

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.

School overview (data for 24/25)

Detail	Data
School name	Ridgeway Academy
Number of pupils in school	824 (7-11)
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 25 (2024 – 2027)
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Sarah Mitcherson
Pupil premium lead	Emma Kemp
Governor / Trustee lead	Janette Atkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 298,649.27
Recovery premium funding allocation this academic year	£ N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 87, 955.73
Total budget for this academic year	£ 386,605.00

Part A: Pupil premium strategy plan

Statement of intent

At Ridgeway Academy, we are committed to ensuring that every student, regardless of their background or personal circumstances, has the opportunity to succeed and achieve their full potential. The Pupil Premium Grant (PPG) is a vital part of this commitment, aimed at closing the attainment gap between disadvantaged students and their peers. Our strategy for using Pupil Premium funding is carefully designed to provide targeted support and interventions that address the specific needs of our disadvantaged students, ensuring they have equitable access to high-quality education, resources, and opportunities.

Our primary objective is to reduce the attainment gap between disadvantaged students and their non-disadvantaged peers and to ensure that all pupils have a belief that 'Everyone Can Achieve'. Evidence indicates that high quality first teaching is the most powerful way for schools to improve attainment. We will ensure that over 50% of the PPG is allocated to support classroom teaching and the Ridgeway 5-a-day policy. We will ensure that there are resources such as visualisers, mini whiteboards and effective CPD to support scaffolding and lesson adaptations to ensure there is a consistent approach to modelling and feedback across the curriculum so Pupil Premium eligible students are able to understand how to improve their work and what is expected of them in lessons.

Our aim is to enable disadvantaged students to have the same opportunities to study academic options in post-16 establishments. Our aim is to ensure that at least 50% of the students that are eligible for PP funding in year 11 enrol onto at least two A level subjects at a post-16 establishment. The progress of student at Ridgeway Academy that have previously been eligible for PP funding obtain a Value-Added Score that is in line with National Average.

Research has shown that students eligible for PP are less likely to own a book or read at home with family members so are unlikely to be able to develop comprehension strategies independently. Research has also shown that the teaching of reading and comprehension strategies can have a huge impact on the progress of students (+6 months) so we are committed to ensuring that we identify those students who have a reading age that is below their chronological age as quickly as possible and offer intervention, which will include phonics skills to improve their literacy skills. In addition, we will work with all teachers to offer high quality CPD around the delivery of comprehension strategies so PP students are explicitly taught how to decode and comprehend a variety of texts to increase their exposure to tier two and tier three language.

The absence rate, persistent absence rate and lateness of PP eligible students is significantly higher than for non-PP eligible learners. We recognise that there is a strong link between attendance and academic success, therefore we will ensure that PP students and their families are offered tailored support to reduce any barriers to attending school that they may have. To support this goal, we recognise that we need to enable our students have a strong sense of belonging to Ridgeway Academy and they feel that their social, emotional and mental health is being looked after they will be more likely to attend school to allow them to achieve in line with their peers.

Our attendance support includes providing tailored support to boost resilience, mental health, and overall wellbeing, ensuring that students are in the best possible position to learn and succeed. This may include but is not limited to mentoring, counselling, and the provision of additional resources such as equipment, uniform or financial support for educational trips.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Inconsistent high-quality teaching and unconscious bias towards PP eligible students.</i></p> <p>Many teaching and support staff may not have any experience of the challenges that disadvantaged students face on a day to day basis which can lead to a lack of understanding and varied teaching quality. In addition, teachers may choose to adopt strategies for lesson delivery that are not evidence based or have previously worked well but may not suit the learners in front of them, therefore students may not fully benefit from classroom learning.</p>
2	<p><i>Socio-Economic barriers</i></p> <p>PP students may have less access to learning materials, technology (e.g., computers or the internet), and quiet spaces to study at home, which can hinder their ability to complete homework and engage in independent learning. Families may not be able to afford extracurricular activities, trips, or tutoring that can enrich learning and broaden experiences. This can also affect participation in school events and feeling like they belong at Ridgeway Academy.</p>
3	<p><i>Lower attendance rates directly affecting the curriculum content that PP eligible students are exposed to.</i></p> <p>PP eligible students have higher rates of absenteeism due to various factors, including family responsibilities, health issues, a lack of encouragement to attend school or a lack of structure at home.</p>
4	<p><i>Gaps in literacy and comprehension skills.</i></p> <p>Many of the PP eligible students that start Ridgeway Academy in year 7 have a reading age which is below their chronological age and below that of their peers. As they progress through secondary school this gap can become larger impacting progress and achievement.</p>
5	<p><i>Parental engagement and aspirations</i></p> <p>Some disadvantaged students may not have the same level of encouragement or role models who emphasise the importance of education and ambition which leads to fewer students accessing level 3 post-16 options. In addition, parents of PP eligible students are less likely to engage with school activities such as parents evening and their child's education, this results in a lower engagement in homework, achievement, understanding of the education system and slower progress when compared to their peers.</p>
6	<p><i>Over-representation of PP eligible students in negative behaviour data.</i></p> <p>PP eligible students are less likely to develop the skills to reflect on how their behaviour impacts their learning and act to reduce the repetition of these behaviours. PP eligible students are less likely to use self-regulation and meta-cognition strategies to reflect on their behaviour and overcome challenges that they face.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of your 3 year current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Further improve the Progress of disadvantaged pupils from their starting points at KS2 for all year groups but especially Year 11 with a focus in particular on English, maths and science	The progress of Disadvantaged students is at least in line with the progress of their peers. Target for all students, the gap reducing from -0.71 to 0 by 2027.
Improved reading comprehension among disadvantaged pupils across KS3 leading to the number of PP eligible students that study academic subjects including completing the EBacc element at KS4 increases.	Early testing for gaps in reading comprehension is identified early, all teaching staff are able to teach comprehension skills that are specific to their subject leading to all students having a reading age that is at least within six months of their chronological age by the time they finish year 9. This will then support the number of PP eligible students that complete the EBacc element of GCSE's increases from 14% to 20%
Development of aspirations and opportunities to prevent students that are eligible for PP funding (and bursary students at KS5) being limited by academic success or lack of parental support or knowledge when selecting post-16 or post-18 options.	All PP eligible students are offered career guidance from year 7 that continues through to year 13. The number of PP eligible students that remain at Ridgeway Academy increases to 50% of the PP cohort with at least 25% of these students choosing to study A level courses. In addition, 100% of PP eligible students enter training or education when they finish year 11. 100% of students that were previously eligible for PP funding or are in receipt of the bursary enter further education, training or work placements at the end of their time at Ridgeway Academy.
Increase the attendance of PP eligible students so that the impact on lost education is reduced.	PP eligible student's attendance increases from 88% to 94% by 2027 and to reduce the number of PA to under 20% of PP eligible students.
PP eligible students are not over-represented in exclusion, suspension and detention data.	The overall profile of students eligible for PP funding is increased to highlight those students who are successful at Ridgeway Academy. The % of PP eligible students that are suspended or excluded is below the total % of PP eligible students in the school. The number of behaviour points issued to PP eligible students is reduced from an average of 305 to 164. (23-24 data. 164 is the average per student) and the number or reward points is increased from 383 points per pupil to at least 447 points per pupil. The number of weekly recognition letters that are sent to parents of PP eligible students should be in line with the % of students that are eligible for PP funding (currently 33%)

<p>An increase in the number of positive interactions with parents from staff at Ridgeway Academy.</p>	<p>At least 80% of PP eligible parents attend parent teacher consultation evenings.</p> <p>The number of PP parents attending school workshops such as the headteacher drop-ins, exam stress workshops and year team information evenings increases by 35%.</p>
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Activity in this academic year (2024 - 2025)

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: £155,986.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils EEF Guide to Pupil Premium	1,2
Classroom resources to enhance modelling, assessment and feedback strategies in the classroom.	Providing feedback is well-evidenced and has a high impact on learning outcomes. Verbal feedback has been shown to have a greater impact on progress, therefore the purchase of whiteboards and visualisers will allow teaching staff to give immediate and impactful feedback to students. Teaching-learning toolkit	1,2,4
CPD to address unconscious bias	Unconscious bias can result in assumptions being made around children and young adults based on any aspect of their identity, such as race, ethnicity, gender, socioeconomic status or even their ability. It can influence how staff perceive their pupils and lead to favouritism or underestimating their ability to achieve success, potentially affecting educational outcomes. Unconscious bias University of Bristol	1,2,5,6
Metacognition and self-regulation training. Initially a small number of teachers in 2024 – 25, a whole school roll out in 2025 – 26.	Encouraging students to monitor and evaluate their own learning strategies has been shown to have a positive impact on progress especially in disadvantaged pupils. When taught explicitly, pupils are more likely to use the taught strategies independently and habitually enabling them to overcome challenges in the future. Teaching-learning toolkit	1,2,3,4,6

Whole school reading and comprehension strategy	Studies in England have shown that pupil eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Ridgeway Academy's reading strategy will enable all students to be exposed to a high level of vocabulary with the aim of improving oracy skills.	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £95,770.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,2
Reading and phonics interventions	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for those pupils who have experienced these barriers to learning. EEF teaching and learning toolkit - phonics	1, 2, 4
Year 11 mentoring programme.	Research indicates that that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling and can have a lack of support when applying to post-16 courses. Having a trusting relationship with an adult or older peer can provide support to enable the student to progress onto the most appropriate post-16 pathway. EEF teaching and learning toolkit - mentoring	1,2,3,5,6

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

Budgeted cost: £130,584.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	Addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school and improve pupil attainment Breakfast interventions – rapid evidence	1,2,3,6
Supporting pupils' social, emotional and behavioural needs	The employment a school family worker, internal and external counsellors to improve students' social emotional learning. Interventions that improve decision making skills, interaction with others and self-management of emotions can encourage engagement in learning EEF teaching and learning toolkit – social and emotional learning	3,5,6
Attendance support	Improving the attendance of disadvantaged pupils is a priority for Ridgeway Academy as there are clear links between poor attendance and poor attainment. Improving attendance of pupils from socio-economically disadvantaged backgrounds is a particular priority as these students are nearly twice as likely to be persistently absent than their non-disadvantaged classmates. EEF – supporting school attendance	3
Trips and educational visits	Pupils from disadvantaged backgrounds may be less likely to benefit from extra-curricular activities due to the associated financial cost. By providing extra-curricular activities at a reduced cost or for free Ridgeway Academy will give students access to benefits and opportunities that may not be otherwise available to them. EEF – Physical activities and arts participation	5
Communicating with and supporting parents	By designing and delivering effective approaches to support parental engagement, Ridgeway Academy may	5,6

	<p>be able to reduce barriers to learning such as regression during the school holidays. Parental communication will encourage positive dialogue about learning along with regular reviews of how well the school is working with parents, identifying areas for improvement.</p> <p>EEF – parental engagement</p>	
Behaviour interventions	<p>According to data from the DfE, pupils who receive free school meals are more likely to receive a permanent or fixed period of exclusion compared to those that do not. Some pupils from a disadvantaged background will require more specialist support to help manage their self-regulation or social and emotional skills</p> <p>EEF – Behaviour strategies</p>	1,2.3.5,6

Total budgeted cost: £ 382,341.96

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Year 11 outcomes for disadvantaged pupils improved from 2022-23 to 2023 – 24 although there continues to be a gap between disadvantaged and non-disadvantaged students. The year 11 mentoring programme saw students with a mentor making on average half a grade progress compared to students who did not have a mentor.

Overall there has been an increase in the number of disadvantaged students staying at Ridgeway Academy 6th form and choosing to study at least two A level subjects.

Reading and literacy interventions have had a positive impact on the average reading age for pupils from disadvantaged backgrounds, however we continue to see that students regress over the holiday periods. Summer school has supported the transition of students into Ridgeway Academy, with the current year 7 cohort fully embracing the 'Ridgeway' and receiving the lowest number of sanctions and the highest number of reward points.

Attendance of PP eligible students remains a challenge for Ridgeway Academy however targeted support from the PP coordinator has resulted in a number of success stories around the attendance of PP students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
School of Hard Knocks rugby and mentoring programme	School of hard knocks
Brilliant club	The scholars programme
Focus 1st alternative provision	Focus 1st

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing

to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.