



## 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, to 'do all the good we can' to enable all children to flourish.

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	290 (R – Y6)
Proportion (%) of pupil premium eligible pupils	18% Pupil Premium (52 pupils – 7 (13%) 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 2022
Date on which it will be reviewed	July 2023
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:	<b>£54,081</b>
Recovery premium funding allocation this academic year	£4,205
National Tutoring Programme	£4,536
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£62,822 allocated to school</b>

# 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. This year, we have seen a significant increase in EAL and now the school has 6 refugees from Ukraine. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality-first 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
1	<p>On closer inspection of our data, we noted that 13% of children eligible for pupil premium funding are also receiving SEND support which poses additional barrier for learning. Furthermore, six 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>Improvements in attendance have been sustained, especially for our disadvantaged pupils and those with SEND. In 2021-2022, whole school attendance was 94.7%, Pupil Premium was 94.2% and SEND was 94.4%. Attendance is slightly above the National average with school absence 5.3% below National at 7.4% (for Autumn and Spring Term 2021-2022). Persistent absence is 9.06%, below 18.2% for primary schools in Autumn and Spring Terms 2021-2022.</p> <p>Absence of children eligible for pupil premium is slightly above all other children at 5.8% and is 5.6% for children on SEN support. Although school recognises that Department for education will release the statistics for pupil absence in March 2023.</p> <p>There are challenges around persistent absence due to COVID and other illnesses. However, the school has 4 children who were persistent absentees this year and last year. Teachers, SLT, SENDCo work in collaboration-adopting a multi-agency approach-to support children and families.</p>
4	<p>Our assessments (including the wellbeing survey 'Growing Up In North Yorkshire'), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably mental health. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Out of 52 children, 22 pupils currently require additional SEMH support.</p>
5	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Attainment in maths for our disadvantaged children is below those children not disadvantaged in Year 3, 4, 5 and 6.</p> <p>44% of disadvantaged children in Key Stage 2 reached the expected standard in 2021-2022 compared with 57% of non-disadvantaged children.</p>

## 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																								
<p>Our aspiration is for all children to achieve the expected standard in Reading, Writing and Maths by the end of 2022/2023.</p>	<table border="1"> <thead> <tr> <th data-bbox="820 349 1139 394">Reading</th> <th data-bbox="1139 349 1331 394">Writing</th> <th data-bbox="1331 349 1493 394">Maths</th> </tr> </thead> <tbody> <tr> <td data-bbox="820 394 1139 427">R - 91%</td> <td data-bbox="1139 394 1331 427">R - 90%</td> <td data-bbox="1331 394 1493 427">R - 91%</td> </tr> <tr> <td data-bbox="820 427 1139 461">Y1 - 91%</td> <td data-bbox="1139 427 1331 461">Y1 - 94%</td> <td data-bbox="1331 427 1493 461">Y1 - 94%</td> </tr> <tr> <td data-bbox="820 461 1139 495">Y2 - 92%</td> <td data-bbox="1139 461 1331 495">Y2 - 75%</td> <td data-bbox="1331 461 1493 495">Y2 - 92%</td> </tr> <tr> <td data-bbox="820 495 1139 528">Y3 - 92 %</td> <td data-bbox="1139 495 1331 528">Y3 - 75%</td> <td data-bbox="1331 495 1493 528">Y3 - 92%</td> </tr> <tr> <td data-bbox="820 528 1139 562">Y4 - 82 %</td> <td data-bbox="1139 528 1331 562">Y4 - 76%</td> <td data-bbox="1331 528 1493 562">Y4 - 91%</td> </tr> <tr> <td data-bbox="820 562 1139 595">Y5 - 88%</td> <td data-bbox="1139 562 1331 595">Y5 - 80%</td> <td data-bbox="1331 562 1493 595">Y5 - 90%</td> </tr> <tr> <td data-bbox="820 595 1139 629">Y6 - 91%</td> <td data-bbox="1139 595 1331 629">Y6 - 82%</td> <td data-bbox="1331 595 1493 629">Y6 - 91%</td> </tr> </tbody> </table>	Reading	Writing	Maths	R - 91%	R - 90%	R - 91%	Y1 - 91%	Y1 - 94%	Y1 - 94%	Y2 - 92%	Y2 - 75%	Y2 - 92%	Y3 - 92 %	Y3 - 75%	Y3 - 92%	Y4 - 82 %	Y4 - 76%	Y4 - 91%	Y5 - 88%	Y5 - 80%	Y5 - 90%	Y6 - 91%	Y6 - 82%	Y6 - 91%
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Y5 - 88%	Y5 - 80%	Y5 - 90%																							
Y6 - 91%	Y6 - 82%	Y6 - 91%																							
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/25 will show that more than 76% of disadvantaged pupils met the expected standard.</p>																								
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 will show that more than 76% of disadvantaged pupils met the expected standard.</p>																								
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice.</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"> <li>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%.</li> <li>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.</li> </ul> <p>School recognises that Department for Education will release the statistics for pupil absence in March 2023.</p>																								
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Pupil premium children will be supported with self-regulation and mental health and wellbeing strategies to reduce behaviour incidents and suspensions.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant reduction in bullying</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>																								

	<ul style="list-style-type: none"> <li>• The percentage of pupil premium children requiring additional support to self-regulate will have reduced.</li> <li>• The number of fixed term suspensions will be lower than 2021-2022.</li> </ul>
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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: **£45,344**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing the role of the SENDCo (from 0.2 to 0.4 per week) 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 - Moderate impact based on very low cost (+4 months progress).  <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></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 - Moderate impact based on very low cost (+4 months progress).  <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1
Cost of subscription to a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	2

<p>stronger phonics teaching for all pupils.</p> <p>Purchase of additional Little Wandle Letters and Sounds Revised resources and diagnostic testing.</p>	<p>EEF Phonics Learning – research suggests high impact for very low cost (+5 months progress).</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Deputy Headteacher and SENDCo to build relationships with families in order to improve attendance.</p>	<p>EEF Parental Engagement – research suggests moderate impact for very low cost based on extensive evidence (+4 months progress).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3
<p>The maths team to engage with the local maths hub to embed teaching for mastery across all year groups, from R to Y6.</p> <p>Additional HLTA 0.5 to support the teaching of maths in smaller, single year groups across KS2.</p> <p>Additional UQT to support teaching of smaller, single year group maths across KS1.</p>	<p>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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>EEF Mastery Learning – research suggests high impact for low cost (+2 months progress).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	5
<p>All staff to access high-quality CPD through HART, focused 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>	<p>EEF Mastery Learning – research suggests high impact for low cost (+2 months progress).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	5

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

Budgeted cost: £26,816.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle 'Keep-Up' and 'Catch-Up' Sessions &amp; Little Wandle Rapid Catch-Up &amp; SEND Programmes delivered by School-Led Tutoring Grant Lead</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. EEF Phonics Learning – research suggests high impact for very low cost (+5 months progress). <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Engaging with the School-Led Tutoring Programme to provide targeted academic support to close gaps in children's learning.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged.</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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<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). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3
<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) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	4



<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 of children not disadvantaged in Year 3, 4, 5 and 6.</p>	<p>EEF Mastery Learning – research suggests high impact for low cost (+2 months progress).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4,819**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Staff and MSAs to support behaviour over lunch times and to support our OPAL zones at lunch times</p>	<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 – Moderate impact based on very low cost (+4 months progress).  <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Monitor the attendance of children eligible for pupil premium funding and build positive relationships with families.</p> <p>Establish nurturing starts/soft starts for some</p>	<p>EEF Parental Engagement – moderate impact based on very low cost (+4 months progress).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>3</p>

<p>children, teaching metacognition and self-regulation</p>	<p>EEF Metacognition and Self-Regulation – very high impact based on very low cost (+7 months progress).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
<p>CPD on ‘Live Feedback’ approach</p>	<p>Live feedback ensures that all pupils make progress with a lesson/unit of work.  EEF Feedback – very high impact based on a very low cost.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>5</p>

**Total budgeted cost: £76,979.13**

## 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 2021 to 2022 academic year.

Our internal assessments during 2021/22 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 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 2021/22 was lower than in previous years at 94.7%, 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.

Attendance is slightly above the National average with school absence 5.3% below National at 7.4% (for Autumn and Spring Term 2021-2022). Persistent absence is 9.06%, below 18.2% for primary schools in Autumn and Spring Terms 2021-2022). Absence of children eligible for pupil premium is slightly above all other children at 5.8%.

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
Teaching for Mastery	NCETM Maths Hub

## 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?	<p>Teachers observed improvements in wellbeing amongst service children which enabled them to focus more effectively in class and self-regulate their emotions.</p>