Pupil premium strategy statement – Ridgewood School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1203
Proportion (%) of pupil premium eligible pupils	20.62% (248 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024/25 to September 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Andy Bridge
Pupil premium lead	Tom Scotland
Governor / Trustee lead	Michael Woodstones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,280
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£274,280

Part A: Pupil premium strategy plan

Statement of intent

Ridgewood School prides itself on striving to ensure that all students, regardless of their background, have the support and opportunities to achieve their potential. We follow a three-tiered approach, aligned with the DfE, focusing on high quality teaching, targeted academic support and wider strategies.

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 full curriculum.
- 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. This is the heart of our approach as it is proven to have the greatest impact on raising attainment, ensuring it is sustained and to need for ''shallow learning'' eradicated.
- At Ridgewood School we create the conditions to ensure that all students feel comfortable to attend school. We invest time and resources to ensure that the attendance of all children improve.
- 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. This spending is not just focused on raising attainment but also the cultural capital of the individual.

- Sir Kevan Collins, former CEO of the EEF explains 'Literacy is fundamental for success in school and beyond. Young people who leave school without good literacy skills are held back at every stage of their lives''. Therefore, at Ridgewood school, it is a high priority. We strive to ensure pupils leave literate and confident readers. The reading curriculum, delivered in PDP, has been designed to support this.
- Ridgewood School does not confuse Pupil Premium students with those who are low prior attainers. Instead, the school focuses on supporting all students to achieve the very best outcomes, whatever the starting point, by using robust diagnostic assessment. This ensures that we are not making assumptions about the impact of disadvantage.
- 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. Examples of this include, core members of staff are allocated to teach Year 11 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. Since 2020, 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, 24% 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 an increase by 3% on the previous year) This is below national (35%) and significantly below the average for Doncaster (56%)
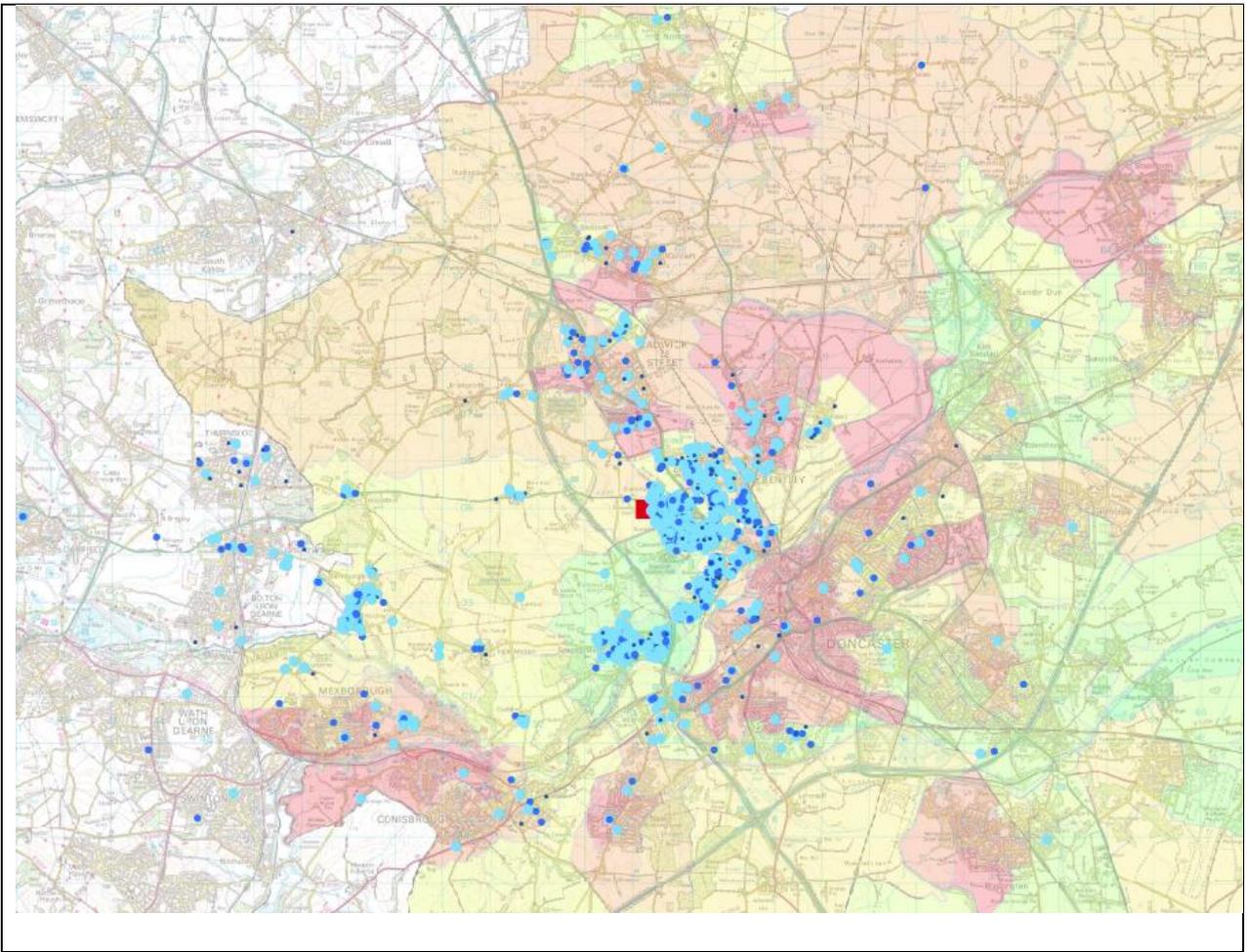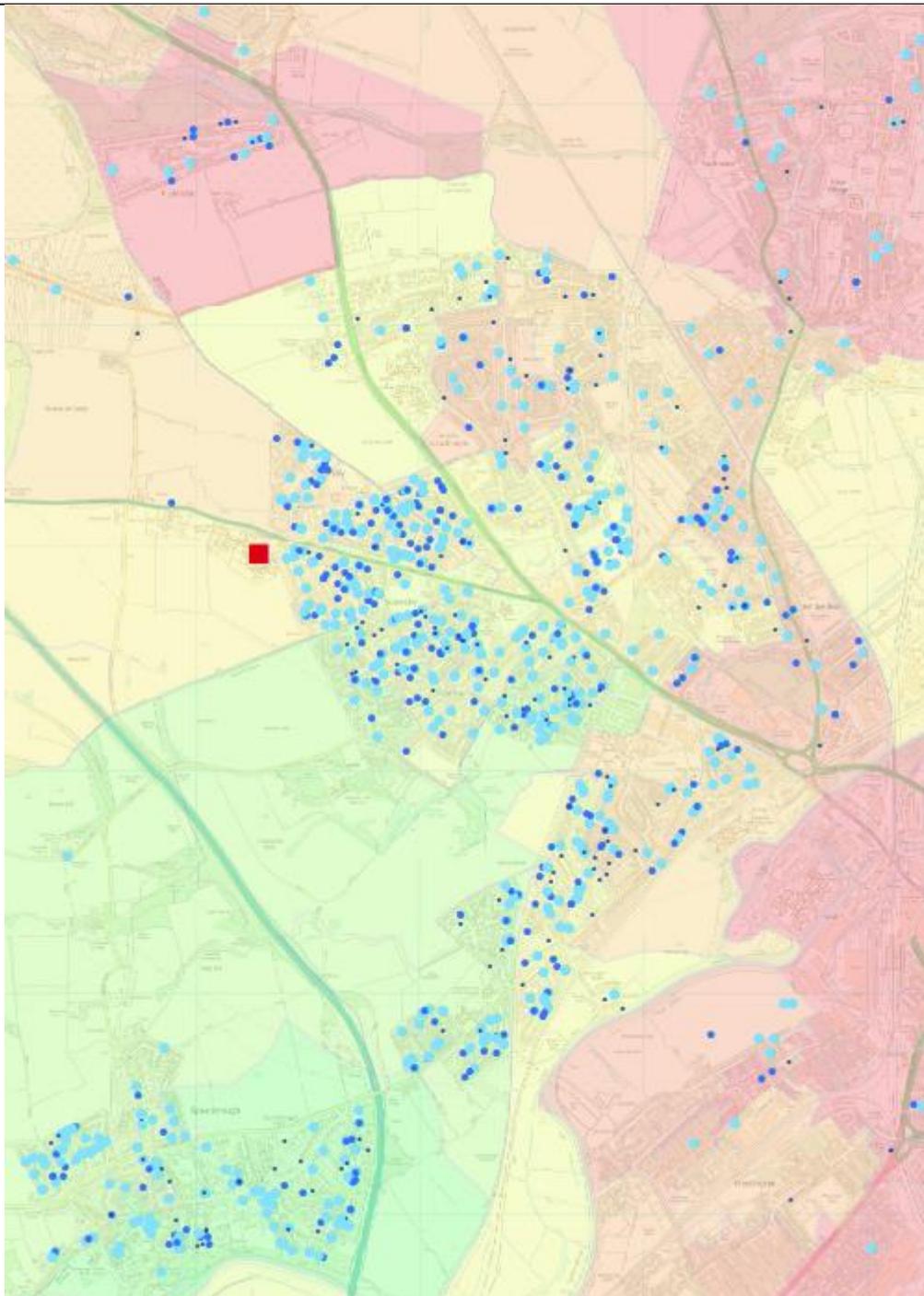
The LSOA in which the school is located is ranked 13,913th out of 32,844 in terms of deprivation. This means the LSOA is broadly average in England in terms of the income, employment, health, education and crime deprivation indicators. Below is a mean average student level score for Indices of multiple 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 the average cohort of pupils at Ridgewood. This prevents the disadvantaged pupils making good progress. Of the number of students accessing Thinking Reading intervention, 64.3% are classed as disadvantaged.
2	Disadvantaged pupils are making less progress than other pupils from the same prior attainment band in some subjects in KS4. This is particularly obvious in those achieving the Basics 4+/5+/7+. On average PP students arrive with lower KS2 attainment on entry. When only considering KS2 SATs, the gap between PP and the cohort is widening and scores on entry are getting lower for PP students while they are improving for the cohort students.

	PP students	Cohort	Assessment
Y7	101.57	103.79	KS2
Y8	101.6	103.47	KS2
Y9	102.06	103.54	KS2
Y10	89.5	93.16	CAT
Y11	91.88	95.2	CAT

Challenge number	Detail of challenge
3	Pupil Premium students, and their families, don't always aspire as high as their peers. Some students may be the first in their family going to university, their parents may be less familiar with careers and institutions of different professions. They often face cultural or financial barriers which make it difficult for their children to participate in extra-curricular activities which enhance student confidence and broaden horizons.
4	Attendance for pupils eligible for pupil premium in the academic year 2023-24 was 85.9%, while the previous academic year was 87.1% (below the target for all pupils of 97% and below the cohort at 90.8%) and persistent absence for 2023-24 was 47.4%, while the previous academic year was 43.1% and above the cohort of students at 31.3% in 2023-24; 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.
	Of the number of suspensions across the school 69% of them have been a pupil premium student. PP also has a higher proportion than the cohort of students for all other types of consequences (see table below)

	% of students	
	PP	**Cohort**
C3 Classroom	34.27%	26.14%
C4 Classroom	18.9%	13.35%
C4 Refusal	22.9%	15.95%
C4 Rude and abusive	12%	8.4%
C3 Corridor/Dining	11.6%	7.3%
C3 Late	38.7%	22.85%
C3 PE Kit	7.6%	4.85%
Isolation	18.9%	26.6%
SOC	11.6%	8.15%
Step Out	0.4%	0.3%
Incomplete homework	6.4%	6.3%

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	- All students in school are accurately tested in their reading. - Reading ages will be in line with the cohort of students and will be in line or above chronological age by 2027. - 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 across the curriculum	Progress and attainment of pupil premium pupils currently in school and at GCSE are in line with the cohort of students. Any differences between pupil

	• premium pupils and national averages are diminishing.
	• Subject Evaluations shows that Pupil Premium students have a high level of challenge in their learning which enables them to make good progress.
	• By the end of our current plan in September 2027, 20% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).
Increased self-esteem, resilience and ambition for the future	• 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 by PP students.
	• 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	• Attendance is above 95% for PP students. By 2027.
	• Persistent absence (%) of PP students is in line with national average and the cohort of students 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
Additional teaching capacity in the English, maths and science departments leading to a reduced class size.	EEF: Teaching and Learning Toolkit Reducing class size: +2 months Reducing class size | EEF educationendowmentfoundation.org.uk Small group tuition: +4 months Small group tuition | EEF (educationendowmentfoundation.org.uk) *Reduced class sizes in English, maths and science through Y10 and Y11. Capacity built into the curriculum in KS3 which have an above average amount of LA students.*	1,2
Teaching staff CPD on reading comprehension strategies to be rolled out in all departments and through the Reading Curriculum delivered to Y7 to Y10.	EEF: Teaching and Learning Toolkit Reading comprehension strategies: +6 months Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) EEF - Improving literacy in secondary schools' guidance report What is Disciplinary Literacy and Why Does it Matter?' by Timothy and Cynthia Shanahan (2012). *CPD throughout the year will focus on literacy, in the first half term reading comprehension strategies which have the most impact.*	1
Teaching staff CPD to ensure that the curriculum is sequenced to enable progress.	Durrington Research School Curriculum and sequencing An evidence-informed approach to… | Durrington Research School	1,2,3

	CPD and time for leaders to sequence their curriculum to ensure quality first teaching and retention of knowledge.	
Additional capacity and leadership coaching for the SENCO so that the PP students who are also SEND have a compressive package of support. A package of CPD for the TAs so they have additional training.	EEF: Teaching and Learning Toolkit Teaching Assistant interventions: +4 months Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) *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.* *Teaching Assistants also have a comprehensive package of CPD including weekly twilights and 1:1 coaching.*	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
SISRA – used for data analysis and to inform interventions.	Pupil Premium and SEND: learning without labels – Unity research school *At Ridgewood School we use assessment not assumptions to accurately identify students and their needs. CPD is provided to department leads so they are able to use the system effectively in analysing students and their needs within their subject, which supports the progress of the individual.*	1, 2, 3, 4, 5
Ridgewood reading curriculum Y7-Y10	Reading comprehension strategies: +6 months Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) EEF - Improving literacy in secondary schools guidance report National Literacy Trust – What are the benefits of reading? Books to read have been selected in light of Doug Lemov's blog	1,2

	[Doug Lemov's On text complexity and reading](#)	
	Throughout the reading curriculum, students will become skilled in a range of reciprocal reading strategies (Palinscar and Brown). Across the reading curriculum, and when exploring each book, students will have the opportunity to make predictions about, clarify, summarise and question what they are reading. These strategies support in bridging the gap for students who have discrepancies between their levels of decoding and their comprehension skills. When using these strategies students are encouraged to consider their thought process whilst reading, which results in them being more actively involved. They can also support students to foster a real interest for reading - enabling them to become lifelong readers.	
Thinking Reading and Lexonic leap intervention – when at capacity the most vulnerable students are prioritised	[EEF - Improving literacy in secondary schools guidance report](#) EEF: Teaching and Learning Toolkit Phonics: +5 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics *Lexonik Leap Lexonik Leap is a phonics intervention which effectively resolves phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language. When this intervention is at capacity the most vulnerable students are prioritised.* Reading comprehension strategies: +6 months [Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk)](#) *The Thinking Reading programme is used at Ridgewood to resolve the most serious reading problems. Each year group is screened and then a diagnostic is completed on the lowest 20% within that year which then determines which is the most suitable pathway for that student. When this intervention is at capacity the most vulnerable students are prioritised*	1,2
Retention/ training of Reading Tutors to lead Thinking Reading literacy intervention	EEF: Teaching and Learning Toolkit Phonics: +5 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics Reading comprehension strategies: +6 months [Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk)](#) What is Disciplinary Literacy and Why Does it Matter?' by Timothy and Cynthia Shanahan (2012). *Reading Tutors will ensure that there is a programme for the*	1,2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	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.	
Ridgewood staff – extra capacity built into timetable to facilitate one to one and small group intervention in English, maths and science	EEF: Teaching and Learning Toolkit One to One Tuition: +5 months One to one tuition	EEF (educationendowmentfoundation.org.uk) *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.*	2,4,5
CPD for staff on homework platforms. Homework Platforms for curriculum areas.	EEF – Using digital technology to improve learning: Guidance report EEF: Teaching and Learning Toolkit Individualised instruction: +4 months Individualised instruction	EEF (educationendowmentfoundation.org.uk) *Online learning platforms have been purchased to support home learning. Use of online platforms 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.*	2

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

Budgeted cost: £*80,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Welfare Officer. More capacity has been added to ensure time is available to support the	EEF: School Improvement https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance 3. Wider strategies *Attending school more often leads to better outcomes, both academically and pastorally. The attendance team will support families where the student is not attending, allowing us to improve attendance of our disadvantaged students.*	4

most vulnerable families		
Implementation of ClassCharts	EEF: Teaching and Learning Toolkit Behaviour interventions: +4 months Behaviour interventions	EEF (educationendowmentfoundation.org.uk) EEF: Teaching and Learning Toolkit Parental engagement: +4 months Parental engagement - EEF *Class charts is used to track rewards and behaviour and allows for early identification of trends and earlier intervention with students.* *To improve communication, parents/carers have access to the parent portal which allows them to track their own child's rewards and behaviour logs.* *Teachers are able to use ClassCharts to easily identify PP students on their seating plan.*	5
Increased capacity in BfL team	EEF: Teaching and Learning Toolkit Behaviour interventions: +4 months Behaviour interventions	EEF (educationendowmentfoundation.org.uk) *The increase in capacity allows for earlier intervention with students and the number of students that we can intervene with.*	5
Personalised Learning Coordinator to support the new admissions and students who need re-engaging with their education	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) *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 a more structured approach to transition into Ridgewood School.*	4,5
Equality and Diversity Officer to lead targeted behaviour related	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	4, 5

intervention	(educationendowmentfoundation.org.uk) *The E&D Officer will lead small group intervention focusing on behaviour and social and emotional. In the future, we want to explore use of national data to highlight those students who do not display behaviours but have misconceptions around school.*	
Link and Star Centre provision	EEF: Teaching and Learning Toolkit Social and emotional learning: +4 months Social and emotional learning	EEF (educationendowmentfoundation.org.uk) *These provisions offer much needed support for students who varying needs and mental health issues. The interventions offered seek to improve pupils' decision-making skills, interaction with others, and their self-management of emotions. Rather than focusing directly on the academic or cognitive elements of learning. This ensures students have a safe place to go within school when they otherwise might not attend.*	4, 5
Two on site YP Counsellors	EEF: Teaching and Learning Toolkit Social and emotional learning: +4 months Social and emotional learning	EEF (educationendowmentfoundation.org.uk) *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.*	4,5
Early Help Coordinator	EEF: Teaching and Learning Toolkit Social and emotional learning: +4 months Social and emotional learning	EEF (educationendowmentfoundation.org.uk) *Families have struggled during the pandemic and cost of living crisis, 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.*	4,5
Contribution towards equipment, uniform and revision guides so that PP students are not disadvantaged through their deprivation	EEF: Teaching and Learning Toolkit School Uniform: Insufficient evidence School uniform	EEF (educationendowmentfoundation.org.uk) *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.*	4, 5

Extra-curricular provision including music lessons for any PP student who wishes for them	EEF: Teaching and Learning Toolkit Arts Participation: +3 months Arts participation | EEF (educationendowmentfoundation.org.uk) *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. Sometimes family circumstances mean that they 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.*	2, 3, 4, 5
Extracurricular visits	Addressing educational disadvantage: from strategy to the classroom – Unity Research School *We believe it is important that all students extend their knowledge beyond the classroom and understand extracurricular visits impact on this. We work with families to ensure that if a PP student wishes to take part in a visit they can.*	2,3
Absolute Education LTD	Addressing educational disadvantage: from strategy to the classroom – Unity Research School EEF: Teaching and Learning Toolkit Physical activity: +1month Physical activity: EEF *We use Absolute to track students' engagement in extracurricular activities. This data analysed to priorities students on who to intervene with. This is also used to track Y11 students' engagement in after school revision and priorities students who we need to intervene with to ensure they are attending.*	2, 3
Continued use of Provision Map to track interventions and be used to assess and evaluate.	Marc Rowland (Unity Research School) Addressing educational disadvantage: from strategy to the classroom https://researchschool.org.uk/unity/news/addressingeducational-disadvantage-from-strategy-to-the-classroom *Assessment, not assumptions, to ensure that PPG is being effectively spent.*	1, 2, 3, 4, 5
Provide ingredients to FSM students so they can access food technology	Addressing educational disadvantage: from strategy to the classroom – Unity Research School *At Ridgewood we believe there is a moral purpose in providing ingredients to FSM students so they can participate in food technology. It is a life skill that all students have the right to learn, that without could have a negative impact on their future lifestyle and health*	2, 3

Transition strategies – Designated member of staff that oversees the transition from primary to secondary school	An updated practical guide to the pupil premium – Marc Rowland – ''Transition from primary to secondary school is a critical time for disadvantaged learners. When resilience and focus in learning are needed most, the tectonic plates of school culture and environment shift markedly……The failure to improve the process of transition is one of the major challenges facing our education system.''	2,4
Progress Careers – used to support students to aspire and become more familiar with careers and pathways and are fully aware of what they need to do. Needs are RAG rated and PP students are prioritised	Addressing educational disadvantage: from strategy to the classroom – Unity Research School

EEF: Teaching and Learning Toolkit
EEF – Aspiration interventions

We use Progress Careers to offers bespoke, face-to-face and virtual careers guidance for students. This supports students to become more familiar with careers and pathways and are fully aware of what they need to achieve. It also is used to raise aspirations of what students can go on to do after leaving school.

Needs of students are RAG rated and PP students are prioritised for initial meetings. Y11 students are also prioritised to support in their choices, for when they leave Y11. | 2, 3 |

Total budgeted cost: £ *278,605*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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
Science Educake	Educake

Service pupil premium funding (optional)

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**
The impact of that spending on service pupil premium eligible pupils

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. In 2022, 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 in the 2024 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 Instructional Coaching to embed more effective teaching practice. Evidence suggests that this has significant benefits for students, especially ones who are disadvantaged.