

Pupil premium strategy statement: Ridgeway Academy

1. Summary information					
School	Ridgeway Academy				
Academic Year	2019/20	Total Disadvantaged budget	£205,700.00	Date of most recent Disadvantaged Review	N/A
Total number of pupils	749	Number of Disadvantaged students eligible	275	Date for next internal review of this strategy	Oct 20

Pupil Premium Breakdown				
	Total on roll Data includes single and dual reg	Male	Female	Total number of students who are SEND and PP Data includes single and dual reg
Year 7	81	39	42	17
Year 8	58	31	27	18
Year 9	53	31	22	29
Year 10	53	31	22	18
Year 11	30	17	13	12

2. Current attainment		
	Pupils eligible for disadvantaged funding Ridgeway Academy (Year on Year increase)	Pupils not eligible for disadvantaged funding (national average) RA non PP (Year on Year increase)
% achieving 9-4 incl. EM	34.4% (+9.4%)	47.9% (+7.9%)
% achieving expected progress in English / Maths(achieving 9-4 in English and Maths)	46.9% (+14.8%)	70.8% (+20.8%)
Progress 8 score average	-0.437 (+0.957)	-0.024 (+0.486)
Attainment 8 score average	38.31 (+10.02)	43.04 (+4.49)
3. Barriers to future attainment (for pupils eligible for disadvantaged funding)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Prior attainment including literacy and numeracy – literacy of the 44 students, identified on entry into Year 7 to have a SATS below 100, 19 students (43%) were disadvantaged. Numeracy of the 59 students, identified on entry into Year 7 to have SATS below 100, 26 students (44%) were disadvantaged.	
B.	Motivation and aspirations – one to one meetings identified that a majority of our disadvantaged students have low motivation and aspirations which may limit the progress they make.	
C.	Well-being – for some disadvantaged students there are issues surrounding mental health and well-being that can cause them to fall behind their peers.	
D.	Resources for inclusion and learning - A significant proportion of disadvantaged students do not bring required equipment to school and/or lack access at home to the resources which facilitate good progress and enable them to participate equally to the non-disadvantaged students, within the school community.	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Attendance rates for disadvantaged students are often below a school’s target reducing their school hours and causing them to fall behind their non-disadvantaged peers.	
F.	In some cases, the parents/carers of disadvantaged students have limited engagement with school and do not attend school information events and Parent Consultation evenings which can have a detrimental effect on their progress. Introducing new opportunities through which parents and carers can engage with school will reinforce and strengthen relationships and communication which will support outcomes for disadvantaged students.	

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Improved rates of progress across all key stages for disadvantaged students	<p>Recruit specialist teachers into core subject gaps, provide CPD to existing teachers to improve pedagogy. Quality Assurance will ensure all lessons will meet the needs of individual students including disadvantaged. Where Quality Assurance identifies this is not secure bespoke CPD will be put in place. Disadvantaged students to make as much progress as non-disadvantaged students.</p> <p>Year 7 Disadvantaged students identified with the lowest KS2/CATS scores to make as much progress in Maths and/or English as non-disadvantaged students in Year 7.</p> <p>Improved attainment in internal tracking and monitoring.</p> <p><i>To be monitored by CPD leads and Directors of Learning, Subject Leaders in Maths and English (Year 7 Catch Up) and Assistant Head teacher for Progress.</i></p>
B.	High levels of motivation and aspiration for all disadvantaged students	<p>Cultural change around aspirations by developing Growth Mindset through the introduction of FORCE and HOUSE system.</p> <p>Proportion of disadvantaged students with FORCE badges and certificates.</p> <p>Progression rates to Ridgeway Sixth Form or other FE provider.</p> <p>Improved awareness of future employment options.</p> <p><i>To be monitored by Inclusion Co-ordinator, Directors of Learning, Careers Co-ordinator and Assistant Head teacher for Progress</i></p>
C.	Support in place for all students with Mental Health or Wellbeing concerns	<p>All students with Mental Health or Wellbeing concerns are logged and appropriate support and provision in place.</p> <p>Improved wellbeing of students with concerns evidenced through SDQ's.</p> <p>Improved attendance for school refusers with Mental Health concerns.</p> <p><i>To be monitored by Form Tutors, Directors of Learning, Inclusion Co-ordinator, Mental Health Lead and Assistant Head teacher for Progress</i></p>
D.	All disadvantaged students have resources necessary for school, home based learning and to participate fully in curricular and extra-curricular opportunities.	<p>Disadvantaged students to have no/minimal consequences for lack of equipment.</p> <p>One to one meetings with disadvantaged students identify lack of resources.</p> <p>Inclusion Co-ordinator to monitor and liaise with parents/carers/DOLS to find best way to target resources.</p> <p><i>To be monitored by Form Tutors, Directors of Learning, Inclusion Co-ordinator and Assistant Head teacher for Progress</i></p>
E.	Attendance improvement for all disadvantaged students	<p>Disadvantaged students' attendance improves in line with the attendance of non-disadvantaged students to the school target of 96%.</p>

		<i>To be monitored by Attendance officer, Form Tutors, Directors of Learning and Assistant Head teacher for Behaviour and Attendance and Assistant Head teacher for Progress</i>
F.	Improved engagement for families of all disadvantaged students	<p>Increased range and number of opportunities for parents/carers to engage with school.</p> <p>Improving attendance at new parent/carer focused events (Workshops and presentations)</p> <p>Improving attendance at established parent/carer events: Parent Consultation Evenings, SEND Consultation Days, PP & SEND working party events,</p> <p><i>To be monitored by Directors of Learning, SENDCO and Assistant Head teacher for Progress</i></p>

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the disadvantaged funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<div>A. Progress</div> <div>B. Motivation & Aspiration</div> <div>Progress of Year 7 disadvantaged “Catch Up” students to be accelerated and in line with non-disadvantaged students.</div>	<div>Improved, ability specific teaching of Year 7 students with a SATS score below 100 on entry.</div> <div>Dedicated teaching in Maths and English by Primary trained teacher to accelerate progress and facilitate ‘Catch Up’</div>	<div>EEF’s Teaching and Learning Toolkit identifies that personalised learning as part of day to day teaching and individualised instruction can lead to an additional three months’ progress.</div> <div>Improve literacy improves access and confidence to access whole curriculum and facilitates progress.</div>	<div>Subject Leaders in Maths and English to identify Year 7 students requiring specialist KS2 teaching beyond the scope of secondary trained teachers’ expertise.</div> <div>Primary trained teacher to deliver additional bespoke literacy and/or numeracy lessons to small groups of Year 7 “Catch Up” students.</div> <div>Primary trained teacher to teach bottom set English and Maths Year 7 classes differentiating to scaffold the learning at an appropriate pace and level to accelerate progress.</div> <div>Monitor progress.</div>	Subject Leaders (SL) in Maths & English SENDSCO	Termly

<p>A. Progress D. Resources</p> <p>High expectations are established and re-iterated</p>	<p>Teaching and Learning priority for whole school is 'Brilliant Basics'</p>	<p>To establish a work-focused, calm and purposeful atmosphere at the beginning of every lesson reiterating high expectations.</p> <p>All staff starting every lesson in a consistent manner, checking all students have necessary equipment and are reminded of high expectations will lead to a culture of effort and behaviour for learning leading to accelerated progress.</p>	<p>Quality assurance through Climate Walks, Learning Walks, Lesson Observations and Work Scrutiny.</p> <p>The proportion of staff teaching good and outstanding lessons will improve.</p> <p>The incidents of low-level disruption will decrease.</p> <p>Whole staff CPD led by experienced staff. Bespoke CPD for staff to meet gaps in practice, to facilitate progression to good teaching standard.</p> <p>Progress will be accelerated leading to an improved P8 prediction.</p>	<p>SLT Middle Leaders (ML)</p>	<p>Termly</p>
<p>A. Progress</p> <p>Progress of disadvantaged students in line with non-disadvantaged students</p>	<p>"PP Prioritised" strategy. In all lessons disadvantaged students get asked at least one question and their books are marked first.</p>	<p>To raise the profile of disadvantaged students with staff so that they feature prominently in teacher planning, differentiation and delivery.</p> <p>EEF's Teaching and Learning Toolkit identifies that personalised learning as part of day to day teaching and individualised instruction can lead to an additional three months' progress.</p> <p>One to one meeting to identify barriers to progress and develop strategies to enable students to overcome these have highlighted that disadvantaged students are often less likely to volunteer information in class or ask for support.</p>	<p>Quality assurance through Learning Walks, Lesson Observations and work scrutiny to include checks on the questioning, marking and identification of disadvantaged students.</p> <p>Whole staff CPD</p> <p>Bespoke training and CPD for key staff e.g. Autism</p>	<p>SLT ML SEND CO JLS & LH (CPD leads) DOL</p>	<p>Termly</p>

<p>A. Progress</p> <p>Progress for disadvantaged students in line with non-disadvantaged students</p>	<p>Through weekly RPG meetings, analyse the progress of disadvantaged students and identify and agree bespoke strategies to accelerate progress.</p>	<p>Persistently disadvantaged students complete their education an average of 23 months behind their non-disadvantaged peers.</p> <p>Prioritising these students for bespoke strategies to accelerate their progress will minimise the attainment gap at GCSE.</p> <p>In depth analysis of tracking ensures all teachers and leaders have an accurate view of standards.</p> <p>Analysis informs standards, teaching preparation and delivery.</p>	<p>RPG weekly meetings track the progress of disadvantaged students at risk of not meeting their target grades with Subject Leaders reporting on the success of strategies deployed to accelerate the progress of each disadvantaged student.</p> <p>Data facilitates understanding of progress and allows for targeted intervention which is timelier and effectively implemented.</p> <p>Register from Study Support sessions at which disadvantaged students are prioritised.</p>	<p>CMA JLS SL DOL KS4 SENDCO</p>	<p>Each assessment point</p>
<p>A. Progress B. Motivation and Aspiration C. Mental health and Wellbeing D. Resources E. Attendance</p> <p>True awareness of the each disadvantaged students barriers to progress enables targeted support to facilitate progress.</p>	<p>Production of 'Progress Plans'.</p> <p>One-to-one meetings with each disadvantaged student to identify: previously unknown in school and external barriers to progress; student perception of their barriers to progress; staff identification of their barriers to progress.</p> <p>Agree strategies to overcome these.</p> <p>Progress Plans published to all staff who are required to implement each students' strategies.</p>	<p>The reasons why disadvantaged students underperform in comparison to their non-disadvantaged peers are frequently complex and varied, requiring a bespoke teaching and pastoral strategy in which each disadvantaged student is invested. Primarily the Progress Plans detail the agreed strategies and actions that both staff and the student must undertake to accelerate progress.</p> <p>Through Progress Plans, staff will have immediate access to details of each student's disadvantaged status, attendance, sanctions and rewards, SEND status, Mental Health, Young Carer status and whether there are safeguarding concerns, all of which should inform their planning and differentiation.</p>	<p>Student response</p> <p>Quality Assurance through Learning Walks and Lesson Observations and checks from SENDCO.</p>	<p>CMA LS SLT SENDCO DOLs</p>	<p>July/August</p>

A. Progress Progress of disadvantaged students in line with non-disadvantaged students.	All teaching staff have an annual Performance Management target which includes the progress of disadvantaged students (expected to progress in line with non-disadvantaged).	Hold teachers accountable for progress – Teachers' standards.	Agreed at the start of the year, evaluated mid-year, affects progress along pay scale. Progress data is traced at class level enabling Subject Leaders and SLT subject links to ensure staff are in line with targets.	ML SLT	Bi-annually
A. Progress Improved knowledge of disadvantaged students.	Teachers required to use teaching folders to store seating plans identifying disadvantaged students and the progress plans for each disadvantaged student in each class.	Increased knowledge of disadvantaged students delivers improved performance and enables targeted support/first wave interventions. Staff's easy access to seating plans and Progress Plans will inform their understanding of each student and their planning and differentiation to accelerate progress.	Quality Assurance through 'AAT Peer Review' Learning Observations and checks made by Subject Leaders. Seating plans are a requirement for Lesson Observations enabling the evaluation of differentiation.	SLT SL DOLs	Termly
A. Progress All teaching meets the needs of disadvantaged students	Disadvantaged students prioritised for weekly study support in all subjects	EEF – good or better teaching has a disproportionate impact on the progress of disadvantaged students. Proven differentiated study resource to accelerate progress for all. Students performance is improved when students have resources needed to support learning and they are advised comprehensively	Class teachers take registers for study support and share with DOL KS4 who, prioritising PP students, contacts home to facilitate improve attendance.	DOL KS4	August
Total budgeted cost					£17,473.71
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. Progress D. Resource</p> <p>All teaching meets the needs of disadvantaged students</p>	<p>All KS4 disadvantaged students receive revision guides for all subjects, access to My GCSE (Science) and PIXL Maths app.</p>	<p>EEF – good or better teaching has a disproportionate impact on the progress of disadvantaged students. Proven differentiated study resource to accelerate progress for all.</p> <p>Students performance is improved when students have resources needed to support learning and they are advised comprehensively</p>	<p>Students monitored in terms of which students access the online revision resources, number of students and frequency of access.</p>	<p>Subject leaders DOL</p>	<p>July/August</p>
<p>A. Progress D. Resources</p>	<p>Provision mapping of all Disadvantaged students to ensure that funding is applied appropriately and fairly. Investigate new Provision Mapping software to deliver a more complete picture efficiently.</p>	<p>Our own prior experience and evidence has seen disadvantaged students increase the rates of their progress with dedicated mapping by the Inclusion Co-ordinator responsible for supporting all disadvantaged students. Individual provisions and disadvantaged spending will be recorded.</p>	<p>Inclusion Co-ordinator review Line Management of Inclusion Co-ordinator. Disadvantaged review.</p>	<p>CMA LS SENDCO</p>	<p>July/August</p>
<p>Progress</p>	<p>TA to run ELKLAN support sessions for KS3 disadvantaged students who are struggling to access the curriculum.</p> <p>2 x TAs run Communication club 1 x week for 6 Year 7s with Communication disorders.</p>	<p>Disadvantaged students who are behind progress levels will receive targeted tuition in small groups to accelerate their progress.</p> <p>Students whose communication disorder impedes their ability to integrate and engage full in school life will receive targeted support to overcome this barrier.</p>	<p>Quality Assurance through SENDCO led weekly meetings.</p>	<p>SENDCO</p>	<p>Termly</p>
<p>A. Progress B. Motivation and Aspirations E. Attendance</p>	<p>Monitoring data of disadvantaged students in relation to non-disadvantaged students within the school</p>	<p>Our prior experience and evidence has seen disadvantaged students' progress increase with dedicated reporting including attainment, effort, rewards, sanctions and attendance.</p>	<p>Weekly reporting of rewards (FORCE points). Regular analysis of attendance and sanctions reported to Governors.</p>	<p>SEB CMA LS DOLs</p>	<p>July/August</p>

<p>A. Progress</p> <p>B. Motivation and Aspirations</p> <p>C. Mental Health and Wellbeing</p> <p>C. All teaching meets the needs of all</p>	<p>Use of TAs to provide literacy, numeracy and subject specific support in classes.</p> <p>Use of TAs for small group work</p>	<p>Whilst the EEF Teaching and Learning toolkit reports TA support adds only one month of additional progress the EEFs TA guidance identifies the effective deployment of TAs can improve outcomes.</p> <p>Disadvantaged students often select TAs as their 'Designated Trusted Adult in school' indicating a positive relationship.</p>	<p>Monitoring progress.</p> <p>Quality Assurance, Climate Walks, Learning Walks and Lesson Observations.</p>	<p>SENDCO</p> <p>SL</p>	<p>Bi-annually</p>
<p>D. Mental Health and Wellbeing</p> <p>E. Attendance</p>	<p>Where need is identified, provide: 16 hours of school counselling, Mentoring, Protective Behaviours, Circle of Support (HLTA), Male Mentor (St Albans Partnership) for the disadvantaged students. Where need is identified provide families/carers access to School Family worker (St Albans Partnership).</p>	<p>Interventions that target social and emotional learning are reported by the EEF to improve progress by four additional months.</p>	<p>Monitor through SDQs.</p> <p>Manage students and families through waiting lists.</p> <p>Quality Assurance through SENDCO led weekly meetings.</p>	<p>LS</p> <p>SAK</p> <p>DOL</p> <p>KW</p> <p>SENDCO</p> <p>SEB</p> <p>CMA</p>	<p>July/August</p>
<p>A. Progress</p> <p>B. Motivation and Aspirations</p> <p>C. Mental Health and Wellbeing</p> <p>E. Attendance</p>	<p>Behaviour coaching (one to one – 5 hours)</p>	<p>Disadvantaged, disengaged students need to be supported in the development of personal and social skills and attributes. These students' progress, Motivation and Aspirations, Mental Health and Wellbeing will be supported through targeted coaching leading to improved attendance and progress.</p>	<p>Quality Assurance through SDQs and impact reports completed by external provider.</p> <p>Attendance.</p> <p>Sanctions awarded.</p>	<p>SEB</p> <p>CMA</p> <p>DOL</p> <p>LS</p> <p>AKN</p>	<p>July/August</p>

A. Progress	Holiday revision classes led by specialist teachers to address gaps in learning and accelerate progress	Students performance is improved when students have resources needed to support learning and they revise comprehensively.	Subject leader led. Communication of benefits sent to families to encourage attendance. Students will be targeted for specific sessions based on their progress and gaps in their learning.	CMA DOL KS4 SL	August
A. Progress C. Mental Health and Wellbeing E. Attendance	Young Carer support in and out of school. Identification of Young Carers, one-to-one interviews, sharing of information with teachers, daily support as and when required. Assemblies to all years.	A high percentage of Young Carers receive disadvantaged funding already and to ensure they are supported both in and out of school information is shared with teachers to support them. A quiet place is also available in school for them to visit if required. Generally Young Carers struggle with homework, attendance and mental/social issues which have an impact on their learning. Homework club is available during lunchtime so it doesn't impact on their home life.	Track student attendance. Monitor progress of these students. Ensure teachers are regularly updated with any changes to circumstances.	LS SEB JA	July/August
A. Progress B. Motivation and Aspiration C. Wellbeing and Mental Health E. Attendance	Resolving Barriers to learning. External motivational coach focussing on: self-confidence and resilience; revision techniques and time management. Disadvantaged students prioritised for these workshops.	The EEF toolkit reports metacognition and feedback are the most impactful teaching and learning strategies. Students receive feedback and guidance on their identified barrier to progress in small groups. We have increased the provision this year as a result students positive reaction last year.	Student feedback. Monitor students' progress.	CMA	August

B. Motivation and Aspirations	Extended learning days and activities with opportunities such as visiting universities, colleges, exhibitions, the theatre and other places. Careers support and guidance. Integrated programme of advice, guidance and support for careers advice as well as learners' knowledge, competence and attitudes towards career planning.	Continuing our Growth Mindset strategy, we have introduced Extended Learning days in order to broaden the horizons of our students and plan for each year group to make a off site visit each year.	Connexions, DOL and Careers Co-ordinator to support students in guidance, option choices and knowledge of post 16. Ensure all disadvantaged students are given dedicated time with appropriate careers advisor.	SLT SM (Careers Co-ordinator) DOLs	July/August
A. Progress D. Resources	Departmental initiatives.	KS4 Subject Leaders are the best placed to identify how funding can most effectively be utilised in their subject area to accelerate the progress of disadvantaged students.	Subject Leaders submit a formal pitch. These are reviewed by the Head teacher and Assistant Head teacher for Progress and Disadvantaged. Subject Leaders to monitor and collate quantitative and qualitative data on the impact of their initiative.	SL HT CMA	July/August
A. Progress B. Motivation and Aspirations	The Scholars Programme (led by The Brilliant Club).	Despite the EEF's Toolkit reporting no additional progress for aspiration intervention, Hattie reports that students' self-expectations and self-reported grades are strongly related to outcomes (Hattie, 2012). Experience and evidence from lead school within the MAT has seen students' progress to study in the Sixth form and then apply to university.	Work closely with The Brilliant Club Work closely with student and parents to ensure 'buy in' and commitment. Monitoring student report data. Collate student feedback and assessment of impact of the whole experience.	CMA LS DOL	June

<p>B. Motivation and Aspirations</p> <p>C. Mental Health and Wellbeing</p> <p>D. Resources</p> <p>E. Attendance</p>	<p>Social and resource needs funding, identified through one to one meetings to develop Progress Plans and DOL, FT and family requests.</p>	<p>Experience demonstrates that students require all resources necessary for learning to feel secure, part of the community and able to access learning at Ridgeway Academy.</p> <p>This could include school uniform and transportation to remove barrier to attendance, exam stationary packs to enable students to complete examinations or music contributions to enable inclusion and drive motivation.</p>	<p>Work closely with DOLs, FTs Inclusion Co-ordinator, students and families to identify any resource requirements.</p>	<p>DOLs</p> <p>FT</p> <p>LS</p> <p>CMA</p>	<p>July/August</p>
<p>A. Progress</p> <p>B. Motivation and Aspirations</p> <p>D. Resources</p>	<p>Educational Trips/visits are partially or fully funded for disadvantaged students to ensure these activities are fully inclusive.</p> <p>Camps Int</p> <p>D of E</p>	<p>Disadvantaged students need to be supported in the development of personal skills and attributes and afforded the same opportunities for depth and breadth of learning available to non-disadvantaged students in order to raise their aspirations as well as accelerating their progress.</p>	<p>Inclusion Co-ordinator to assess on a case by case basis as identified by DOLs, FT, Subject teachers, students, parent/carers.</p>	<p>LS</p> <p>CMA</p>	<p>July/August</p>
<p>A. Progress</p> <p>B. Motivation and Aspirations</p> <p>C. Mental Health and Wellbeing</p> <p>D. Resources</p> <p>E. Attendance</p>	<p>Training</p>	<p>Up skilling staff to enable them to accelerate the progress of disadvantaged students is enhanced by them leading peer training in school sharing their findings and expertise.</p>	<p>All staff applications to attend training are assessed and approved by Assistant Head for Progress. Subsequent to training staff are required to share their learning with peers and evidence its impact.</p>	<p>CMA</p> <p>LH</p>	<p>July/August</p>

A. Progress D. Resources	Technology payments	All families are requested to pay a £20 voluntary contribution to the cost of Design and Technology resources. Disadvantaged funding is used to make this contribution for all disadvantaged students.	By making this contribution for disadvantaged students we enable them to participate in and access a broad curriculum equal to that enjoyed by non-disadvantaged students. This also ensures non-disadvantaged student is dis-incentivised from selecting any subject at KS4.	School Bursar LS	July/August
A. Progress	Small group maths tuition led by HLTA	Disadvantaged students who are behind progress levels will receive targeted tuition in small groups to accelerate their progress.	Subject Lead to identify disadvantaged students in need of small group tuition and engage with families. Tutor to keep class registers. Monitor student progress.	SL SENDCO	August
D. Progress E. Attendance	Attendance officer	Persistent non-attendance is disproportionate between disadvantaged students. Therefore, we have appointment an AAT attendance office to work at Ridgeway Academy one day a week, prioritising disadvantage students.	Line management by Assistant Head for Attendance and Behaviour	SEB	August

A. Progress D. Resources	School equipment i.e. laptops, reading pens etc	It has been recognised that to support student's educational needs and facilitate their access arrangements specific types of technology to aid their progress is essential. Hardware such as reading pens and laptops are purchased to help them achieve their goals and succeed in their GCSEs.	Class teachers will monitor the usage of the technology required for each individual student who has specific needs. Examinations officer as well as Subject leaders will ensure that the technology is used in the appropriate way to facilitate their learning and usage in exams. SENDCO to advise teaching staff of what technology is required to meet their needs.	SL EO SENCO	A01nnually
Total budgeted cost					£128,233.02
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Progress C. Mental Health and Wellbeing E. Attendance	To provide a Breakfast club in Attimore Hall for disadvantaged students.	Students who are fed are more able to focus and make progress.	Student surveys. Promote to families and carers at Parent Information Evenings. Promote in one to one meetings with all disadvantaged students. All casual admissions by disadvantages students are encouraged to partake.	Ridgway Catering CMA LS DOLs	July/August
A. Progress C. Mental Health and Wellbeing E. Attendance	CPOMS	All Safeguarding and Mental Health concerns are reported and monitored on CPOMS ensuring a safe and secure area for all sensitive information to be stored. DSP's have full access to all information and are able to support the students in need quickly and effectively. Students welfare and safety is paramount and a catalogue of actions and results are recorded.	DSP's and Mental Health Lead continuously monitor CPOMS to ensure all concerns are actioned and recorded appropriately. DOLs are updated as necessary. Governors are informed each year of all Child Protection issues.	HT SEB SAK LS	July/August

A. Progress B. Motivation and Aspirations	Provide a lunchtime study session staffed by teachers. Provide an after school homework session staffed by HLTAs and TAs.	Students' progress will be improved through access to IT facilities in a safe, quiet and purposeful environment led by trained staff.	Daily provision outside of pre public and public examination periods. SLT Duty Team Lead checks. Daily provision after school for one hour. Quality Assurance through SENDCO led weekly meetings.	SLT SENDCO	Weekly
A. Progress C. Mental Health and Wellbeing E. Attendance	The Haven – a safe, welcoming space for vulnerable students to attend at lunchtime.	Students' mental health and wellbeing, attendance and progress will be improved through access to a safe welcoming peaceful space at lunchtimes.	Quality Assurance through SENDCO led weekly meetings.	SENDCO	July/August
C. Mental Health and Wellbeing E. Attendance	Student Liaison Officer to support students in Student Services and liaise with families.	Students' mental health and wellbeing, attendance and progress will be improved through access to friendly, professional support and facilitator	Quality Assurance through line management by Assistant Head teacher for Attendance.	JA SEB	
A. Progress B. Motivation and Aspirations C. Mental Health and Wellbeing D. Resources E. Attendance F. Engagement	Growth Mindset	Create and embed a culture of Growth Mindset through the education of the specific qualities needed to develop this. FORCE (Focus, Optimism, Resilience, Creativity and Energy). Students earn FORCE points leading to certificates, badges and shields for Growth Mindset.	CPD training for staff on impact this initiative should have to improve progress, motivation and aspirations, mental health and wellbeing, attendance and parental engagement. Weekly ceremony to award certificates, badges and shields. Weekly reminders to staff. Regular analysis of students achievements.	CMA LS	July/August
Total budgeted cost					£56,955.58

6. Review of expenditure																
Previous Academic Year 2018/19																
i. Quality of teaching for all																
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
<div>A. Progress</div> <div>B. Motivation & Aspiration</div> <div>Progress of Year 7 disadvantaged “Catch Up” students to be accelerated and in line with non-disadvantaged students.</div>	<div>Improved, ability specific teaching of Year 7 students with a SATS score below 100 on entry.</div> <div>Dedicated teaching in Maths and English by Primary trained teacher to accelerate progress and facilitate ‘Catch Up’</div>	<div>19 Year 7 students were selected by Subject Leaders of Maths and English for one hour of literacy and one hour of numeracy a week delivered by primary trained specialist. Maths – all were assessed on standard Year 3 Maths assessments in September and June. Attending students recorded between 16% & 44% progress.</div> <div>English – In September, students in literacy ‘Catch Up’ rarely wrote in paragraphs with scant use of punctuation. By June all were writing in paragraphs, checking their work before submission and including capital letters. In September, the reading age of the group ranged from 6 to 9 years. Focus on phonic and reading comprehension resulted in an average age improvement of 8 months.</div> <div>Primary trained teacher also taught bottom set English and Maths. During the year she identified that the least able students (assessed as Year 3 level) were unable to access the Year 7 schemes of learning due to their gaps in learning so she differentiated Schemes of Learning (SOL) in English and created new SOL in Maths to enable students at Year 3 levels to access the curriculum and progress.</div> <div>MEDIUM</div>	<div>Primary trained specialist is ring-fenced to Year 7 ‘Catch Up’ The timetable model is flexible enough to ensure Year 7 ‘Catch Up’ students only attend the ‘Catch Up’ provision that they qualify for.</div> <div>Catch Up lessons should not be timetabled against other interventions such as ‘Nurture’ as this excluded four disadvantaged pupils from accessing these lessons. Group sizes must remain small for maximum impact. An increased frequency of lessons would maximise impact as strategies learned in these lessons will become habitual and learning material is reinforced.</div> <div>Greater flexibility is needed to allow movement into and out of the Catch-Up provision.</div>	<div>£19170</div> <div>(ring fenced and paid by PP Catch-up)</div>												
<div>A. Progress</div> <div>D. Resources</div> <div>High expectations are established and re-iterated</div>	<div>Teaching and Learning for whole school is ‘Brilliant Basics’</div>	<div>Data may change subject to change of grades when papers have been submitted for ‘Review’.</div> <table><tr><td>Cohort</td><td>’17-’18 P8</td><td>’18-’19 P8</td><td>Yr on Yr increase</td></tr><tr><td>All</td><td>-0.764</td><td>-0.192</td><td>+0.572</td></tr><tr><td>Disadvantaged</td><td>-1.394</td><td>-0.437</td><td>+0.957</td></tr></table> <div>Significant increase in Progress 8 score across the cohort with the highest increase being recorded by disadvantaged students.</div> <div>Quality assurance has identified that the number of teachers considered to be requiring improvement in practice has reduced from 12 to 7 and all have engaged in bespoke development programmes. Quality assurance has shown a decline in LLD and an increase in engagement and work rate. Book marking has become more consistent within faculties and there is less variation in quality within department.</div> <div>HIGH</div>	Cohort	’17-’18 P8	’18-’19 P8	Yr on Yr increase	All	-0.764	-0.192	+0.572	Disadvantaged	-1.394	-0.437	+0.957	<div>Maintain learning focus.</div> <div>Continue the emphasis on high expectations in classes and of students.</div> <div>Ensure disadvantaged students are a key focus of learning quality assurance through a programme of regular lesson observations, learning walks and book scrutiny.</div>	<div>School Budget</div>
Cohort	’17-’18 P8	’18-’19 P8	Yr on Yr increase													
All	-0.764	-0.192	+0.572													
Disadvantaged	-1.394	-0.437	+0.957													

<div>A. Progress</div> <div>Progress of disadvantaged students in line with non-disadvantaged students</div>	<div>“PP Prioritised” strategy</div> <div>In all lessons disadvantaged students get asked at least one question and their books are marked first.</div>	<table><tr><td>Cohort</td><td>'17-'18 P8</td><td>'18-'19 P8</td><td>Yr on Yr increase</td></tr><tr><td>All</td><td>-0.764</td><td>-0.192</td><td>+0.572</td></tr><tr><td>Disadvantaged</td><td>-1.394</td><td>-0.437</td><td>+0.957</td></tr><tr><td>Non-disadvantaged</td><td>-0.51</td><td>0.028</td><td>+0.482</td></tr></table> <div>The school's Progress 8 score improved by +0.572. The improvement of disadvantaged students at +0.957 was almost double that of non-disadvantaged students.</div> <div>The national statistics for disadvantaged and non-disadvantaged are not available so the 2018 percentages are displayed below in brackets for comparison purposes:</div> <div>The attainment gap between disadvantaged and non-disadvantaged in: Basics 9 – 4 was 14.4%, National average 2018 was 24.9%) Basics 9-5 was 11.2% (National average 26,5%)</div> <div>In one to one meetings with disadvantaged students a significant proportion commented that they were being asked more questions in class and that this was beneficial.</div> <div>When students stated that they did not get asked a question staff were briefed and reminded of the 'PP Prioritised' strategy</div> <div>HIGH</div>	Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase	All	-0.764	-0.192	+0.572	Disadvantaged	-1.394	-0.437	+0.957	Non-disadvantaged	-0.51	0.028	+0.482	<div>Training for new staff on how to accelerate the progress of disadvantaged students including the 'PP Prioritised' strategy.</div> <div>Reinforce the 'PP Prioritised strategy' at the beginning of year and reinforce regularly through inset.</div>	<div>School budget</div>				
Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase																					
All	-0.764	-0.192	+0.572																					
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Non-disadvantaged	-0.51	0.028	+0.482																					
<div>A. Progress</div> <div>Progress for disadvantaged students in line with non-disadvantaged students</div>	<div>Through weekly RPG meetings, analyse the progress of disadvantaged students and identify and agree bespoke strategies to accelerate progress.</div>	<div>RPG meetings were held throughout the academic year with disadvantaged students forming one of the three groups analysed. The others were SEND and mid prior boys (MPB). These groups achieved the highest improvement in Progress 8 of any cohort at the school.</div> <table><tr><td>Cohort</td><td>'17-'18 P8</td><td>'18-'19 P8</td><td>Year on Year increase</td></tr><tr><td>All</td><td>-0.764</td><td>-0.192</td><td>+0.572</td></tr><tr><td>Disadvantaged</td><td>-1.394</td><td>-0.437</td><td>+0.957</td></tr><tr><td>SEND</td><td>-1.576</td><td>-0.357</td><td>+1.219</td></tr><tr><td>MPB</td><td>-1.276</td><td>-0.641</td><td>+0.635</td></tr></table> <div>Meetings were led by Assistant Head for Progress and were rigorous and supportive. All data and strategies to accelerate the progress of individual students was shared school wide and class teachers had an opportunity to contribute and request additional support of their Subject Leader, the DOL and pastoral team as well as Leadership.</div> <div>HIGH</div>	Cohort	'17-'18 P8	'18-'19 P8	Year on Year increase	All	-0.764	-0.192	+0.572	Disadvantaged	-1.394	-0.437	+0.957	SEND	-1.576	-0.357	+1.219	MPB	-1.276	-0.641	+0.635	<div>RPG meetings to be held following each data drop.</div> <div>RPG meetings with Open Bucket Subject Leaders to be prioritised followed by EBBAC and Science.</div> <div>Meetings with Open Bucket Subject Leaders to be split into two groups to enable greater detail and contribution from all.</div> <div>Following each data drop RPG meetings will focus on disadvantaged students, MPB and key boundary movers in rotation.</div> <div>Through line management, SLT subject links will ensure implementation of strategies agreed at RPG.</div> <div>Subject Leaders in Maths and English will lead RPG through department meetings throughout the year reporting progress to RPG termly. (This will be re-evaluated if there is a change in Subject Leadership).</div>	<div>School Budget</div>
Cohort	'17-'18 P8	'18-'19 P8	Year on Year increase																					
All	-0.764	-0.192	+0.572																					
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<div><div>A. Progress</div><div>B. Motivation and Aspiration</div><div>C. Mental health and Wellbeing</div><div>D. Resources</div><div>E. Attendance</div></div> <div>True awareness of each disadvantaged students' barriers to progress enables targeted support to facilitate progress.</div>	<div>Production of 'Progress Plans'.</div> <div>One-to-one meetings with each disadvantaged student to identify: previously unknown in school and external barriers to progress; student perception of their barriers to progress; staff identification of their barriers to progress.</div> <div>Agree strategies to overcome these.</div> <div>Progress Plans published to all staff who are required to implement each students' strategies.</div>	<div>Disadvantaged students and SEND students recorded a significant improvement in Progress 8. These two groups alone are invited to attend an individual meeting to agree barriers to progress and agree strategies to overcome these.</div> <table><tr><td>Cohort</td><td>'17-'18 P8</td><td>'18-'19 P8</td><td>Yr on Yr increase</td></tr><tr><td>All</td><td>-0.764</td><td>-0.192</td><td>+0.572</td></tr><tr><td>Disadvantaged</td><td>-1.394</td><td>-0.437</td><td>+0.957</td></tr><tr><td>SEND</td><td>-1.576</td><td>-0.357</td><td>+1.219</td></tr></table> <div>These meetings elicit information that is extremely beneficial to staff in gaining a more acute understanding of individual disadvantaged students. The information shared has led to improved provision for students both in lessons and pastorally enabling students to accelerate their progress and improve their achievement.</div> <div>HIGH</div>	Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase	All	-0.764	-0.192	+0.572	Disadvantaged	-1.394	-0.437	+0.957	SEND	-1.576	-0.357	+1.219	<div>As the school population is growing it is no longer feasible for the Assistant Head for Progress to lead the annual one to one meetings with disadvantaged students. The Assistant Head of Achievement will train DOLS in the practice of these meetings and quality assure them.</div> <div>In the largest year group (Year 7) the Inclusion Officer and SENDCO will share out the meetings with the DOL.</div> <div>The importance of all staff reading and applying the Progress Plans will be reinforced regularly. Quality assurance will be conducted through lesson observations and Subject Leaders throughout the year.</div>	£18,605.69
Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase																	
All	-0.764	-0.192	+0.572																	
Disadvantaged	-1.394	-0.437	+0.957																	
SEND	-1.576	-0.357	+1.219																	

<div>A. Progress</div> <div>Progress of disadvantaged students in line with non-disadvantaged students.</div>	<div>All teaching staff have an annual Performance Management target for the progress of disadvantaged students (expected to progress in line with non-disadvantaged).</div>	<table><thead><tr><th>Cohort</th><th>'17-'18 P8</th><th>'18-'19 P8</th><th>Yr on Yr increase</th></tr></thead><tbody><tr><td>All</td><td>-0.764</td><td>-0.192</td><td>+0.572</td></tr><tr><td>Disadvantaged</td><td>-1.394</td><td>-0.437</td><td>+0.957</td></tr><tr><td>Non-disadvantaged</td><td>-0.51</td><td>-0.024</td><td>+0.486</td></tr></tbody></table> <div>By having aforementioned strategies implemented to accelerate the progress of disadvantaged students, staff are supported and understand how to progress these students. Subject Leaders, through regular RPG and department meetings where the progress of disadvantaged students is a standing item on agendas, work with teachers to analyse progress and implement strategies agreed at RPG to accelerate the progress of disadvantaged students. Progress of disadvantaged students was evaluated mid-year through performance management.</div> <div>HIGH</div>	Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase	All	-0.764	-0.192	+0.572	Disadvantaged	-1.394	-0.437	+0.957	Non-disadvantaged	-0.51	-0.024	+0.486	<div>Performance management targets are now set at a MAT level having been agreed by the Heads of the AAT schools.</div>	<div>School budget</div>
Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase																	
All	-0.764	-0.192	+0.572																	
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<div>A. Progress</div> <div>B. Motivation and Aspirations</div> <div>C. Mental Health and Wellbeing</div> <div>All teaching meets the needs of all disadvantaged students.</div>	<div>Use of TAs to provide literacy, numeracy and subject specific support in classes.</div> <div>Use of TAs for small group work</div>	<div>HLTA's in Maths and English targeted working with disadvantaged and SEND students. Targeted break-away groups in specific lessons made effective use of HLTA skills and experience. Maths intervention: Friday morning small group sessions English intervention: Morning group sessions TA's provided study support sessions for GCSE students before the start of lessons.</div> <div>TA support for disadvantaged students was increased in Drama theory lessons.</div> <div>MEDIUM</div>	<div>HLTA's can effectively run small group or 1:1 intervention, however this has an impact on other students not being able to access TA support. Having a specialist Science TA will increase impact in KS4 science lessons. Study support sessions need to be promoted by tutorial staff and teaching staff need to liaise with TA's to target topics to be revised. Homework club needs to be prioritised by KS4 students and staff. TA support in Open and EBACC subjects to be discussed and increased as limited team permits.</div>	<div>£15,270.11</div>																
<div>A. Progress</div> <div>Improved knowledge of disadvantaged students.</div>	<div>Teachers to be supplied with and required to use teaching folders in which to store seating plans identifying disadvantaged students and the progress plans for each disadvantaged student in each class.</div>	<table><thead><tr><th>Cohort</th><th>'17-'18 P8</th><th>'18-'19 P8</th><th>Yr on Yr increase</th></tr></thead><tbody><tr><td>All</td><td>-0.764</td><td>-0.192</td><td>+0.572</td></tr><tr><td>Disadvantaged</td><td>-1.394</td><td>-0.437</td><td>+0.957</td></tr><tr><td>Non-disadvantaged</td><td>-0.51</td><td>-0.024</td><td>+0.486</td></tr></tbody></table> <div>Annotated seating plans denoting disadvantaged students (in addition to SEND students) helps teachers and TAs / HLTAs to identify disadvantaged students for questioning and necessary differentiation.</div> <div>HIGH</div>	Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase	All	-0.764	-0.192	+0.572	Disadvantaged	-1.394	-0.437	+0.957	Non-disadvantaged	-0.51	-0.024	+0.486	<div>Staff found creating annotated seating plans onerous however this is mitigated by the introduction of BROMCOM The production of the teaching folder including the annotated seating plan and the Progress Plans for disadvantaged students could be required during lesson observations with staff given the option of sharing them during learning walks.</div>	<div>£200</div>
Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase																	
All	-0.764	-0.192	+0.572																	
Disadvantaged	-1.394	-0.437	+0.957																	
Non-disadvantaged	-0.51	-0.024	+0.486																	

<div>A. Progress D. Resource</div> <div>All teaching meets the needs of disadvantaged students</div>	<div>All students in Year 7 & 8 receive a log-in for IXL Maths.</div> <div>.</div>	<div>The IXL online Maths programme was introduced at parents of Years 7 & 8 over two evenings led by the Subject Leader in Maths and attended by 55% of parents.</div> <div>The strategy across Years 7 and 8 was that one weekly homework for Year 7 and 8 would be IXL and that staff would monitor and reward progress regularly. Additionally, any Maths lessons taught by a Cover Supervisor could be IXL lessons taken in a computer suite.</div> <div>The Maths Subject Leader did not monitor the implementation of this strategy and delegated the implementation and management of it to the second in department. As a result, this strategy was implemented erratically and had limited impact. A student survey reveals only 36% of students were set IXL as homework each week and 96% of students received one or fewer IXL based lessons a half term.</div> <div>Total usage: 12,137 skills practised, 6,755 skills proficient 5,608 skills mastered.</div> <div>LOW</div>	<div>New Subject Leader has selected a different learning programme to support the accelerated progress of KS3 students in Maths.</div> <div>Through SLT line management meetings and regular communication with Assistant Headteacher of Achievement, the Maths Subject Leader will report the frequency of usage and the impact of this programme by class and cohort.</div> <div>Maths teacher's will review in department meetings.</div>	£4160.45																
<div>A. Progress D. Resource</div> <div>All teaching meets the needs of disadvantaged students</div>	<div>All KS4 disadvantaged students receive revision guides for all subjects, access to My GCSE (Science) paid from disadvantaged budget</div> <div>PIXL Maths app paid from school budget</div>	<table><tr><td>Cohort</td><td>'17-'18 P8</td><td>'18-'19 P8</td><td>Yr on Yr increase</td></tr><tr><td>All</td><td>-0.764</td><td>-0.192</td><td>+0.572</td></tr><tr><td>Disadvantaged</td><td>-1.394</td><td>-0.437</td><td>+0.957</td></tr><tr><td>Non-disadvantaged</td><td>-0.51</td><td>-0.024</td><td>+0.486</td></tr></table> <div>Year 11 disadvantaged students reported that being given these resources was extremely helpful in supporting their home-based learning, revision and class learning. Many students returned these resources to enable other students to benefit from them.</div> <div>Year 10 students received revision guides before the summer holidays and utilised them to support their home-based learning in several subjects</div> <div>At Year 9 Parent Information Evening (Sept 2019) a common question was how to get revision guides with significant relief expressed at finding they were supplied to disadvantaged students.</div> <div>HIGH</div>	Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase	All	-0.764	-0.192	+0.572	Disadvantaged	-1.394	-0.437	+0.957	Non-disadvantaged	-0.51	-0.024	+0.486	<div>Disadvantaged students in KS4 shall receive all revision guides recommended by Subject Leaders during Year 10.</div> <div>Now that all new GCSE specifications have begun revision resources are available and we will be able to share these earlier.</div> <div>We are considering rolling this strategy down to KS3</div>	£3000
Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase																	
All	-0.764	-0.192	+0.572																	
Disadvantaged	-1.394	-0.437	+0.957																	
Non-disadvantaged	-0.51	-0.024	+0.486																	

A. Progress	Disadvantaged students prioritised for weekly study support in all subjects	<table><tr><td>Cohort</td><td>'17-'18 P8</td><td>'18-'19 P8</td><td>Yr on Yr increase</td></tr><tr><td>All</td><td>-0.764</td><td>-0.192</td><td>+0.572</td></tr><tr><td>Disadvantaged</td><td>-1.394</td><td>-0.437</td><td>+0.957</td></tr><tr><td>Non-disadvantaged</td><td>-0.51</td><td>-0.024</td><td>+0.486</td></tr></table> <p>Attendance of disadvantaged students at study support was high. Not all disadvantaged students could or chose to attend and, in some cases, parental support was muted.</p> <p>MEDIUM</p>	Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase	All	-0.764	-0.192	+0.572	Disadvantaged	-1.394	-0.437	+0.957	Non-disadvantaged	-0.51	-0.024	+0.486	Study support programme to run after school Tuesday – Thursday with parity of access offered to EBACC, open and core subjects. Subject Leaders determined the use of Study Support sessions to meet the needs of their students. Some subjects used Study Support as an additional lesson whilst others invited students to sessions focused on learning pertinent to individual students. This will continue. Disadvantaged students not selected for Study Support have access to quiet learning environments within school in which to conduct independent learning after and before school. These sessions are staff by TAs and HLTAs, disadvantaged students will continue to be a priority for holiday revision sessions. SLT to consider the value of Saturday sessions.	School budget
Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase																	
All	-0.764	-0.192	+0.572																	
Disadvantaged	-1.394	-0.437	+0.957																	
Non-disadvantaged	-0.51	-0.024	+0.486																	
A. Progress	Small group maths tuition	<p>Two types of provision were offered.</p> <p>1. Maths tutor. There was extremely limited record of impact due to poor attendance and lack of student engagement.</p> <p>2. HLTA, led in close consultation with the Maths Subject Leader. This small group tuition proved to be highly successful</p> <table><tr><td>Cohort</td><td>2017-2018 Progress 8</td><td>2017-2018 Progress 8</td><td>Increase Yr on Yr</td></tr><tr><td>All Maths</td><td>-0.688</td><td>0.006</td><td>+0.32</td></tr><tr><td>Disadvantaged Maths</td><td>-1.067</td><td>-0.307</td><td>+0.76</td></tr></table> <p>HIGH</p>	Cohort	2017-2018 Progress 8	2017-2018 Progress 8	Increase Yr on Yr	All Maths	-0.688	0.006	+0.32	Disadvantaged Maths	-1.067	-0.307	+0.76	<p>The provision by the Maths tutor has been stopped.</p> <p>Repeat HLTA provision again prioritising disadvantaged students</p> <p>Keep the group small</p> <p>Maintain close supervision of content by Subject Leader in consultation with class teachers to ensure gaps in learning are addressed.</p>	£2349.25 £20565.00				
Cohort	2017-2018 Progress 8	2017-2018 Progress 8	Increase Yr on Yr																	
All Maths	-0.688	0.006	+0.32																	
Disadvantaged Maths	-1.067	-0.307	+0.76																	
ii. Targeted support																				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																
A. Progress D. Resources	Provision mapping of all Disadvantaged students to ensure that funding is applied appropriately and fairly.	<p>Bespoke intervention ensuring fair application of funding and support. Facilitated and developed positive and productive relationships with families.</p> <p>HIGH</p>	Continue with this strategy implemented by staff member whose responsibilities as Inclusion Officer/Deputy DSP is skilled and well known to families.	£11642.46																

A. Progress	TA to run ELKLAN support sessions for KS3 disadvantaged students who are struggling to access the curriculum.	One student received this support provision ending KS3 on target in 92% of subjects and above target in 75% of subjects HIGH	Complete to implement this strategy as need is identified.	£3523.87																
A. Progress B. Motivation and Aspirations E. Attendance	Monitoring data of disadvantaged students in relation to non-disadvantaged students within the school	<table><tr><td>Cohort</td><td>'17-'18 P8</td><td>'18-'19 P8</td><td>Yr on Yr increase</td></tr><tr><td>All</td><td>-0.764</td><td>-0.192</td><td>+0.572</td></tr><tr><td>Disadvantaged</td><td>-1.394</td><td>-0.437</td><td>+0.957</td></tr><tr><td>Non-disadvantaged</td><td>-0.51</td><td>-0.024</td><td>+0.486</td></tr></table> HIGH	Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase	All	-0.764	-0.192	+0.572	Disadvantaged	-1.394	-0.437	+0.957	Non-disadvantaged	-0.51	-0.024	+0.486	Effective, regular monitoring of student groups enables a focus on their performance to be maintained throughout the year. Empowering Subject Leaders and DOLS to analyse data using SISRA and sharing challenges and successful strategies with peers provides ownership pf progress to departments enabling them to close the attainment gap further.	£14214.43
Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase																	
All	-0.764	-0.192	+0.572																	
Disadvantaged	-1.394	-0.437	+0.957																	
Non-disadvantaged	-0.51	-0.024	+0.486																	
C. Mental Health and Wellbeing D. Attendance	Where need is identified, provide: school counselling service, Mentoring, Protective Behaviours, Circle of Support for the disadvantaged student. Where need is identified provide families/carers access to School Family worker.	Immense impact on individual students who accessed the support most. Students progressed academically and socially. HIGH	Greater need for counselling in school is required due to level of need. In September, two trainee counsellors started to support students and to begin to meet the burgeoning needs. They are supported by the Mental Health Lead and our female counsellor who is able to do supervision. It has been recognised that some vulnerable boys in school, who have no male role models at home, would benefit from a male mentor in school. We have invested in a male mentor for such purpose (1 hour a week) through St Albans Partnership.	£10571.62 £2712.80 £5669.20 £2622.90																

<div><div>A. Progress</div><div>B. Motivation and Aspirations</div><div>C. Mental Health and Wellbeing</div><div>E. Attendance</div></div>	Behaviour coaching (one to one) Motivational Group Coaching (for disengaged boys)	<div>Motivational Group Coaching for disengaged boys: Whilst the students really enjoyed this course, provided by external supplier, there was no quantitative improvement in their attendance, number of sanctions or academic progress.</div> <div>LOW</div> <div>On site behaviour coaching on a one to one basis was given to 58 students of which 27 were disadvantaged. Many of the individuals who received this provision benefitted greatly with their attendance and engagement improving significantly.</div> <div>MEDIUM</div>	<div>As no evidence of impact from motivational group coaching we will not repeat this strategy.</div> <div>As behaviour coaching, on a one-to-one basis, has proved to be more successful and as a clear need was identified for a male mentor to work with our disengaged boys, we have engaged these services for one hour a week.</div> <div>Poor behaviour can often mask another need and the behaviour is a manifestation of another issue. In order to ensure that students are offered the provision they need the SLT links for KS3 and KS4 have agreed a set of criteria that a student meets before referral for behaviour coaching.</div> <div>Students will be referred for a 6 week cycle after which their progress will be reviewed and evidence of impact assessed.</div> <div>Communication between school and students of appointment times needs to be improved in order to ensure students receive this support.</div>	£6699.00												
<div><div>A. Progress</div><div>B. Motivation and Aspirations</div><div>C. Mental Health and wellbeing</div></div>	<div>Mentoring strategy - disadvantaged students.</div> <div>All Year 11 students to be allocated an academic mentor to support progress and preparation in advance of GCSEs.</div> <div>Priority is given to disadvantaged students who have first choice of</div>	<table><tr><td>Cohort</td><td>'17-'18 P8</td><td>'18-'19 P8</td><td>Yr on Yr increase</td></tr><tr><td>All</td><td>-0.764</td><td>-0.192</td><td>+0.572</td></tr><tr><td>Disadvantaged</td><td>-1.394</td><td>-0.437</td><td>+0.957</td></tr></table> <div>Not all staff were able to schedule a weekly or fortnightly session with their small groups or individuals.</div> <div>Students who received this mentoring identified it as extremely beneficial.</div> <div>MEDIUM / LOW</div>	Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase	All	-0.764	-0.192	+0.572	Disadvantaged	-1.394	-0.437	+0.957	<div>Some staff do not have the capacity to meet with students on an ongoing basis and develop a mentoring relationship.</div> <div>In order to ensure those with the highest need, who will benefit most, receive regular, purposeful mentoring we will focus on a fewer number of students.</div>	School budget
Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase													
All	-0.764	-0.192	+0.572													
Disadvantaged	-1.394	-0.437	+0.957													

A. Progress	Holiday revision classes led by specialist teachers to address gaps in learning and accelerate progress	<table><tr><td>Cohort</td><td>'17-'18 P8</td><td>'18-'19 P8</td><td>Yr on Yr increase</td></tr><tr><td>All</td><td>-0.764</td><td>-0.192</td><td>+0.572</td></tr><tr><td>Disadvantaged</td><td>-1.394</td><td>-0.437</td><td>+0.957</td></tr></table> <p>Subject Leaders ran these at their discretion with the timetable coordinated by Year 11 DoL. Attendance of disadvantaged students was very good with some being collected and brought to the sessions.</p> <p>At Year 11 Parents Evening all families were advised of revision courses offered by reputable external providers in Maths and English. Whilst all disadvantaged students were offered a 50% discount on the cost of these courses none chose to book.</p> <p>MEDIUM</p>	Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase	All	-0.764	-0.192	+0.572	Disadvantaged	-1.394	-0.437	+0.957	Continue to offer holiday revision classes at Subject Leader discretion, co-ordinated by Director of KS4.	£2000.00
Cohort	'17-'18 P8	'18-'19 P8	Yr on Yr increase													
All	-0.764	-0.192	+0.572													
Disadvantaged	-1.394	-0.437	+0.957													
A. Progress C. Mental Health and Wellbeing E. Attendance	Young Carer support in and out of school. Identification of Young Carers, one-to-one interviews, sharing of information with teachers, daily support as and when required. Assemblies to all years.	<p>Two assemblies were held both of which helped students understand the responsibility of Young Carer and how to support them. These also facilitated students identifying themselves as Young Carers.</p> <p>2018/19 there were 15 Young Carers identified 11 of whom were disadvantaged students.</p> <p>Upon identification of a Young Carer staff are immediately informed and students are encouraged to make use of facilities such as The Young Carers quiet space and / or lunchtime homework club.</p> <p>The quiet space has been underutilised this year, possibly as Young Carers with limited social lives enjoy being with their friends at break and lunchtime.</p> <p>Communication with the families of Young Carers has improved this year.</p> <p>Following consultation with Young Carers we introduced a reward of a voucher for each Young Carer achieving 95%</p> <p>Attendance of Young Carers:</p> <table><tr><td>2017-18</td><td>2018-19</td></tr><tr><td>93.44%</td><td>92.378%</td></tr></table> <p>MEDIUM/LOW</p>	2017-18	2018-19	93.44%	92.378%	<p>The school is proactive in identifying Young Carers and consulting them on the support they need in school.</p> <p>Early identification is fundamental to introduce tailored support and minimise impact on attendance.</p> <p>We have repeated the questionnaires to Year 7 to aid identification and are in the process of collating data.</p> <p>All of Year 7 have already received an assembly led by Carers in Herts organised by the Young Carers team in school with a further assembly planned for Year 8 and 9 which will take place in January.</p> <p>Consult Young Carers on provision such as quiet space and the attendance incentive.</p> <p>Repeat an attendance incentive informed by student choice of prize</p> <p>Consider updating Young Carer room which has been under utilised possibly as students</p> <p>Consider extending PP Prioritised policy to Young Carers.</p> <p>Further investigation and consultation will be undertaken to develop strategies to improve attendance amongst this group.</p>	£165								
2017-18	2018-19															
93.44%	92.378%															

<p>A. Progress</p> <p>B. Motivation and Aspiration</p> <p>C. Wellbeing and Mental Health</p> <p>E. Attendance</p>	<p>Resolving Barriers to learning. External motivational coach focussing on: self-confidence and resilience; revision techniques and time management.</p> <p>Disadvantaged students prioritised for these workshops.</p>	<p>One to one meetings with disadvantaged students identified three main barriers to academic progress.</p> <p>Disadvantaged students were prioritised for small group coaching workshops on how to overcome these. All Year 11 students attended a minimum of one workshop and three assemblies.</p> <p>Feedback from each session was resoundingly positive with students identifying how the application of practices taught for effective time management, revision strategies and developing resilience had helped them prepare more effectively for their exams.</p> <p>Four disadvantaged students were given revision boxes. These students subsequently presented to Year 10 parents on their value. Subsequently over twenty Year 10 students have purchased this resource.</p> <p>HIGH</p>	<p>Continue this strategy with KS4 and consider rolling out to KS3 in the Summer term.</p>	<p>£4026.01</p>
<p>A. Progress</p> <p>B. Motivation and Aspirations</p>	<p>Alternative provision – college</p>	<p>Several students accessed this provision with limited success due to some poor attendance and some anxiety about being educated off site</p> <p>LOW</p>	<p>Whilst this strategy can help students engage and provide an alternative educational pathway, it can be a high cost if students do not engage fully.</p> <p>Suitability for college provision needs to be considered carefully on an individual basis.</p>	<p>School budget</p>

B. Motivation and Aspirations	<p>Extended learning days and activities with opportunities such as visiting universities, colleges, exhibitions, the theatre and other places.</p> <p>Careers support and guidance. Integrated programme of advice, guidance and support for careers advice as well as learners' knowledge, competence and attitudes towards career planning.</p>	<p>Disadvantaged students were prioritised for dedicated time with Careers Advisor. All Year 11 students had a one to one meeting with a member of SLT to discuss option choices and knowledge of post 16 educational pathways. Trips to theatre and art galleries proved to be inspiring and popular with disadvantaged students. Highest ever proportion of Year 11 applied to Ridgeway Sixth Form</p> <p>MEDIUM</p>	<p>Builds high aspirations and enables students to identify goals. Continue to ask disadvantaged students about their interests to provide them with further bespoke opportunities. Review provision</p>	School budget								
A. Progress D. Resources	<p>Departmental initiatives.</p>	<p>Subject Leaders in Maths, English, MFL, Drama and PE all successfully pitched for up to £750 of disadvantaged funding in order to accelerate the progress of their students. PE were unable to use their funding as they missed the deadline for booking the requested revision course.</p> <table><tr><td>Disadvantaged</td><td>2018-2019 P8 for disadvantaged students</td></tr><tr><td>Maths</td><td>-0.307</td></tr><tr><td>MFL</td><td>+0.563</td></tr><tr><td>Drama</td><td>+0.046</td></tr></table> <p>MEDIUM</p>	Disadvantaged	2018-2019 P8 for disadvantaged students	Maths	-0.307	MFL	+0.563	Drama	+0.046	<p>Empowering Subject Leaders to identify initiatives that will accelerate the progress of their disadvantaged students is sensible. SLT subject links to encourage all Subject Leaders to submit a pitch. Next year launch pre-Christmas in order to increase progress.</p>	£3300.00
Disadvantaged	2018-2019 P8 for disadvantaged students											
Maths	-0.307											
MFL	+0.563											
Drama	+0.046											

<p>A. Progress</p> <p>B. Motivation and Aspirations</p>	<p>The Scholars Programme (led by The Brilliant Club).</p>	<p>Eleven Year 10 students (six disadvantaged) completed the six-week course. All achieved the equivalent of a 2:1.</p> <p>100% students reported raised aspirations and improved understanding of how to accelerate their progress.</p> <p>Subsequently students led assemblies to KS3 describing the course and its benefits as well as writing articles for Ridgeway News and sharing their new found independent learning skills with peers.</p> <p>HIGH</p>	<p>Repeat with Year 10 in Autumn term.</p> <p>Determine of sufficient disadvantaged students meet entry criteria to enable two groups to partake</p> <p>Consider rolling out to Year 9</p>	<p>£2400.00</p>
<p>B. Motivation and Aspirations</p> <p>C. Mental Health and Wellbeing</p> <p>D. Resources</p> <p>E. Attendance</p>	<p>Social and resource needs funding, identified through one to one meetings to develop Progress Plans and DOL, FT and family requests.</p>	<p>Students have access to learning and social resources so that financial constraints do not impede ability to take part and progress.</p> <p>For example: stationery, music fees for all disadvantaged students requesting music lessons, ingredients for GCSE Food and nutrition practical exam, contributions towards uniform, rewards for improved behaviour and attendance, transportation costs and additional resources within departments to enable inclusion.</p> <p>HIGH</p>	<p>Continue to utilise funding to ensure students have parity of participation and full access to learning and social resources to make good progress.</p>	<p>£2400.00</p>
<p>A. Progress</p> <p>B. Motivation and Aspirations</p> <p>D. Resources</p>	<p>Educational Trips/visits are partially or fully funded for disadvantaged students to ensure these activities are fully inclusive</p>	<p>Contributions from disadvantaged funding enabled disadvantaged students to attend educational trips such as the GCSE Geography field trip, a compulsory component of the course and Drama theatre trips,</p> <p>MEDIUM</p>	<p>By continuing to provide funding for disadvantaged students to attend educational trips we ensure that these courses remain fully inclusive.</p> <p>The school is increasing its offering of trips to develop Growth Mind-set such as Camps International for KS3. Headteacher and Assistant Headteacher for Achievement have agreed that disadvantaged students may apply for £450 each (10% of total cost to be raised) in order to encourage their engagement with Camps International.</p>	<p>£1560.55</p>

A. Progress B. Motivation and Aspirations C. Mental Health and Wellbeing D. Resources E. Attendance	Training – SENDCO to qualify to undertake testing for Access Arrangements.	SENDCO completed this training and is now able to test students on site for Access Arrangements. This should mitigate the anxiety many students feel at the prospect of being transported off site to undertake the testing, it will also minimise the time spent out of lessons. Impact will be easier to assess 2019-2020 when on site testing begins. Financially this will, over time, be neutral as Ridgeway academy will no longer have to pay for off-site testing or to transport students. LOW		£2150.00
A. Progress D. Resources	Technology payments	Students have access to resources and financial constraints so they do not impede ability to take part and progress. MEDIUM	Continue to utilise funding to ensure students have parity of participation and full access to learning and social resources to make good progress.	£2790.00
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Progress C. Mental Health and Wellbeing E. Attendance	To provide a Breakfast club in Attimore Hall for disadvantaged students.	A student survey of all users of Breakfast club reveals disadvantaged are doubly as likely to use Breakfast club daily as non-disadvantaged students. Disadvantaged students are doubly as likely to select a hot breakfast. 51% of disadvantaged students who use Breakfast club state that it enables them to get a breakfast every day whilst 49% enjoy that this enables them to eat with others rather than alone. HIGH	At Easter 2019 we reviewed the expenditure on Breakfast club. Recognising that increasing numbers meant the cost of this provision was escalating significantly, it was agreed that disadvantaged funding contribution would be reduced to £. Families were advised of this and it was explained that this contribution would still cover the cost of a hot breakfast for these students. At the end of the year students were consulted and were happy with the provision. Work with the catering department to ensure a healthy option is provided.	£14700.00

A. Progress C. Mental Health and Wellbeing E. Attendance	CPOMS	<p>The proportion of incidences reported on CPOMS regarding disadvantaged is disproportionately high. The HCC Safeguarding team recognise the CPOM system as an effective tool to enable the designated personnel to respond to a situation prioritising student welfare and safety.</p> <p>HIGH</p>	An internal review of the effectiveness of CPOMS led to the unanimous decision to continue this system in the future.	£895.00																								
A. Progress B. Motivation and Aspirations C. Mental Health and Wellbeing F. Engagement	Parent engagement (workshops, meetings etc...)	<p>We consulted with parents as to the topics that these workshops and presentations should cover and ran the following.</p> <table><tr><th>Topic</th><th>Attendees</th></tr><tr><td>Knife Crime (whole school)</td><td>14</td></tr><tr><td>IXL Maths (Year 7 & 8)</td><td>66</td></tr><tr><td>Yr 11 Revising effectively</td><td>62</td></tr><tr><td>Breck Foundation (Protecting your child from online grooming) (whole school)</td><td>35</td></tr><tr><td>Yr 9-10 Revision workshop</td><td>46</td></tr><tr><td>Talking about Sex and Relationships with your teenager. (whole school)</td><td>14</td></tr><tr><td>Gang Culture (whole school)</td><td>18</td></tr><tr><td>Year 10 GCSE revision techniques workshop</td><td>57</td></tr><tr><td>Supporting my child's revision KS3</td><td>72</td></tr><tr><td>Supporting my child's mental health (whole school)</td><td>19</td></tr><tr><td>ADHD (by invitation)</td><td>2 of 4 invited</td></tr></table> <p>MEDIUM/LOW</p>	Topic	Attendees	Knife Crime (whole school)	14	IXL Maths (Year 7 & 8)	66	Yr 11 Revising effectively	62	Breck Foundation (Protecting your child from online grooming) (whole school)	35	Yr 9-10 Revision workshop	46	Talking about Sex and Relationships with your teenager. (whole school)	14	Gang Culture (whole school)	18	Year 10 GCSE revision techniques workshop	57	Supporting my child's revision KS3	72	Supporting my child's mental health (whole school)	19	ADHD (by invitation)	2 of 4 invited	There was a far higher turnout at academic focused evenings and so these will form the core of our provision next year. Varying the start time of workshops had no impact on attendees. Feedback from families was that these presentations were invaluable and they wished more parents would attend. Some attendees suggested attendance would improve if food such as pizza was offered.	£300 £5879.32
Topic	Attendees																											
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<p>A. Progress</p> <p>B. Motivation and Aspirations</p>	<p>Provide a lunchtime study session staffed by teachers.</p> <p>Provide an after school homework session staffed by HLTAs and TAs.</p>	<p>Lunchtime homework club has been regularly attended by students for KS3 and KS4, predominantly by students with no access to computers at home. After school homework club is extremely well attended predominantly by KS3 students as Year 11 students are attending subject led study support.</p> <p>MEDIUM</p>	<p>As the school has grown we need to encourage more staff to take up lunchtime duties in order to continue to offer this facility. We are considering a different venue so that sessions do not have to stop when mock and actual public exams are scheduled.</p> <p>After school club to continue led by two HLTAs</p>	<p>£8222.4</p> <p>School Budget</p>
<p>A. Progress</p> <p>C. Mental Health and Wellbeing</p> <p>E. Attendance</p>	<p>The Haven – a safe, welcoming space for vulnerable students to attend at lunchtime.</p>	<p>An opportunity for Year 7 students struggling with the transition to secondary school and those demonstrating social anxiety to spend lunch times in a quiet, secluded environment with access to learning materials, games and small social groups.</p> <p>MEDIUM</p>	<p>Students value and enjoy The Haven. In some cases, to such an extent, that they are reluctant to appreciate the benefits of integrating with the wider school community. Initiate re-integration process earlier in the year, allowing students who access this provision to slowly become more confident in the whole-school environment. Continue this provision.</p>	<p>£1761.94</p>
<p>C. Mental Health and Wellbeing</p> <p>E. Attendance</p>	<p>Student Liaison Officer to support students in Student Services and liaise with families.</p>	<p>Students' mental health wellbeing, attendance and progress is supported by having a known trusted person to speak with and co-ordinate the message between school, family and student.</p> <p>MEDIUM</p>	<p>This is an invaluable service to which disadvantaged funding makes a 30% contribution. Contribution to continue.</p>	<p>£6801.3</p>

A. Progress B. Motivation and Aspirations C. Mental Health and Wellbeing D. Resources E. Attendance F. Engagement	Growth Mindset	<p>The assembly programme was derived from a starting point of growth mind-set. Each half term had a different theme. Term 1a – Growth Mind-set Term 1b – Focus Term 2a – Optimism Term 2b – Resilience Term 3a – Creativity Term 3b – Energy. This ensured students had a clear understanding of how to and why to develop a growth mind-set. Students achieving their FORCE badges were awards in a formal assembly led each Friday by the Assistant Head teacher of Progress and the Head teacher and the names were listed weekly in Ridgeway News. Permanent displays in prominent position also celebrate the growth mind-set of our students.</p> <table><tr><th>Year</th><th>Total Force cards</th><th>Total students</th><th>% of cohort</th><th>Girls</th><th>Boys</th><th>SEND</th><th>PP</th></tr><tr><td>7</td><td>249</td><td>104</td><td>68.87</td><td>46</td><td>58</td><td>26</td><td>40</td></tr><tr><td>8</td><td>155</td><td>83</td><td>54.61</td><td>42</td><td>41</td><td>27</td><td>32</td></tr><tr><td>9</td><td>103</td><td>64</td><td>55.17</td><td>33</td><td>31</td><td>15</td><td>28</td></tr><tr><td>10</td><td>98</td><td>47</td><td>38.84</td><td>27</td><td>20</td><td>7</td><td>14</td></tr><tr><td>11</td><td>35</td><td>26</td><td>29.21</td><td>15</td><td>11</td><td>6</td><td>9</td></tr><tr><td>Total</td><td>640</td><td>324</td><td></td><td>163</td><td>161</td><td>81</td><td>123</td></tr></table> <p>MEDIUM</p>	Year	Total Force cards	Total students	% of cohort	Girls	Boys	SEND	PP	7	249	104	68.87	46	58	26	40	8	155	83	54.61	42	41	27	32	9	103	64	55.17	33	31	15	28	10	98	47	38.84	27	20	7	14	11	35	26	29.21	15	11	6	9	Total	640	324		163	161	81	123	<p>The popularity of the striving for a FORCE badge is equal between boys and girls. SEND and Disadvantaged students, at KS3, are proportionally represented. The proportion of students earning FORCE badges was lower in KS4. Year 11 students have been told that if they achieve Growth Mindset ambassadorship (250 FORCE points) by Easter they will received a free prom ticket.</p>	£2349.25 £4430.28
Year	Total Force cards	Total students	% of cohort	Girls	Boys	SEND	PP																																																					
7	249	104	68.87	46	58	26	40																																																					
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