



# Richmond Hill School Pupil Premium Strategy

## School overview

Detail	Data
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	37% (105 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Hannah Cameron
Pupil premium lead	Emma Gildersleve
Governor / Trustee lead	Bianca Moodie

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 153,015
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0



<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 153,015
--	-----------

## 1. Statement of Intent

Ultimate objectives for disadvantaged pupils

- Ensure pupils eligible for Pupil Premium (PP) at Richmond Hill School make accelerated and sustained progress in developmental and academic steps so that gaps between PP and non-PP pupils are reduced and eliminated over time.
- Increase independence, communication, life-skills and readiness for adulthood for PP pupils, so they thrive beyond school.
- Reduce barriers to learning that arise from poverty, limited life experience (cultural capital), high levels of SEMH and multi-layered SEND, so pupils can access a sequenced, well-taught curriculum in line with the school vision: Empower • Embrace • Encourage.

How this strategy works towards those objectives

- Use a tiered, evidence-informed allocation of Pupil Premium funding following the DfE Menu of Approaches (High quality teaching; Targeted academic support; Wider strategies). See activity mapping in Section 4.
- Prioritise strengthening high-quality teaching for pupils with complex SEND and pre-formal profiles (Tier 1) so that everyday classroom practice is the first line of support, in line with EEF SEND and Pupil Premium guidance [EEF: Special Educational Needs guidance; EEF: Pupil Premium guide].
  - Evidence base: EEF guidance emphasises that “good teaching for pupils with SEND is good teaching for all” and that pupil premium strategies should prioritise high-quality teaching alongside targeted and wider support ([EEF: Special Educational Needs guidance](#); [EEF: Guide to the Pupil Premium](#)).
- Invest in targeted interventions (Tier 2) where diagnostic assessment shows specific gaps (maths, preformal developmental steps, communication, SEMH regulation). Use structured, evidence based small group and one to one programmes delivered by trained staff or external specialists ([EEF: Maths guidance]; [EEF: SEND guidance]).



- Fund wider strategies (Tier 3) to remove non academic barriers — e.g., enrichment to build cultural capital, attendance and family support, therapeutic / SEMH provision — implemented and monitored with clear outcome measures ([EEF: Social and Emotional Learning]; [A New Direction: cultural education & PP]).

### Key principles

- Evidence informed: choices backed by high quality research (EEF resources and equivalent).
- Contextualised: every intervention is adapted to the needs of a two site special school whose pupils all have EHCPs and high levels of social deprivation.
- Graduated and holistic: adopt assess → plan → do → review cycles for every pupil (aligns to SEND Code of Practice and EEF SEND guidance).
- Prioritise teacher-led approaches and careful TA deployment: TAs supplement, not replace, high quality teaching (EEF guidance on TAs).
- Explicit success criteria and measurement: define outcomes, timescales and monitoring measures (developmental step progress, SEMH target attainment, maths steps, attendance, engagement).
- Financial transparency and governor oversight: report PP spend, rationale and impact annually to governors and on the school website as required by DfE guidance.

Framework note: this strategy follows the DfE Menu of Approaches (High-Quality Teaching; Targeted Academic Support; Wider Strategies) and the EEF evidence summaries and guidance reports cited throughout.

---

## 2. Challenges

Challenge Number	Detail of challenge
------------------	---------------------



1	Limited access to cultural capital and enriching experiences for many PP pupils due to poverty and constrained opportunities, reducing exposure to curriculum linked experiences that support language, vocabulary and context.
2	Rising number of pupils working at a pre formal level (earliest developmental stages), requiring specially sequenced, sensory and developmentally-appropriate curriculum approaches.
3	Increasing proportion of PP pupils with SEMH needs who are not meeting SEMH targets (self regulation, attendance, engagement).
4	Current TA delivered interventions and deployment are not delivering the intended outcomes (ineffective deployment, insufficient training, separation from class teaching).
5	Pupil Premium pupils are making less progress in maths than their non PP peers (pupil progress data shows fewer maths steps made).
6	PP pupils make fewer development/academic steps overall and a higher proportion are not meeting termly SEMH/learning targets (data trend).

Sources informing challenge identification: school internal data (provided), and EEF guidance on identification and response to SEND and disadvantaged pupils (see evidence links in Section 4).

### 3. Intended Outcomes

Intended Outcome	Success Criteria
------------------	------------------



<p>1. Increased access to curriculum linked enrichment and cultural capital for PP pupils</p>	<ul style="list-style-type: none"> <li>- All PP pupils attend at least 2 curriculum linked enrichment experiences per school year (onsite or community) where outcomes linked to communication, vocabulary or life skills are defined and assessed.</li> <li>- Evidence of improved engagement in post activity pupil assessments / observation records and adult advocacy for some pupils.</li> </ul>
<p>2. High quality, sequenced preformal curriculum in place and delivered consistently across both sites</p>	<ul style="list-style-type: none"> <li>- A documented pre formal curriculum sequence is implemented across both sites within one term; staff trained; fidelity checked.</li> <li>- PP pupils at pre formal level show measurable increases in specified developmental steps (e.g., communication initiation, attention, intentional actions) in the school tracking system within two terms.</li> </ul>
<p>3. Improved SEMH outcomes for PP pupils</p>	<ul style="list-style-type: none"> <li>- Reduction in number of PP pupils not meeting SEMH targets by 30% within one academic year.</li> <li>- Reduction in behavioural incidents or readiness to learn by 25% and improved attendance for targeted pupils.</li> </ul>
<p>4. Teaching assistant deployment and TA delivered interventions produce measurable attainment gains</p>	<ul style="list-style-type: none"> <li>- All TA led interventions are matched to evidence based programmes, have training and implementation checklists e.g Mac Pac, intensive interaction.</li> <li>- At least 70% of pupils receiving structured TA interventions make expected or better progress on intervention-specific measures after 10 weeks.</li> </ul>
<p>5. Improved maths progress for PP pupils</p>	<ul style="list-style-type: none"> <li>- Gap in maths developmental steps between PP and non PP cohorts reduces by at least 50% over the next academic year (termly tracking).</li> <li>- Structured maths interventions show positive effect sizes in internal evaluation (pre/post diagnostic checks).</li> </ul>
<p>6. Overall increase in PP pupils meeting termly targets</p>	<ul style="list-style-type: none"> <li>- Proportion of PP pupils meeting termly SEND/academic/SEMH targets increases by at least 20% within 12 months.</li> </ul>



	- Monitoring and case reviews evidence that less progress is due to unavoidable medical absence rather than unmet provision.
--	--

(Outcomes are aligned to EEF recommendations: prioritise high quality teaching; targeted, structured interventions; and SEL/wider strategies where appropriate.)

### 4. Activity in This Academic Year

All activities are mapped to the DfE/EEF three-tier Menu of Approaches. Evidence column gives the high-quality sources used to justify each approach (all from the EEF or established sector organisations). Click source names for the reports.

Teaching (Tier 1 — High Quality Teaching, assessment, CPD, recruitment & resources)

Budgeted cost: £10,648.85

Activity	Expenditure	Evidence that supports this approach	Challenge number(s) addressed
1. Whole school professional development programme: training on explicit instruction, scaffolding, cognitive & metacognitive strategies and pre formal pedagogy (2 full day INSET + half-termly coaching cycles; Rosenshine principles & explicit modelling adapted		- EEF: Special Educational Needs guidance — recommends scaffolding, explicit instruction, cognitive/metacognitive strategies as high-impact for pupils with SEND ( <a href="#">EEF: Special Educational Needs guidance</a> ).	2, 5, 6



<p>for pre-formal learners). (Possibly for year 2)</p> <p>Implementation plan and coaching for HLTAs &amp; unqualified teachers. (Tier 1)</p>		<p>- EEF: Metacognition guidance — teacher modelling &amp; explicit teaching of strategies supports independent learning. (<a href="#">EEF: Metacognition &amp; Self-Regulated Learning</a>)</p>	
<p>2. Develop and fund a Pre formal Curriculum Lead (0.4 FTE) to sequence pre formal curriculum across East sites, produce progression steps and lead moderation. (Tier 1)</p>	<p>£3,847</p>	<p>- EEF SEND guidance: “Ensure all pupils have access to high quality teaching; sequence learning and adapt curriculum” (<a href="#">EEF: Special Educational Needs guidance</a>).</p> <p>- EEF Putting Evidence to Work: implementation importance for curriculum change. (<a href="#">EEF: A School’s Guide to Implementation</a>)</p>	<p>2, 6</p>
<p>3. CPD and coaching for staff on diagnostic assessment &amp; formative use of assessment in maths (use of manipulatives, representations and well sequenced small step planning). (Tier 1)</p>	<p>£1,620</p>	<p>- EEF Maths guidance: use diagnostic assessment to build on pupil knowledge; manipulatives &amp; representations; structured teaching approaches (<a href="#">EEF: Improving Mathematics in KS2 &amp; 3</a>).</p>	<p>5, 6</p>



<p>4. Investment in inclusive technology and communication aids (symbols, speech generating devices, touch tablets) with staff training — tied to curriculum goals and home school use. (Tier 1 / Tier 2 where used for interventions)</p>	<p>£1,312</p>	<p>- EEF SEND guidance &amp; Communication and Language evidence: technology supports modelling, communication and provides practice opportunities for pupils with SLCN (<a href="#">EEF: Communication &amp; Language evidence store</a>; <a href="#">EEF: Special Educational Needs guidance</a>).</p>	<p>2, 6</p>
<p>5. Recruitment &amp; retention strategy: focussed CPD pathway, HLTA training pathway and induction for unqualified teachers (mentoring &amp; coaching). (Tier 1)</p>	<p>£3,869</p>	<p>- EEF guidance on teacher recruitment &amp; retention and effective professional development; EEF emphasises investment in teacher quality as highest leverage. (<a href="#">EEF: Guide to Pupil Premium / Effective professional development resources</a>).</p>	<p>2, 4, 5</p>

Targeted Academic Support (Tier 2 — tuition, small groups, TA-led structured interventions)

Budgeted cost: £32,797.00



Activity	Expenditure	Evidence that supports this approach	Challenge number(s) addressed
6. Structured small group maths interventions (short, frequent sessions 15–30 mins, 3–5x/wk) led by trained HLTAs/teachers; linked to diagnostic assessments and classroom learning; use manipulatives and visual representations. (Tier 2)	£10,300	- EEF Maths guidance: recommends structured interventions, explicit systematic teaching, short frequent sessions and close curriculum links between intervention and classroom ( <a href="#">EEF: Improving Mathematics in KS2 &amp; 3</a> ).	5
7. Targeted pre formal development programmes (small group and 1:1) using explicit instruction, scaffolds, sensory-rich activities and communication targets; monitored with short cycle reviews. (Tier 2)	£4000	- EEF SEND guidance: small group and 1:1 interventions can be powerful but must be carefully targeted, sequenced and integrated with classroom teaching ( <a href="#">EEF: Special Educational Needs guidance</a> ).	2
8. Pre teaching and overlearning: brief pre teaching groups for PP pupils before new topics; link to enrichment visits/experiences to create context for vocabulary and concepts. (Tier 2)		- EEF: Pre teaching and targeted small group support effective in narrowing gaps; EEF Guide to Pupil Premium recommends pre teaching to increase access to curriculum. ( <a href="#">EEF: Guide to the Pupil Premium</a> ).	1, 2, 5
9. Improve TA deployment—retrain TAs to deliver structured		- EEF guidance on effective deployment of Teaching Assistants:	4



interventions with fidelity, and re define TA roles so they supplement teacher instruction and build pupil independence (develop TA implementation template and supervision). (Tier 2 / Tier 1 alignment)		TAs have positive impact when trained, prepared, and used to supplement teacher-led instruction; guidance and implementation templates available ( <a href="#">EEF: Deployment of Teaching Assistants</a> ).	
10. Commission SALT / OT / Educational Psychology for pupils where needs are beyond school expertise; integrate recommendations into classroom and intervention planning. (Tier 2 / specialist)	£18500	- EEF SEND guidance: specialist support should be engaged when evidence-based in-school approaches are insufficient; specialist services can advise effective classroom and intervention strategies ( <a href="#">EEF: Special Educational Needs guidance</a> ).	2, 3, 6

Wider Strategies (Tier 3 — attendance, SEMH, enrichment, family support)

Budgeted cost: £109,569.17

Activity		Evidence that supports this approach	Challenge number(s) addressed
12. Whole school Behaviour Curriculum and targeted SEMH provision: adopt evidence informed approaches (SEL curriculum,	£21,800	- EEF Teaching & Learning Toolkit: Social and Emotional Learning interventions produce, on	3, 6



<p>emotion coaching, ELSA, Nurture principles) with staff training, short term targeted groups, and measurement of SEMH outcomes. (Tier 3)</p>		<p>average, +3 months progress; improved SEL supports disadvantaged pupils; embed SEL into routine practice and train staff for implementation (<a href="#">EEF: Social and Emotional Learning</a>).</p> <p>- Local SEMH toolkits (Devon toolkit) summarise practical programmes (ELSA, Nurture, Emotion Coaching) for schools. (<a href="#">Devon: Toolkit of evidence-based interventions for SEMH</a>)</p>	
<p>13. Breakfast club for targeted PP pupils to improve attendance and readiness to learn. (Tier 3)</p>	<p>£250</p>	<p>- EEF: Attendance support and breakfast interventions can support engagement and learning (EEF resources on attendance and Breakfast Interventions; EEF blog on building a culture of belonging). (<a href="#">EEF: Build a culture of community and belonging</a>; EEF: Breakfast Interventions rapid evidence assessment).</p>	<p>3, 6</p>



<p>14. Funded enrichment &amp; cultural capital programme for PP pupils: subsidised trips, arts &amp; sensory experiences, on site artist practitioners and community links across both sites; link each enrichment activity to measurable curriculum outcomes (communication, vocabulary, life skills). (Tier 3)</p>	<p>£24,000</p>	<p>- EEF &amp; sector resources: cultural learning can support engagement and relevant life experiences; case examples and EEF/RSA cultural trials encourage linking cultural experiences to curriculum outcomes and evaluating impact (<a href="#">A New Direction: Using pupil premium to enrich cultural education</a>; <a href="#">EEF: Learning about culture blog</a>).</p>	<p>1</p>
<p>15. Family engagement and parental support (targeted home school liaison, SEND curriculum workshops, practical support for home practice, signposting to family hubs). (Tier 3)</p>	<p>£8,297</p>	<p>- EEF parental engagement guidance: tailored and sustained parental engagement supports learning — can produce measurable gains (EEF: Working with Parents guidance; EEF Pupil Premium Guide).</p>	<p>1, 3, 6</p>
<p>16. SEMH casework and therapeutic hub: small multi disciplinary team (SENCo + SEMH lead + EP supervision + therapist referral pathway) for pupils with persistent SEMH need; run targeted</p>	<p>£7,000</p>	<p>- Devon SEMH toolkit and EEF SEL evidence: targeted mentoring and attachment-informed work can improve relational stability and enable learning;</p>	<p>3, 6</p>



mentoring/attachment informed mentoring (e.g., Attachment Based Mentoring) for looked after/vulnerable PP pupils. (Tier 3 / specialist)		implement within graduated approach and evaluate impact. ( <a href="#">Devon: SEMH toolkit</a> ; <a href="#">EEF: Social and Emotional Learning</a> ).	
17. Transport / uniform / trip subsidy FSM for PP families to remove financial barriers to attendance and enrichment. (Tier 3)	£48,222.67	- DfE and EEF guidance notes that removing financial barriers and targeted support for disadvantaged pupils can improve access to enrichment and attendance; ensure funded activity is linked to measurable educational outcomes ( <a href="#">EEF: Guide to Pupil Premium</a> ).	1, 3

#### Implementation & Monitoring (cross tier actions)

- Assign a named Pupil Premium lead (Assistant Head- Emma Gildersleve) responsible for strategy implementation, evaluation and termly impact reporting to governors.
- Use assess → plan → do → review cycles for each targeted pupil (aligned to EHC outcomes and EEF SEND guidance). Progress reviewed half termly for interventions; termly for whole school outcomes.
- Use pre/post diagnostic checks (maths diagnostics, communication measures, behaviour incident tracking) to evaluate impact.
- Governors' Pupil Premium link to receive termly dashboard and an annual published strategy summary.

#### Evidence sources (key references used across Activity tables)



- EEF — Special Educational Needs in Mainstream Schools (guidance report) ([EEF: SEND guidance](#)).
- EEF — Social and Emotional Learning, Teaching & Learning Toolkit ([EEF: SEL](#)).
- EEF — Improving Mathematics in Key Stages 2 and 3 guidance ([EEF: Maths KS2&3](#)).
- EEF — Deployment of Teaching Assistants / Making Best Use of TAs resources ([EEF: TAs](#)).
- EEF — Communication & Language evidence store ([EEF: Communication and Language](#)).
- A New Direction — Using Pupil Premium to Enrich Cultural Education ([A New Direction](#)).
- Devon County Council SEMH toolkit (local evidence summary for SEMH approaches) ([Devon SEMH toolkit](#)).

All of the above are used to design and justify planned activities and to set monitoring and fidelity checks.

---

## 5. Costing, Timescales and Governance (summary)

Note: the school's finance team will produce the detailed costed schedule and integrate into the school's Pupil Premium Statement. Below is a prioritised timetable and governance summary.

Prioritised timescales (year 1)

- Term 1 (Autumn): Assign pre formal Curriculum Lead; begin whole school PD on SEND strategies; baseline diagnostics (maths, communication, SEMH); start TA redeployment plan and initial TA training. Set up Pupil Premium monitoring dashboard.
- Term 2 (Autumn→Winter): Launch targeted maths and pre-formal groups; launch therapeutic thinking programme ;, begin enrichment plan & calendar for the year.
- Term 3 (Spring): First 10 week intervention cycle completed; collect pre/post data; governance report to governors; refinements to interventions; commission specialist services where identified.
- Term 4–6 (Spring→Summer): Continue iterative cycles; deliver summer enrichment; evaluate impact; produce annual Pupil Premium impact statement, commence breakfast club pilot for targeted cohort.



## Governance & accountability

- Pupil Premium Lead (Emma Gildersleve — day to day implementation, monitoring and reporting).
- AHT & Pre formal Curriculum Lead — curriculum sequencing, preformal oversight and specialist liaison.
- Finance Officer — maintain cost codes for PP expenditure, ensure transparency and value for money checks.
- Pupil Premium Link Governor — termly review of dashboard and annual presentation of outcomes and published PP Strategy.
- SLT to ensure actions integrate with school improvement priorities (maths, behaviour curriculum, therapeutic thinking, inclusive technology, HLTA pathway).

**Total budgeted cost: £153,015**

---

## 6. Evaluation and Review

How impact will be measured

- Quantitative: termly tracking of developmental/academic steps and SEMH targets (comparison PP vs non PP and individual progress pre/post intervention); attendance and behaviour incident data; participation rates in enrichment and breakfast club.
  - Qualitative: staff fidelity checklists, pupil voice using accessible methods, parent/carer feedback and case studies, EP/SALT/OT expert reports.
  - Implementation fidelity: use EEF Putting Evidence to Work implementation checklists for each major programme /intervention (training logs, observed practice, coaching records) ([EEF: A School's Guide to Implementation](#)).
  - Reporting: termly internal reports to governors; annual published Pupil Premium Strategy and impact statement on school website (DfE requirement).
- 

References (selected, evidence used in this strategy — click source names)



- EEF — Special Educational Needs in Mainstream Schools (guidance report). [EEF: Special Educational Needs guidance](#)
- EEF — Social and Emotional Learning, Teaching & Learning Toolkit. [EEF: Social and Emotional Learning](#)
- EEF — Improving Mathematics in Key Stages 2 and 3 (guidance). [EEF: Improving Mathematics in KS2 & 3](#)
- EEF — Deployment of Teaching Assistants / Making Best Use of TAs guidance and implementation support. [EEF: Teaching Assistants](#)
- EEF — Communication & Language evidence store. [EEF: Communication & Language](#)
- EEF — Guide to the Pupil Premium (news/guide). [EEF: Guide to Pupil Premium](#)
- A New Direction — Using Pupil Premium to Enrich Cultural Education (sector guidance and case studies). [A New Direction: Using Pupil Premium to Enrich Cultural Education](#)
- Devon County Council — Toolkit of evidence-based interventions to promote inclusion of children with SEMH needs (practical summaries). [Devon SEMH toolkit](#)