

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ridgewood School
Number of pupils in school	1204
Proportion (%) of pupil premium eligible pupils	18.2% (219 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Andy Bridge (Deputy Headteacher)
Pupil premium lead	Ed Ball (Assistant Headteacher)
Governor / Trustee lead	Julie Hussey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,850
Recovery premium funding allocation this academic year	£58,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£278,605

Part A: Pupil premium strategy plan

Statement of intent

In accordance with our core values of Respect, Responsibility and Resilience, we are committed to every child:

- Receiving quality first excellent teaching
- Making expected or better than expected progress across the curriculum, particularly in EBacc subjects
- Having access to enriching extra-curricular learning experience

Our Principles

- 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.
- Our evidence-based approach extends to identifying the most effective interventions for specific students, groups of students or whole school. This three-year 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 types 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.
- Form 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 by using robust diagnostic assessment.
- Leaders in school review the internal Creating Futures data (twice a year), reporting and highlighting any Pupil Premium or vulnerable student who might be struggling or underachieving. This achievement data, coupled with attitudinal data, and in-class formative assessment 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 or support pastorally when leaders in school direct them.

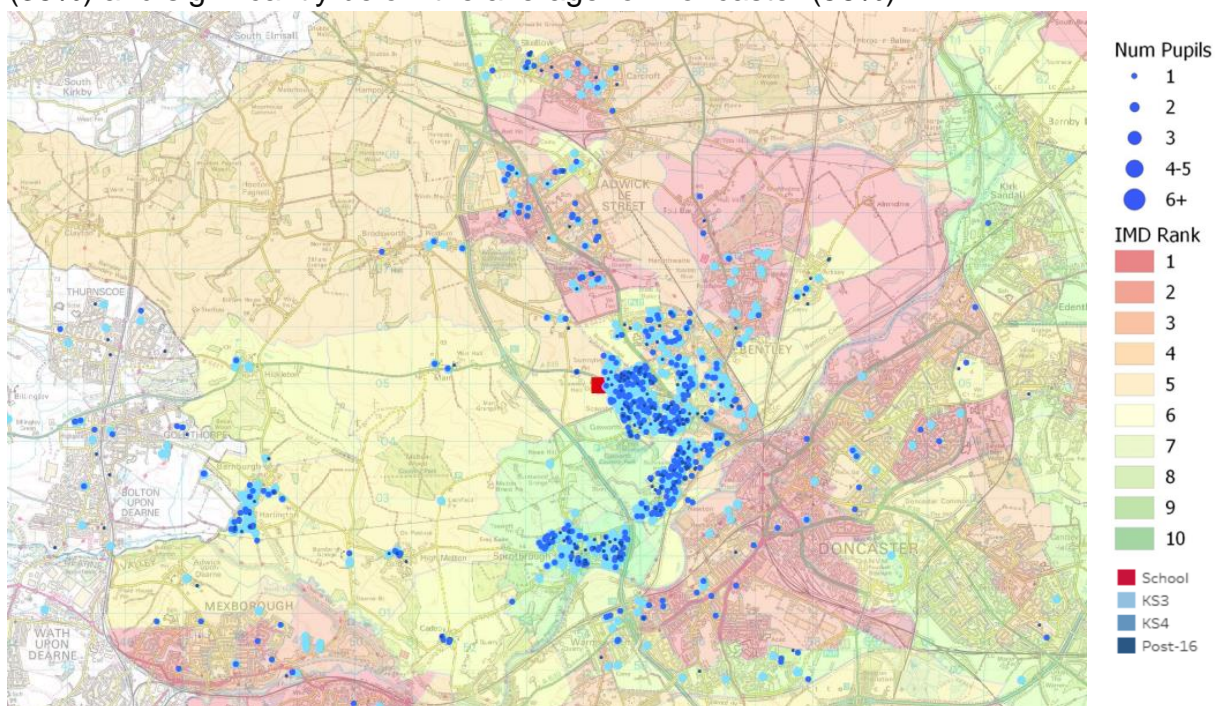
- Leaders use Provision Map to ensure that intervention is cost effective and produces a positive impact.

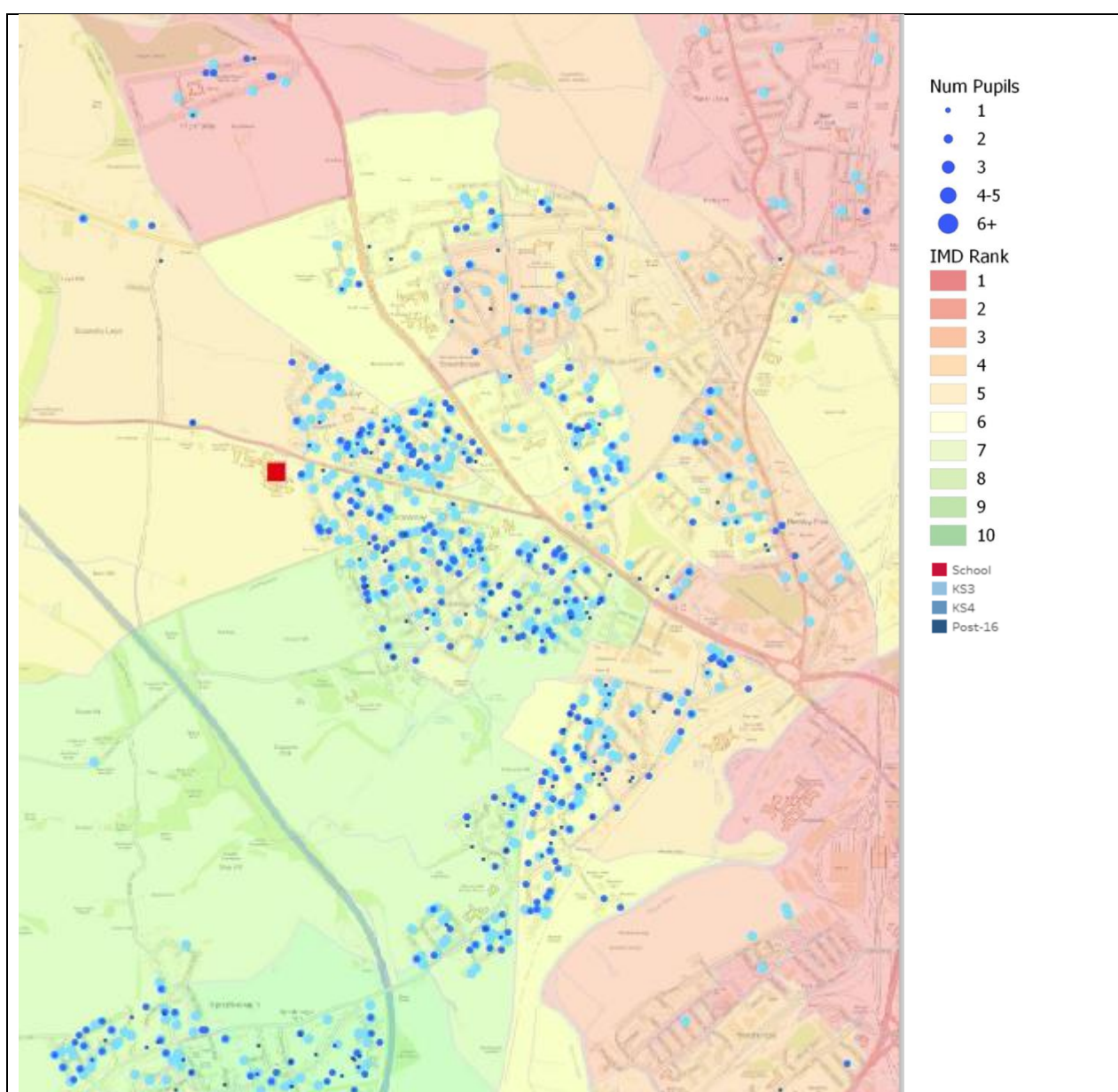
The demographic of our school

Ridgewood School is a larger than average-sized secondary school located in the northwest of Doncaster. In the past three years Ridgewood has increased its intake to 252 to support the local community. KS4 have a PAN of 240.

The map below displays the Lower-layer Super Output Areas (LSOA) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The red square is Ridgewood School and the blue dots indicate where the school's students live.

In January 2023, 21% of students were classed as living in an area classed as being one of the 30% most deprived areas in England (IMD rankings). This is below national (35%) and significantly below the average for Doncaster (56%).





The LSOA in which the school is located is ranked 13,913th out of 32,844 in terms of deprivation. This means the LSOA is broadly average in England in terms of the income, employment, health, education and crime deprivation indicators.

Below is a mean average student level score for Indices of multiple deprivation (IMD), Education and skills (Ed&S) and Income deprivation affecting children (IDACI). The score is out of 10, 1 being most deprived, 10 least:

	IMD	Ed&S	IDACI
Doncaster Ave.	4	3	4
Ridgewood School	6	5	6

Challenges

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

Challenge number	Detail of challenge
1	A significant number of disadvantaged pupils have lower literacy skills than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
2	Disadvantaged pupils are making less progress than other pupils from the same prior attainment band in some subjects in KS4, particularly achieving the Basics 5+.
3	Low aspirations of our disadvantaged pupils to have an ambitious academic curriculum; this prevents the disadvantaged pupils from achieving the EBacc.
4	Attendance for pupils eligible for pupil premium is 90.6% (below the target for all pupils of 97% and below non-PP students 95%) and persistent absence is 34.3% above non-PP students at 13.2%; this reduces their school hours and impacts on learning and progress.
5	A small number of disadvantaged pupils are not meeting the expectations of the school and are therefore accumulating behavioural sanctions; this prevents them, and others, from making good progress.

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
High levels of progress in literacy for pupils eligible for pupil premium	<ul style="list-style-type: none">• All students in school are accurately tested in their reading.• Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age by 2025.• Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both Key Stage 3 and 4.• Teachers will recognise this improvement through engagement, attainment and questioning.
Improved rates of progress for pupils eligible for pupil premium in all subjects, with a focus on EBacc subjects	<ul style="list-style-type: none">• Progress and attainment of pupil premium pupils currently in school and at GCSE are in line with their non-disadvantaged peers and any differences between pupil premium pupils and 'national other' pupils are diminishing.• Subject Evaluations shows that Pupil Premium students have a high level of challenge in their

	<p>learning which enables them to make good progress.</p> <ul style="list-style-type: none"> • By the end of our current plan in 2024/25, 20% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).
Increased self-esteem, resilience and ambition for the future	<ul style="list-style-type: none"> • Pupils are confident, independent learners, with positive attitudes to learning as evidenced in student & staff voice and Subject Evaluations. • Increased participation in extra-curricular activities. • Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment or training.
Increased attendance rates for pupils eligible for pupil premium	<ul style="list-style-type: none"> • Attendance is above 95% for disadvantaged pupils. • Persistent absence (%) is in line with non-disadvantaged peers at 13.7% and is falling.

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: £100,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teaching capacity in the English, maths and science departments leading to a reduced class size.</i>	<p>EEF: Teaching and Learning Toolkit</p> <p>Reducing class size: +2 months Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition: +4 months Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>Reduced class sizes in English, maths and science through Y10 and Y11. Capacity built into the curriculum in Y7 which have an above average amount of LA students.</i></p>	1, 2
<i>Teaching staff CPD on reading comprehension strategies to be rolled out in all departments and through the Reading Curriculum.</i>	<p>EEF: Teaching and Learning Toolkit</p> <p>Reading comprehension strategies: +6 months Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>What is Disciplinary Literacy and Why Does it Matter?' by Timothy and Cynthia Shanahan (2012). <i>CPD throughout the year will focus on literacy, in the first half term reading comprehension strategies which have the most impact.</i></p>	1
<i>Teaching staff CPD to ensure that the curriculum is sequenced to enable progress.</i>	<p>Durrington Research School</p> <p>Curriculum and sequencing An evidence-informed approach to... Durrington Research School</p> <p><i>CPD and time for leaders to sequence their curriculum to ensure quality first teaching and retention of knowledge.</i></p>	1, 2, 3
<i>Additional capacity and leadership coaching for the SENCO so that the PP students who are also SEND have a compressive package of support and the TA have additional training.</i>	<p>EEF: Teaching and Learning Toolkit</p> <p>Teaching Assistant interventions: +4 months Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p><i>The additional capacity of the SENCO ensures that they can effectively deploy their TA team to support students. This also ensures that bespoke actions linked to students can take place and CPD for teachers and TAs.</i></p>	1, 3

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

Budgeted cost: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of Reading Tutors to lead Thinking Reading literacy intervention</i>	<p>EEF: Teaching and Learning Toolkit Phonics: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading comprehension strategies: +6 months Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>What is Disciplinary Literacy and Why Does it Matter?' by Timothy and Cynthia Shanahan (2012). <i>Reading Tutors will ensure that there is a programme for the PP students who are struggling. They will also be linked to the literacy strategy, supporting the teaching members of staff with the intervention for Thinking Reading.</i></p>	1, 2
<i>Retention of external tutor to provide one to one tutoring. Extra capacity in English and Science to provide tutoring in house</i>	<p>EEF: Teaching and Learning Toolkit One to One Tuition: +5 months One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>Some of our students who are accessing Alternative Provision have a One to One tutor to ensure that they have the best opportunity to achieve GCSEs in English, maths and science as a minimum.</i></p>	2, 4, 5
<i>CPD for staff on GCSE Pod.</i>	<p>EEF: Teaching and Learning Toolkit Individualised instruction: +4 months Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p><i>GCSEPod was brought in during periods of Remote Education. GCSEPod will be developed through staff CPD as a tool for students to revisit misconceptions following reinforcement from the teacher. It will also be a revision tool for the whole student body undertaking their GCSEs.</i></p>	2
<i>GL Assessments (Progress Tests in En, Ma and Sc, PASS and CATs)</i>	<p>EEF: Teaching and Learning Toolkit Within class attainment grouping: +2 months Within class attainment grouping EEF (educationendowmentfoundation.org.uk)</p> <p><i>These tests will allow staff to quickly get to know the strengths and areas for improvement for our KS3 cohort.</i></p>	1, 2, 3

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance and Welfare Officer</i>	EEF: School Improvement 3. Wider strategies <i>Attending school more often leads to better outcomes, both academically but also pastorally. The attendance team will support families where the student is not attending, allowing us to close the gap between PP and non-PP students.</i>	4
<i>Personalised Learning Coordinator to support the new admissions and students who need re-engaging with their education</i>	EEF: Teaching and Learning Toolkit Behaviour interventions: +4 months Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning: +4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk) <i>The PLP coordinator will track pastoral interventions of students. They will also support the new admission students who arrive into area or come to Ridgewood via IYFAP. This support allows for a smooth transition into mainstream classes.</i>	4, 5
<i>Equality and Diversity Officer to lead targeted behaviour related intervention</i>	EEF: Teaching and Learning Toolkit Behaviour interventions: +4 months Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning: +4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk) <i>The E&D Officer will lead small group intervention focusing on behaviour and social and emotional. Their first group will be in liaison with the LA, using the PASS data to create bespoke groups aimed at removing their barrier for learning.</i>	4, 5
<i>Two on site YP Counsellors</i>	EEF: Teaching and Learning Toolkit Social and emotional learning: +4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk) <i>Having two YP Counsellors on site will ensure that we have the capacity to support students who are struggling with their mental health. Providing students with the correct tools to support their mental health will ensure that they achieve both academically and pastorally.</i>	4, 5

<i>Early Help Coordinator</i>	<p>EEF: Teaching and Learning Toolkit</p> <p>Social and emotional learning: +4 months</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p><i>Families have struggled during the pandemic, and many will receive Early Help support. An Early Help Coordinator will ensure that there is a single person who can clearly communicate any school actions to the staff body.</i></p>	4, 5
<i>Contribution towards equipment, uniform so that PP students are not disadvantaged through their deprivation</i>	<p>EEF: Teaching and Learning Toolkit</p> <p>School Uniform: Insufficient evidence</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p> <p><i>Although the EEF state that there is insufficient evidence towards a school uniform, they highlight that schools should consider what provision can be made to cover the costs for disadvantaged students. Many families have struggled to afford the school uniform or equipment which otherwise would have not allowed them to feel part of the school community or struggle academically due to them not having the tools to succeed.</i></p>	4, 5
<i>Extra-curricular provision including music lessons for any PP student who wishes for them</i>	<p>EEF: Teaching and Learning Toolkit</p> <p>Arts Participation: +3 months</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p><i>Every child should have the right to learn a musical instrument. The mainstream music curriculum allows this, however some students wish to take this further yet the family cannot afford instrumental lessons. We ensure that if the PP student wishes to take instrumental lessons, they can. This also includes any performing arts related trips or visits, allowing our students access to cultural experiences.</i></p>	2, 4, 5
<i>Provision Map to be purchased to that interventions can be assessed and evaluated.</i>	<p>Marc Rowland (Unity Research School)</p> <p><i>Addressing educational disadvantage: from strategy to the classroom</i></p> <p>https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-from-strategy-to-the-classroom</p> <p><i>Assessment, not assumptions to ensure that PPG is being effectively spent.</i></p>	1, 2, 3, 4, 5

Total budgeted cost: £278,605

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2020-21

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

The DfE have made schools aware that due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, below are some other methods that help us understand the level of provision for the 2020-21.

Attendance

Attendance was a key part of the 2020-21 strategy. The academic year was difficult for the team due to Covid-19 and the recording of the different absences. At the beginning of the academic year, when the school were in year group bubbles, it also meant following a case, year groups were being sent home. The attendance team were a key part of the team to ensure that students returned home safely.

Although attendance figures are not being reported as part of the performance measures below is an overview of our internal figures:

Overall Attendance		Overall PA		DfE Data
PP	Non-PP	PP	Non-PP	Proportion of pupils attending school
90.4%	95.5%	34.3%	12.0%	91.9%

Attendance remains a part of our strategy going forward into 2021-22. We are hoping that following the removal of bubbles and the requirement for close contacts to self-isolate, our attendance team will have further capacity to work with our families.

Literacy

The introduction of bubbles into the 2020-21 academic year meant that the library could not function in its original format due to student and staff safety taking a priority. Furthermore, staffing changes meant that the literacy strategy was delayed until September 2021.

A small group literacy intervention took place in KS3 last academic year. Student voice was positive following this. All students agreed that it helped their English studies with

one student commenting, 'being in a small group means that you can ask the teacher questions that you would not be able to in a normal class setting.' Another commented that their literacy 'had improved following the classes and they were using the techniques in their other mainstream classes'.

Behaviour

Although attendance in school has been down due to the pandemic, there has been a reduction in the number of Fixed Term Exclusions (FTE) over the course of the three years. Further work is taking place to ensure that this number continues to decrease. The number of PP students receiving FTE are below. We strive to ensure that students miss minimal learning through FTEs, whilst maintaining our high expectations.

Year	Number of students	Individual FTE	Total days lost
2018-2019	44	166	258.5
2019-2020	32	150	258
2020-2021	23	53	82

Online resources

In the previous academic year we provided staff with the CPD and Online Resources to ensure that knowledge and understanding continued to be assessed in times of Remote Education. In a recent staff voice, staff agreed that these tools and the CPD allowed them to accurately assess students' learning. This also contributed to a reduction in workload as assessments could be remotely marked and feedback given to students.

2021-22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Year 11 Summer Outcomes

Leaders have recognised that outcomes for students who are in receipt of Pupil Premium require improvement. The October 2022 DfE P8 for DS students is -1.16. The gap between DS and non-DS students needs to be made smaller.

As discussed in the 'Further Information' section. Historic decisions regarding curriculum relating to behaviour meant that 6 PP students in Y11 were on an alternative curriculum package. This meant that they did not have all of the P8 baskets filled and in some cases had not attended Ridgewood. The P8 figure for these 6 students was -2.92. With the 6 students removed from the PP cohort, the P8 figure was -0.65. Leaders have since taken decisive action to ensure that all students now benefit from a full curriculum offer.

English and EBacc remain an area for concern. Along with the tracking of the strategies in the above, for the 2022-23 cohort every PP student will:

- Be invited to afterschool revision for English, maths and science.
- Be supplied with a bespoke revision pack containing revision guides for subjects and necessary equipment to be successful.

The Deputy Faculty Leader for English is attending a 5 day course on 'improving outcomes in English for disadvantaged students' which is being delivered by Exchange Teaching School Hub and underpinned by EEF research

Curriculum decisions have been carefully monitored for the 2022-23 cohort with 4 students having an alternative curriculum. Two of these students have, for different reasons, not attended Ridgewood School and are educated at a separate, bespoke, setting.

Attendance

Attendance remains a key priority for the school. This has been reinforced at a national level with the requirement of an Attendance Strategy. This has been written with all students (not just those in receipt of PP) in mind. There is context surrounding the level of direct intervention that the attendance team have had with the students.

Although national attendance figures have not yet been reported, below is an overview of our internal figures:

Overall Attendance		Overall PA		DfE Data
PP	Non-PP	PP	Non-PP	Proportion of pupils attending school
87.2%	92.8%	48.7%	22.1%	91.9%

Although nationally the rate of attendance has fallen as we come out of the covid pandemic, the attendance rate for PP students is still below non-PP. The number of PP students in overall PA is too large. There is some individual context with students (i.e. school refuser) who have been identified in a Case Study. 27.2% of PP students had an attendance between 80 – 89.9% meaning that further work needs to be done with these students.

Literacy

Literacy has been a focus this academic year. There have been different levels of intervention across different year groups.

Learning to Read – 10 Y11 students were selected to be part of the Thinking Reading programme. This included a range of PP, SEND students however all were at least 4 years below their reading age. The progress made from the programme was between 1 year and 4.3 years.

At the end of the 2021-22 academic year and beginning of the 2022-23 academic year, 8 PP students in Y7 and Y8 with reading ages significantly below their chronological age will take place with the intense Thinking Reading programme.

Read to Learn and Disciplinary Reading – Subject departments have mapped reading across the curriculum. This includes strategies to ensure that the students achieve in their reading and the curriculum.

Reading for Pleasure – the reading curriculum ensures that all PP students in Y7-Y10 will read for pleasure as part of PDP time. This has been trialled with Y8 this academic year to ensure that all students have the opportunity to complete a novel in school.

Behaviour

The Behaviour for Learning team continue to work with all students to reduce the number of suspensions without reducing our expectations and standards of students. In a year with minimal disruption due to Covid 19; the number of days lost and individual suspensions has dramatically dropped. Although the number of students stayed relatively level, it means that PP students are not picking up multiple suspensions or lengthy suspensions.

Interventions have been put in place to ensure that students risk of suspensions are reduced, such as an alternative provision package.

Year	Number of students	Individual suspensions	Total days lost
2018-2019	44	166	258.5
2019-2020	32	150	258
2020-2021	23	53	82
2021-2022	22	28	38

The Brilliant Club

To further stretch our HA PP students and increase their aspirations we will be trialling a cohort of students with The Brilliant Club in 2022-23. Having an external tutor who will challenge the students in an area extracurricular, we hope will increase outcomes and aspirations to attend Post 16 and potentially university. Following analysis the summer 2022 Outcomes, science is a focus as we go into the 2022-23 academic year. We will therefore seek to complete the STEM pathway of The Brilliant Club.

2022-23

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Provision Map

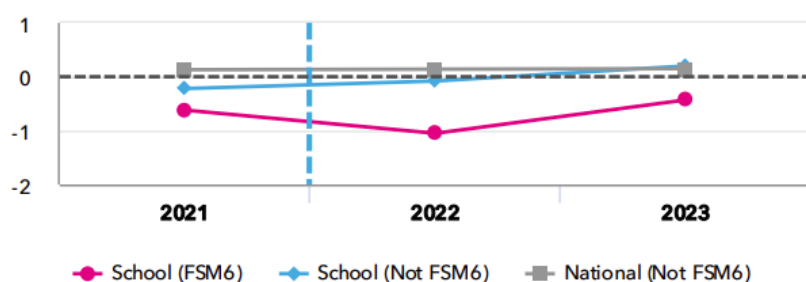
To ensure that leaders are accurately evaluating the impact and cost of the different provisions, Ridgewood School bought into Provision Map using money from Pupil Premium.

Provision Map has the different provisions that a student can have within school and maps their impact and cost. The provisions range from Thinking Reading to our LINK Lunch provision. Each of these provisions have been reviewed on a student level with criteria from the leader of the intervention.

This has allowed leaders to see holistically what provisions are working for which groups of students and which provisions are not producing positive impact. Discussions can then take place on a senior level to judge whether to stop or continue with the intervention. At the end of this academic year, one provision has been stopped (due to impact) and another changed (due to cost).

Year 11 Summer Outcomes

Although the Progress 8 of DS students has risen to above national for students like for like, leaders acknowledge that further work is to be done to close the gap to their non-DS peers. The October 2023 DfE P8 for DS students is -0.43. Although there are some grade changes due to be added in January, this is a marked improvement from 2022.



As mentioned previously, curriculum decisions have led a small number of PP students to have poor achievement. Leaders made changes in 2022 to ensure that all students were entered for GCSEs in English, maths and science. To continue our work on the curriculum for AP students all KS4 AP students will have a form of English, maths and science tutoring to better prepare them for the GCSE exams.

Curriculum decisions have been carefully monitored for the 2023-24 cohort with a reduced number of PP students attending AP.

The Pupil Premium Lead has been on a 1 day course lead by Marc Rowland on Tackling the Disadvantaged Gap. This provided further information on measuring the impact as well as the wider opportunities to help further support the DS cohort.

Attendance

Attendance remains a concern for all schools nationally. At Ridgewood we have spent a year implementing the Attendance Strategy to ensure that parents/carers are fully aware of the importance of attendance.

Although national attendance figures have not been reported, below is an overview of our internal figures along side some national data from FFT.

Overall Attendance						DfE Data
Ridgewood PP	FFT National PP	FFT Yorkshire PP	Ridgewood Non-PP	FFT National Non-PP	FFT Yorkshire Non-PP	Proportion of pupils attending school
87.1%	85.3%	84.1%	93.7%	92.6%	92.6%	94%

Overall PA	
PP	Non-PP
43.1%	18.2%

Although nationally the rate of attendance has fallen as we come out of the Covid pandemic, the attendance rate for PP students is still below non-PP. There has been a reduction in the number of PP students who are PA however, this proportion of students are too large.

As with all schools there were seven PP students who were PA due to being school refusers. We continue to work with the LA to support these students back into mainstream education.

Literacy

Literacy continues to be a thread of improvement throughout the school.

Learning to Read – In the 2022-23 11 PP students ranging from Y7 through to Y11 graduated from the Thinking Reading Programme. The increase of reading age ranges

from 3 years to 7 years. All of these 11 students now have a reading age that is at or above their chronological age.

At the end of the 2022-23 academic year and beginning of the 2023-24 academic year, four PP students in Y7 through to Y11 with reading ages significantly below their chronological age will take place with the intense Thinking Reading programme at the beginning of 2023-24.

Read to Learn and Disciplinary Reading – Subject departments have mapped reading across the curriculum. This includes strategies to ensure that the students achieve in their reading and the curriculum.

Reading for Pleasure – the reading curriculum ensures that all PP students in Y7-Y10 will read for pleasure as part of PDP time. This is being regularly QA by members of the reading team and SLT.

Behaviour

As can be seen below the number of days lost due to suspension rose to its 2020-2021 level from an all time low in 2021-2022.

As will be discussed, interventions have been successful in ensuring that students do not reoffend (such as the Anti Racism group work).

Year	Number of students	Individual suspensions	Total days lost
2018-2019	44	166	258.5
2019-2020	32	150	258
2020-2021	23	53	82
2021-2022	22	28	38
2022-2023	32	60	83.5

The Brilliant Club

The Brilliant Club was run between 2022 and 2023 and unfortunately did not produce the positive impact we had hoped. Firstly, as it was led by an external member of staff, many PP students failed to 'buy in' to the project. One student said that they would not 'feel comfortable doing it with a non-Ridgewood member of staff.' This led to a smaller than expected amount of PP students buying into the provision.

This academic year, to mitigate this, and to reduce cost, we have used surplus staffing to facilitate this provision in school. Although early in the academic year, we have been more successful in recruiting PP students to be a part of the project.

Externally provided programmes

Programme	Provider
Science Educake	Educake

Further information

Tutoring

Some KS4 students access an Alternative Provision. Historically, Ridgewood would allow students to attend provision for 5 days a week however this frequently led to them gaining poor outcomes. Last academic year we trialled the use of an external tutor. Students had a good attitude to learning in English and maths and some achieved positive outcomes.

Leaders understood that further work needed to take place and this academic year have introduced science tuition using teaching staff at Ridgewood School. This has been introduced to ensure that Y11 students have tutoring in English, maths and science at Ridgewood School, building on the lessons they have at their AP provider.

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- A change to the school's appraisal focus means that each staff member will have an IQ to focus on, aimed solely at 'Removing Barriers to Learning'.
- Use of Coaching to embed more effective teaching practice. Evidence suggests that this has significant benefits for students, especially ones who are disadvantaged.