



THE HARMONY TRUST  
Richmond Academy

**Pupil Premium Statement September 2018**

The pupil premium is a fund designed to raise the aspirations, attainment and self-esteem of our least financially advantaged pupils. At Richmond Academy we aim to improve both the attainment and achievement of all our pupils regardless of their circumstance, in all aspects of school life. Raising the aspiration, attainment and self-esteem of our least financially advantaged students is a major priority of the school.

Context

- The Coldhurst ward of Oldham is in the **top 5% of the most deprived** wards in England (63% of pupils live in the most deprived 3%)
- **Free School Meals is high** at 22% but many parents decide not to take up their entitlement. This has changed significantly since the introduction of Universal Infant Free School Meals.
- **Percentage of pupils eligible for the deprivation premium is 47%**
- **Indicators of acute deprivation** include - adults without qualifications, health issues, high level of social disadvantage where English is not the functional language.

We have taken into account research papers by the DFE, Sutton Trust and Ofsted on how to use funding to raise achievement for disadvantaged pupils. This has enabled us to consider use of the funding and how to ensure best practice. The evidence suggested that the best way to improve outcomes for all children is through quality classroom teaching. At Richmond we have a relentless drive to ensure that every child benefits from excellent teaching and learning.

We have a very good understanding of the barriers to learning that are experienced by our disadvantaged children. Our children often have more than one barrier to overcome. These include:

- Language deficit – limited vocabulary, understanding and the ability to manipulate and use language
- Attendance – attitudes sometimes mean that education is not highly valued, some families find it hard to bring their children every day, poor diet and living conditions can lead to poor health
- Emotional well-being – children who are not emotionally ready for school struggle to learn or there is an impact on behaviour for learning
- Limited cultural capital and enrichment – this has a huge impact on language development, reading, writing and the whole curriculum
- Education beyond the school day – parents find it difficult to support their children with their education including reading, homework, experiences
- Mobility – for children who join the school later or are transient there are more gaps in learning for the school to close
- Children looked after – the academy has a growing number of pupils who are in care, these pupils need additional support to ensure their well-being and access to the curriculum.

### Quality for all children in the classroom

We have a high expectation for all children and know that the best way for the children to overcome these barriers is by accessing high quality, consistently excellent teaching. Strategies to ensure this include:

- Frequent professional development for teachers and teaching assistants which includes action research projects
- The development of a language rich curriculum with a focus on extending vocabulary and extending cognitive academic language.
- Excellence in the Early Years Foundation Stage to ensure that disadvantaged children have the gap narrowed at the earliest stage.
- A strong focus on the deployment and use of adults to ensure that they are effective and have impact on learning.
- Rigorous tracking of pupil attainment and achievement and timely intervention as applicable.

### Enhancement of Provision

- Interventions for lowest attaining pupils delivered by funded staff
- Social skills intervention for Key Stage One pupils to develop confidence and self esteem
- Learning Mentors focus on attainment, behaviour for learning, self-esteem, confidence, attendance and punctuality
- Breakfast provision – to ensure pupils are in school on time and are fed and ready to learn.
- Attendance and Pastoral support – ensuring our most vulnerable children and families are getting the support they need from school and additional agencies.
- Curriculum Innovation – Curriculum Weeks, First Hand Experiences to give experience and opportunities.
- Residential Visit in Y5 to develop self-esteem and confidence
- Trips and Visitors – significant contribution to cost funded by school enabling all children to attend
- Extra-Curricular Clubs after school and at lunchtimes at no-cost to parents

All class teachers are aware of who their Pupil Premium children are and of their individual needs. They set challenging targets for all pupils based on prior attainment and age related expectations.

## Pupil Premium Report 2017-18 – Impact and Evaluation



### Pupil Premium Funding Allocation 17-18

This year our allocated funding is £218,018 (£279,180 16-17 £307,560 2015-16, £327,600 2014-15,) which is based on Eligible 'Ever6' at £1320 per pupil. This is any pupil who is or has been eligible for FSM in the past 6 years. Our current Percentage = 47%

• Part funding for Attendance and Pastoral support worker – vulnerable families	£8,000
• Portion 14 x L3 Teaching Assistants to provide targeted support for underachieving pupils	£100,000
• 3 TA Apprentices to provide additional support and interventions	£15,000
• Additional teaching assistant in EYFS to ensure early intervention and improve language and communication WELLCOM/ELKLAN	£20,000
• Part share 2 Learning Mentors to develop confidence, self-esteem and attainment of vulnerable pupils	£33,000
• EAL Interventions to support early language intervention	£4,000
• Speech Bubbles Intervention for KS1 pupils	£6,000
• Leadership and Management (portion AHT – analysis and evaluation)	£4,000
• Contribution to Specialist Provision for those pupils who are Newly Arrived and those with SEN	£10,000
• Professional Development for all staff – communication and the development of language and vocabulary	£3,000
• Subsidised Curriculum enhancement such as visits to the theatre, museums and outdoor education enabling all children to participate	£6,000
• Fully funded Year 5 Residential to Robinwood (confidence and self-esteem)	£7,000
• Subsidised visits and visitors so that all children have access to the curriculum	£15,000
• Part share contribution to breakfast club staffing and Magic Breakfast contribution	£3,000
• Contribution to Curriculum enrichment – Brass, Drama and Music	£10,000
• Part contribution to improve Reading – bookbags for all children, reading diaries, rewards system, improved library facilities	£20,000
• New technologies for intervention programmes including vulnerable pupils - Spag.com, TT Rockstars,	£6,000
<b>Total</b>	<b>£270,000</b>

### Early Years Pupil Premium Funding Allocation 17-18

This year our allocated funding was around £1542. This is based on £300 per pupil, 10 pupils were eligible. *It is thought that this figure should be higher but has been depreciated by the introduction of Universal Infant Free School Meals.*

### **Proposed Spend**

Part share of SLCN Teaching Assistant to assess all EYFS pupils using Wellcomm Language Assessment and follow up intervention using the Elklan Language Tool	£3,000
<b>Total</b>	<b>£3,000</b>

## IMPACT

- Pupils display **positive attitudes to school and their learning**. The overwhelming majority of pupils feel happy and safe at school and feel that their teachers and support staff contribute to and support their learning.
- Almost all pupils demonstrate **high levels of interest, enthusiasm and engagement in teaching and learning across the curriculum**. (Pupil Questionnaires)
- **Standards across the school** – pupil behaviours, conduct, attitudes, work in books, engagement in lessons is exemplary and reflect the culture of high expectation and no excuses approach
- A wide range of appropriate **teaching and learning strategies** contribute to the quality of pupils' work and learning. Feedback and Marking constructively contribute to children's learning.
- Monitoring shows that the **quality of teaching and learning is good with outstanding elements**. There are no examples of inadequate teaching.
- **Additional support** is used very effectively to enhance the quality of learning and progress of pupils with SEN and FSM (Attainment Data)
- **Effective deployment of staff and the targeting teachers /support staff / mentors** to key groups is a strength of the school.
- **Pupil progress is excellent especially for those who are disadvantaged**. By the end of Key Stage Two disadvantaged pupils out perform their peers and non-disadvantaged national peers.
- **Excellent resources** including ICT are used well to promote good learning.
- **The school has a very effective policy, systems and strategy for assessing, recording and reporting pupils' progress that meets the needs of all**.
- **Vulnerable Families** receive excellent support and have an improved attitude and awareness of the importance of education.

### Comparisons with regard to Pupil Attainment

#### Early Years Foundation Stage

	Early Years Foundation Stage Early Learning Goals																			
	Pupils		Minimum Steps progress in Reception (all AoLs)			Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)		All Combined AoLs (Max 51)		% at 34+ inc 6+ in Com & PSE	% at Good Level of Development	
	No.	%	% at 4+	% at 5+	% at 6+	% at 6+	Avg Score	% at 4+	Avg Score	% at 6+	Avg Score	% at 16+	Avg Score	% at 18+	Avg Score	% at 34+	Avg Score			
All Pupils	54	100.0	88.9	88.9	88.9	63.0	5.1	88.9	3.6	75.9	5.4	63.0	14.1	50.0	14.7	50.0	28.8	50.0	50.0	
Males	24	44.4	83.3	83.3	83.3	54.2	4.6	83.3	3.4	70.8	4.9	54.2	12.9	33.3	13.3	33.3	26.2	33.3	33.3	
Females	30	55.6	93.3	93.3	93.3	70.0	5.5	93.3	3.7	80.0	5.8	70.0	15.0	63.3	15.8	63.3	30.8	63.3	63.3	
FSM	13	24.1	100.0	100.0	100.0	76.9	5.8	100.0	4.0	76.9	6.0	76.9	15.8	61.5	16.7	61.5	32.5	61.5	61.5	
Not FSM	41	75.9	85.4	85.4	85.4	58.5	4.9	85.4	3.5	75.6	5.2	58.5	13.5	46.3	14.1	46.3	27.6	46.3	46.3	
Pupil Premium	15	27.8	100.0	100.0	100.0	73.3	5.9	100.0	4.0	80.0	6.0	73.3	15.9	60.0	16.6	60.0	32.5	60.0	60.0	
Not Pupil Premium	39	72.2	84.6	84.6	84.6	59.0	4.8	84.6	3.4	74.4	5.1	59.0	13.4	46.2	14.0	46.2	27.3	46.2	46.2	
SEN Support	12	22.2	100.0	100.0	100.0	58.3	5.3	100.0	4.0	83.3	5.6	58.3	14.8	41.7	16.2	41.7	31.0	41.7	41.7	
Education, health and care plan	1	1.9	0.0	0.0	0.0	0.0	3.0	0.0	2.0	0.0	3.0	0.0	8.0	0.0	9.0	0.0	17.0	0.0	0.0	
Not SEN	41	75.9	87.8	87.8	87.8	65.9	5.1	87.8	3.5	75.6	5.4	65.9	14.0	53.7	14.4	53.7	28.4	53.7	53.7	

15 pupils were eligible for the Pupil Premium. 60% achieved a good level of development this was much higher than the percentage of non PP pupils (46%). Raising the outcomes for all pupils in the EYFS remains a priority for the academy.

## Year One Phonics 2018

Year 1	No of pupils	Average Score	Working at
Pupil Premium	29	32.6	83%
Not Pupil Premium	31	27.3	61%

Disadvantaged pupils performed better than other pupils within school. Five disadvantaged pupils did not meet the expected standard, analysis shows that they had either additional educational needs or were newly arrived during the academic year.

## Year Two Phonics 2018

Year 1	No of pupils	Average Score	Working at
Pupil Premium	20	32.3	80%
Not Pupil Premium	34	30.4	77%

Disadvantaged pupils performed better than other pupils within school.

## Key Stage One 2018 Attainment for Disadvantaged Pupils

Y3 (20 pupils)	Teacher Assessment						
	Other	Below	Foundations	Towards	At	Greater	At or Greater
Reading			5 (25.0%)	6 (30.0%)	6 (30.0%)	3 (15.0%)	9 (45.0%)
Writing			5 (25.0%)	6 (30.0%)	8 (40.0%)	1 (5.0%)	9 (45.0%)
Mathematics			3 (15.0%)	3 (15.0%)	11 (55.0%)	3 (15.0%)	14 (70.0%)
Science	11 (55.0%)				9 (45.0%)		9 (45.0%)
Rdg, Wri & Mth	11 (55.0%)					1 (5.0%)	9 (45.0%)

Disadvantaged pupils performed on a par with their within school peers in Reading, Writing and Maths in 2018.

Raising the attainment of all pupils and groups at Key Stage One especially those who are classed as disadvantaged is of high priority to the school.

## Key Stage Two 2018 Attainment for Disadvantaged Pupils

Y7 (38 pupils)	Teacher Assessment									Test Scaled Scores				
	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Reading	3 (7.9%)*		1 (2.6%)		1 (2.6%)	5 (13.2%)		28 (73.7%)		5 (13.2%)*	8 (21.1%)	25 (65.8%)	6 (15.8%)	104.3
Writing	3 (7.9%)*		1 (2.6%)				4 (10.5%)	21 (55.3%)	9 (23.7%)	5 (13.2%)*	2 (5.3%)	31 (81.6%)	22 (57.9%)	111.5
Mathematics	3 (7.9%)*		1 (2.6%)			4 (10.5%)		30 (78.9%)		5 (13.2%)*	4 (10.5%)	29 (76.3%)	11 (28.9%)	106.7
Science	3 (7.9%)*					6 (15.8%)		29 (76.3%)						

Attainment in Reading, Writing and Maths is better for disadvantaged pupils in Key Stage Two. Over time the gap has narrowed between disadvantaged pupils and their within school peers, they often perform better than their non-disadvantaged peers. In all subjects disadvantaged pupils perform better than their national peers.

### Comparisons with regard to Pupil **Achievement** (2016 Data)

Key Stage 2 - Progress					Oldham			
		Reading	Maths	GPS		Reading	Maths	GPS
	Number of Pupils	Average Scaled Score	Average Scaled Score	Average Scaled Score	Number of Pupils	Average Scaled Score	Average Scaled Score	Average Scaled Score
All Pupils	88	108.5	107.4	111.8	8900	102.7	108.7	106.0
Gender								
Boys	32	108.9	108.8	111.9	1859	102.8	104.0	105.1
Girls	56	108.3	106.7	111.5	1701	103.1	108.9	106.8
Currently FSM Eligible								
Yes	17	108.8	106.9	109.4	848	100.8	101.6	108.8
No	51	108.4	107.6	112.5	2742	103.8	104.2	106.5
FSM Eligible in last 6 years								
Yes	35	104.0	107.5	111.8	1271	100.9	102.8	104.4
No	32	102.9	107.2	112.1	2119	103.9	104.5	106.9
SEN								
Non-SEN	54	104.9	108.6	114.0	2788	103.8	104.7	107.1
SEN Support (New)	14	99.1	108.8	108.7	508	95.4	97.6	99.1
Education and Health Plan (New)	0	-	-	-	29	100.7	102.7	101.9
Statemented	0	-	-	-	70	98.6	97.5	103.2

Progress for disadvantaged pupils is good in Reading and outstanding in both Writing and Maths. This shows that although the cohort was significantly behind at Key Stage One, disadvantaged pupils have made accelerated progress and caught up with their peers during Key Stage Two.

*(additional information to be added following ASP 2018 release)*

## Proposed Spend 2018-19

This year our provisional allocation for Pupil Premium funding is £232,320 based on 176 eligible pupils

• Part funding for Attendance and Pastoral support worker – vulnerable families	£8,000
• Rewards and incentives to improve attendance and punctuality	£5,000
• Part share contribution to family support and development worker	£8,000
• Portion 10 x L3 Teaching Assistants to provide targeted support for underachieving pupils	£80,000
• 3 TA Apprentices to provide additional support and interventions	£15,000
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