



# Pupil Premium

Pupil Premium students are identified by the government as belonging to one of the following categories; those in receipt of free school meals, those who have been, at some point in the last six years, looked after children, outside the home and normally under the local authority, adopted children and children with at least one parent in the armed forces (currently or within the last 5 years.)

Background: All schools are allocated a proportion of their funding from central government which is called “pupil premium”. The main pupil premium funding allocated to the school is based on the number of pupils who currently qualify for Free School Meals (FSM), or have qualified for FSM at any point in the last 6 years. This is called FSM Ever 6. The School also receives a smaller amount of pupil premium funding for eligible pupils who are looked after children, children of services families and children adopted from care after 2005.

Pupil premium funding, and those pupils who are eligible, remain under constant review to ensure the school combines high impact support and intervention with value for money. Pupil Premium funding at The Ridgeway School is carefully ring-fenced and always spent on the targeted group of children, although others may benefit from this intervention. It is applied to all pupils across the ability range. Although the cohort includes a significant number of lower prior attaining pupils, it also includes High Prior Attaining and Talented pupils whom equally support to maximise their learning.

## Core Principles:

The Principal, staff and governors accept their responsibility for pupils eligible for the pupil premium.

- All staff are dedicated to ensuring the gap in attainment and achievement closes between those pupils eligible for the pupil premium and all other pupils, and that the school continues to promote a fully inclusive comprehensive ethos.
- All staff recognise the importance of high expectations for all students and the need for high quality first teaching to develop knowledge and the skills through a mastery approach to learning.
- All staff understand that the pupil premium funding is best utilised when directed at personalising learning for all eligible pupils so that they may achieve more than they first thought possible.

## Vision:

The Pupil Premium funding is used to address the main barriers to learning, supporting a variety of strategies to promote social inclusion and accelerate progress for eligible pupils. Whilst the specific support provided to students is based on individual need there are Seven Non-Negotiables that underpin the aspiration for how the funding is allocated and to ensure that vulnerable learners are able to receive the most appropriate, additional support to help them to make excellent progress.



To ensure learners eligible for support through pupil premium funding:

1. Student profiling to address any specific barriers to learning that inform classroom teaching, intervention and wider support
2. Are given priority in the checking of learning, provision of feedback and planning of lessons.
3. Improve their literacy and numeracy to enable access to the whole curriculum
4. Are supported in having high aspirations for their future education and careers
5. Remain in education or training post-16 and are able to access level 3 courses where appropriate
6. Feel a sense of belonging to the school community and engage in the full range of opportunities available to them across the school
7. Attain outcomes that enable them to pursue their chosen pathway

## Pupil Premium Spend Plan 2020-21

The total Pupil Premium allocation for 2020-21 is **£219,650**

The Pupil Premium strategy has been evaluated extensively and whilst there are some mitigating contexts for under-performance beyond the reach of the school, there is evidence that the focused approach implemented over the last few years targeting the individual needs of students should be further extended for this academic year. This has been particularly evident in the need to respond to the impact of the Coronavirus pandemic on lost time in school and learner confidence.

As well as the additional support for Pupil Premium eligible students there has been a review of the whole school procedures and expectations, particularly around curriculum content, assessment for learning and specific feedback, which will have a significant impact on future cohorts. During this year there is an additional focus on engaging with families and specifically parents in supporting student access to learning. This includes additional and frequent communication with home as well as the provision of learning resources (IT equipment) and the monitoring of uptake and adherence. In order to best ensure that the additional support for pupil premium eligible students continues to have impact and represent the best value for the allocated funding the effective practice evaluations identified in the Education Endowment Toolkit were used to support the planning for this year.

For 2020-21 we have prioritised the use of pupil premium as follows:

For individual need as appropriate

1. **KS4:**
  - Support in accessing and engaging with blended learning (including the school's VLE, online provision and 'live' virtual lessons)
  - Regular and direct parental engagement
  - Study opportunities/events in Maths and English
  - 'I Aspire' support for students including mentoring, catch up and organisational and emotional support
  - Tuition for students requiring English as an additional language
  - Specific mentoring to raise achievements and aspirations
  - Breakfast, lunchtime and after school supported study sessions
  - Review of every students timetable in year 11 and re-coursing as needed
  - Offsite educational, specialist provision.



- 1:1 tuition programmes for individuals who are unwell, school phobic or below target grades in key areas.
- I Aspire sessions to support Year 11 students 3 evenings a week to provide targeted intervention, revision
- sessions and support based on areas of curriculum need and assessment feedback
- Pastoral Support
- Literacy drop in
- Support for students to attend next steps visits/interviews at College or work places.
- To provide study materials
- Aspirational events for high prior attaining students including Oxford University and other HEI visits
- Careers support and 1:1 careers meetings
- Peer mentors and academic support (6<sup>th</sup> Form students)

## 2. **KS3:**

- Access to and engagement with home learning (in line with supporting whole school VLE and blended learning strategy)
- Frequent communication with parents to support student attendance and progress
- Alternative curriculum enrichment programme (ACE); including external mentor programme
- Literacy testing and intervention support through Accelerated Reader and Lexia software
- Literacy tutoring (Years 7 – 9)
- Literacy extraction groups (Years 7 and 8)
- Additional Maths support in and beyond class (Years 7 – 9)
- Tuition for students requiring English as an additional language
- Self-esteem events, workshops and activities
- Enrichment activities and support for trips and extra-curricular engagement
- Pastoral Support

## 3. **Support**

- Attendance monitoring and intervention
- Education Welfare Officer – to focus on students below 90% attendance.
- Independent careers advice and guidance
- Mentors (school based and external businesses)
- Cost of study materials, e.g. study guides, maths equipment
- Transport to support wider school and extra-curricular engagement (when appropriate)
- Additional hours for Pupil Premium Manager and team to track student progress and run 'I Aspire'
- Curriculum virtual and trip support
- Student progress plans for all pupil premium students to be shared with staff
- Counselling
- Support with uniform costs and school equipment
- Supported study in the LRC
- Individualised timetables



#### 4. Enrichment:

- Run aspirational events e.g. University trips.
- Full and varied extra-curricular programme
- Support to ensure every child has access to all additional opportunities by the School.

### School Improvement Plan

As part of our whole school strategic improvement plan we have a detailed section to help everyone at Ridgeway move towards the aim of all disadvantaged students making excellent progress. Our aim is for disadvantaged students' progress to be greater than non-disadvantaged students.

### Key focus areas for the delivery and evaluation of the Pupil Premium strategy

1. All subject team improvement plans must have a focus on the progress of groups. These plans are reviewed regularly and amended by the subject leader and a member of the leadership team. Information from Faculty Meeting action points and Department Improvement Plans will be used to evaluate this. A particular element of this will be to ensure disadvantaged students are engaging effectively with online support and blended learning.
2. Staff Training and Support – to deliver and sustain high quality first learning for all students. Ridgeway School has a planned, professional development programme in place. The focus of this is to develop the teaching and learning strategies shown to have the greatest impact in supporting vulnerable learners. (Sutton Trust ; Education Endowment Foundation)

These include;

*Collaborative learning (Triads)* – training for staff to embed the principles of structured group work (effect size for disadvantaged students 5+ additional months progress)

*Shared teaching strategies* – Staff training supported by Teach Like A Champion (TLAC) strategies to support clear and consistent routines and expectations as well as embedding high expectations for the learning behaviours of all students

*Feedback* – Our pupil premium involvement in quality first teaching includes a focus on training and support time to achieve specific clear and accurate feedback. (Effect size for pupil premium 8+additional monthly progress) The use of Progress Checks in Y7-10, has helped to ensure feedback to students is relevant and specific, as well as enabling teachers to re-teach and address any misconceptions quickly and further supported by the Question Level Feedback from the two Assessment Weeks planned for this year.

*Teaching Assistants* – The School has invested in support to train Learning Support Assistants, identified through the EEF Guidance Report particularly around the recommendation to use LSAs to supplement not replace teaching (average effect size for disadvantaged students 1+months additional progress).

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*Mastery Learning* – The School has invested in Maths Mastery training in order to ensure disadvantaged students are not left behind their peers. Average effect size for disadvantaged students 5+ additional maths progress.

*One to One Tuition* – The School has bought in one to one tuition in numeracy and literacy to support learners to catch up .We also deliver small group tuition using the pupil premium (average effect size for disadvantaged students 5+additional months progress)

The impact of these ‘in lesson’ strategies is evaluated through Learning Walks, School (and subject) Reviews, Professional Development (training attendance and adherence), Cycle data tracking of key cohorts and teacher reflections.

### 3. Mentoring and intervention

- Mentor support
- Equipment support/revision guides
- Counselling and education welfare priority support
- Small group specialist teaching
- Parental engagement workshops and events

### 4. Clear outcomes for the impact of the pupil premium provision by monitoring progress

- Regular tracking, student voice and individual meetings through the ‘I Aspire’ programme
- Regular discussion with subject leaders and the leadership team
- Focus at each data point to ensure interventions are targeted and appropriate in every year group.
- Case study evaluations of vulnerable students that have accessed alternative or amended curriculum to meet their specific needs and to maximise their progress

The Pupil Premium strategy and implementation is reviewed regularly, including two external reviews over the last two academic years.

Please take a moment to review some of the ideas and documents on this website relating to our support for Pupil Premium students.

If you think you are eligible for Free School Meals, please click the link below and find out how to apply.

[check eligibility for free school meals](#)

If you have any questions or ideas about how the school can further support your child, please contact the Pupil Premium Manager, Sarah Hill, on [hills@ridgewayschool.com](mailto:hills@ridgewayschool.com) or via phone on 01793 846100 (ext. 202).

## Budget

The budget below highlights key areas of planned investment in supporting the Pupil Premium Strategy for 2020-21 from a cost of **£219,650**

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Budget	Activity	Amount
Pupil Premium Leader and support team staffing	Dedicated team to evolve and personalise the support provided to all PP and growing group of vulnerable learners.	50000
Additional study support for English and Maths	Costing for additional teacher's time to run 1:1 and small group sessions to develop confidence and progress.	55000
Pastoral Support Staffing	Additional staffing within year group hubs for behaviour and attendance intervention.	30000
Careers support and 1:1 careers meetings. Counselling support	School careers support and support from school counsellor to provide additional help to students with high anxiety or SEMH challenges.	31000
'I Aspire' support for students including parent mentoring, catch up, and organisational and emotional support. Breakfast, lunchtime, and after-school supported study sessions	Daily contact providing holistic support tailored to individual needs including; Home visits and parental contact/relationship building Before and afterschool support Induction for vulnerable new starters Social emotional support Specific support for homework and access to curriculum Progress monitoring and liaising with	6250
Mentoring to raise achievements and aspirations.	All students met with regularly, developing a profile to provide best support (all year groups) Subject specific support groups Dedicated External Mentor group intervention to build confidence and aspirations (10 week intervention) for specific students.	12500
Literacy programme, testing and intervention support through accelerated Reader and Lexia software	To support class teachers to ensure reading targets are at least met and where possible exceeded to aid student progress.	8500
Self-esteem events, workshops and activities. Promoting & including parental engagement.	Focussed workshops to develop self-esteem and sense of belonging and opportunity to bring in parents in positive context (inc. Cookery course.	5000
Attendance monitoring and intervention	Targeted support for attendance for pupil premium students.	5000
Cost of study materials, e.g. study guides, maths equipment, music lessons	Including Support with uniform costs, taxis and school equipment.	6000
Curriculum and aspirations trip support.	Support to ensure every child has access to all additional opportunities by the school. These include to access wider learning opportunities and extra-curricular programme including online attendance and virtual events (eg Study Higher, careers support etc)	10000