

# 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	1195
Proportion (%) of pupil premium eligible pupils	20.37% (243 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 to September 2027
Date this statement was published	December 2024 (Updated December 2025)
Date on which it will be reviewed	December 2026
Statement authorised by	Andy Peirson
Pupil premium lead	Tom Scotland
Governor / Trustee lead	Michael Woodstones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,181
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£301,181

# Part A: Pupil premium strategy plan

## Statement of intent

**Ridgewood School** prides itself on ensuring that all students receive the support and opportunities needed to achieve their full potential. It is our Trust's philosophy that all students, regardless of background, should have access to the highest standards of education.

At Ridgewood School, 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 ensuring that every child:

- Receives high-quality, first-class teaching
- Makes expected or better-than-expected progress across the curriculum, particularly in EBacc subjects
- Has access to enriching extra-curricular learning experiences

### Our Principles

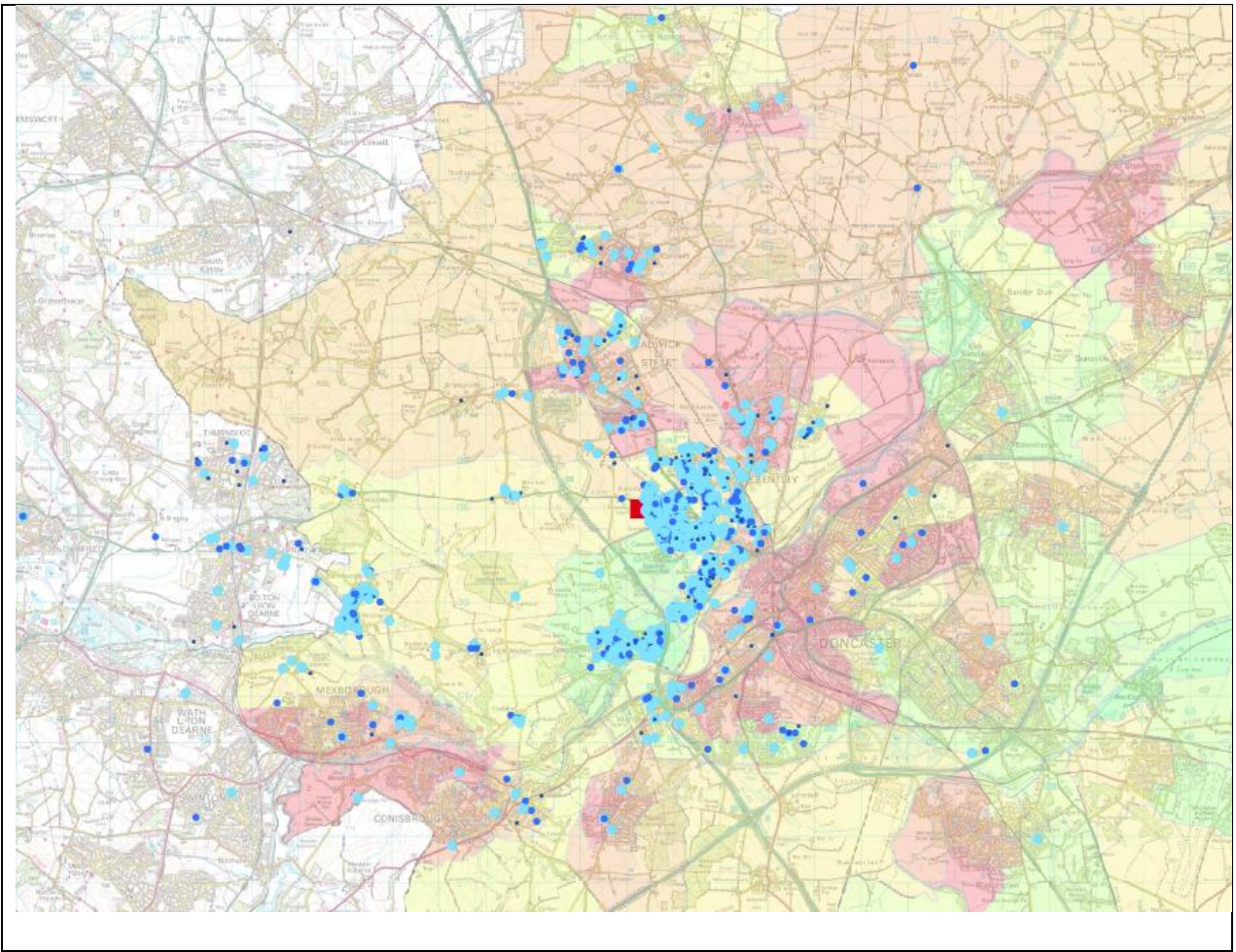
- **Quality First Teaching** underpins everything we do. Ridgewood School is strongly committed to the continuous professional development of all staff, with training centred on evidence-based best practice and collaborative working. This approach has the greatest sustained impact on raising attainment and eliminates the need for “shallow learning.”
- We strive to create the conditions in which all students feel safe, welcomed and able to attend school regularly. We invest time and resources to ensure that attendance improves for all children.
- Our evidence-based approach extends to identifying the most effective interventions for individual students, groups of students, or whole-school improvement. This three-year strategy outlines our responsibility for allocating the Pupil Premium based on best practice and monitoring its impact.
- Many of the interventions funded through the Pupil Premium Grant are identified by the EEF (Education Endowment Foundation) as approaches that yield positive outcomes for students.
- Form tutors and subject teachers use data, alongside the Class Charts system, to identify students eligible for the Pupil Premium and monitor how these students are

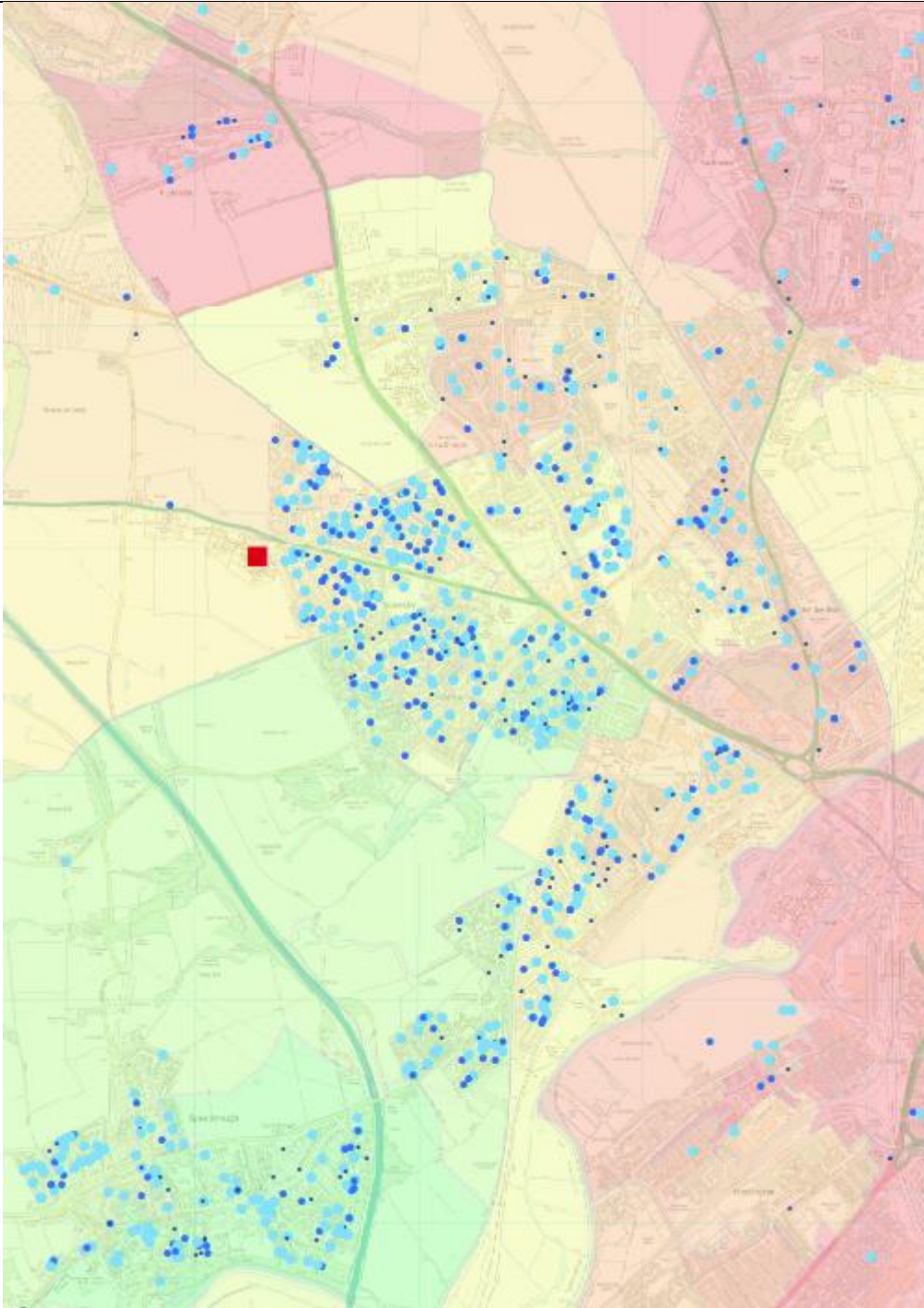
progressing and encouraged to contact the PP lead if they believe further support is needed.

- Improving the life chances of students eligible for the Pupil Premium is part of our school's moral purpose. Funding is targeted towards this cohort to support not only academic attainment but also the development of cultural capital.
- As Sir Kevan Collins, former CEO of the EEF, states, *"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, ensuring pupils are literate and confident readers is a high priority at Ridgewood. Our reading curriculum, delivered through PDP, is designed to support this aim.
- Ridgewood School does not equate Pupil Premium eligibility with low ability. Instead, we focus on supporting all students to achieve the best possible outcomes, using diagnostic assessment rather than assumptions about disadvantage.
- Leaders review internal Creating Futures data twice a year, identifying any Pupil Premium or vulnerable students who may be struggling or underachieving. This achievement data, alongside attitudinal data and in-class formative assessment, informs teacher planning and supports the delivery of high-quality teaching.
- While excellent classroom teaching is paramount, there are occasions where targeted intervention beyond the mainstream classroom is necessary, particularly to support educational recovery for pupils whose learning has been most affected. Core staff are allocated to deliver these interventions or provide pastoral support as required.
- Leaders use Provision Map to ensure that interventions are cost-effective and demonstrate 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 temporarily increased its intake to support the local community. 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 2025, 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 has remained the same as 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 their non-disadvantaged peers, which limits their ability to make good progress. Of the students, whose reading ability is in the bottom 20%, 31% of these students are classed as pupil premium.																								
2	<p>Disadvantaged pupils are making less progress than other pupils with similar prior attainment in some KS4 subjects, particularly in achieving the Basics measures at 4+, 5+ and 7+. On average, Pupil Premium students enter Ridgewood with lower KS2 prior attainment. When considering KS2 SATs only, the gap between PP and non-PP pupils is widening. The average SATs score on entry for PP students remains stable at 101.6, while the average score for non-PP students continues to rise.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Pupil premium (Average KS2 SAT)</th> <th>Non pupil premium (Average KS2 SAT)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>101.63</td> <td>107.12</td> <td>5.49</td> </tr> <tr> <td>8</td> <td>101.57</td> <td>106</td> <td>4.43</td> </tr> <tr> <td>9</td> <td>101.6</td> <td>105.34</td> <td>3.74</td> </tr> <tr> <td>10</td> <td>102.06</td> <td>105.01</td> <td>2.41</td> </tr> <tr> <td>11</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	Pupil premium (Average KS2 SAT)	Non pupil premium (Average KS2 SAT)	Gap	7	101.63	107.12	5.49	8	101.57	106	4.43	9	101.6	105.34	3.74	10	102.06	105.01	2.41	11			
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3	Pupil Premium students, and their families, do not always aspire as highly as their peers. Some students may be the first in their family to consider attending university, and their parents may have limited familiarity with careers pathways or professional sectors. Many also face cultural or financial barriers that make it difficult for them to participate in extra-curricular opportunities that build confidence and broaden horizons. These lower levels of aspiration, coupled with reduced access to enrichment, can contribute to Pupil Premium students being less likely to pursue or achieve the EBacc.																								
4	Attendance for pupils eligible for the Pupil Premium continues to be a challenge nationally, within Doncaster and at Ridgewood School. Although gaps are closing between all students and Pupil Premium students, leaders																								

	<p>acknowledge that attendance is still a challenge. Attendance at the end of the 2024/25 academic year was <b>88.8%</b>, an improvement from <b>87.1%</b>, but still below the whole-school target of <b>97%</b> and below the attendance of all students at <b>93.9%</b>. Persistent absence among PP pupils is <b>37.1%</b>, previously <b>47.4%</b>, which remains significantly higher than the rate for whole school at <b>18.3%</b>. Reduced attendance limits the amount of time disadvantaged pupils spend in school, negatively affecting their learning, progress, and overall outcomes.</p>																																																		
5	<p>A small number of disadvantaged pupils are not consistently meeting school expectations and are therefore accumulating behavioural sanctions. This disrupts their own learning and, at times, the learning of others, preventing them from making good progress.</p> <p>The proportion of Pupil Premium students receiving most types of consequences is proportionally higher compared to whole school consequences with the rate of suspensions is significantly higher for PP pupils (see table below).</p> <table border="1"> <thead> <tr> <th>Consequence</th> <th>PP % of students</th> <th>Whole school % of students</th> </tr> </thead> <tbody> <tr> <td>C3</td> <td>58</td> <td>44</td> </tr> <tr> <td>C4</td> <td>32</td> <td>20</td> </tr> <tr> <td>SOC</td> <td>12</td> <td>8</td> </tr> <tr> <td>Step out</td> <td>8</td> <td>3</td> </tr> <tr> <td>Suspension</td> <td>16</td> <td>4</td> </tr> </tbody> </table> <p>Last academic year, we saw a significant increase in the number of Pupil Premium students receiving suspensions, with figures returning to pre-pandemic levels.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>No. PP students</th> <th>Individual PP suspensions</th> <th>Total PP days lost</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>44</td> <td>166</td> <td>258.5</td> </tr> <tr> <td>2019-2020</td> <td>32</td> <td>150</td> <td>258</td> </tr> <tr> <td>2020-2021</td> <td>23</td> <td>53</td> <td>82</td> </tr> <tr> <td>2021-2022</td> <td>22</td> <td>28</td> <td>38</td> </tr> <tr> <td>2022-2023</td> <td>32</td> <td>60</td> <td>83.5</td> </tr> <tr> <td>2023-2024</td> <td>29</td> <td>49</td> <td>67</td> </tr> <tr> <td>2024-2025</td> <td>43</td> <td>114</td> <td>193.5</td> </tr> </tbody> </table>	Consequence	PP % of students	Whole school % of students	C3	58	44	C4	32	20	SOC	12	8	Step out	8	3	Suspension	16	4	Year	No. 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	2024-2025	43	114	193.5
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## 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
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<p>High levels of progress in literacy for pupils eligible for pupil premium</p>	<ul style="list-style-type: none"> <li>• All students in school are accurately tested in their reading.</li> <li>• Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age by 2027.</li> <li>• 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.</li> <li>• Teachers will recognise this improvement through engagement, attainment and questioning.</li> </ul>
<p>Improved rates of progress for pupils eligible for pupil premium in all subjects, with a focus on EBacc subjects</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Internal and external quality assurance of the curriculum and teaching shows that Pupil Premium students have a high level of challenge in their learning which enables them to make good progress.</li> <li>• By the end of our current plan in September 2027, 20% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).</li> </ul>
<p>Increased self-esteem, resilience and ambition for the future</p>	<ul style="list-style-type: none"> <li>• Pupils are confident, independent learners, with positive attitudes to learning as evidenced in student &amp; staff voice and quality assurance.</li> <li>• Increased participation in extra-curricular Activities by PP students.</li> <li>• Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment or training.</li> </ul>
<p>Increased attendance rates for pupils eligible for pupil premium</p>	<ul style="list-style-type: none"> <li>• Attendance is above 95% for PP students. By 2027.</li> <li>• Persistent absence (%) of PP students is in line with non-PP peers at 13.7% and is falling</li> </ul>

## 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: £120 000

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.	<p>EEF: Teaching and Learning Toolkit            Reducing class size: +2 months  <a href="https://educationendowmentfoundation.org.uk">Reducing class size   EEF educationendowmentfoundation.org.uk</a>            Small group tuition: +4 months  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>            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 students highlighted as having lower attainment from KS2 SATs.</p>	1,2
Teaching staff CPD on reading comprehension strategies to be rolled out in all departments and through the Reading Curriculum delivered to all KS3 students.	<p>EEF: Teaching and Learning Toolkit            Reading comprehension strategies: +6 months  <a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>    <a href="#">EEF - Improving literacy in secondary schools guidance report</a>              What is Disciplinary Literacy and Why Does it Matter? by Timothy and Cynthia Shanahan (2012).              CPD throughout the year will focus on literacy and the quality of our reading provision in KS3.</p>	1, 2, 3
Teaching staff CPD to ensure that the curriculum is	Durrington Research School Curriculum and sequencing	1,2,3

<p>sequenced to enable progress.</p>	<p><a href="#">An evidence-informed approach to...   Durrington</a>  <a href="#">Research School</a>          CPD and time for leaders to sequence their curriculum to ensure quality first teaching and retention of knowledge</p>	
<p>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. Deputy SENCO role also made available to add capacity in supporting our most vulnerable students. 34% of SEN students are PP.</p>	<p>EEF: Teaching and Learning Toolkit          Teaching Assistant interventions: +4 months  <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>          The additional capacity of the SENCO ensures that they can effectively support those students who require the guraduated response.          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.</p>	<p>1,3</p>
<p>Axiom Maths – TLR made avaiabe to lead Axiom maths programme.</p>	<p>Why Axiom maths was set up  <a href="#">Why we're here — Axiom Maths</a>          Every year 30,000 children nationally who were top performers at the end of primary school don't go on to get top GCSE grades in maths. Half of top performers who were on free school meals aged eleven are no longer top performers by sixteen. For this programme a minimum of 30% of the students will be pupil premium with the intention of them securing high grades for KS4.</p>	<p>2, 3</p>
<p>Scholars – TLR made available to lead the scholars initiative</p>	<p>Research shows that students from the least advantaged backgrounds have a 2 in 100 chance of going to the most competitive universities, compared with 28 in 100 for the most advantaged.  <a href="#">The Scholars Programme</a>          The Scholars Programme gives students in secondary school the opportunity to explore higher education and build key skills to help them. succeed in the next stages of their education. 30% of the students enrolled are pupil premium.</p>	<p>2, 3</p>

## 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 so to inform interventions.	<p><a href="#">Pupil Premium and SEND: learning without labels – Unity research school</a></p> <p>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.</p>	1, 2, 3, 4, 5
Ridgewood reading curriculum For KS3	<p>Reading comprehension strategies: +6 months</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF - Improving literacy in secondary schools guidance report</a></p> <p><a href="#">National Literacy Trust – What are the benefits of reading?</a></p> <p>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.</p> <p>Books to read have been selected in light of Doug Lemov's blog</p> <p><a href="#">Doug Lemov's On text complexity and reading</a></p>	1,2
Thinking Reading and Lexonic leap intervention – when at capacity the	<p><a href="#">EEF - Improving literacy in secondary schools guidance report</a></p> <p>EEF: Teaching and Learning Toolkit</p>	1,2, 3

<p>most vulnerable students are prioritised</p>	<p>Phonics: +5 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p> <p>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. Of the students currently accessing the <i>Thinking Reading</i> intervention, 39% are eligible for the Pupil Premium.</p> <p>Reading comprehension strategies: +6 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The Thinking Reading programme is used at Ridgewood to support 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  Of the students currently accessing the <i>Lexonik Leap</i>, are eligible for Pupil Premium</p>	
<p>Retention/training of Reading Tutors to lead Thinking Reading literacy intervention</p>	<p>EEF: Teaching and Learning Toolkit  Phonics: +5 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p> <p>Reading comprehension strategies: +6 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>What is Disciplinary Literacy and Why Does it Matter?' by Timothy and Cynthia Shanahan (2012).</p> <p>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.</p>	<p>1,2, 3</p>
<p>Ridgewood staff – extra capacity built into timetable to facilitate one to one and small group tutoring sessions.</p>	<p>EEF: Teaching and Learning Toolkit  One to One Tuition: +5 months  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Some of our students who are accessing Alternative Provision have a tutor to ensure that they have the best opportunity to achieve GCSEs in English, maths and science as a minimum.</p> <p>There are a group of students who access Vega College (to complete core studies). At Ridgewood a bespoke vocational and skills based curriculum has been created to support their time in school.</p>	<p>2,4,5</p>

<p>CPD for staff on homework platforms.</p>	<p><a href="#">EEF – Using digital technology to improve learning: Guidance report</a></p> <p>EEF: Teaching and Learning Toolkit Individualised instruction: +4 months <a href="#">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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.</p>	<p>2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 83,181

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and Welfare Officer. More capacity has been added to ensure time is available to support the most vulnerable families</p>	<p>EEF: School Improvement <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p>3. Wider strategies</p> <p>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.</p> <p>This role also supports new admissions, supporting those PP students who join the school mid year to have a successful transition.</p>	<p>4</p>
<p>Implementation of Class charts</p>	<p>EEF: Teaching and Learning Toolkit Behaviour interventions: +4 months <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF: Teaching and Learning Toolkit Parental engagement: +4 months <a href="#">Parental engagement - EEF</a></p> <p>Class charts is used to track rewards and behaviour and allows for early identification of trends and earlier intervention with students.</p>	<p>5</p>

	<p>To improve communication between parents/guardians and school, parents/guardians have access to the parent portal which allows them to track their own child's rewards and behaviour logs.</p> <p>Teachers are able to use class charts to easily identify PP students on their seating plan</p>	
Increased capacity in BfL team	<p>EEF: Teaching and Learning Toolkit Behaviour interventions: +4 months <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The increase in capacity allows for earlier intervention with students and the number of students that we can intervene with.</p>	5
Equality and Diversity Officer to lead targeted behaviour related intervention	<p>EEF: Teaching and Learning Toolkit Behaviour interventions: +4 months <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning: +4 months <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The E&amp;D Officer will lead small group intervention and 1:1 sessions 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.</p>	4, 5
KS3 and KS4 provisions	<p>EEF: Teaching and Learning Toolkit Social and emotional learning: +4 months <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>These provisions offer much needed support for students who have 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</p>	4, 5
Two on site YP Counsellors	<p>EEF: Teaching and Learning Toolkit Social and emotional learning: +4 months <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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</p>	4,5

	that they achieve both academically and pastorally.	
Early Help Coordinator	<p>EEF: Teaching and Learning Toolkit</p> <p>Social and emotional learning: +4 months</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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.</p>	4,5
Contribution towards equipment, uniform and revision guides so that PP students are not disadvantaged through their deprivation	<p>EEF: Teaching and Learning Toolkit</p> <p>School Uniform: Insufficient evidence</p> <p><a href="https://www.educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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.</p>	4, 5
Extra-curricular provision including music lessons for any PP student who wishes for them	<p>EEF: Teaching and Learning Toolkit</p> <p>Arts Participation: +3 months</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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.</p>	2, 3, 4, 5
Extra curricular visits	<p><a href="#">Addressing educational disadvantage: from strategy to the classroom – Unity Research School</a></p> <p>We believe it is important that all students extend their knowledge beyond the classroom and understand extra curricular visits impact on this. We ensure that if a PP student wishes to take part in a visit their families are provided with support to do so.</p>	2,3
Absolute Education LTD	<p><a href="#">Addressing educational disadvantage: from strategy to the classroom – Unity Research School</a></p> <p>EEF: Teaching and Learning Toolkit</p>	2, 3

	<p>Physical activity: +1month</p> <p><a href="#">Physical activity: EEF</a></p> <p>We use Absolute to track students engagement in extra curricular 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.</p>	
Continued use of Provision Map to track interventions and be used to assess and evaluate.	<p>Marc Rowland (Unity Research School)</p> <p>Addressing educational disadvantage: from strategy to the classroom</p> <p><a href="https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-from-strategy-to-the-classroom">https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-from-strategy-to-the-classroom</a></p> <p>Assessment, not assumptions to ensure that PP is being effectively spent. Provision Map allows leaders to assess the cost and the impact of provisions.</p>	1, 2, 3, 4, 5
Provide ingredients to FSM students so they can access food technology	<p>“Practitioners perceive that food education is undervalued and under resourced. Even those who might dispute this claim would agree that food education imparts lifelong skills and prepares young people for work in tourism and hospitality, both service industries that make important contributions to the UK economy...Food education is also important in and for schools. Affording young people more opportunity to access a curriculum that reflects their interests and allows their talents to flourish will enrich the school experience of more young people</p> <p><a href="#">Ingredients for success?</a></p> <p>At Ridgewood School 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.</p>	2, 3
Transition strategies – Designated member of staff that oversees the transition from primary to secondary school	<p>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.”</p> <p>Our Transition Lead is a key person who can identify the barriers identified at primary school and communicate this to leaders within Ridgewood School. This ensures that extra supportive measures can be put in place, in advance of our Transition Week.</p>	2,4
Onsite full time Careers Advisor – used to support	<p><a href="#">Addressing educational disadvantage: from strategy to the classroom – Unity Research School</a></p> <p>EEF: Teaching and Learning Toolkit</p>	2, 3

<p>students to aspire and become more familiar with careers and pathways and are fully aware of what they need to do.</p>	<p><a href="#"><u>EEF – Asporation interventions</u></a></p> <p>We use an onsite careers advisor to offer 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 acheive. It also is used to raise aspirations of what students can go on to do after leaving school.</p>	
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**Total budgeted cost: £ 301 181**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 2024-25

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year

#### Year 11 Summer Outcomes

In the 2025 summer results, outcomes for Pupil Premium (PP) students improved significantly compared with previous academic years. Attainment 8 (A8) rose by more than one whole grade between 2024 and 2025. This notable increase in attainment also contributed to a substantial reduction in the gap between PP and non-PP students at Ridgewood School, with the gap almost halving from 1.98 grades in 2024 to 1.15 in 2025

	2023	2024	2025 Results
Number of PP Pupils	39	38	44
PP A8 Grade	3.23	2.85	3.98
National PP A8	3.75	3.46	3.49

The proportion of PP students achieving grade 5 or above in English and maths also increased, rising from 10.5% in 2024 to 29.5% in 2025. These represent the strongest outcomes for PP students at Ridgewood School, and are 4.5 percentage points higher than our previous best in 2022. Performance also exceeded the national figure of 25.6% of PP students achieving this benchmark.

Following the 2024 outcomes, leaders introduced additional deliberate practice time in English and maths to help students complete full assessments and develop the stamina required for extended papers. This targeted approach was designed to support Year 11 PP students specifically. The strategy has clearly had a positive impact, with maths outcomes remaining above national levels and English outcomes improving significantly.

Year	Ridgewood Basics 5+	National Basics 5+
2025	29.5%	25.6%
2024	10.5%	25.8%
2023	17.9%	25.2%
2022	25.0%	29.6%

Based on the 2024 outcomes, leaders identified science as a key area for improvement and prioritised strengthening leadership, capacity and curriculum design. The impact has been significant: the average grade for Pupil Premium students increased from 2.49 in 2024 to 5.95 in 2025, more than doubling and clearly demonstrating the effectiveness of these actions.

### **Provision Map**

Provision Map has been essential for school leaders in strategically analysing and evaluating the impact of targeted interventions. It enables a detailed focus on individual provisions and their associated costs, ensuring alignment with our vision for improving outcomes for Pupil Premium (PP) students beyond whole-cohort data.

As outlined in our Pupil Premium strategy, a range of targeted support was provided for Year 11 PP students. Analysis through Provision Map shows that the following interventions had the greatest impact:

<b>Provision</b>	<b>Average Outcome</b>
KS4 Catering ingredients	+2.00
Christmas reward	+2.00
Revision guides	+1.95
Alternative provision - Vega	+1.50
English tuition	+1.25

### **Curriculum**

Following our Year 9 Guided Choices process, PP students expressed a desire for a broader curriculum offer at KS4. In response, leaders have expanded the curriculum by introducing Health and Social Care, with the first outcomes expected in 2026. Further adaptations may be made, particularly at KS5, to ensure that appropriate pathways are available for students who wish to continue their studies at Ridgewood Sixth Form. This includes the planned introduction of KS5 Food and Nutrition, reflecting the higher proportion of PP students currently studying this subject at KS4.

### **Attendance**

This year, we introduced the A Star Attendance platform, which has strengthened the rigour of our attendance monitoring process. Attendance among PP students has risen from 87.1% in 2023–24 to 88.8% at the end of 2024–25. Persistent absence has also fallen by over 10%, from 47.4% to 37.1%. To support students with persistent absence, a total of 230 cases were reported to the local authority, with 51% of these being PP students.

The attendance gap between non-PP and PP students has reduced slightly, from 6.9% to 6.2%, although leaders acknowledge it remains too wide. While national attendance

figures for PP students are not currently available, we recognise that our overall attendance is still below the national target. Leaders will continue to identify the root causes of poor attendance for individual students and develop further strategies to improve overall PP attendance and reduce persistent absence.

## Behaviour

Our behaviour interventions are designed to foster a calm and productive learning environment. While suspensions for PP students had previously been on a downward trend, in 2024–25 they increased to pre-pandemic levels in terms of the number of PP students suspended. However, the overall number of suspensions and days lost for PP students did not reach previous highs. Leaders note that specific students contributed significantly to this increase.

This rise also coincides with Ridgewood School supporting the local authority and community by accepting more students than the recommended PAN, particularly in our Year 7 cohort. Some of these additional students are PP and are among those receiving suspensions.

Year	No. 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
2024-2025	43	114	193.5

This academic year, we also introduced the use of ClassCharts to support the tracking and monitoring of behaviour incidents both in lessons and around the school. The table below illustrates the percentage change in behaviour incidents from Term 1 to the end of the academic year.

Year Group	2024-2025—PP students					2024-2025—Non-PP students				
	C3	C4	SOC	Step out	Suspensions	C3	C4	SOC	Step out	Suspensions
7	23	53	29	200	175	40	114	40	200	50
8	13	42	50	80	167	31	82	118	250	700
9	25	15	89	86	150	24	40	45	100	140
10	11	71	150	600	75	43	71	118	100	400
11	22	18	50	25	100	13	41	91	38	20
<b>Total</b>	<b>21</b>	<b>44</b>	<b>69</b>	<b>115</b>	<b>135</b>	<b>32</b>	<b>70</b>	<b>78</b>	<b>95</b>	<b>142</b>

While the percentage change in behaviour incidents was lower for most PP groups compared with their non-PP peers, the proportion of PP students receiving behaviour consequences was higher than whole school consequences.

Consequence	PP % of students	Whole school % of students
C3	58	44
C4	32	20
SOC	12	8
Step out	8	3
Suspension	16	4

Going into 2025–26, leaders plan to enhance tracking by monitoring behaviour incidents alongside Ridgewood (reward) points. This will support the development of earlier intervention strategies aimed at reducing the number of consequences, particularly suspensions. By analysing both rewards and behaviour incidents, leaders will also identify trends and assess whether behaviour patterns are impacting attendance.

### **Literacy Skills**

This academic year, we continued with the Thinking Reading programme, consisting of three one-hour lessons per week. Students have again made significant progress, achieving multiple years of reading growth within just a few weeks. Of the students who completed the programme this year, 45% were PP students.

In addition, we introduced Lexonik Leap, targeted at students whose reading level is below the entry level for Thinking Reading (reading age below 6). This programme focuses on phonological development and language acquisition, helping students develop the foundational skills required to access Thinking Reading. Of the students who completed Lexonik Leap in 2024–25, 14% were classed as 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.*

<b>Programme</b>	<b>Provider</b>
Carousel	Carousel Learning

## 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 (optional)

### 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. Recently, AP has been 3 days per week, this allows students to have tutoring from Ridgewood teachers for core subjects.

As the school have recently been using Vega College (an alternative provision within the MAT), leaders have been reflecting on providing these students with extra core whilst in school. Speaking to students, they missed the vocational and skills based curriculum they would have as a full time mainstream student.

In September 2025, leaders have created a bespoke curriculum for our Vega students, focusing on skills based and practical curriculum. Alongside a Ridgewood teachers, another member of staff, adds further support. Students have spoken very positively about this new model which leaders hope to grow over coming years.

### 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 PIQ to focus on, aimed solely at 'Adaptive Teaching'.
- Use of Coaching to embed more effective teaching practice. Evidence suggests that this has significant benefits for students, especially ones who are disadvantaged.