# Pupil premium strategy statement – The Ridgeway School and Sixth Form College

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 1606 |
| Proportion (%) of pupil premium eligible pupils | 16.37% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023 – 2026  *(Year 1 of a 3 year plan)* |
| Date this statement was published | December 23 |
| Date on which it will be reviewed | 31st December 24 |
| Statement authorised by | Adrian Cush |
| Pupil premium lead | Gina Moody |
| Governor / Trustee lead | Liz Palfrey |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £260,265 |
| Recovery premium funding allocation this academic year | £63,204 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £323,469 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At The Ridgeway School and Sixth Form College, our shared vision is that our students, colleagues and families will be part of a FAIR community. We will support our school Family to Achieve their potential, and Inspire students to Reach the very best destinations. It is our intention to ensure that all our students, whether disadvantaged or not, achieve and attain the best possible outcomes.  Our intent for our Pupil Premium students is that they study an **academic and ambitious** curriculum. For those students in receipt of Pupil Premium our curriculum is designed to ensure that their academic pathways are fully supported. Our ambitious curriculum is carefully planned and sequenced to ensure learning is built up over time and knowledge is secure. Our high-quality lessons strive to remove any barriers to learning through targeted support and challenge. Our regular knowledge checks quickly identify gaps in learning and enable them to be remedied. We strive to ensure that all our students, regardless of their starting point, are positioned effectively to make good progress.  We provide a **broad and inclusive** curriculum, adapted or differentiated where necessary, to ensure that all learning leads to individual progress. Success is achieved through a consistent approach to learning with our SEN 6 and LEARN strategies used across the school. Our Pupil Premium students receive all necessary learning resources and benefit from our Pupil Premium Manager who supports with both academic and pastoral needs to promote social inclusion and accelerate progress.  Our curriculum has a **core of literacy, numeracy and oracy**. Communication is key and we encourage all our students to embrace a rich and varied vocabulary. Tier two and three language is explicitly taught in lessons so that pupil Premium students have the necessary tools to convey their ideas, thoughts and feelings. New vocabulary is experienced through the rich variety of texts students encounter within their lessons. We encourage our students to speak well; both in an academic sense but also in everyday conversations – in readiness for life beyond the classroom. We want our students to be secure with their numeracy and ensure that this is a priority within our curriculum. The sequential maths curriculum ensures that maths skills are built upon and revisited regularly, whilst small group teaching opportunities provide additional opportunities for students to consolidate their learning.  Our warm, welcoming, friendly school **develops character** through our school values of: respect, honesty, endeavour, creativity and community. These values are woven in to our mentoring programme which provides a space for our Pupil Premium students to discuss issues facing society and celebrate the diversity of our community. We want our students to be fully prepared to take an active role in society and our foundation of values provides an excellent framework for this.  Our Pupil Premium students have a curriculum **enriched with opportunities** to embrace at our school. We offer a range of extra-curricular activities; some to support academic study and others to harness new skills or compete in sporting pursuits. Our visits from authors, theatre groups, local charities and super curricular speakers enrich our in-class curriculum and offer new ways to acquire cultural capital. Intervention sessions are available for Pupil Premium students who require further support with maths or literacy; there are also pastoral based interventions for students to develop their social skills and self-confidence – our holistic approach ensures that all students can access what they need to thrive.  Our curriculum has a **foundation of knowledge at its heart** and is implemented through careful sequencing and chunking in lessons to minimise cognitive overload or stress. Core knowledge is prioritised and made accessible to all. It is then consolidated through plentiful deliberate practice to ensure students have time to apply and rehearse their new skills and learning. The hinterland knowledge gives our curriculum vibrancy and colour – it helps to make the learning memorable. The use of analogy, real world examples and contextual information ensure our Pupil Premium students are fully immersed in their learning and have a strong understanding of content. This hinterland knowledge helps students to make sense of their learning and place it into a real-world context.  The Ridgeway School is an inclusive and aspirational school where we prioritise our Pupil Premium students studying the full curriculum, prioritises students being in lesson and learning from the subject specialist teachers. Our curriculum leaders have adapted their curriculum intents to meet the needs of our Pupil Premium students. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Progress and Achievement**  At The Ridgeway School in 2023 PP students’ progress was below that of their peers. Progress 8 score was -0.83 and Attainment 8 was 36.5 compared to 47.6 for all.  At The Ridgeway School the proportion of disadvantaged students achieving 5+ in English and Maths was 16% in comparison to 44.1% and 4+ in Eng and Maths 33% compared to 65.9% for all. |
| 2 | **Attendance and Punctuality**  Attendance of pupil premium students falls below that of their peers.   |  |  |  | | --- | --- | --- | | 2022/23 | Pupil Premium | All | | **Whole School** | **86.79%** | **91.07%** | | Year 7 | 90.38% | 93.11% | | Year 8 | 88.47% | 91.15% | | Year 9 | 92.09% | 92.09% | | Year 10 | 84.71% | 90.59% | | Year 11 | 83.80% | 91.17% |   By having poor attendance this is meaning that they are missing out on learning in the classroom as well as developing the social skills that school develops. |
| 3 | **Behaviour**  Pupil premium students are more likely to receive more consequences and higher-level consequences than their peers at The Ridgeway School.   * 27% of all behaviour logs are awarded to pupil premium students * 40% of all C3’s * 57% of C4 consequences * 50% of suspensions   This gives a FTE rate for PP students of 27% this above national average for FSM of 9.68% in 2020/21. |
| 4 | **Reading**  Reading ability of our disadvantaged pupils and engagement in ready falls below that of their peers. The latest NGRT data shows the following   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 5-8 | 9-11 | 12-14 | 15+ | | Year 7 | 9% | 24% | 35% | 32% | | PP | 18% | 28% | 32% | 22% | | Year 8 | 9% | 18% | 33% | 40% | | PP | 12% | 28% | 24% | 38% | | Year 9 | 6% | 13% | 26% | 55% | | PP | 6% | 20% | 31% | 36% | | Year 10 | 3% | 7% | 16% | 74% | | PP | 5% | 12% | 26% | 57% |   In a survey completed by Pupil Premium parents 19% stated that their child never read at home, with a further 12% stating that they read once a month. Only 30% said that their child read every night showing reading for pleasure is not embedded amongst these students. |
| 5 | **Cultural Capital**  The Ridgeway School believes that all students curriculum should be enriched with opportunities. We offer an extensive range of extra-curricular activities but attendance is lower for our pupil premium students.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Extracurricular | | Trips | | |  | PP | Non -PP | PP | Non-PP | | Year 7 | 62% | 73% | 83% | 89% | | Year 8 | 59% | 65% | 9% | 14%% | | Year 9 | 40% | 61% | 22% | 42% | | Year 10 | 56% | 69% | 34% | 49% | | Year 11 | 91% | 94% | 2% | 9% | | Year 12 | 50% | 20% | 100% | 100% | | Year 13 | 57% | 57% | 35% | 43% |   From Pupil Parent feedback 70% of parents feel that their child would benefit from more experiences outside of the classroom and 37% would like their child to attend more extra-curricular activities. By more Pupil Premium students engaging in extra-curricular activities and trips this will help to build relationships and allow staff to understand each individual. |

## 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.

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| Intended outcome | Success criteria |
| **1.Disadvantaged pupils will have established learning behaviours such as resilience and self-regulation which will enable them to overcome the inevitable obstacles and challenges, they will face when learning. This will result in:**   * An improvement in overall attendance of pupil premium children bringing them in line with non-disadvantaged peers and overall National expectations. * Disadvantaged pupils will have acquired the essential knowledge and skills so they can fully engage in the curriculum. * A reduction in the percentage of persistent absenteeism amongst pupil premium children so that the average is in line (or below) the national expectations. * The percentage of suspensions (and repeat suspensions) is below the national expectations * Overall attainment and progress measures at the end of year or Key Stage phase points are in line with (or exceeding) national averages or non-disadvantaged peers.   [EEF Effective use of your Pupil Premium fund](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) | **Short term;**   * Pupil Premium 4+ in Eng and Maths 50% * Pupil Premium 5+ in Eng and Maths 30% * Pupil Premium P8 0 * Pupil Premium attendance to be above 90%. * Pupil Premium PA 28% * Pupil Premium suspensions to be below 20% FTE   **Medium Term:**   * Pupil Premium 4+ in Eng and Maths 60% * Pupil Premium 5+ in Eng and Maths 40% * Pupil Premium P8 0.25 * Pupil Premium attendance to be above 92%. * Pupil premium PA will be 20% * Pupil Premium suspensions to be below 10% FTE.   **Long Term:**   * Pupil Premium 4+ Eng and Maths 70% * Pupil Premium 5+ in Eng and Maths 50% * Pupil Premium attendance to be above 94%. * No difference between Pupil Premium P8 and all. * Pupil premium PA will be in line with national average for all. * Pupil Premium suspensions to be the same FTE as Non-PP. |
| **2. Disadvantaged pupils across the school will have improved reading fluency (accuracy, automaticity, vocabulary and prosody).**  This will result in:   * Improved extended writing * Improved confidence in verbal responses * Equity in access to written sources, questions and texts. * Reading is no longer a barrier to progress   [Oracy in Education Report](https://oracy.inparliament.uk/sites/oracy.inparliament.uk/files/2021-04/Oracy_APPG_FinalReport_28_04%20%284%29.pdf)  [EEF Effective use of your Pupil Premium fund](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) | **Short Term:**   * Pupil Premium 4+ in Eng and Maths 50% * Pupil Premium 5+ in Eng and Maths 30% * Pupil Premium P8 0   **Medium Term:**   * Pupil Premium 4+ in Eng and Maths 66% * Pupil Premium 5+ in Eng and Maths 40% * Pupil Premium P8 0.25   **Long Term:**   * Pupil Premium 5+ in Eng and Maths 70% * Pupil Premium attendance to be above 50%. * No difference between Pupil Premium P8 and all. |
| **3. Disadvantaged students will experience a positive and engaging school environment where achievement is recognised and progress rewarded.**  **Students will be fully involved in school activities and events and be provided with opportunities to develop their cultural capital.**  This will result in:   * The number of disadvantaged students attending trips, visits and opportunities in line with their peers. * Improved attendance * Rewards disturbed to disadvantaged students in line with their peers. * Improvements in Student Wellbeing   [EEF Effective use of your Pupil Premium fund](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium)  [2022 Government toolkit for supporting mental health and wellbeing in schools](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges) | **Short Term:**   * Improved attendance at extra-curricular particularly with Year 9 and 10 students. * Pupil Premium attendance at 90%. * All Pupil Premium students to have achieved Reward Boundary 1. * 50% of PP students in Year 8 to have gone on a trip. * 80% of PP students to have a trusted adult in school.   **Medium Term:**   * Improved attendance at extra-curricular activities in all year groups. * Pupil Premium attendance at 92%. * No difference in merits received by PP compared to non PP students. * 50% of all PP students to have gone on a trip. * 100% of PP students to have a trusted adult in school   **Long Term:**   * All PP students to have attended at least 1 extra-curricular activity. * Pupil Premium attendance at 94%. * All Pupil Premium students to have the bronze merit award. * Merits are distributed in line with their peers. * All PP students have attended at least one trip. * All PP students who have not travelled abroad and would like to, to have attended an international trip. * 100% of Pupil Premium Students to have a trusted adult in school. |

## 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: £ *80000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Recruitment of new teaching assistant to give additional support to students in both lessons and within the hub.  *Specifically focused on our 64 PP and SEN students* | EEF student suggests that Teaching Assistants have a positive impact on academic achievement. Teaching Assistant interventions can improve progress by at least 4 months. | 1,2,4 |
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *70,400*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Implementation of NGRT assessments and training for staff to carry this out.  *All core staff received training for all students to take assessments (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 2022, this had increased to 2.1 months. **EEF study** shows that reading comprehension strategies can increase progress by 6 months. | 1, 2,3,4 |
| Read, Write, Ink for 29 students  *(10 who have a reading age between 5 – 6.11 years, 12 with 7-7.10 years, 17 with 8 – 8.10 years).* | 1,2, 3,4 |
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| Lexia for students that are 2 – 3 years below biological age. *Year 7 – 29 students*  *Year 8 – 32 students*  *Year 9 – 39 students*  *Year 10 – 38 students* | 1,2,3,4 |
| Subsidised revision guides and support materials in Year 10/11/12 and 13 for all subjects. | **EEF study reports** that homework has a positive impact on average + 5 months particularly with students in secondary schools. | 1 |
| Additional intervention and revision sessions for Year 11 students are run by subject specialists through February, Easter and May holidays in order to support students for students who are underperforming and not making expected progress as indicated through progress reviews and mocks. | **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. | 1,4 |
| Phase 1 and Phase 2 intervention afterschool targeting students who are underperforming. |  |  |

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

Budgeted cost: £ 173,000

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| 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.  *(PA% 22/23 – 17.28% and SA% 1.41%)* | **Improving school attendance report from the DfE** provides strategies used by FLYs that supports attendance**. EEF** also finds that improving parental engagement can increase progress by 4 months and there is high impacts for pupils with low prior attainment. | 1, 2 |
| Offering support for uniform to reduce the barriers to coming to school. All PP | 1, 2, 3 |
| Supporting a short-term alternative curriculum to support engagement of Emotionally Based School Avoidance PP students. | **Support Services in Education** highlight the growth in persistent absence by over 10% contributed to by a rise in EBSA. Successful strategies highlighted in their report include a reintegration plan, use of an alternative curriculum leading to a return to school as best practice. | 1, 2, 3 |
| 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 (non DA) reported participation in at least one after school activity or class, compared to 45% in group D (DA). 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’. | 5 |
| Behaviour interventions in our intervention hub, run by our intervention manager, for those students in year 7 - 11 who are receiving repeated consequences or are internally excluded or suspended. These are tailored to the student’s individual 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. | 3 |
| Aspirational coaching, exam and anxiety coaching by Ron Piper.  Working with individuals 5 individuals every week for a 6 week programme.  Additionally following the mock exams small groups will be identified to work with Ron. | **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. | 1, 2, 3 |
| Stride 360 – Working with 5 individuals for 6 weeks who have received suspensions, are on a trajectory to PEX or have significant external factors hindering attendance at school. | 1, 2, 3 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **All students** | | | | | **PP** | | | | | |  | A8 | 4+EM | 5+EM | Ebacc Entry | Ebacc APS | A8 | 4+EM | 5+EM | Ebacc Entry | Ebacc APS | | 2022 | 54.08 | 81 | 61 | 12.25 | 4.47 | 46.89 | 64 | 38 | 10.87 | 3.84 | | National average 2023 | 47.6 | 65.9 | 44.1 | 40.8 | 4.15 | 34.9 | N/A | 25 | 27.7 | 2.97 | | Ridgeway 2023 | 51.33 | 71.8 | 55.41 | 17.38 | 4.41 | 37 | 37.25 | 19.61 | 1.96 | 3.1 |   During 2022/23 both school-led internal assessments (including standardised summative tests such as GL assessments and NGRT) and nationally reported assessment (including GCSE’s) suggested a gap in regards to the performance of our disadvantaged students at school. The table above shows that in 2022/23 this gap widened therefore suggesting a need for a new strategy moving forward.  The school’s overall attendance was 91.07% but PP students attend less well with an attendance rate of 86.79% both are below pre-covid 19 attendance levels. The percentage of persistently absent has also increased to 17.28% and severely absent to 1.41%.  Our analysis of pupil behaviour does show that 50% of suspensions were to pupil premium students. This highlights the need for a more bespoke intervention plan to be in place for PP students to ensure that we are supporting them with emotional regulation.  If we can improve our attendance to lessons (including attendance to school and reduced number of days suspended) pupil premium students would gain better outcomes and thus this is the focus of the strategy over the coming 3 years. |