

2023-24

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Provision Map

Provision Map has been essential for school leaders to strategically analyse and evaluate targeted provisions. It enables a deeper focus on individual provisions and their associated costs, aligning with our vision for the success of Pupil Premium students beyond holistic data. Throughout this review for 2023-2024, national data will be compared alongside data drawn from Provision Map.

Year 11 Summer Outcomes

In the 2024 summer results, Pupil Premium (PP) outcomes were significantly below those of the whole cohort, with a projected Progress 8 (P8) score of -0.97, mirroring the outcomes of summer 2022. This is in contrast to 2023, where PP outcomes exceeded national averages. Unfortunately, the interventions that were effective in 2023 did not deliver the same level of progress in 2024.

Similar to the 2022 cohort, this year's Year 11 students were part of an 'Internal Alternative Provision' (IAP) which featured an adapted curriculum model in Key Stage 3. Four PP students were included in this IAP as a measure to prevent permanent exclusion (PEX). Although the curriculum package was adapted for some students to ensure that all their Attainment 8 (A8) baskets were filled, due to an Alternative Curriculum package being continued in KS4, this was not the case for all students. Further refinement of the KS4 curriculum, including additional 1:1 or small-group tuition in core subjects, will provide further support. Indeed, outcomes from Provision Map for 1:1 support are as follows:

Tuition Type	Average Outcome Score
EAL External Tuition 23/24	2.00
English & Maths Tuition Groups 2023/2024 Term 1	0.00
English Tuition 2023-24 Term 2-3	0.50
Maths Tutoring Term 2-3	0.75
Science Tutoring 2023-24 Term 2-3	1.00

Included in the PP Year 11 Summer Outcomes are four students with unique circumstances, including a persistent non-attender and those whose parents applied for Elective Home Education after the January Census.

Like the rest of the Year 11 cohort, achievement and curriculum actions have been put in place that will benefit the subsequent PP students. These include:

- Curriculum changes in science, with a shift from Triple to Trilogy science for the majority of the year group.
- Additional deliberate practice time in English to help students complete assessments, supporting those who struggled with the stamina required for the full paper (including many PP students).

In the longer term, we are exploring the provision of more opportunities for all students in KS4 by broadening the curriculum offer to include subjects such as BTEC Dance and BTEC Travel and Tourism.

Attendance

Attendance continues to be a concern for schools nationally. We are now in our second year of implementing the Attendance Strategy, which aims to reinforce the importance of regular attendance to parents and carers.

Although national attendance figures have not yet been reported, the table below provides an overview of our internal figures alongside national data from FFT. Our data indicates a slight dip compared to the previous academic year.

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
85.9%	85.4%	83.8%	94.4%	92.8%	92.6%	90.8%

Overall PA	
PP	Non-PP
47.4%	15.1%

While nationally the attendance rate has declined, the attendance rate for PP students is still below that of non-PP students. However, there has been a reduction in the proportion of PP students who are classified as Persistently Absent (PA). Despite this progress, the proportion remains too high.

As with other schools, seven PP students were identified as PA due to school refusal. We continue to work with the Local Authority (LA) to support these students in returning to mainstream education.

Behaviour

Our behaviour interventions are designed to foster a calm and conducive learning environment. Over the past four years, we have achieved a substantial reduction in individual suspensions for Pupil Premium students and total days lost, with current figures significantly lower than previous years.

Year	Number of PP students	Individual PP suspensions	Total PP 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
2023-2024	29	49	67

Using Provision Map, we are able to analyse and evaluate the pastoral and wellbeing support provided to students. Inclusion support plays a key role in our broader strategy, and it is crucial to assess the impact of these provisions on our PP students. Below are some key areas we have evaluated:

- **Counselling Support** - Given the sensitive nature of this provision, this is the first time we are reporting on the impact of counselling support for PP students. Over the course of the year, 10 PP students engaged in counselling. All 10 students provided highly positive feedback, and leaders gave an overall impact score of +2 on Provision Map. Counselling will continue to be a priority for all students in the future.
- **SEN Provision Support** - We have assessed the impact of several SEN provisions, guided by data from Provision Map. Although some provisions serve only a small number of PP students, these interventions are having a positive impact, both in terms of student feedback and the measurable outcomes.
- **ELSA** - ELSA has not been as successful as initially anticipated. Upon reviewing the costs, we believe this provision may require further exploration, with the possibility of reallocating funding to areas that can provide a greater impact. Discussions will be held with the SENCO to determine whether any changes are necessary, ensuring that the provision is maintained for students with an Education, Health, and Care Plan (EHCP), or if alternative improvements are needed.

Secondary Pupil Premium Lead

To add further capacity to the leadership of Pupil Premium students, Ridgewood and Leger Trust have appointed a Secondary Pupil Premium Lead. This role will ensure that there is greater capacity to champion PP students, research best practice and closely evaluate the interventions in place. The role will begin September 2024.