

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	The Richmond School, Skegness
Pupils in school	411 (as of 30.09.2020)
Proportion of disadvantaged pupils	34%
Pupil premium allocation this academic year	£157,365
Academic year or years covered by statement	2019-21
Publish date	01.12.2020
Review date	01.11.2020
Statement authorised by	...
Pupil premium lead	Caroline Wellsted
Governor lead	Juan Diaz

Disadvantaged pupil progress scores for last assessed academic year (2018-19)

Measure	Score
Reading (KS2)	-4.2
Writing (KS2)	-2.2
Maths (KS2)	-2.8

Disadvantaged pupil performance overview for last academic year (2019-20 using internal data)

Measure	Score
Meeting expected standard in reading at KS1	71%
Meeting expected standard in writing at KS1	67%
Meeting expected standard in maths at KS1	67%
Meeting expected standard at KS1 (combined)	57%
Achieving greater depth in reading at KS1	14%
Achieving greater depth in writing at KS1	14%
Achieving greater depth in maths at KS1	14%
Achieving greater depth at KS1 (combined)	5%
Meeting expected standard in reading at KS2	63%
Meeting expected standard in writing at KS2	50%

Meeting expected standard in maths at KS2	63%
Meeting expected standard at KS2 (combined)	44%
Achieving greater depth in reading at KS2	25%
Achieving greater depth in writing at KS2	13%
Achieving greater depth in maths at KS2	13%
Achieving greater depth at KS2 (combined)	6%

Academic aims for disadvantaged pupils (2020-21)

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively
Priority 2	Work with the maths hub to embed the use of MNP Textbooks to further develop Teaching for Mastery across all year groups
Priority 3	Continue to use evidence-based interventions for Wave II provision
Barriers to learning these priorities address	Developing subject knowledge and confidence of staff Move to a mastery approach in both phonics and maths (further along the journey in maths)
Projected spending	Priority 1 - £0 (subject leader / senior leader time already budgeted) Priority 2 - £0 (Maths Hub subscription paid for from main school budget) Priority 3 - £59,668 (TA hours)

Teaching priorities in the core subjects for current academic year (2020-21)

Aim	Target	Target date
Progress in reading	Achieve national average progress scores in KS2 reading (0)	July 2021
Progress in writing	Achieve national average progress scores in KS2 writing (0)	July 2021
Progress in mathematics	Achieve national average progress scores in KS2 mathematics (0)	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
Other	Improve attendance of disadvantaged pupils to national average – 96%	July 2021

Wider aims for the current academic year

Measure	Activity
Priority 1	Sustain Breakfast Club and After-School Homework Club provision for wrap-around care
Priority 2	Sustain employment of the Family Welfare Office and Learning Mentor to support children's social and emotional development, and to support those finding the return to school after the national lockdown challenging; continue to subscribe to the CASY counselling service for the most vulnerable children not being supported through Healthy Minds or CAMHS
Barriers to learning these priorities address	<p>Low aspirations of children and parents</p> <p>Low uptake in out-of-school 'booster' sessions.</p> <p>11+ pressure, and diminishing parental engagement in end-of-KS tests as a result</p> <p>Historic low attainment</p> <p>School refusal and low self-esteem of some children due to Covid-19 and the return to school after lockdown</p>
Projected spending	£70,000 + ad hoc spending as necessary for resourcing, etc

Monitoring and implementation

Area	Challenges	Mitigating actions
Wave 1 quality first teaching	Subject knowledge (potentially) NQT in Year 6	<p>In-school training for phonics (including through LEAP and led by English leader) and maths (through the Maths Hub and led by maths leader)</p> <p>Involvement in New to Y6 programme (LTT) and NQT training package (Connect Teaching School Alliance)</p>
Wave 2 targeted support	Time for class teachers and TAs to discuss support required	Skype/TEAMS communication platforms provided for all

	Linking Wave II learning back into classroom learning	
Wider strategies	Engaging the families facing most challenges	Develop an Inclusion Team

Review: last year's aims and outcomes

Priority	Planned Activities	Review
<p>Priority 1 - Use evidence-based intervention in reading and maths to diminish the difference between PP and non-PP children at KS2 (by diminishing the difference in all year groups as early as possible)</p>	<p>In Year 6:</p> <ul style="list-style-type: none"> • In class, poorer PP children paired with stronger child (see EEF evidence on collaborative learning for the positive impact this has) • Weekly lunchtime reading booster sessions for PP children in danger of falling behind – based on JB comprehension materials • Weekly lunchtime maths booster sessions – based on White Rose materials (variation and revisiting of concepts from previous year(s) of MNP (pre-teaching) <p>In the rest of school:</p> <ul style="list-style-type: none"> • Evidence-based, EEF-trialled interventions are implemented at Wave II • The recommendations of the EEF guidance on TAs (and Wave II/III interventions) is followed • Control groups are used to ensure that these interventions have having a difference on the children in our school • Regular pupil progress meetings cover all groups of learners, but with a focus on PP children 	<p>Evidence-based interventions employed across school; these included:</p> <ul style="list-style-type: none"> • Switch-On Reading • First Class @ Number • Success @ Arithmetic • Fast-Track Phonics <p>Where the national evidence base was poor, school conducted trials of each intervention and compared the progress of children in the intervention group against a control group</p> <p>The EEF guidance on TAs was shared with all staff, and the scaffolding framework from the document was used to support TA questioning across the school; this was linked to TA performance management</p> <p>Booster sessions did not commence due to the national lockdown</p> <p>Pupil progress meetings occurred in November/December as scheduled, but the follow-up meetings in March and June/July did not occur due to the national lockdown and the partial re-opening of school</p>
<p>Priority 2 - In class, target HA PP children in order that they make faster progress and</p>	<ul style="list-style-type: none"> • In maths, MNP Brainteasers are used as broadening activities in the maths lesson, accessible by those children consistently 	<p>The MNP Brainteasers were used for all HA children across KS2, if children were confident with lesson content each day</p>

<p>attain GD in line with non-PP children (GD = S+ in year groups other than Year 6)</p>	<p>achieving well in the independent section of the lesson</p> <ul style="list-style-type: none"> • After the current trial, roll out 'worked examples' and 'interleaving' to maths and English lessons, with a focus on HAP 	<p>In KS1, teachers adjusted the tasks in the MNP workbooks to allow children to practise applying the same skills using larger numbers</p> <p>Because of lockdown, worked examples and interleaving are still a work in progress; CPD is planned to address this in the current academic year (2020-21)</p>
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