

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

2023 – 2024 is year two of the Ridgeway Academy three year plan.

## School overview

Detail	Data
School name	Ridgeway Academy
Number of pupils in school	865 (7-11)
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2024
Date this statement was published	September 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sarah Mitcherson
Pupil premium lead	Emma Kemp
Governor / Trustee lead	Catherine Burns

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,273.00
Recovery premium funding allocation this academic year	£74,796
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£69,144.22,
<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	£418,213

# 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, allowing them to progress to a range of higher education and training opportunities.

Our current Pupil premium strategy draws from the EEF research that identifies three key areas as having the most significant impact on improving pupil premium progress and performance to enable students to progress and achieve well:

- Quality first teaching- where standards are high, PP students achieve well
- 1-2-1 and small group tutoring
- Raising aspirations through opportunity and experience.

Our strategy therefore prioritises resourcing students to fully engage with all areas of the curriculum and quality teaching, equipping staff with detailed knowledge and strategies to support PP students, providing targeted small group tutoring both from in house tutoring and online tutoring and providing students the opportunities to develop beyond the curriculum offer and experience aspirational events and trips.

All students have the opportunity to communicate and share their learning preferences, interests and challenges with staff through student surveys and all staff share strategies that are successful with colleagues through centralised documents that support continuity in practice for individual students. Over the course of each academic year, students are provided with a range of aspirational opportunities ranging from educational trips, being part of Brilliant Club, meeting and listening to outside speakers and having detailed careers advice and guidance.

## 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 and catch up Student data shows a trend in all year groups that overall PP students arrive in year 7 with Literacy and numeracy levels below that of their non-PP peers
2	Aspirations and opportunity Destinations data at KS4 shows that less PP students progress to 6th form study and choose level 1 and 2 vocational courses at college instead. We currently do not have any (previously identified) PP students studying in year 13.

3	<p>KS4 outcomes</p> <p>KS4 outcomes continues to show a gap in progress and attainment rates between PP and their non- PP peers. This has narrowed over time but there remains a gap that is a key priority for the school to address.</p> <p>Male PP students achieve least well of all key groups in GCSE and vocational outcomes and progress rates.</p>
4	<p>Resourcing</p> <p>Family and student feedback has identified resourcing students with revision guides, uniform and learning equipment is a key concern for PP families (particularly FSM families).</p>
5	<p>Attendance</p> <p>Whole school attendance rates for PP students are below that of their non-PP peers</p>

## 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 <b>progress</b> across all key stages for Pupil Premium students.	<p>PP students achieve in line with their non-PP peers in end of KS3 assessment and KS4 and 5 national assessment. Progress scores show minimal or no gap.</p> <p><i>To be monitored by Directors of Learning, Subject Leaders, SENDCo, Inclusion Coordinator, and SLT after each reporting cycle.</i></p>
High levels of <b>motivation and aspiration</b> 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>
All PP students have <b>resources</b> necessary for school, home based learning and to participate fully in curricular and extracurricular opportunities.	<p>PP inclusion co-ordinator identifies needs of individual students and assigns resources accordingly. All PP students receive revision guides and resources in KS4 for all subjects</p> <p>The Uniform voucher scheme is in place and supports all FSM families as required.</p> <p><i>To be monitored by Form Tutors, Directors of Learning, Inclusion Co-ordinator and Deputy</i></p>

	<i>head teacher responsible for school performance</i>
<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%.</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 <b>engagement</b> for families of all Pupil Premium students	<p>Increased consultation with parents/carers</p> <p>Increased range and number of opportunities for parents/carers to engage with school.</p> <p>Increased attendance of Pupil Premium parents at Parents' Meetings, both those held remotely and in school.</p> <p>Increased positive feedback from parents.</p> <p><i>To be monitored by Directors of Learning, SENDCO and assistant headteacher responsible for attendance and parental engagement</i></p>
Pupil Premium students are supported to purchase or loan from school a Chrome book to ensure their engagement in blended learning in year 7 (following a rolling programme for future year groups)	<p>Assistant head teacher responsible for blended learning and inclusion coordinator to identify and support families in need to ensure all students have access to chrome books for the start of the 2022 academic year</p> <p><i>To be monitored by Inclusion Coordinator, DoLs, and SLT.</i></p>
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 through inhouse face to face tutoring and online tutoring offered in small groups</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: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identification and sharing of knowledge of students through centralised documents and seating plans	Increased application of successful strategies to support PP students- shown through improved outcomes and engagement from PP students. Lower rates of poor behaviour.	1,2,3,4,5
Performance appraisal target: all staff have a whole school performance target to support improved outcomes for key groups including PP	A clear, school wide focus on the PP agenda is evident, all members of staff actively work towards narrowing the gap	1,3
RPG (raising progress) group meetings focus on PP students and implement targeted bespoke support	Targeted and specific intervention is in place and is effectively increasing engagement, attendance and outcomes for PP students	1,3
Bring your own Device programme to support blended learning ( Chrome book payment and distribution)	All students have access to a device and related resources for learning, PP students fully engage in blended learning and rates of home based learning are increased	2,4

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

Budgeted cost: £94,108.79 (including recovering premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group tutoring (face to face and online) provided for PP students	EEF research suggests small group tutoring and intervention is the most effective strategy for improving student outcomes	1, 3
Holiday revision and intervention sessions led by specialists	Students who attended holiday revision sessions achieved better outcomes this academic year than those that did not	1, 3

Period 6 intervention programme	small group support and intervention is identified as one of the most effective strategies to improve performance (EEF), those students that attended in previous years achieved better than those that did not	1, 3
Staffing of Literacy and numeracy focused HLTAs	Small group early support for KS3 and 4 students (EEF research)	1,3

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

Budgeted cost: £ 241,267.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing - key support roles: Inclusion officer, attendance officer, behaviour support team	Increased support in key pastoral areas increasing engagement of PP students and families, supporting increased attendance	2, 3, 5
Staffing for SEMH need: Councillors, SEMH lead, SEMH TA, student liaison officer	Improved attendance and corresponding performance of students with SEMH needs	2,3,5
Staffing: partial payment of family support officer	Improved attendance of PP students in all year groups	2,3,5
male mentor and coaching programme (VISTA)	Improved engagement of hard to reach boys groups, decrease in suspension rates and improved KS5 destinations data	2,3,5
Butterfly project	Increased engagement of PP students	2,3,4,5
Elevate programme	Improved study skills, increased attendance at intervention, tutoring and support sessions	2,3,4,5
Accelerated reader programme	Early identification of PP students to improve literacy leading to better outcome overall and decrease in disengagement in lessons	1,2,3
School of hard knocks: Engagement programme	Increased engagement with hard to reach/ disengaged PP students	2,3,5
External trips and events	Provide opportunities to PP students to engage in extracurricular, educational activities. Increased numbers of PP students remaining in 6th form	2,3,4,5
Brilliant club	Students achieved better than the national average for the programme last academic year and student survey found 100% found the process useful and supportive. Increased number of students in 6th form	2,3,4,5
Students resources	Funding of uniform (voucher scheme) to increase attendance and engagement, funding of revision resources to support outcomes, funding of food vouchers to ensure students can access lessons when arriving to school	1,2,3,4,5
Mentoring for year 11 pupils	Education and emotional support for year 11 pupils to enable them to succeed in their	2,3,4,5

	GCSE's and make informed choices about post-16 options.	
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**Total budgeted cost: £ 363.442.45**

## 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 2022 to 2023 academic year.

KS3 literacy and numeracy programme has been very successful, students participating in these programmes have made rapid progress in both literacy and numeracy allowing them to keep up with their peers in the classroom.

One to one tutoring in maths and science has supported KS4 students make rapid progress in these subjects and overall attainment in maths and science has improved from 2022 – 23. Pupil premium achievement remains lower than their peers and this will continue to be a priority for 2023 – 24.

The increase in focus towards extracurricular activities has seen an increase in the number of students remaining at Ridgeway Academy to study post-16 courses.

All pupil premium students receive resources to allow them to revise independently at home. In years 7&8 support to purchase chrome books has meant that all students now have access to resources posted by class teachers on google classroom. In addition, for the majority of subjects home based learning activities are now using on line platforms, the roll out of chrome books in years 7&8 has meant that home-based learning is now accessible to students, promoting self-regulation and independence around their learning.

An increase in the number of staff working to improve the attendance of pupil premium students has meant that attendance for some students has improved. Attendance of pupil premium students remains on average lower than their peers and this will remain an area of focus for 2023 – 24.

### 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
The Scholars' Programme	The Brilliant Club



Behaviour Coaches	Hearts Desire
Study Skills sessions	Elevate
Behaviour Coaches	Vista St Albans

