



# Pupil premium strategy statement 2021-22:

## Ridgeway Academy

### School overview

Metric	Data
School name	Ridgeway Academy
Pupils in school	825 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	31%
Academic year or years covered by statement	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Sarah Mitcheson
Pupil premium lead	Caroline Maddocks
Governor/Trustee lead	Paul McNally

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,052.52
Recovery premium funding allocation 20-21 academic year	£41,108
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£137,438.58
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£449,599.10

# Part A: Pupil premium strategy plan

## Statement of Intent

All members of staff and the governing body are committed to meeting the academic, pastoral and social needs of students who qualify for Pupil Premium, to facilitate their best outcomes. We are committed to reducing the attainment gap between Pupil Premium and non-Pupil Premium students by investing pupil premium funding in a tailored manner to address individual, as well as shared, in-school and external barriers.

## Challenges

In-school barriers
Prior attainment (literacy and numeracy) - Seven of the 33 Year 7 students who achieved an average CATs score of less than 88 qualify for Pupil Premium. Reading ages are assessed termly. 27 (28%) of the 97 Year 7 students who were assessed as having a reading age below 11 qualify for Pupil Premium.
Motivation and aspirations - relationships with positive role models within school are developed through annual one to one meetings with all Pupil Premium students. These meetings identify that a significant proportion of students have low motivation and aspirations. These meetings afford trained staff to agree bespoke strategies to address individual barriers.
Well-being – Over 50% of students referred for mentoring or counselling qualify for Pupil Premium.
Resources for inclusion and learning - A significant proportion of Pupil Premium 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-Pupil Premium students, within the school community. Lack of resources can also have an adverse effect on attendance.
External barriers

Attendance rates for Pupil Premium students are below the school's target of 94.5%, reducing their school hours and causing them to fall behind their non-disadvantaged peers. Many struggled to sustain learning throughout lockdown.

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. This 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.

Successive school closures and periods of remote learning due to Covid-19 have contributed to an increased attainment gap between disadvantaged and non-disadvantaged students.

## Intended outcomes

Strategic Aims and Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved rates of <b>progress</b> across all key stages for Pupil Premium students.	Pupil Premium students to make as much progress as non-Pupil Premium students. Year 7 Pupil Premium students identified with CATs scores significantly below average to make as much progress as non-Pupil Premium students in Year 7. <i>To be monitored by Directors of Learning, Subject Leaders, Inclusion Coordinator, and SLT after each reporting cycle.</i>
B.	High levels of <b>motivation and aspiration</b> for all Pupil Premium students.	Increased number of Pupil Premium students progressing to Ridgeway Sixth Form or other Further Education provider. Equitable positive behaviour points between Pupil Premium and non-Pupil Premium students. Increased range of extra-curricular activities offers Pupil Premium students opportunities to aspire and develop motivation beyond the classroom High levels of engagement of Pupil Premium students in extra-curricular activities and opportunities.

		<p>Increased number of Pupil Premium students undertake The Scholar's Programme Disadvantaged students report increased level of aspiration and motivation following tailored provisions</p> <p><i>To be monitored by Inclusion Co-ordinator, Directors of Learning, Subject Leaders, Assistant Head teacher for Inclusion, Acting Assistant Headteacher</i></p>
C.	Support in place for all students with <b>Mental Health or Wellbeing</b> concerns	<p>All students with Mental Health or Wellbeing concerns are logged and signposted to appropriate support and provision. Increased capacity to support students with Mental Health or Wellbeing concerns. Improved wellbeing of students with concerns evidenced through SDQ's.</p> <p><i>To be monitored by Form Tutors, Directors of Learning, Inclusion Co-ordinator, Mental Health Lead and Assistant Head teacher for Inclusion</i></p>
D.	All disadvantaged students have <b>resources</b> necessary for school, home based learning and to participate fully in curricular and extra-curricular opportunities.	<p>One to one meetings held with Pupil Premium students in Term One to identify lack of resources and Pupil Premium funding allocated accordingly. No Pupil Premium student is excluded from participating in curricular or extra-curricular opportunities due to financial constraints. Subject leaders pitch for additional funding to facilitate the accelerated progress of Pupil Premium students</p> <p><i>To be monitored by Form Tutors, Directors of Learning, Inclusion Co-ordinator and Assistant Head teacher for Progress</i></p>
E.	<b>Attendance</b> improvement for all Pupil Premium students.	<p>Attendance of Pupil Premium students to improve in line with the attendance of non-Pupil Premium students to the school target of 94.5%. Attendance tracker to be used to allow staff to communicate when they have spoken to a family, and to keep track of attendance from week to week. Attendance Improvement Officer's hours increased to two days each week</p> <p><i>To be monitored by Attendance Improvement Officer, Form Tutors, Directors of Learning and Assistant Head teacher for Behaviour and Attendance.</i></p>

<b>F.</b>	Improved <b>engagement</b> for families of all Pupil Premium students	<p>Increased consultation with parents/carers        Increased range and number of opportunities for parents/carers to engage with school.        Increased attendance of Pupil Premium parents at Parent's Meetings, both those held remotely and in school.        Increased positive feedback from parents.</p> <p><i>To be monitored by Directors of Learning, SENDCO and Assistant Head teacher for Progress</i></p>
<b>G.</b>	Pupil Premium students are loaned a Chromebook and or wireless router to minimise the <b>Digital Divide</b> and enable full access to remote learning as necessary.	<p>Digital Divide to be minimised by long term loan of school devices to enable all students to have sole access to a computer at home.        The need for wireless routers to be similarly met.</p> <p><i>To be monitored by Inclusion Coordinator, DoLs, and SLT.</i></p>
<b>H.</b>	Any attainment gaps are swiftly <b>identified</b> with appropriate interventions implemented to support rapid progress.	<p>Increased 1:1 and small group tuition in place to support catch up efforts.</p> <p><i>To be monitored by Inclusion Coordinator, DoLs, and SLT.</i></p>

## Activity in this academic year

1. Planned expenditure	
Academic year	2021-22
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

i. Quality of teaching for all (addressing metacognition, self-discipline, self-regulation, reading)					
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 D. Resources  Learning begins promptly in every lesson every day	Teaching and Learning priority for whole school is 'Brilliant Basics'	To establish a work-focused, calm and purposeful atmosphere at the beginning of every lesson, reiterating high expectations.	Quality assurance through Climate Walks, Learning Walks, Lesson Observations and Work Scrutiny.  The proportion of staff teaching good and outstanding lessons will improve.  The incidents of low-level disruption will decrease.  Whole staff CPD led by experienced staff and recommended external providers.  Bespoke CPD for staff to meet gaps in practice, to facilitate progression to good teaching standard.	SLT SLs  DOLs	Termly
A. Progress C. Mental Health and Wellbeing  Progress of PP students in line with non-PP students	"PP Prioritised" strategy. In all lessons PP students get asked at least one question and their books are marked first.	Teacher questioning is a key strand of High quality assessment and feedback, critical to high quality teaching (EEF toolkit and EBE great teaching tool kit). Research by PP expert Marc Rowland has shown that PP students who lack confidence can shy away from participation in class discussions, which can impede their progress significantly.  One to one meetings to identify barriers to progress and develop strategies to enable students to overcome these have also highlighted that PP students are often less likely to volunteer information in class or ask for support.	Quality assurance through Learning Walks, Lesson Observations and work scrutiny to include checks on the questioning, marking and identification of PP students.  Whole staff CPD  Bespoke training and CPD	SLT ML SENDCO LH (CPD leads) DOL	Termly

		Asking PP students at least one question in class ensures that they are encouraged to participate, improving confidence and encouraging students to engage with both the teacher and their peers.			
A. Progress B. Motivation and Aspiration C. Mental health and Wellbeing D. Resources E. Attendance G. Digital Divide	Production of 'Progress Plans'.  One-to-one meetings with each PP student to identify: barriers to progress; student perception of their barriers to progress; staff identification of their barriers to progress.  True awareness of each PP students barriers to progress enables targeted support to facilitate progress.	Persistently PP students complete their education an average of 23 months behind their non-PP peers.  The reasons why PP students underperform in comparison to their non-PP peers are frequently complex and varied, requiring a bespoke teaching and pastoral strategy in which each PP student is invested.  Marc Rowland's Addressing Educational Disadvantage in Schools and Colleges identifies the first barrier to progress as a lack of positive relationship.  The Progress Plans detail the agreed strategies and actions that both staff and the student must undertake to accelerate progress. Student feedback demonstrates that students feel both listened to and valued by staff when these progress plans are implemented, leading to stronger relationships.	Training for SLT, DOLs, PP coordinator and student liaison officer led by CMA in Term 1. All appointments to be held on ARD 26 <sup>th</sup> November 2021 to ensure prompt implementation of strategies.  Student response  Quality Assurance through Learning Walks and Lesson Observations and checks from SENDCO.	CMA MFR SLT SENDCO DOLs	July/August
A. Progress  Progress of PP students in line with non-PP students.	All teaching staff have an annual Performance Management target which includes the progress of PP students (expected to progress in line with non-PP).	Holding teachers accountable for the progress of PP students specifically, ensures that teachers will implement strategies aimed directly at improving this.	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.	Subject Leaders SLT	Bi-annually
A. Progress  Improved knowledge of PP students.	Teachers required to have online records of seating plans identifying PP students and the progress plans for each PP student in each class.	Increased knowledge of PP 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 B. Motivation and aspiration	PP students prioritised for weekly study support in all subjects	EEF – good or better teaching has a disproportionate impact on the progress of PP students. Proven differentiated study resources accelerate progress for all.  Students performance is improved when they have resources needed to support learning.  Weekly study support offers PP students time to cover missed topics or those they do not understand.	Class teachers take registers for study support and share with DOL KS4 who, prioritising PP students, contacts home to facilitate improved attendance.	DOL KS4	August
All teaching meets the needs of PP students					

## ii. Targeted support (relationships, SEMH, developing literacy)

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 D. Resource  All teaching meets the needs of PP students	All KS4 PP students receive revision guides for all subjects, and / or resources selected by Subject Leaders for all subjects.	EEF – good or better teaching has a disproportionate impact on the progress of PP students.  Students' performance is improved when they have resources needed to support learning both in school and at home.	Subject leaders select resources, Inclusion Coordinator ensures all PP students receive.  Student survey to assess practice.	Subject leaders DOL	July/August
A. Progress B. Motivation and Aspirations E. Attendance	Monitoring data of PP students in relation to non-PP students within the school	Our prior experience and evidence is that PP students' progress is accelerated with dedicated reporting including attainment, effort, rewards, sanctions and attendance.	Regular analysis of attendance and sanctions reported to Governors.	DH curriculum DOLs	July/August
A. Progress B. Motivation and Aspirations C. Mental Health and Wellbeing	Use of TAs to provide literacy, numeracy and subject specific support in classes and in small groups.	Whilst the EEF Teaching and Learning toolkit reports TA support adds only one month of additional progress the EEFs TA guidance identifies that the effective deployment of TAs can improve outcomes.  The EEF improving literacy in secondary schools recommends providing high quality literacy interventions for struggling students.	Quality Assurance through regular assessment.	SENDCO SL	Half-termly

All teaching meets the needs of all PP students.		<p>PP students often select TAs as their 'Designated Trusted Adult in school' indicating a positive relationship.</p> <p>Multiple literacy support provisions are under consideration, the final selection will be determined, based on; evidence of impact, speed of impact, minimal disruption to access of whole curriculum, by incoming SENDCO.</p>			
B. Motivation and Aspirations C. Mental Health and Wellbeing E. Attendance	Provision of support for mental and emotional wellbeing through school counselling, Mentoring, Protective Behaviours, Circle of Support (HLTA), Male Mentor (St Albans Partnership) for PP students. Provide families/carers access to School Family worker (St Albans Partnership).	<p>Interventions that target social and emotional learning are reported by the EEF to improve progress by four additional months.</p> <p>Mentoring can also support students to build self-regulation / meta cognition skills, established in EEF toolkit as having highest gain in learning progress with a strong supporting evidence base (+8 months).</p> <p>Marc Rowland's Addressing Educational Disadvantages in Schools and Colleges, cites SEMH as one of the four main barriers to progress amongst PP students.</p>	<p>Monitor through SDQs.</p> <p>Manage students and families through waiting lists.</p> <p>Most support provided on an ongoing cycle with reflection and refinement after 6 weeks.</p>	MFR SAK DOL SENDCO	Termly
B. Motivation and Aspirations C. Mental Health and Wellbeing E. Attendance	Behaviour coaching	<p>PP, disengaged students need to be supported in the development of personal and social skills and attributes, in order to integrate and thrive in the school community.</p> <p>Students who do not have the benefit of positive role models outside school need support that goes beyond the appropriate behaviour modelled by all staff in school.</p>	<p>Quality Assurance through SDQs and impact reports completed by external provider.</p> <p>Attendance.</p> <p>Monitor the number of sanctions awarded to students receiving coaching.</p>	DSM CMA DOL AKN	Termly
A. Progress	Holiday revision classes (Easter and May half term) led by specialist teachers to address gaps in learning and accelerate progress	The EEF toolkit states that on average, students who attend extra classes during the school holidays can make up to three months additional progress compared to students who do not attend.	<p>Communication of benefits sent to families to encourage attendance.</p> <p>Students will be targeted for specific sessions based on their progress and gaps in their learning.</p>	HJE SLs	August

A. Progress B. Motivation and Aspiration C. Mental Health and Wellbeing E. Attendance	Identification of Young Carers, one-to-one interviews, sharing of information with teachers, daily support as and when required. Assemblies to all years.	Each young carer's situation is unique. By engaging individually we can tailor our support to support their needs.  Assemblies to all students highlighting the existence of and responsibilities met by young carers foster true awareness and greater understanding of the challenges faced by these students.	Monitor progress of these students.  Ensure teachers are regularly updated with any changes to circumstances.  Weekly contact with Young Carers was prioritised throughout lockdowns to ascertain wellbeing and meet any disclosed need. This strategy will continue should there be a return to remote learning.	MFR	July
A. Progress B. Motivation and Aspiration C. Wellbeing and Mental Health E. Attendance	Educational psychologist and motivational coach from Glia Learning, leading small group intervention.	The EEF toolkit reports that metacognition and feedback are the most impactful teaching and learning strategies. PP students' progress plans identify barrier to progress and Glia Learning workshops are designed to address these.	Progress Plans and DOLs inform student selection for workshops.  Student surveys and feedback informs course provision.	CMA MFR	July
A. Progress	Study skills workshops (Elevate)	Student feedback on similar initiative, focusing on study skills, has been overwhelmingly positive, with students reporting an increase in confidence.  Elevate's internal tracking evidences significant improved student performance at over 2200 schools through high impact study skills workshops.	Student feedback collated and analysed following session.  Monitoring of assessment data.	HJE CMA MFR	
A. Progress B. Motivation and Aspiration. C. Mental Health and Wellbeing D. Resources	Departmental initiatives.	Subject Leaders are the best placed to identify how funding can most effectively be utilised in their subject area to ensure accessibility and inclusivity and to accelerate the progress of PP students.	Subject Leaders submit a formal pitch citing evidence of impact. Head Teacher and Assistant Head teacher for Inclusion review and select pitches for funding.  Subject Leaders collate data on impact and report in annual Subject Review meetings.	SLs HT CMA	July/August/Sept

B. Motivation and aspirations D. Resources	Extended learning days, providing opportunities such as visits to universities, colleges, museums, the theatre.	Arts and sports involvement leads to a positive improvement (+2 months), in EEF toolkit, and has broader qualitative impacts on cultural capital and personal development.	Assistant Head for extra-curricular and extended learning days leads SLs and DOLs, ensuring provision is inclusive, aspirational, and tailored to motivate and enable our students.	CMA MFR RSU DOLs SLs	June
A. Progress B. Motivation and Aspirations F. Engagement	The Scholars' Programme	Graduating students from previous years have reported increased aspiration and motivation, and determination to apply to university. Students have volunteered to lead assemblies explaining the practical benefits of the course.  Every student from the first graduating class is applying to university, with several considering international study options.	Liaise with students and parents throughout course.  Monitor student report data.  Monitor attendance and student data.  Collate student feedback and assessment of impact.	CMA MFR DOL	June
A. Progress B. Motivation and Aspirations C. Mental Health and Wellbeing D. Resources E. Attendance F. Parental engagement G. Digital Divide	Social and resource needs funding, identified through one to one meetings to develop Progress Plans and DOL, FT and family requests.	During one to one meetings, students frequently report that their lack of resources is a barrier to attendance and a cause of mental health concerns.  This fund is utilised to ensure accessibility of learning to all.	Staff and families are regularly encouraged to report any resource requirements.  Parental feedback secured through annual survey.	DOLs FT MFR CMA	July
A. Progress B. Motivation and Aspirations D. Resources	Educational Trips/visits are partially or fully funded for PP students to ensure these activities are fully inclusive.	PP students should be afforded the same opportunities for depth and breadth of learning and a broad and rich educational experience available to non-PP students in order to raise their aspirations as well as accelerating their progress.	AHT for extra-curricular and D of E and the Inclusion Co-ordinator assess on a case by case basis as identified by DOLs, form tutors, Subject teachers, students, parents/carers.	RSU MFR CMA	July
A. Progress B. Motivation and Aspirations	Training	Up-skilling staff to enable them to accelerate the progress of PP students is enhanced by them leading peer training in school sharing their findings and expertise.	All staff applications to attend training are assessed and approved by Assistant Head for Teaching and Learning.	LH CMA	July

C. Mental Health and Wellbeing D. Resources E. Attendance		Staff are encouraged to identify their training needs. Facilitating training to enhance teaching and learning will benefit the school community. The EEF toolkit reports that high quality teaching is the most effective provision for accelerating the progress of PP students.			
A. Progress D. Resources	Technology payments PP funding contributes the £20 voluntary family contribution for Design and Technology.	Financial constraints should never be a source of embarrassment or impediment to full integration in the school community.  By meeting the £20 contribution for all PP students, we ensure that they are not dis-incentivised from attending school, engaging in the subject, or selecting Design and Technology at KS4.	Parents and carers are regularly invited to check their eligibility for Pupil Premium, and offered support in completing an application. The register is updated throughout the academic year.	School Bursar MFR	July/August
D. Progress E. Attendance	Attendance officer	In 2020-2021, the Attendance Officer prioritised PP students. Excluding periods of school closure, the attendance of 72% of students these students improved. PP funding will meet the cost of increasing hours from 1 to 2 days a week.	Line management by Pastoral Deputy Head who will report on attendance regularly.	DSM CCH	Termly
A. Progress D. Resources	Education resources to support progress	33 of our PP students also have a SEND. PP funding is used to support these needs and facilitate their access arrangements, specific types of technology are required.	Quality assurance through learning walks to check implementation of non-negotiables (literacy mats).  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.	SENDCO MFR SLs Exams Officer	Annually
B. Motivation and aspirations C. Wellbeing E. Attendance	Butterfly Project  The Butterfly Project is a six-week programme, primarily aimed at young women and girls. The activities are designed to increase confidence, raise	Some of our female students struggle with low self-esteem, healthy relationships, and boundaries. This programme is designed to facilitate the development of these skills.  The project is endorsed by HCC.	Before and after survey completed by students taking part.  Quality Assurance through a report produced by leaders of the programme, detailing progress made, concerns, and suggestions for future interventions in school	CMA MFR	July / August

	aspirations, and develop a sense of community.		Monitoring of behaviour and attendance.		
A. Prior attainment D. Resources for inclusion and learning	Termly assessment of reading ages of all students using Accelerated Reader	Accurate reading ages shared with teaching staff inform precise support and challenge.	Led by school librarian and Director of English, line managed by CMA.	CMA CCA DLA	Termly
A. Prior attainment D. Resources for inclusion and learning	Reading strategy - books To promote reading for pleasure and broaden exposure to a range of high quality literature.	The school reading strategy is based upon the EEF Improving Literacy in Secondary Schools, which recommends providing opportunities for structured talk, and cites the importance of reading for pleasure.	Quality Assurance through climate walks by DOLs and SLT.	CMA CCA	Termly
B. Motivation and aspiration C. Mental health and wellbeing E. Attendance	School of Hard Knocks An alternative provision for KS3 boys who are at risk of permanent exclusion. Boys will receive behaviour and rugby coaching at Welwyn Rugby Club every Friday afternoon.	School of Hard Knocks reports that 94% of "at risk students" who take part in the programme avoid permanent exclusion. 100% of students who have taken part have sat 5 GCSEs.  This creative provision is being implemented by three consortium schools, with a view to extending its reach, enabling us to address student concerns early.	Students selected by DOLs and behaviour team. Attendance and behaviour monitored throughout and after provision. Assessment of provision completed by SOHK.	CMA DOLs MFR	February
D. Motivation and aspiration E. Mental health and wellbeing E. Attendance	Champions Programme- an alternative provision for KS4 students, 12 week external intervention to facilitate integration and progress.	Students at high risk of permanent exclusion require a targeted, innovative approach. Combination of boxing and practical life skills coaching provided by Mark Price Champions Programme has a proven track record in facilitating students to remain in school.	KS4 students selected by DOLs and behaviour team. Attendance and behaviour data monitored throughout and after provision. Assessment of progress completed by MP CP.	CMA DOLs MFR	End of provision
F. Improved Parental engagement	Parental engagement workshops	A lack of engagement from parents of PP students is identified as one of the main barriers to progress.	Parent feedback.		

		In a parent survey, it was identified that providing online workshops and information would be most accessible to parents.			
A. Progress	Talk The Talk A programme to improve communication skills.	The school reading strategy is based upon the EEF Improving Literacy in Secondary Schools, which recommends providing opportunities for structured talk.  SLT reflection identifies need to develop student verbal dexterity.  Talk The Talk reports that 49% of students feel more confident in communicating following a session.	Student feedback.	CMA MFR DOLs	End of provision

### 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 PP students.	Students who have access to breakfast are 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 PP students.  All casual admissions by PP students are encouraged to partake.  Standing item in Ridgeway News signposting families to breakfast club and other support.	Ridgway Catering CMA MFR DOLs	July/August
A. Progress	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 and Mental Health Lead continuously monitor CPOMs to ensure all concerns are	HT DSI SAK	July/August

C. Mental Health and Wellbeing E. Attendance		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.	actioned and recorded appropriately. DOLs are updated as necessary.  Governors are informed each year of all Child Protection issues.	MFR	
G. Addressing the Digital Divide	Purchase of laptops and/or wifi routers for students who do not have sole access to a computer at home	All students need to have access to Google Classroom in order to complete homework or in case of another lockdown. We have provided over 300 students with devices in the past 18 months.	Standing items Ridgeway News to ask parents to contact the school if their child requires a laptop.  Parent survey.	MFR CMA	
C. Mental Health and Wellbeing E. Attendance	Student Liaison Officers for KS3 and KS4 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 DSI	
<b>Total budgeted cost</b>					£358,810.35



Ridgeway Academy is part of the Alban Academies Trust



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Disadvantaged pupil performance overview for last academic year

Progress 8	-0.07
Ebacc entry	4.3%
Attainment 8	3.52
% Grade 5+ in English and maths	20.5%
% Grade 4+ in English and maths	43.2%

*Please note that all attainment data within this statement is based upon the Teacher Assessed Grades (TAGs) students received. There is no national school performance data due to be published.*

#### Disadvantaged pupil targets for 2021-22

Progress 8	0.39
Ebacc entry	
Attainment 8	4.44
% Grade 5+ in English and maths	36%
% Grade 4+ in English and maths	100%

## Review of expenditure

Previous Academic Year		21/22		
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
A. Progress D. Resources  High expectations are established and reiterated	Teaching and Learning for whole school is 'Brilliant Basics'	<p>Consistent reinforcement is essential to embed 'Brilliant Basics'. Following school closure, the need to re-establish high expectations was prioritised at INSET and for the CPD programme.</p> <p>Behaviour review identified behaviour as good and highlighted the consistency of application of the brilliant basics.</p> <p><b>MEDIUM</b></p>	<p>Maintain focus each year. Brilliant Basics expanded to incorporate SEND non-negotiables. Continue to examine the impact of non-negotiables and high expectations in the classroom.</p> <p>Ensure that PP students are a key focus of learning walks, book scrutinies, line management, and departmental meetings</p>	<p>School budget</p> <p>AHT £5477.50</p> <p>Inc Coord £4238.50</p>

<p><b>A. Progress</b></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>	<table border="1" data-bbox="747 192 1511 398"> <thead> <tr> <th>Cohort</th><th>'18-'19 P8</th><th>'19-'20 P8</th><th>Yr on Yr increase</th><th>'20-'21 P8</th><th>Yr on Yr increase</th></tr> </thead> <tbody> <tr> <td>Non-disadvantaged</td><td>-0.192</td><td>-0.05</td><td>+0.142</td><td>0.52</td><td>+0.47</td></tr> <tr> <td><b>Disadvantaged</b></td><td><b>-0.437</b></td><td><b>-0.37</b></td><td><b>+0.08</b></td><td><b>-0.07</b></td><td><b>+0.3</b></td></tr> </tbody> </table> <p>The impact of this intervention was reduced due to limited face to face teaching in the spring term. Throughout remote teaching the PP prioritised strategy was adapted to meet the needs of remote education. A survey conducted in the spring term highlighted the success of this:</p> <table border="1" data-bbox="747 568 1511 790"> <thead> <tr> <th></th><th>Strongly Agree / agree</th></tr> </thead> <tbody> <tr> <td>Overall, I have been pleased with how RA are using PP funding to support my child's progress</td><td>97.5%</td></tr> <tr> <td>We have been pleased with the care offered to PP</td><td>97.5%</td></tr> </tbody> </table> <p><b>MEDIUM</b></p>	Cohort	'18-'19 P8	'19-'20 P8	Yr on Yr increase	'20-'21 P8	Yr on Yr increase	Non-disadvantaged	-0.192	-0.05	+0.142	0.52	+0.47	<b>Disadvantaged</b>	<b>-0.437</b>	<b>-0.37</b>	<b>+0.08</b>	<b>-0.07</b>	<b>+0.3</b>		Strongly Agree / agree	Overall, I have been pleased with how RA are using PP funding to support my child's progress	97.5%	We have been pleased with the care offered to PP	97.5%	<p>Strategy will continue each academic year, new staff and ECTs have received training on PP prioritised strategy. Quality Assurance will be delivered through lesson observations, learning walks and book scrutiny.</p>	<p>School budget  AHT £5477.50  Incl Coord £4238.50</p>
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A. Progress B. Motivation and Aspiration C. Mental health and Wellbeing D. Resources E. Attendance	True awareness of each disadvantaged student's barriers to progress enables targeted support to facilitate progress.	Production of 'Progress Plans'.  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.  Agree strategies to overcome these.  Progress Plans published to all staff who are required to implement each students' strategies.	<table border="1"> <thead> <tr> <th>Cohort</th><th>'18-'19 P8</th><th>'19-'20 P8</th><th>Yr on Yr increase</th><th>'20-'21 P8</th><th>Yr on Yr increase</th></tr> </thead> <tbody> <tr> <td>Non-disadvantaged</td><td>-0.192</td><td>-0.05</td><td>+0.142</td><td>0.52</td><td>+0.47</td></tr> <tr> <td><b>Disadvantaged</b></td><td><b>-0.437</b></td><td><b>-0.37</b></td><td><b>+0.08</b></td><td><b>-0.07</b></td><td><b>+0.3</b></td></tr> </tbody> </table> <p>By holding all one to one meetings with PP students in November 2020, Progress Plans were produced and shared with staff in term 1. This enabled staff to implement their actions promptly to facilitate accelerated progress.</p> <p>Remote learning throughout the spring term meant many actions requiring face to face contact could not be embedded until the return to face to face teaching in mid-March.</p> <table border="1"> <thead> <tr> <th colspan="2"></th><th>Strongly Agree / agree</th></tr> </thead> <tbody> <tr> <td colspan="2">Overall, I have been pleased with how RA are using PP funding to support my child's progress</td><td>97.5%</td></tr> <tr> <td colspan="2">We have been pleased with the care offered to PP</td><td>97.5%</td></tr> </tbody> </table> <p><b>MEDIUM</b></p>	Cohort	'18-'19 P8	'19-'20 P8	Yr on Yr increase	'20-'21 P8	Yr on Yr increase	Non-disadvantaged	-0.192	-0.05	+0.142	0.52	+0.47	<b>Disadvantaged</b>	<b>-0.437</b>	<b>-0.37</b>	<b>+0.08</b>	<b>-0.07</b>	<b>+0.3</b>			Strongly Agree / agree	Overall, I have been pleased with how RA are using PP funding to support my child's progress		97.5%	We have been pleased with the care offered to PP		97.5%	Continue with effective strategy of holding one to one meetings with PP students on Academic Review Day in November.  Agree process for completing Progress Plans for those who do not attend Academic Review Day.  Discuss efficient method of sharing action agreed in meetings while remaining compliant with GDPR.	School Budget  AHT £5477.50  Incl Coord £4238.50
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A.	Progress	All teaching staff have an annual Performance Management target which includes the progress of disadvantaged students (expected to progress in line with non-disadvantaged).	<p>Teaching staff are directly invested in prioritising the progress of their disadvantaged students.</p> <table border="1"> <thead> <tr> <th>Cohort</th><th>'18-'19 P8</th><th>'19-'20 P8</th><th>Yr on Yr increase</th><th>'20-'21 P8</th><th>Yr on Yr increase</th></tr> </thead> <tbody> <tr> <td>Non-disadvantaged</td><td>-0.192</td><td>-0.05</td><td>+0.142</td><td>0.52</td><td>+0.47</td></tr> <tr> <td><b>Disadvantaged</b></td><td><b>-0.437</b></td><td><b>-0.37</b></td><td><b>+0.08</b></td><td><b>-0.07</b></td><td><b>+0.3</b></td></tr> </tbody> </table> <p><b>HIGH</b></p>	Cohort	'18-'19 P8	'19-'20 P8	Yr on Yr increase	'20-'21 P8	Yr on Yr increase	Non-disadvantaged	-0.192	-0.05	+0.142	0.52	+0.47	<b>Disadvantaged</b>	<b>-0.437</b>	<b>-0.37</b>	<b>+0.08</b>	<b>-0.07</b>	<b>+0.3</b>	This strategy will continue - effective regular monitoring of student groups facilitates a focus on their performance.	School budget  AHT £5477.50  Incl Coord £4238.50
Cohort	'18-'19 P8	'19-'20 P8	Yr on Yr increase	'20-'21 P8	Yr on Yr increase																		
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A.	Progress	Teachers required to use teaching folders to store seating plans identifying disadvantaged students and the progress plans for each disadvantaged student in each class.	<p>Quality Assurance confirmed teachers had created seating plans including disadvantaged students, and had their Progress Plans for each class from the beginning of March, when we returned from lockdown.</p> <p>External SEND reviewer stated that "PP and SEND progress plans are used by teachers".</p>	<p>Whilst staff are still required to annotate seating plans to identify PP students and how progress plans are initiated, GDPR prevents the use of folders storing this information.</p> <p>Consider how quality assurance will not be compromised through lack of folders.</p>	School Budget  AHT £5477.50  Incl Coord £4238.50																		

A.	Progress  All teaching meets the needs of disadvantaged students	Disadvantaged students prioritised for weekly study support in all subjects	<b>NA due to COVID and closure of school.</b>		School budget  AHT £5477.50  Incl Coord £4238.50
<b>ii. Targeted support</b>					
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 A. All teaching meets the needs of disadvantaged students	All KS4 disadvantaged students receive revision guides for all subjects, access to My GCSE (Science) and PIXL Maths app.	Revision guides were purchased for all KS4 PP students at the beginning of the academic year.  This resource supported Year 11 independent learning in preparation for assessments to inform TAGs.	<b>MEDIUM</b>	Consultation with subject leaders continues to ensure students receive the most appropriate resources. All Disadvantaged students will receive revision guides funded by Disadvantaged allocation.  We will continue with this provision.	£5224.40

A. Progress B. Motivation and Aspirations E. Attendance	Monitoring data of disadvantaged students in relation to non-disadvantaged students within the school.	Data relating to KS4 Disadvantaged students was effectively managed and published to staff in Term 1 and Term 3.  <b>LOW</b>	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 of progress to departments enabling them to close the attainment gap further.  Training time and support must be organised in order to facilitate extending the focus to KS3.	School budget
A. Progress	Training	CPT 3A qualification for SENCO will enable on site testing for Ridgeway students to determine access arrangements.  SEDCO has been given an extension until January 2022 as course was suspended due to lockdown.  SEDCO has resigned and been replaced.  <b>LOW</b>	To avoid single point of failure both HLTA's are registered for the CCET from September 2021 to accelerate the rate of testing for Ridgeway students.  The new SENCO has the appropriate qualifications for testing students in school and has over 12 years experience in this.	£3140

A. Progress B. Motivation and Aspirations C. Mental Health and Wellbeing  All teaching meets the needs of all disadvantaged	Use of TAs to provide literacy, numeracy and subject specific support in classes.  Use of TAs for small group work	HLTAs provide in class support in maths and English lessons, small team is deployed prioritising EHCP and PP students.  Throughout lockdown, Teaching Assistants continued to provide academic support to their designated students via telephone and email. Results of survey conducted in Feb 21 showed that 93% parents were pleased with how Ridgeway Academy's SEND team had supported them during lockdown.  3 new TAs were employed this academic year, 1 fully funded by PP, and 1 funded 50% by PP.  Additional TA roles have been advertised.  <b>MEDIUM</b>	Independent external SEND review recommended further expansion of the SEND team. PP will continue to financially support 50% of TA salaries.	£52912.97 50% JOH, JHA, DW, LOB, JF, AJO
D. Mental Health and Wellbeing E. 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.	Over the course of the year 110 students were referred for interventions, 59 of whom were disadvantaged.  Significant impact on students who accessed support. SDQs are used to measure the impact of sessions. Attendance and behaviour logs inform the type of provision offered. Provision is re-evaluated on a six-weekly cycle.  We have had one new trainee counsellor and our permanent counsellor has increased his hours from 10 to 15 in order to accommodate the growing demand.  <b>HIGH</b>	Greater need for counselling in school is required due to increased demand, especially post lock down. A previous trainee counsellor has now been offered a contract for 10 hours a week, increasing our counselling capacity from 18 to 25 hours per week.  A replacement SEMH mentor has been recruited, they will be line managed by our Mental Health Lead with the aim of creating a more streamlined system of interventions.  All students who attend interventions will complete an impact report at the end of intervention to ensure efficacy of provision.	£12425.67 School Family Worker Male mentor Behaviour coach Counsellors

A. Progress B. Motivation and Aspirations C. Mental Health and Wellbeing E. Attendance	Behaviour coaching (one to one – 5 hours)	<p>34 students received a full 6 week course of Behaviour Coaching across the year.</p> <p>Attendance of 53% of students who completed the course improved during face to face teaching.</p> <p>Full impact of intervention is limited due to sessions being held remotely from Sep-March.</p> <p><b>MEDIUM</b></p>	<p>Behaviour coaching will continue. A more centralised approach to interventions this year will ensure that there are no overlaps in interventions offered. Behaviour coaches will complete the same impact report as other intervention providers to facilitate the assessment of impact.</p>	£7736.25
A. Progress B. Motivation and Aspirations	Holiday revision classes led by specialist teachers address gaps in learning and accelerate progress	<p>This provision was cancelled when the government announced that TAGs were replacing public examinations.</p> <p><b>NA</b></p>		£0

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.	Support offered throughout the year via assemblies, displays, and regular communication with students. Student response to provision is sought and informs strategy. Young Carers were prioritised for welfare contact throughout successive lockdowns.	<b>MEDIUM</b>	The school is proactive in identifying Young Carers and consulting them on the support they need in school. Early identification is fundamental to introduce tailored support and minimise impact on attendance.  Questionnaires will be distributed to all Year 7s in the first half term in order to identify any Young Carers. Carers in Herts will hold an assembly with year 7 to develop understanding of the role, responsibility, and pressure associated with being a Young Carer.  One to one meetings will be used to identify strategies to support Young Carers going forward. A survey will be distributed to Young Carers to assess how they feel in school.	£0
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.	One to one meetings with disadvantaged students identified three main barriers to academic progress.  Disadvantaged students were prioritised for small group coaching workshops on how to overcome these. All Year 10 and Year 11 students attended a minimum of one workshop, as well as all PP students in Year 7 and Year 9.   Student feedback shows the following: 97% agree / strongly agree the sessions I have attended meet the needs identified in my Progress Plan. 95% agree the skills/ techniques I have learned will help me to develop my resilience, study skills, aspirations, motivation, and / or time management. 95% agree / strongly agree my confidence and my abilities to overcome my barriers to progress is now stronger.	<b>HIGH</b>	We have booked 16 sessions for the next academic year. These will be with Year 10 and Year 11, and Year 9 in the summer term.  Dr van der Spoel will also run sessions on Extended Learning day for KS4.	£5500

A. Progress B. Motivation and Aspiration	Elevate Study Skills session	<p>Elevate are an external company who run study skills sessions for all year groups. This was originally booked to run in school with Year 10 in January, but due to COVID was moved online.</p> <p>82% Year 10 attended the session. Impact was hard to assess due to session being held remotely.</p> <p><b>UNKNOWN</b></p>	<p>Elevate will be running a session with both Year 10 and Year 11 in September 21. These will be in school.</p> <p>Students will complete feedback forms to assess effectiveness of provision.</p>	£970
A. 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>All Year 11 students had a one to one meeting with the Careers Adviser to discuss post 16 options.</p> <p>Highest ever proportion of Year 11 applied to Ridgeway Sixth Form</p> <p>No Extended Learning Days went ahead due to COVID 19.</p> <p><b>MEDIUM</b></p>	<p>Regular reinforcement of growth mindset and high aspirations is as important as professional careers support and guidance.</p> <p>Continue to consult disadvantaged students about their interests to provide them with further bespoke opportunities, subject to lockdown.</p> <p>To begin to address the cultural deficit, subject leads will be encouraged to apply for funding to facilitate opportunities for students to broaden their horizons.</p>	£0

A. Progress D. Resources	Departmental initiatives.	<p>Subject Leaders in Maths, English, History, MFL, Science, Drama, Dance, PE, SEND, SEMH all successfully pitched for up to £2000 (£1000 per key stage) of disadvantaged funding in order to accelerate the progress of their students.</p> <p>MFL - Kerboodle for French and Spanish Art - British Wildlife Project PE - Boxing equipment Dance - External dance teacher Drama - Digital Theatre+ subscription SEND - Extra reading pens SEMH team - Sensory resources Science - Doddle subscription Maths - Hegarty Maths subscription</p> <p><b>MEDIUM</b></p>	<p>Empowering Subject Leaders to identify initiatives that will accelerate the progress of their disadvantaged students utilises their specialist knowledge.</p> <p>Initiative will run again this year. Impact will be easier to assess without limitations of remote learning.</p>	£7220.29
A. Progress D. Resources	Departmental initiatives to drive progress during lockdown.	<p>This was launched in Spring Term 2 to give Subject Leaders the opportunity to pitch for £1500 to purchase resources to accelerate progress of disadvantaged students during remote learning.</p> <p>Survey sent to all parents of PP students shows that 97.5% were pleased with the care and support offered to PP families throughout lockdown</p> <p><b>MEDIUM</b></p>	<p>Initiative will only be repeated if the school is forced to move to remote learning.</p>	£7277

A. B. and	Progress Motivation Aspirations	The Scholars Programme (led by The Brilliant Club).	<p>9 Year 10 students (4 disadvantaged) completed the programme. 5 out of 7 sessions took place online due to COVID. Out of these 9, the following grades were awarded:</p> <p>2x First 2x 2:1 3x 2:2 1x Third 1x WTS</p> <p>100% students reported raised aspirations and improved understanding of how to accelerate their progress. Progress between the baseline and final assessments was well above the national average.</p> <p>A graduation ceremony was held in school in the summer term to celebrate the achievements of the group.</p> <p><b>HIGH</b></p>	<p>We will re run with Year 10 in Autumn Term, with the view to running an additional programme in the spring.</p> <p>Continue to prioritise disadvantaged students who meet the academic requirements.</p>	£2272
B. C. D. E.	Motivation and Aspirations Mental Health and Wellbeing Resources Attendance	Social and resource needs funding, identified through one to one meetings to develop Progress Plans and DOL, FT and family requests.	<p>Students have access to learning and social resources so that financial constraints do not impede their 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><b>HIGH</b></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>	£5329.39
A. B. C. D.	Progress Motivation and Aspirations Resources	Educational Trips/visits are partially or fully funded for disadvantaged students to ensure these activities are fully inclusive. Camps Int D of E	<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>No money was spent on this due to COVID.</p> <p><b>MEDIUM</b></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. 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>	£0

A. Progress D. Resources	Technology payments	<p>Disadvantaged students' technology payments are met by PP in order to ensure that financial constraints do not impede ability to take part and progress.</p> <p><b>MEDIUM</b></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>	£960						
D. Progress E. Attendance	Attendance officer	<p>The Attendance Improvement Officer worked one day a week and prioritised PP students. This was insufficient resource to affect significant improvement. contributed to the support of PP students during successive lockdowns.</p> <table border="1"> <tr> <td></td><td>Average attendance 20-21</td></tr> <tr> <td>Whole school average</td><td>89.08</td></tr> <tr> <td>PP</td><td>84.61</td></tr> </table> <p><b>MEDIUM</b></p>		Average attendance 20-21	Whole school average	89.08	PP	84.61	<p>A new AIO was appointed in Sept 2021, working 2 days a week, enabling them to focus on more disadvantaged families. A holistic approach will be informed when AIO is trained as DSP.</p> <p>A restructuring of the pastoral team will ensure that the attendance process is followed correctly by all staff.</p>	£3508.58
	Average attendance 20-21									
Whole school average	89.08									
PP	84.61									
A. Progress D. Resources	School equipment i.e. reading pens, and additional classroom resources	<p>PP budget was used to contribute to purchase of reading pens to facilitate progress and inclusion of disadvantaged and SEND students. Resources were also purchased to facilitate the launch of the SEND non-negotiables, such as buff paper.</p> <p>In the external SEND review report, it was noted that There is a high degree of compliancy in the approaches being introduced", in reference to the SEND non-negotiables.</p> <p><b>MEDIUM</b></p>	<p>PP continue to partially fund school equipment to facilitate the inclusion and accelerate the progress of PP students.</p> <p>SEND department has purchased chargers for reading pens to facilitate their usage.</p>	£2323						

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	CPOMS	The proportion of incidents 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.  <b>HIGH</b>	An internal review of the effectiveness of CPOMS led to the unanimous decision to continue this system in the future.	£1032
A. Progress C. Mental Health and Wellbeing E. Attendance	To provide a Breakfast Club in Attimore Hall for disadvantaged students.	Despite COVID restrictions, Breakfast Club resumed in September, with a member of support staff supervising to ensure that year group bubbles do not mix. Since the return to face to face teaching, an average of 40 students have attended each day, more than 60% of whom were PP students.  <b>HIGH</b>	Breakfast Club will continue as an essential provisions, offering all students the opportunity to access a daily breakfast with others.	£4034
C. Mental Health and Wellbeing E. Attendance	Student Liaison Officers to support students in Student Services and liaise with families.	Students' mental health wellbeing, attendance and progress is supported by having known trusted personnel to speak with and co-ordinate the message between school, family and student. From September 2020 this role has been fulfilled by KS3 and KS4 liaison officers.  <b>MEDIUM</b>	Having KS3 and KS4 student liaison officers enabled a faster response and an increasingly proactive stance to be taken. Following the move by the KS4 student liaison officer to a new role, the position is being advertised. Disadvantaged funding will continue to contribute 30% to the cost of this provision.	£12662.30

A. Progress B. Motivation and Aspirations C. Mental Health and Wellbeing D. Resources E. Attendance F. Engagement	Growth Mindset	<p>The FORCE growth mindset reward system is being incorporated in to the Character Offer. This year FORCE badges and certificates were only rewarded to Year 7 students who received more than 30 FORCE points.</p> <p><b>LOW</b></p>		£103
A. Progress B. Motivation and Aspirations D. Resources E. Attendance F. Engagement	COVID 19 FSM payments	<p>With the reclosure of schools in January 21 to all but vulnerable students, schools were given the option to provide either food parcels or local supermarket vouchers. To limit visitors on site and due to the significant time spent delivering parcels in the summer term, Ridgeway opted to used Disadvantaged funding to make one direct payment of £30 per child (£15 per week).</p> <p>A required return to remote learning in the last week of the Summer Term was anticipated to put an additional financial strain on FSM families. To help offset this, disadvantaged funding was allocated to make an extra payment of £9 per child to every FSM family.</p> <p>This initiative was undertaken in recognition that government recompense was not guaranteed.</p> <p>In Feb 21 survey sent to all FSM families, 98.5% said they were happy with the provision offered by Ridgeway Academy.</p> <p><b>HIGH</b></p>	<p>The consistent communication with disadvantaged families through this initiative enabled the Inclusion Officer to build closer relationships and stay in constant contact.</p> <p>This will be repeated if necessary.</p>	£5880

A. Progress B. Motivation and Aspirations D. Resources E. Attendance F. Engagement	COVID 19 Chromebook and internet purchase	<p>In September 2020 a survey was sent to all Year 7 parents to determine how many students did not have sole access to a computer at home. Laptops were purchased to meet this need. All laptops loaned to Year 11 students were collected and checked at the end of Summer Term 1.</p> <p>Additionally, further reminders were communicated to families of students in years 8-13 to request a computer if the child did not have sole access to one at home.</p> <p>This investment allowed all students access to Google Classroom and online lessons. Through newsletters, and departmental communication, students were encouraged to use their device to engage responsibly with the wealth of free resources provided. This gave the school the opportunity to address both the digital and cultural divide.</p> <p>In a survey distributed to all disadvantaged parents in Feb 21, 100% answered yes to the statement "The school responded promptly to my request for a device".</p> <p><b>HIGH</b></p>	<p>The research undertaken to determine the device purchase for students has informed Ridgeway Academy's BYOD strategy.</p> <p>Purchased devices are on loan to students until the end of Year 11. This strategy has generated parental and student goodwill and shall be ongoing.</p>	£16779.84
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