



Pupil premium strategy statement 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	Richmond Methodist Primary and Nursery School
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	16.7% (48 pupils - 10 of which are on the SEND register)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sharon Stevenson, Headteacher
Pupil premium lead	Natasha Wood, Deputy Headteacher
Governor	Kathleen Bradley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year:	£51,965
Recovery premium funding allocation this academic year	£4,930
National Tutoring Programme	£3,442.50
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	£60,337.50

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 achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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

Challenges

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

Challenge number	Detail of challenge
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1	<p>On closer inspection of our data, we noted that 21% of children eligible for pupil premium funding are also receiving SEND support which poses additional barrier for learning. Furthermore, eight of our PP children can be frequently dysregulated, which negatively impact their academic progress.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Some children eligible for pupil premium funding do not have access to reading materials and do not have the opportunity to read outside school.</p>
3	<p>Our attendance data in 2020-2021 indicates that attendance among disadvantaged pupils has been between 3.4% lower than for non-disadvantaged pupils. The attendance of our children eligible for pupil premium funding was 93.96% during 2020-2021. Attendance for non-pupil premium children was 97.43%.</p> <p>The attendance of our children eligible for pupil premium funding in Autumn Term 2021 (up until 3.12.2021) was 94.97%. Attendance for non-pupil premium children was 97.12% for the same period.</p> <p>In Autumn term 2021 persistent absence was 6.9% for all children (20 children). Out of these 20 children, 16 were due to COVID related absence. 14.58% of disadvantaged pupils have been 'persistently absent' compared to 5.41% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our assessments (including wellbeing survey Growing Up In North Yorkshire), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 22 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs. Out of 48 disadvantaged children, 9 have needed additional SEMH support.</p> <p>2020-2021 was a disjointed academic year due to Covid-19 whole-school and bubble closures which had a negative impact on pupils' behaviour and attitudes to learning. A significant proportion of children eligible for pupil premium funding were unable to sustain concentration and focus because of the loss of a regular school routine.</p>
5	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-</p>

	<p>disadvantaged pupils. Attainment in maths for our disadvantaged children is below those children not disadvantaged in Year 3,4,5 and 6.</p> <p>38% of disadvantaged children in Key Stage 2 reached the expected standard in 2020-2021 compared with 69% of non-disadvantaged children.</p>
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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																								
Our aspiration is for all children to achieve the expected standard in Reading, Writing and Maths by the end of 2021/2022.	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; border-bottom: 1px solid black;">Reading</th> <th style="text-align: center; border-bottom: 1px solid black;">Writing</th> <th style="text-align: center; border-bottom: 1px solid black;">Maths</th> </tr> </thead> <tbody> <tr> <td>R - 90%</td> <td>R - 90%</td> <td>R - 95%</td> </tr> <tr> <td>Y1 - 90%</td> <td>Y1 - 85%</td> <td>Y1 - 95%</td> </tr> <tr> <td>Y2 - 100%</td> <td>Y2 - 100%</td> <td>Y2 - 100%</td> </tr> <tr> <td>Y3 - 96 %</td> <td>Y3 - 94%</td> <td>Y3 - 95%</td> </tr> <tr> <td>Y4 - 91 %</td> <td>Y4 - 83%</td> <td>Y4 - 91%</td> </tr> <tr> <td>Y5 - 91%</td> <td>Y5 - 89%</td> <td>Y5 - 88%</td> </tr> <tr> <td>Y6 - 91%</td> <td>Y6 - 89%</td> <td>Y6 - 91%</td> </tr> </tbody> </table>	Reading	Writing	Maths	R - 90%	R - 90%	R - 95%	Y1 - 90%	Y1 - 85%	Y1 - 95%	Y2 - 100%	Y2 - 100%	Y2 - 100%	Y3 - 96 %	Y3 - 94%	Y3 - 95%	Y4 - 91 %	Y4 - 83%	Y4 - 91%	Y5 - 91%	Y5 - 89%	Y5 - 88%	Y6 - 91%	Y6 - 89%	Y6 - 91%
Reading	Writing	Maths																							
R - 90%	R - 90%	R - 95%																							
Y1 - 90%	Y1 - 85%	Y1 - 95%																							
Y2 - 100%	Y2 - 100%	Y2 - 100%																							
Y3 - 96 %	Y3 - 94%	Y3 - 95%																							
Y4 - 91 %	Y4 - 83%	Y4 - 91%																							
Y5 - 91%	Y5 - 89%	Y5 - 88%																							
Y6 - 91%	Y6 - 89%	Y6 - 91%																							
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 76% of disadvantaged pupils met the expected standard.																								
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Overall attendance of children in receipt of pupil premium and the percentage of persistent absentees improves towards national averages.</p> <p>Track pupils with attendance below 95% and support families to improve attendance.</p>	<p>Improved attendance rates for pupil premium children and persistent absentees, demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than lower than their peers.</p>																								
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by:																								

<p>Pupil premium children will be supported with self-regulation and mental health and wellbeing strategies to reduce behaviour incidents and suspensions.</p>	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>The percentage of pupil premium children requiring additional support to self-regulate will have reduced.</p> <p>The number of fixed term suspensions will be lower than 2020-2021.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</p>

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: **£29,790**

Activity	Evidence that supports this approach	Challenge number (s) addressed
Increasing the role of the SENDCO (from 0.2 to 0.3 per week) and an HLTA (0.5) who is timetabled to support social and emotional wellbeing	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning - Moderate impact based on very low cost (+4 months progress).</p>	1
CPD for staff including TAs around supporting children emotionally and behaviourally	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning - Moderate impact based on very low cost (+4 months progress).</p>	1
Purchase of a DfE validated Systemat	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	2

<p>ic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Embedding Little Wandle Letters and Sounds Revised and ensuring all staff complete the 6-module training.</p> <p>Purchase of Little Wandle Letters and Sounds Revised resources and diagnostic testing. (£5,000)</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF Phonics Learning – research suggests high impact for very low cost (+5 months progress). Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Deputy Headteacher and SENDCO to build relationships with families in order to improve</p>	<p>EEF Parental Engagement – research suggests moderate impact for very low cost based on extensive evidence (+4 months progress).</p>	<p>3</p>

attendance.		
Key Staff to undertake Level 2 Pivotal Mental Health training to develop a whole school strategy to support staff in supporting those children most at risk and those who regularly dysregulate.	EEF Behaviour Interventions focused on developing a positive school ethos and improving discipline across the whole school which also aim to support greater engagement in learning. Moderate impact for cost (+4 months progress).	4
The maths team to engage with the local maths hub to embed teaching for mastery across all year groups.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF Mastery Learning – research suggests high impact for low cost (+2 months progress).	5
All staff to access high-quality CPD through HART, focused	EEF Mastery Learning – research suggests high impact for low cost (+2 months progress).	5

<p>on embedding and deepening the curriculum to enable children to make accelerated progress – to know more, remember more and be able to do more.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£19,648.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle ‘Keep-up’ Sessions</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Phonics Learning – research suggests high impact for very low cost (+5 months progress).</p>	<p>2</p>

<p>Engaging with the School-Led Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Deputy Headteacher and SENDCO to work with individual parents and children to improve attendance by engaging with DFE's Improving School Attendance.</p>	<p>EEF Parental Engagement – research suggests moderate impact for very low cost based on extensive evidence (+4 months progress).</p>	<p>3</p>
<p>Increased opportunities for outdoor learning are embedded for disadvantaged learners. This will support the physical and mental health and wellbeing of pupils and staff and to improve progress and attainment, in both learning and behaviours and attitudes.</p>	<p>Education Endowment Foundation: Outdoor Adventure Learning (+4 months progress)</p>	<p>4</p>
<p>One-to-one support given to our PP children by TAs and teachers in class to ensure that attainment in maths for our disadvantaged children is on par with the attainment</p>	<p>EEF Mastery Learning – research suggests high impact for low cost (+2 months progress).</p>	<p>5</p>

of children not disadvantaged in Year 3,4,5 and 6.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,899

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Pastoral Support Staff and MSAs to support behaviour:</p> <p>MSA/GTA overtime (12 hours a week)</p>	<p><i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</i></p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p><i>EEF Social and Emotional Learning - Moderate impact based on very low cost (+4 months progress).</i></p>	1
<p>Monitor the attendance of children eligible for pupil premium funding and build positive relationships with families. Establish nurturing starts/soft starts for some children,</p>	<p>EEF Parental Engagement – moderate impact based on very low cost (+4 months progress).</p> <p>EEF Metacognition and Self-Regulation – very high impact based on very low cost (+7 months progress).</p>	3

teaching metacognition and self-regulation		
Additional MSA hours (12 hours per week) to support children with positive behaviours and attitudes.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Behaviour Interventions focused on improving discipline across the whole school which also aim to support greater engagement in learning.</p> <p>Moderate impact for cost. (+4 months progress)</p>	4
CPD on 'Live Feedback' approach	<p>Live feedback ensures that all pupils make progress with a lesson/unit of work.</p> <p>EEF Feedback – very high impact based on a very low cost.</p>	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £60,337.50

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of live teaching via Teams.

Although overall attendance in 2020/21 was lower than in previous years at 95.7%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3.4% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Pivotal Behaviour Instructor Training Level 2	Pivotal Education

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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?	<p>An off-timetable HLTA provided pastoral support to service children as and when required, e.g. when parents were being deployed.</p> <p>Our service children took part in small-group forest school sessions every week.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children which enabled them to focus more effectively in class and self-regulate their emotions.

Further information (optional)

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