

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	The Ridgeway School and Sixth Form
Number of pupils in school	1414 Yr 7 – 11 215 R6
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	17/12/2021
Date on which it will be reviewed	Every 6 months and annually
Statement authorised by	Chris Belli (Principal)
Pupil premium lead	Gina Moody (Vice Principal) Rachel Harper (Vice Principal)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,110
Recovery premium funding allocation this academic year	£35,636
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	£266,746

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our disadvantaged students have the same opportunities, support, challenge and ambition as our non-disadvantaged students so that their potential is realised and nobody is left behind. All staff are dedicated to ensuring that the gap in attainment and achievement closes for these students and that the school continues to promote a fully inclusive ethos.

We encourage our students to show the school values of endeavour, honesty, respect, creativity and community to ensure that they are thriving in all that they do and to establish the mind-set of success. Our disadvantaged students should therefore achieve at least in line with our non-disadvantaged students.

Our strategy is to ensure that students have access to quality first teaching in a broad, balanced and ambitious curriculum. Following the pandemic, a review of our curriculum has highlighted gaps in literacy and numeracy, a focus on these will reduce barriers to achievement. We have also given additional focus on engaging with families to support home learning and ensuring that they have all of the materials that are required.

We are also encouraging students to develop their cultural capital and to take part in many of the extra-curricular activities and trips that allow them to develop their social, emotional and mental wellbeing.

Challenges

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

Challenge number	Detail of challenge
1.	<p><u>Quality First Teaching</u></p> <p>Further gaps in learning and a lack of face-to-face training due to school closures. Nationally it has been reported that disadvantaged students have been affected far greater than non-disadvantaged and we are seeing this in our school and with our results last year.</p> <p>In Swindon disadvantaged students achieving 5+ in English and Maths was 30.2% compared to 54.2% from non-disadvantaged backgrounds.</p> <p>The Ridgeway School – disadvantaged students achieving 5+ was 43% in comparison to 66% for non-disadvantaged students.</p>
2.	<p><u>Attendance and Punctuality</u></p>

	Attendance of pupil premium students falls below that of their peers. Attendance of pupil premium students in 2020 -21 was 87.74% compared to non-disadvantaged at 92.36%. Pupil premium students are also late more often (0.77%) compared to non-pupil premium students (0.38%).
3.	<u>Reading Ages</u> Reading ages of our disadvantaged pupils and engagement in reading. Reading age of our disadvantage is on average 13 months below our non-PP students. The largest gap of 16.5 months is evident in Year 7 and Year 9, however Year 8 also have a gap of 14 months.
4.	<u>Resilience</u> Our data shows that our disadvantaged students have a lack of resilience and wellbeing.
5.	<u>Cultural Capital</u> Our observations and discussions with students and families suggest that our disadvantaged students have had limited opportunities to broaden their horizons and part take in valuable learning outside of the classroom, which brings learning to life.

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
Improved attendance	PP attendance above national average. PP attendance gap closes.
Improve P8	Year 11 PP students achieve a P8 score of at least 0.3 or above.
Improve A8	Average grade of a 4.5 for all disadvantaged students.
Improved behaviour	Reduced rates of FTE by PP students and reduced C3's. C4's for PP students.
Improve reading ages	Reading age gap closes in the school. Students work at reading ages closer to their chronological age.

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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD of staff to ensure high quality teaching and learning in the classroom.	Evidence from the EEF suggests that students such as effective	1,2,3,4,5,
Implement learning to learn in KS3	Evidence suggests that the use of metacognitive strategies – which get pupils to think about their own learning – can be worth the equivalent of an additional 7 months progress.	4,5,
Recruitment of new Teaching Assistants to give additional support to students in both lessons and within the hub.	EEF study suggests that Teaching Assistants have a positive impact on academic achievement. Teaching assistant interventions can improve progress by at least 4 months.	1,2,3,4
Implementation of reading programme for Yr 7 – 11	The average reading age for GCSE papers is over 16 years and the national literacy trust reports learning loss in reading for secondary-aged pupils eligible for free school meals actually increased over the academic year 2020-21. In autumn, reading losses for disadvantaged pupils were 1.9 months , but by summer 2021, this had increased to 2.4 months . EEF study shows that reading comprehension strategies can increase progress by 6 months.	1,2,3,4,5

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

Budgeted cost: £ 81,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Appointment of full-time Maths teachers to give additional small group interventions	EEF student reports that small group intervention is effective and can increase progress by 4 months.	1,2,4
Engagement with the NTP Programme to provide a blend of tuition, mentoring and school-led tutoring for those pupils whose education has been most impacted by the pandemic.		1,2,4
Subsidised revision guides and support materials in KS4	EEF study reports that homework has a positive impact on average + 5 months particularly with student in secondary schools. Homework clubs provide opportunities for students to have a quiet space for home learning, which was identified by OFSTED in their annual report 2021 as being a factor which made remote learning difficult.	1,2,3
Homework club runs afterschool for all students		1,2,3
Additional sessions before and after school along with holiday revision.	EEF study shows that extending the school day can have a moderate effect on student progress increasing this by 3 months. This with targeted intervention is an opportunity for our most disadvantaged to gain the support needed.	1,2,3

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

Budgeted cost: £ 103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for a Family Liaison Worker to work with students and parents to improve attendance to school and engagement.	Improving school attendance report from the DfE provides strategies used by FLYs that supports attendance. EEF also finds that improving parental engagement can increase study progress by 4 months and there is high impacts for pupils with low prior attainment.	1,2,3,4
Subsidised trips and enrichment activities to support students development of cultural capital.	The Sutton Trust found that 'young people from professional households were much more likely to take part in extracurricular activities. 84% of those in social group A reported participation	1,2,4,5

	in at least one after school activity or class, compared to 45% in group D. This reflects cultural capital, but also financial resources in the home, as those in lower social groups were more likely to take part in activities that didn't need to be paid for, 25% of those in group D, compared to 20% in group A. Outings such as museums, plays and historical sites were also more likely and more frequent among parents from higher social backgrounds.'	
Behaviour interventions in our intervention hub, run by our intervention manager, includes anger management, self-esteem, relaxation strategies and specific student needs.	The EEF report that behaviour interventions that seek to reduce challenging behaviour, from low-level disruption to aggression can improve students' progress by 4 months.	2,4,5
PP manager who offers one to one mentoring and support throughout the school day as well as before and after school.	Research conducted by the EEF suggests that mentoring on metacognition and self-regulation has a very high impact increasing student progress by 7 months. Both of these provisions are small group working with those who need the support most. Performance learning are identified through an online assessment tool and Cameron Parker intervention is for those in KS4 who may further support to develop their own learning habits to progress.	1,2,3,4,5
Mentoring through performance learning to establish a growth mind-set amongst our disadvantaged students.		1,2,3,4,5
Cameron Parker mentoring programme.		1,2,3,4,5
Daily breakfast club.	The DfE's evaluation of Breakfast clubs in schools shows that there were reductions in the number of pupils begin hungry; improvements in punctuality for some students; improvements in concentration for those attending breakfast club. Evidence from school suggests that 50% of FSM students surveyed do not eat breakfast every day.	1,2,4

Total budgeted cost: £ 264,000

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 2020 to 2021 academic year.

Pupil progress for pupil premium students last year was -0.23 (unvalidated data using 2019 matrix). The gap between our pupil premium and non-pupil premium students was P8 0.73 this had increased by +0.49 since 2019. This does show that the previous strategies in place were successful, but initial data this year suggests a wide gap between our disadvantaged and non-disadvantaged students again. Attendance for our disadvantaged groups continues to be a barrier, as was the case last year with an attendance gap of 4.62% between pupil premium and non-pupil premium groups.

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