

Ridgewood School Vision

In accordance with our core value of Excellence, we are committed to every child:

- Receiving quality first excellent teaching
- Making expected or better than expected progress
- Having access to enriching extra-curricular learning experience

Our Responsibility

- Quality first teaching for all students at Ridgewood underpins everything we do. Ridgewood School has a strong commitment to the continuous professional development for all staff, with training centred on evidence based best practice and collaborative working.
- Evidence based approach extends to identifying the most effective interventions for specific students, groups of students or whole school. The Disadvantaged Funding Strategy was created with the responsibility for allocating the pupil premium based on best practice and monitoring the impact of the pupil premium strategies.
- Many of the pieces of intervention that the Pupil Premium Grant is used for has been identified by the EEF (Educational Endowment Foundation) as one that yields positive results for students.
- Tutors and subject teachers, through their use of data and the Class Charts system, know which students are eligible for Pupil Premium so that they can take responsibility for accelerating their progress.
- Improving the life chances of students who are eligible for Pupil premium is part of our school's moral purpose. Funding allocated to students eligible for Pupil Premium is targeted and spent on this cohort of young people.
- Ridgewood School does not confuse Pupil Premium students with those who are low ability. Instead, the school focuses on supporting all students to achieve the very best outcomes, whatever the starting point.
- Leaders in school review the internal Creating Futures data (4 times a year), reporting and highlighting any Pupil Premium or vulnerable student who might be struggling or underachieving. This achievement data, coupled with attitudinal data, is used by all class teachers to plan and deliver quality first teaching.
- Excellent teaching is paramount but there is at times a need for focused intervention outside the mainstream classroom. Core members of staff are allocated to teach intervention groups when leaders in school direct them.

Overview of students eligible for the Pupil Premium Grant¹

Disadvantaged Students (DS)	Pupil premium per student
Students in years 7 to 11 recorded as being in receipt of Free School Meals (FSM) in the past 6 years (FSM Ever 6).	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300 ²
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order (Post-LAC)	£2,300

Service Children	Pupil premium per student
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

Summary Information			
School	Ridgewood School		
Academic year	2019-20	Total Pupil Premium Grant (PPG) 2019-2020	£176,535
Total number of Students	1,183 (KS3&4)	Number of students contributed towards the 2019-2020 PPG	203
Date for next internal review of this strategy	May 2020	Date of most recent external PP Review	Ofsted March 2019

¹ Pupil Premium 2019-2020: Conditions of grant (<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020>)

² The LAC premium is managed by the designated virtual school head (VSH) in the LA that looks after that child for the benefit of the looked-after child's educational needs as described in their personal education plan. Only following agreement with the VSH and Ridgewood as to what the funding will be spent on will the premium be released to Ridgewood. These reviews and payments occur three times a year.

Students who qualified for the 2019-2020 PPG

Year Group	Number on Roll	Number of students contributing to the PPG	Who are Ever 6 FSM (£935)	Who are Looked after children (LAC) (£2,300 through agreement with VSH)	Who are Post-LAC (£2,300)	Total Disadvantaged Students	Service Children (PAF) (£300)
Year 7	236	46	44	1	0	45	1
Year 8	238	41	37	3	0	40	1
Year 9	236	34	30	1	0	31	3
Year 10	240	40	32	4	1	37	3
Year 11	232	42	38	2	1	41	1
Total	1182	203	181	11	2	194	9

This will generate a minimum of £176,535 and a maximum of £201,835 (dependent on LAC reviews) to be applied to the current 2019-2020 cohort:

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Year 7							
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Year 9	238	41	37	3	0	40	1
Year 10	236	34	30	1	0	31	3
Year 11	240	40	32	4	1	37	3
Total	950	203	181	11	2	194	9

End of Key Stage 4 Outcomes 2019 (Cohort size: 42 of 228)

Three Year Trend

	2017	2018	2019
Cohort Size ¹	34	24	37
Ridgewood DS P8	-0.99	-0.18	-0.45
Ridgewood Non-DS P8	-0.18	-0.32	-0.08
Gap between Ridgewood DS and Non-DS	-0.81	+0.14	-0.37
National DS P8 ²		-0.44	-0.45
Ridgewood DS % achieving Basics 5+	19%	25%	27%
Ridgewood Non-DS % achieving Basics 5+	54%	50%	52%
National DS % achieving Basics 5+ ²	25%	25%	24%

Pupil Absence 2018-2019

	Ridgewood	National	RAG Rate
Attendance rate for students FSM Ever 6	92.9%	91.9%	
Attendance rate for students who are not FSM Ever 6	96.0%	95.5%	
Percentage of students deemed persistent absence who are FSM Ever 6	21%	24.6%	
Percentage of students deemed persistent absence who are not FSM Ever 6	7.8%	9.3%	

¹ Number of disadvantaged students in the Progress 8 score

² DfE KS4 and multi-academy trust performance, 2018 (revised)

Barriers to future attainment

In school barriers

A	The progress of the Disadvantaged cohort when compared to their non-Disadvantaged peers at Ridgewood School (2019: DS = -0.43, non DS = -0.05)	
B	Progress in English of our Disadvantaged cohort (2019: -0.63)	
C	The amount of Disadvantaged students entered for the EBacc (2019: 5%)	
Additional barriers		
D	The attendance of our Disadvantaged cohort when compared to their non-Disadvantaged peers at Ridgewood School (2019 PA: DS = 21%, non DS = 7.8%)	
E	Poor engagement from home and aspiration from some Disadvantaged students, limited attendance at parents evening, school events and extra curricular programmes	
Desired Outcomes		Success Criteria
A	To reduce the gap between RW DS students and their non DS peers to 0.2 (this gap is 0.58 nationally)	Disadvantaged students at Ridgewood will achieve broadly in line with their peers in school by the end of the year. This will be evidenced through GCSE Outcomes in summer 2020, CF4 KS3 and Y10 data looking at a progress indicator.
B	To increase the P8 for the DS students in English through a whole school literacy approach	Disadvantaged students at Ridgewood will achieve a P8 for English that is above +0.01. The number of GCSE English grades above a 7 will increase from Summer 2019 due to these developed literacy skills. Students in KS3 and Y10 will demonstrate a VA that is below 1.
C	Increase percentage of students in Y11 being entered for the EBacc in summer 2020	Double the amount of Disadvantaged students that are entered for the EBacc from 5% to at least 10%.
D	To improve attendance of DS students against the non-DS students	The gap between DS and non-DS to narrow in both attendance rate and PA.

Planned Pupil Premium Expenditure 2019-2020				
Identified barrier to	Action	Measure of success	Lead	Budget

learning				
Attendance	<ul style="list-style-type: none"> The Attendance Team to record and follow up on any attendance concerns in line with Ridgewood protocol. Fortnightly meetings with the Deputy Achievement Coordinators to discuss attendance for their year group – focus to drive whole school target of 97% for all students. Students selected for Attendance Monitoring by DAC, rewards linked to successful achievement of targets. Half termly ANTS meetings to discuss students struggling with their attendance. Appropriate Alternative Provision which is linked specifically to the student’s needs and strengths. 	<ul style="list-style-type: none"> Whole school and PP attendance Impact from individual cases Impact from individual cases 	<ul style="list-style-type: none"> EBL/JPR/DAC KS PL/ JPR 	<p>£35,000</p> <p>£12,000</p>
Literacy	<ul style="list-style-type: none"> Launch of new literacy strategy to drive improvements in literacy. Use of Accelerated Reader for all students and for effective intervention to take place for PP students who fall behind their reading age. Small group English tuition from LHD Library Co-ordinator to ensure that PP students can complete their Accelerated Reader programme. 	<ul style="list-style-type: none"> Reduced gap in reading differential (PP and non PP) Improved outcomes (especially in English) for students partaking in any extra intervention for literacy. 	<ul style="list-style-type: none"> EBL/LHZ/BWN 	<p>£18,000</p>
Social, Emotional and Mental Health Issues (including early trauma) and educational support	<ul style="list-style-type: none"> The Personalised Learning Coordinator to ensure that the strategy for PLP referrals is completed and that relevant staff (KS PL) are aware of extra intervention to support. STAR Centre assistant to offer intervention for specific students who could need programme to support their needs. A full time onsite counsellor to have timetabled appointments and drop in 	<ul style="list-style-type: none"> Impact from individual cases. Completed programme and reduction in concerns. Case Studies detailing impact following 	<ul style="list-style-type: none"> EBL/JPR 	<p>£75,000</p>

	<p>sessions for students.</p> <ul style="list-style-type: none"> • Student Services – member of staff to support students with any health issues but also to aid organisation. • Breakfast Club members to ensure that students can socialise before school in a safe and warm environment. 	<p>counsellor intervention</p> <ul style="list-style-type: none"> • Student voice 		
Aspiration and Opportunity for Enrichment	<ul style="list-style-type: none"> • Opus 100 Music Group – Finance of instrumental lessons and ensemble • Instrumental lessons for non Opus students • DoE – Finance of students completing the DoE • Trip – Contribution for select students to attend trips/visits • Drama workshop • Science independent study work • Food technology ingredients for students currently in receipt of FSM • Taxi to aid student attendance • Contribution to uniform 	<ul style="list-style-type: none"> • Student voice • Student voice • Achievement/Attendance • Student voice • KS4 achievement • KS4 achievement • Student voice • Attendance • Student voice 	<ul style="list-style-type: none"> • Head of PA • Head of PA • EBL/Co-DoE Leads • EBL (delegate to trip leader) • LHS • Co-heads of science • Technology team • EBL • EBL 	<p>£15,000</p> <p>£1,835</p> <p>£2,000</p> <p>£1,200</p> <p>£300</p> <p>£200</p> <p>£3,000</p> <p>£1,500</p> <p>£150</p>
Looked after students	<ul style="list-style-type: none"> • Actions linked to LAC students will be discussed in their PEP (three times a year). For the PPG to be used effectively, actions for the 11 students will be bespoke and decided upon by all key stakeholders. 	<ul style="list-style-type: none"> • Impact from individual cases. 	<ul style="list-style-type: none"> • LAC lead/EBL 	<p>£15,000</p>

Review of Expenditure

Previous Academic Year	2018-2019
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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
Students eligible for disadvantaged funding will develop robust literacy and oracy skills, allowing them to secure the highest grades at GCSE / Level 2 courses, and to compete with students nationally for post 16 and post 18 pathways.	Delivered through a new whole school literacy strategy	Students across school has seen an improvement in their progress 8 score (from -0.31 in 2018 to -0.08 in 2019). Disadvantaged students have improved their overall attainment in English, moving from an A8 contribution of 8.00 to 8.20. This attainment is above PP students nationally (8.09).	Literacy will remain on the school SPD for 2019-2020.	£10,000
Students eligible for disadvantaged funding will make and sustain rapid progress in order to close the gaps and achieve in line with their peers.	Dedicated Learning Mentors to provide high quality twilight intervention support sessions on a daily basis, in core subjects, alongside targeted in class support for those students who are eligible for disadvantaged funding and working below target.	The DS cohort of 2019-2020 achieved in line with their peers nationally -0.46. 20 DS students attended a maths intervention, this was the strongest P8 element of the cohort (-0.16) and significantly above their peers nationally (-0.39).	Although we will still have the desire to allow students to make rapid progress against their peers, in terms of cost this has not been as effective as we would wish.	£66,000
Increased attendance rates for student eligible for disadvantaged / PP funding	An attendance strategy developed across the school pyramid, establishing common themes and expectations for our families from Y1 upwards	Across whole school, PP Ever 6 students finished the year with 92.9% attendance, above the figure for national (91.9%). The percentage of PA is below national too 21.0% compared to 24.6%.	Attendance will remain a focus for the next academic year, continuing to close the gap to non-DS students.	£12,000
Increased enrolment at Ridgewood School Post 16 provision by students who are eligible for disadvantaged funding. Increased participation, by students who are	A high quality careers and recruitment programme targeting students eligible for disadvantaged funding, alongside those for whom data prediction indicates a Level 3 post 16 progression is	All PP students in the Y11 cohort had destinations into a suitable programme of education ready for the 2019-2020 academic year. More students who are Pupil Premium have been recruited into Ridgewood School Post 16.	A focus on aspiration through the use of extra curricular and our work with Social, Emotional and Mental Health Issues will benefit the Post 16 recruitment and destination data for the 2019-2020 cohort.	£8,000

eligible for disadvantaged funding, in Level 3 courses, both at Ridgewood Post 16 and other local providers.	appropriate. A review of courses and progression within the school's post 16 provision to ensure that students have suitable courses to progress onto that meet their aspirations and career needs.	<table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Cohort in Post 16</td> <td>91</td> <td>84</td> </tr> <tr> <td>% who are PP</td> <td>9.9%</td> <td>22.2%</td> </tr> </tbody> </table>		2018	2019	Cohort in Post 16	91	84	% who are PP	9.9%	22.2%																				
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There is an improved engagement by students, parents and carers at aspiration and extra curricular events such as Opus 100, and D of E participation. Students, parents and carers access the school more frequently, including key events during the year. This is measured through attendance at events, and participation levels.	School wide opportunities for leadership and widening participation, including Duke of Edinburgh Awards Scheme, and Opus 11 music project (y6 upwards)	<p>Impact of these opportunities are measured on an individual basis. Case studies are below of DoE funding.</p> <p>TE HA Male, currently in Y10 received funding to complete the Bronze DoE (£230). Current P8 prediction in Y10 of 0.33.</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>92.0%</td> <td>100%</td> </tr> <tr> <td>Attitude average</td> <td>2.46</td> <td>2.75</td> </tr> <tr> <td>BfL</td> <td>3 x C3</td> <td>0</td> </tr> </tbody> </table> <p>CK MA Female, currently in Y11 received funding to complete the Silver DoE (£250). Current P8 prediction in Y11 of 0.62.</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>95.6%</td> <td>100%</td> </tr> <tr> <td>Attitude average</td> <td>3.00</td> <td>3.38</td> </tr> <tr> <td>BfL</td> <td>0</td> <td>0</td> </tr> <tr> <td>Average VA</td> <td>-7</td> <td>-3</td> </tr> </tbody> </table>		2018	2019	Attendance	92.0%	100%	Attitude average	2.46	2.75	BfL	3 x C3	0		2018	2019	Attendance	95.6%	100%	Attitude average	3.00	3.38	BfL	0	0	Average VA	-7	-3	Educating the whole child and social mobility forms part of Ridgewood School's Curriculum Intent and will be a key focus of the PPG for 2019-2020.	£35,000
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