

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ridgeway Academy
Number of pupils in school	825 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21/ 2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Sarah Mitcherson
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 this academic year	£41,108
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£137,438.58
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£449,599.10

Part A: Pupil premium strategy plan

Statement of intent

We are determined that all Ridgeway students, irrespective of their background or the challenges they face, make good progress, achieve high attainment across the whole curriculum and develop self-confidence, resilience and aspiration.

The focus of our pupil premium strategy is to support disadvantaged students to achieve these aims by identifying and addressing the challenges which may impact on their learning and development, including progress for those who are already high attainers. We engage our students in this process and hold annual one-to-one meetings with each of our disadvantaged students to identify their unique challenges to progress and agree strategies to support them. Our strategy is informed by our unique context. Additionally we consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our current plan considers the way in which we can have most impact on our disadvantaged students and is based on the Education Endowment Foundation's (EEF) recommended three tiered approach focusing on:

- Teaching strategies
- Targeted academic support
- Wider strategies EEF

Our ultimate objectives are to:

- Improve rates of progress for all Pupil Premium students
- Increase levels of motivation and aspiration for Pupil Premium students
- Ensure there is support in place for all students with Mental Health or Wellbeing concerns.
- Improve attendance for all Pupil Premium students.
- Improve engagement with Pupil Premium families.
- Minimise the impact that the Digital Divide has on Pupil Premium students.
- Identify attainment gaps swiftly and implement appropriate interventions.

Our approach will be responsive to both common challenges and individual needs, rooted in two-way communication with each disadvantaged student and robust diagnostic assessment. To ensure this is effective, we adopt a whole school approach in which all teaching staff have the progress of disadvantaged students as a performance management target and take responsibility for:

Supporting disadvantaged students through their individual PP Pledge

Ensuring they have a positive communication with each disadvantaged student each lesson

Embedding the strategies of each disadvantaged student's Progress Plan into their teaching

Challenges

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

Challenge number	Detail of challenge
1	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.
2	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 challenges.
3	Well-being – Over 50% of students referred for mentoring or counselling qualify for Pupil Premium.
4	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.
5	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.
6	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.
7	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

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved rates of progress 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, SENDCo, Inclusion</i>

	<i>Coordinator, and SLT after each reporting cycle.</i>
High levels of motivation and aspiration for all Pupil Premium students.	<p>Increased number of Pupil Premium students progressing to Ridgeway Sixth Form or other Further Education provider.</p> <p>Equitable positive behaviour points between Pupil Premium and non-Pupil Premium students.</p> <p>Increased range of extra-curricular activities offers Pupil Premium students opportunities to aspire and develop motivation beyond the classroom</p> <p><i>To be monitored by Directors of Learning, Deputy Head and Assistant Head Pastoral, Associate Assistant Head for Extra-Curricular and Enrichment (RSU)</i></p>
Support in place for all students with Mental Health or Wellbeing concerns	<p>All students with Mental Health or Wellbeing concerns are logged and signposted to appropriate support and provision.</p> <p>Increased capacity to support students with Mental Health or Wellbeing concerns.</p> <p>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 Safeguarding Team</i></p>
All disadvantaged students have resources 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.</p> <p>No Pupil Premium student is excluded from participating in curricular or extra-curricular opportunities due to financial constraints.</p> <p>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>
Attendance 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%.</p> <p>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.</p> <p>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 Deputy Head Pastoral.</i></p>
Improved engagement for families of all Pupil Premium students	Increased consultation with parents/carers

	<p>Increased range and number of opportunities for parents/carers to engage with school. Increased attendance of Pupil Premium parents at Parents' 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>
<p>Pupil Premium students are loaned a Chromebook and or wireless router to minimise the Digital Divide and enable full access to remote learning as necessary.</p>	<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>
<p>Any attainment gaps are swiftly identified with appropriate interventions implemented to support rapid progress.</p>	<p>Increased 1:1 and small group tuition in place to support catch up efforts.</p> <p><i>To be monitored by Subject Leaders, DoLs, and SLT.</i></p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training	<p>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.</p> <p>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.</p>	1, 7
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.	1, 2, 7
"PP Prioritised" strategy. In all lessons PP students get asked at least one question and their books are marked first.	<p>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.</p> <p>One to one meetings to identify challenges 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.</p>	1, 2, 4, 5, 7
<p>Production of 'Progress Plans'.</p> <p>One-to-one meetings with each PP student to identify: challenges; student perception of their challenges; to progress; staff identification of their challenges to progress.</p> <p>Agree strategies to overcome these.</p> <p>Progress Plans published to all staff who are required to implement strategies for each student.</p>	<p>Persistently PP students complete their education an average of 23 months behind their non-PP peers.</p> <p>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.</p> <p>Marc Rowland's Addressing Educational Disadvantage in Schools and Colleges identifies the first barrier to progress as a lack of positive relationship.</p> <p>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.</p>	1, 2, 3, 4, 5, 6, 7
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.	1, 7
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.	1, 3, 5, 7

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

Budgeted cost: £ 131, 849

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	2, 4, 7
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. PP students often select TAs as their 'Designated Trusted Adult in school' indicating a positive relationship. 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.	1, 7
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.	1, 2, 7
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.	2
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.	1, 2, 7
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.	2
Termly assessment of reading ages of all students using Accelerated Reader	Accurate reading ages shared with teaching staff inform precise support and challenge.	1
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.	1, 7

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

Budgeted cost: £ 162,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 challenges amongst PP students.</p>	2, 3
Behaviour coaching	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. 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.	2, 3
Identification of Young Carers, one-to-one interviews, sharing of information with teachers, daily support as and when required. Assemblies to all years.	<p>Each young carer's situation is unique. By engaging individually we can tailor our support to support their needs.</p> <p>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.</p>	2, 3, 5
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.	2, 5
The Scholars' Programme	<p>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.</p> <p>Every student from the first graduating class is applying to university, with several considering international study options.</p>	2
Social and resource needs funding, identified through one to one meetings to develop Progress Plans and DOL, FT and family requests.	<p>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.</p> <p>This fund is utilised to ensure accessibility of learning to all.</p>	3, 4, 5, 6
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.	2, 5
Technology payments PP funding contributes the £20 voluntary family contribution for Design and Technology.	<p>Financial constraints should never be a source of embarrassment or impediment to full integration in the school community.</p> <p>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.</p>	4, 5
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.	5

	PP funding will meet the cost of increasing hours from 1 to 2 days a week.	
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.	1, 4
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 aspirations, and develop a sense of community.	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.	2, 3, 5
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.	2, 3
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.	2, 3, 5
Parental engagement workshops	A lack of engagement from parents of PP students is identified as one of the main challenges. In a parent survey, it was identified that providing online workshops and information would be most accessible to parents.	6
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.	2
To provide a Breakfast club in Attimore Hall for PP students.	Students who have access to breakfast are able to focus and make progress.	3, 5
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.	3
Purchase of laptops and/or wifi routers for students who do not have sole access to a computer at home	1 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.	4, 7
Student Liaison Officers for KS3 and KS4 to support students in Student Services and liaise with families.	2 Students' mental health and wellbeing, attendance and progress will be improved through access to friendly, professional support and facilitator	3, 5

Total budgeted cost: £ 363,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The Department for Education did not publish performance measures for 2020 to 2021 due to the impact COVID 19 had on education. In line with the requirement for schools to administer teacher assessed grades (TAGS) through standardised teacher administered tests and diagnostic assessments, we can provide an overview of disadvantaged student performance. The school's attainment gap between disadvantaged and non-disadvantaged students, measured by the Progress 8 score, was reduced to 0.59, down from 0.71 in 2020. 43.2% of disadvantaged students achieved a grade 4+ in English and Maths.

In advance of the first period of restricted school attendance, we re-purposed our strategy for disadvantaged students, to identify and meet the challenges that would emerge in periods of remote learning. Funding was redirected to purchase Chromebooks and WIFI routers for all students without sole use of one at home. PP, EHCP and SEND students were prioritised for this provision and devices were delivered to students at home where welfare was a concern. This strategy enabled us to introduce an extensive online learning programme, accessible to all, without having to wait for government supplied devices to arrive.

Throughout periods of restricted school attendance, we invited Subject and Pastoral leads to pitch for additional funds to ensure adapted, high-quality teaching, learning and support for disadvantaged students. We surveyed disadvantaged families throughout periods of restricted school attendance to identify all material needs and met needs such as: food, sanitary products, stationery, lesson resources promptly, within 48 hours. In 2021 we launched a survey to parents of disadvantaged students in order to evaluate our provision offered during periods of remote learning. Feedback showed that 97.5% of disadvantaged parents were happy with the provision offered by Ridgeway Academy.

Students engagement was tracked throughout periods of restricted school attendance, with dedicated pastoral staff making thrice weekly calls and emails to all disadvantaged students and their families. Feedback was relayed to relevant staff, with the final contact of each week confirming needs had been met. We maintained an extensive provision of in-school support for students who struggled to engage at home. We targeted disadvantaged students, those with a social worker, EHCP students and those with significant SEND to attend each day. This in-school offer included pastoral support of mental health and wellbeing needs.

Upon returning to school, we assessed learning to identify gaps in students' knowledge and departmental curriculum maps were adapted to address these. Subject leaders worked hard to assess ongoing student knowledge gaps through regular assessment. In response to this adjustments were made to individual schemes of learning or broader subject curriculums. Key points of knowledge were retaught and an additional focus on RECALL starters introduced to increase student understanding of and consolidate required knowledge to facilitate accelerated progress. Subject Leaders were invited to pitch for further funds to accelerate the progress of

disadvantaged students in their subject area, including access to digital platforms and additional revision materials.

Disadvantaged funding has also been invested in increasing our Mental Health and Wellbeing provision. Alongside our external behaviour coaches and mentors, counsellor hours were increased by 50% in order to meet the growing number of student mental health concerns, and a full-time Social Emotional Mental Health mentor was appointed. A focus has also been on increasing confidence and resilience, and we have funded small group workshops led by an Educational Psychologist, who works with students on resilience, motivation, time management, and study skills. Additionally KS4 students have received study skills training from an external provider.

With regards to attendance, no DfE or national data is reported. However, our investment in attendance improvement provisions, such as increasing our Attendance Improvement Officer's hours from one to two days a week, has supported some of our hardest to reach students and families making a return to school. Our Family Support Worker also continues to provide families with a broad range of help in getting disadvantaged students into school and helping parents/carers embed supportive routines at home.

All disadvantaged students have an annual one to one meeting to share their challenges and agree actions for the school and themselves to support the overcoming of these. These 'Progress Plans' are published and the implementation is quality assured through learning walks and feedback from disadvantaged students. All staff reflect how they can support the progress and wellbeing of disadvantaged students and this 'PP Pledge' forms part of our 'Prioritising PP' strategy. All disadvantaged students have a named 'Trusted Adult' in school as we recognise that productive, supportive relationships are fundamental to our approach.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Study Skills workshops	Glia Learning
Resilience, Motivation and Time Management	Glia Learning
The Scholars' Programme	The Brilliant Club
Behaviour Coaches	Hearts Desire
Study Skills sessions	Elevate
Behaviour Coaches	Vista St Albans

