil premium children make progress in maths that is at least in line with their peers, thereby closing the gap between them and their peers and impacts on their attainment so that it is more in line with National 	<ul style="list-style-type: none"> Whole school timetables are produced that allows teachers to be released in order to support vulnerable learners in “Closing the Gap”. Timetabling of Maths at KS2 together with new staffing arrangements allows for children to be taught in straight year groups which in turn allows for smaller teaching groups.

<p>HLTAs</p> <p>1.25 day each week (AK) 0.5 day (KM) 2 mornings (DR)</p>	<p>£15868</p>	<ul style="list-style-type: none"> • Disadvantaged pupils access consistently high- quality teaching, particularly in writing (and barriers to accessing high-quality teaching are removed) and support when necessary. • Pupil premium children make progress in writing that is at least in line with their peers. This supports the Gap to continue to close, in turn ensuring that their attainment is more in line with non-disadvantaged pupils. • A nurture group for vulnerable children- to support children at the start of the day-ensuring children have a calm positive start to the day and have had a suitable breakfast. To meet their social and emotional needs. To develop friendships, working with others and gaining support from others • Children’s Mental health and Well-being concerns are identified and they are supported accordingly 	<ul style="list-style-type: none"> • Pupil Premium pupils supported in class by HLTAs during morning writing lessons, thus maximising access to quality first teaching. • Specific “Nurture Day” each week to include early morning Nurture Group • Key staff trained in Level 1,2 and 3 Compass Buzz to support the Mental Health and well-being of our vulnerable children
<p>Reaching parents and their vulnerable children</p>	<p>£250</p>	<ul style="list-style-type: none"> • Support for families –to increase parental involvement in school life and to aid parents in supporting their child with reading and oracy. • To provide opportunity and resources to aid parents to support their children in the completion of homework 	<ul style="list-style-type: none"> • Tea and Toast sessions for FS2 parents the first Monday in each month • Setting up “Explorer Club” to support families in reading with their children • Additional parents’ information events eg FS2 and KS1- supporting your child at home. • To provide children with a breakfast and a quiet and positive start to the day within the calming environment • Appointment of the Methodist School and Family Support Worker

<p>Dynamo Maths (child HT)</p>	<p>£300</p>	<ul style="list-style-type: none"> Improved learning outcomes maths (meeting end of year age-related objectives) and ensuring progress is at least in line with their peers-as identified in school data 	<ul style="list-style-type: none"> ICT 1:1 personalised maths programme implemented and assessed
<p>1:1 support for vulnerable child with complex needs</p> <p>14 hours (SF) Support at specialised unit including transport 9.5 hours (HL) 2.25 hours (RS)</p>	<p>£14,850</p>	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom To provide opportunity for “chunking” the school day-to support children in accessing learning To support over lunch time period To support when taught in specialised unit (EMS-Bedale) 	<ul style="list-style-type: none"> Support in class Timetabled time in the Lilypad to support in coping with the school day EMS support and liaison Regular review meetings-internally and with outside agencies Lunchtime support
<p>KS1 support and interventions</p> <p>GTA 10 hours (LY) 15 hours (LH)</p>	<p>£15,619</p>	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) and ensuring progress is at least in line with their peers-as identified in school data Teaching arrangements to ensure smaller teaching groups in Phonics with children taught in ability groups. Specific phonics teaching arrangements and intervention to support in reaching the Yr 1 standard 	<ul style="list-style-type: none"> Maths groups Handwriting groups to develop fine motor skills Staffing timetabled to ensure increased number of daily phonics groups to support spelling and facilitating smaller numbers in each group Additional reading groups To set up the Regular reviews of PP children at least termly. Regular communication with class teachers
<p>KS2 support and interventions</p> <p>7 hours (PE) 5.75 hours (HL)</p>	<p>£7676</p>	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) and ensuring progress is at least in line with their peers-as identified in school data 	<ul style="list-style-type: none"> Success @ Arithmetic groups Handwriting groups to develop fine motor skills Social and emotional support Additional phonics group to support spelling. EGPS support groups Termly reviews of PP children with SLT Regular communication with class teachers

MSA 5 hours a week	£2764	<ul style="list-style-type: none"> Children engage well with their peers at lunchtimes playing games and interacting 	<ul style="list-style-type: none"> Development of Playground activities and training of MSA staff
Milk	£200	<ul style="list-style-type: none"> Develop a healthy lifestyle 	<ul style="list-style-type: none"> Children are in receipt of daily milk
Forest Schools	£60	<ul style="list-style-type: none"> To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. 	<ul style="list-style-type: none"> To identify vulnerable children and facilitate their engagement in Forest School activities to meet and develop their social and emotional needs
Funding for school visits	£1,500	<ul style="list-style-type: none"> Pupils are able to participate fully in school trips and residential trip Learning is supported by trips that are carefully planned to enhance the school's curriculum Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits 	<ul style="list-style-type: none"> SBM to liaise with parents and EHT regarding specific requests for funding

6. Additional detail

How will the school measure the impact of the Pupil Premium?

At Richmond Methodist School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. In addition, we carefully monitor the progress and attainment of pupils covered by the Pupil Premium Funding. Review meetings take place at least termly and will include the Senior Leadership and input from staff.

The school will review the impact of actions taken and will then review how the funding will be specifically allocated over the next term. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for Pupil Premium but who have similar needs and who would also benefit from being part of these groups, therefore we include these vulnerable children too.

Pupil Premium Funding and the impact of this is a regular item on the governors' school data and improvement committee meeting.

Designated staff members in charge: Mrs Susan Gardner

Nominated governor: Mrs Lucinda Kirk

