

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	Richmond School
Number of pupils in school	1323
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 Year
Date this statement was published	September 21
Date on which it will be reviewed	February 22
Statement authorised by	Mrs J Potter
Pupil premium lead	Ms E Dunwoodie
Governor / Trustee lead	Ms J Hooton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,275
Recovery premium funding allocation this academic year	£26,390
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	£256,665

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	<i>Reducing the attendance gap which has increased between PP and non-PP during the pandemic.</i>
2	<i>Close progress gap between PP and non-PP students at Key Stages 3 and 4.</i>
3	<i>Eradicate the behaviour data gap with a disproportionate amount of Cs and exclusions impacting disadvantaged students. Device support for home learning.</i>
4	<i>Strategies to support mental health and pastoral issues which impact disadvantaged students disproportionately, often impacting aspirations.</i>
5	<i>Parental engagement with school limited with the disadvantaged cohort such as attendance at parents' evenings.</i>

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
Minimal or no attendance gap between PP and non-PP.	Engagement meetings and forensic data analysis of attendance and progress data ensure that students are here and are engaged in learning beyond the classroom.
Reduce the P8 achievement gap to as close to 0 as possible.	P8 data shows a reduction in the gap with disadvantaged achieving above 0. The variation within the pp cohort is minimal.
Remove behaviour data gaps within the school so Cs and exclusions are in line with non-PP	Behaviour points, C3 detentions and exclusion rates are as they are for non-PP students and proportionate to the cohort.
Regular contact with disadvantaged parents and increased attendance and engagement with parents' evening/other events/communication. Prioritise positive contact.	Tracking and monitoring of contact with home and improved data for attendance at parents evening.

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: £ 129,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of TA with Thrive training – prioritise disadvantaged students for intervention.	Thrive is an excellent programme regularly used with students who exhibit risk taking behaviour. Proven to support change in and increased engagement in school.	1,2,3,4
Home School Liaison /Attendance Officer/Behaviour Lead/Pastoral Managers x 5/SENCO/Assistant Headteachers x 2/Lead Learning Managers x 3 with the focus of supporting the disadvantaged cohort alongside the whole cohort.	Dedicated staff in school provide much needed and additional support for vulnerable learners and support teaching staff to positively discriminate the disadvantaged cohort. The team provide another vital link between school and home.	1,2,3,4,5
Whole school CPD programme (& voluntary programme) with a focus on supporting the most vulnerable such as disadvantaged/SEND.	Consistent message to whole staff and reinforces whole school focus on our most vulnerable students and using positive framing.	1,2,3

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

Budgeted cost: £26390 recovery premium plus £59732

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra targeted academic support in Literacy/numeracy at KS3 and Eng/Math/Sci at KS4/5	Interventions in place last year and forensic tracking shows improvements in those involved with many achieving above target grades.	2

Engagement meetings for KS3/4/5 every half term with a focus on PP students. At least twice per half term for Yr 10/11/12/13	Forensic tracking and monitoring of data and menu of interventions available to support the achievement and engagement of all students, especially disadvantaged.	1, 2, 3
Achievement leagues run by key staff in KS3 in order to improve engagement, homework completion and overall achievement.	These will be led by LLMs/AHT and be tracked and monitored very closely. They will result in an opportunity for a trip/visit/reward for the most successful team therefore increasing cultural capital. Competition to engage boys.	2, 3
Support with purchasing resources, funding trips and visits and any other requirements needed in school for FSM.	Vitally important support so students have the resources they need and also access to all trips which provide invaluable life experiences.	1, 2

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

Budgeted cost: £41663

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for school and students from Wellbeing in Mind coordinated by ELD.	NHS led support in school in response to the pandemic. The organisation will support with qualified professionals in school and help with policies around wellbeing.	4
Targeted attendance interventions with provision to support increased engagement in lessons via CMA hub.	CMA new hub open with proven record (see case studies) of the hub providing invaluable support for many disadvantaged students. More positive praise regarding attendance (monitor) and suite of interventions in engagement meetings (monitor).	1, 2
Just Be support for mental wellbeing one day per week in KS5 and beyond.	This was in place last year with a proven track record of providing support for vulnerable students and allowing pastoral managers to provide broader support.	4
Enhanced pastoral support for the Pastoral Manager and LLM team at KS3/4/5.	As seen in case studies – pastoral support is invaluable and often results in supporting students to attend and over-achieve when they encounter difficulties.	1, 2, 3, 4
Follow up support for cohort regarding attendance at parents'	Additional staff support for priority follow up contact and calls for pp cohort with parents evening/surveys.	5

evening and parent surveys/voice.		
Targeted behaviour plans and additional meetings with parents/carers for disadvantaged students.	Trialing new behaviour plans stored centrally in ClassCharts in order to support students remaining in lessons. Additional meetings with pp cohort and parents early to avoid ongoing issues (monitor)	3

Total budgeted cost: £ 257065

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Impact on pupils.	Lessons learned: (and whether you will continue with this approach)																																													
<p>A Increase progress and attainment in Key Stage 3 and 4 with a core subject focus on English, Maths and Science to be at least in line with others nationally.</p>	<p>Targeted activities and support for prioritised disadvantaged students based on pastoral/Aiming High (AH) data following discussions in new fortnightly progress meetings. Data Lead P8 residual data class-by-class for all Lead Teachers (LT) to inform support.</p>	<table border="1"> <thead> <tr> <th></th> <th colspan="2">2019</th> <th colspan="2">2021</th> </tr> <tr> <th></th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>201</td> <td>44</td> <td>168</td> <td>29</td> </tr> <tr> <td>Overall Disad</td> <td>0.12</td> <td>-0.3</td> <td>0.47</td> <td>-0.27</td> </tr> <tr> <td>English</td> <td>-0.01</td> <td>-0.43</td> <td>0.27</td> <td>-0.44</td> </tr> <tr> <td>Maths</td> <td>0.1</td> <td>-0.23</td> <td>0.23</td> <td>-0.33</td> </tr> <tr> <td>Science</td> <td>-0.21</td> <td>-0.58</td> <td>0.5</td> <td>0.23</td> </tr> <tr> <td>EBacc</td> <td>0.06</td> <td>-0.38</td> <td>0.62</td> <td>-0.06</td> </tr> <tr> <td>Open</td> <td>0.23</td> <td>-0.2</td> <td>0.87</td> <td>-0.32</td> </tr> </tbody> </table>		2019		2021			Non PP	PP	Non PP	PP	Cohort	201	44	168	29	Overall Disad	0.12	-0.3	0.47	-0.27	English	-0.01	-0.43	0.27	-0.44	Maths	0.1	-0.23	0.23	-0.33	Science	-0.21	-0.58	0.5	0.23	EBacc	0.06	-0.38	0.62	-0.06	Open	0.23	-0.2	0.87	-0.32	<p>Fortnightly progress meetings were difficult to coordinate during a year which continued to be impacted by the pandemic. Our focus shifted to accessing independent and online learning.</p> <p>Data tracking has been improved and this will continue to be developed by our data lead.</p> <p>Engagement (progress) meetings <i>will happen</i> more regularly (calendared) this year with disadvantaged being a key focus group. Gap continues to be stubborn as improvements happen for all.</p>
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<p>B To improve the engagement and achievement for our most-vulnerable students by providing pastoral and welfare support</p>	<p>Identifying barriers to learning so students can be personally supported by different in school and out-of-school agencies. Always tailored to suit individual need.</p>	<p>See case studies for disadvantaged 20/21</p>	<p><i>This is an even greater priority than ever before.</i></p> <p>CMA hub set up for crucial support for the most vulnerable. Just Be continues in sixth form and Wellbeing in Mind via the NHS in the main school coordinated by ELD and TPB.</p>																																													
		<p>Students seen by Just Be: (see Carys)</p> <p>CPOMS and Pastoral logs with details around interventions.</p>																																														

<p>for students with, for example, emotional or social issues.</p>	<p>Support of highly skilled Home School Liaison Officer (HSLO) in collaboration with AHT Raising Achievement for high need PP students plus the use of CT22 /Pastoral bases provision if and when required.</p>		<p>Pastoral logs/CPOMS continue with key information incorporated into ClassCharts. Greater communications with home needed for some of our most vulnerable with the aim of having more meetings with key staff when needed this year via core team involved in engagement meetings. Also prioritise communicating the positives – very important.</p>
<p>C/D Improved behaviour data and statistics for PP students in school.</p> <p>Offer opportunities to PP students to increase aspiration overall and increase engagement</p>	<p>PMs/LLMs/AHT work with key students to reduce behaviour incidents and improve behaviour for learning.</p> <p>PP students prioritised for behaviour programme via Karen Cruise.</p> <p>Tracking and monitoring of engagement in clubs.</p>	<p>Reduced exclusion figures this year and alternative systems in place such as working in offices. C4 reduced due to Covid restriction therefore dramatically reduced C4 figures. This system to continue this year therefore reducing time out of lessons. Enhanced behaviour plans via ClassCharts will support the PP cohort.</p>	<p><i>All students need to be in school but particularly disadvantaged and SEND pupils.</i> New behaviour system with new behaviour lead with a focus on integration/being in lessons. No all day C4 and more intervention to pre-empt further behaviour decline.</p> <p>Focus and drive on pp behaviour statistics being proportionately in line with non-pp.</p> <p>Students will continue to be prioritised for careers support and work experience placements when these resume.</p>
<p>E/F To continue to offer enhanced attendance support and</p>	<p>One to one and tailored support for our most vulnerable and</p>	<p>Overall attendance data 20/21: *See appendix A below.</p> <p>Attendance overall impacted this last year however targeted support and devices</p>	<p><i>Attendance a key focus whole school with positive discrimination for disadvantaged students.</i> Even more important that</p>

engage students in learning beyond the end of the school day via supported study. To engage PP students in extracurricular activities.	<p>historic attendance concerns.</p> <p>Improve and increase contact with home – especially positive.</p> <p>A school drive on developing the school values. Reinforced through lesson activities, tutor activities, assemblies.</p>	<p>provided for remote learning. Increased engagement seen with support from key staff.</p> <p>Disadvantaged students prioritised for subject specific tuition – impact seen in case study. Continue.</p> <p>Very little extracurricular last year however this is a priority this year and there is a project being run by an Associate Assistant Headteacher. Continue.</p>	<p>they are here. Positive framing will support this.</p> <p>Extra tuition will continue via tutors and government funding for the most in need with a focus on English/Maths/Science.</p> <p>New project for extracurricular engagement. Greater opportunities for visits to enhance cultural capital.</p>
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This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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
The Scholars programme – English and Science	The Brilliant Club
Online tuition – English and Science	Pearson

Further information

*Appendix A

Group	Group Size (No)	Attendance (%)	Authorised Absences (%)	Unauthorised Absences (%)	Absences (%)	Lates (%)	PA Students (90% or less attendance) (No.)
PP	195	86.52%	8.60%	4.88%	13.48%	1.31%	95
Not PP	896	92.54%	5.84%	1.61%	7.46%	0.57%	270