

Pupil premium strategy statement (secondary)

1. Summary information					
School	Ridgewood School				
Academic Year	2016-17	Total PP budget	£181,670	Date of most recent PP Review	n/a
Total number of pupils	1223	Number of pupils eligible for PP	247	Date for next internal review of this strategy	July 2018

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 score average	-1.02	-0.46
Attainment 8 score average	33.5	50.45

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Students eligible for disadvantaged / PP funding progress less rapidly, and attain less highly than their peers nationally (including in English)
B.	Low resilience and preparedness for learning amongst students eligible for disadvantaged / PP funding
C.	Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP below the target for all children of 98%. This reduces their school hours and causes them to fall behind.
E.	Poor home learning environment and poor engagement from parents and carers, including limited attendance at parent consultation evenings and achievement events.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Students eligible for disadvantaged funding will make and sustain rapid progress in order to close the gaps and achieve in line with their peers.	Students eligible for disadvantaged funding will achieve in line with their peers (in school) by the end of the year. This will be evidenced through GCSE results, Raise data and in school data (EVA)
B.	Students eligible for disadvantaged / PP funding will show an improved resilience and preparedness for learning	Students engage in bespoke support programmes and access counselling and mental health support. Attendance for this cohort improves to at least 95% and

		<p>engagement in wider school / enrichment activities increases.</p> <p>Creating Futures data indicates that students are making progress in line with their peers nationally, and have a motivated or outstanding attitude to learning.</p>
C.	Behavioural issues of disadvantaged / PP students are supported through effective and timely intervention.	Fewer behaviour incidents recorded for these students (without changing recording practices or standards) and days lost to FTE reduce within this cohort to be in line with 'other' students
D.	Increased attendance rates for student eligible for disadvantaged / PP funding.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 5% or below. Overall attendance among students eligible for PP improves to a minimum of 95% in line with 'other' students.
E.	There is an improved engagement by parents and carers at consultation evenings and school events	Parents and carers access the school more frequently, including key events during the year. This is measure through attendance at events, and contact with the school through 'contact us' on the website.

5. Planned expenditure					
Academic year		2017-18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Planning marking and feedback for disadvantaged students is robust and has a common approach by all teachers and associate staff	Minimum expectations document and training within the excellence framework	The National NFER report and Teaching and Learning toolkit, plus in school quality assurance routines indicate that the highest impact strategy for improving disadvantaged student attainment and progress is effective feedback. Developing a common approach and minimum expectation will ensure that all disadvantaged students receive the same high quality planning, marking and feedback.	This will be checked through lesson observations, book scrutiny, focussed enquiry walks, planning scrutiny and student shadowing exercise in order to quality assure the provision	Mrs Hamilton	August 2018 post GCSE results
Total budgeted cost					Training and resources £500
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the resilience and preparedness for GCSE examinations of disadvantaged students	Dedicated Learning Mentors to provide high quality twilight intervention support sessions on a daily basis, in core subjects	This is a strategy that has made a significant impact in supporting closing the gap in the previous cohort, and allows students to access a high quality learning environment after school, with appropriate materials, resources and expertise to promote high achievement and plug gaps in learning.	Monitoring student attendance at the session. Quality assurance of resources and planning. Student voice activity. Success monitored through Creating Futures data cycles.	Mrs Hamilton	After each Creating Futures cycle, and in September 2018
Total budgeted cost					£66,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

To improve the resilience and mental health of our most vulnerable disadvantaged learners	By establishing a 'wellbeing centre to offer individual and group support, counselling and specialist intervention.	Increasing numbers of students and families with complex and emerging mental health needs within the school, and an increasing number of students for who this has a significant and sustained impact on their attendance, and therefore their outcomes.	Clear routines and boundaries for supporting students. High expectations of engagement with learning by the students whilst accessing support. Appraisal targets for staff linked to delivery of support. Monitoring of attendance and engagement.	Miss Rix	December 2017, and termly thereafter.
Total budgeted cost					£32,000

6. Review of expenditure					
Previous Academic Year		2015-16			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Improved attainment and attitudes to learning	Appointment of additional learning mentors to support progress in the classroom, and to provide targeted group intervention to those disadvantaged students who were below their target grade at each Creating Futures data cycle.	This is a strategy that has made a significant impact in supporting closing the gap in this cohort, focussing on core subject. It allowed high quality support to take place in classrooms, and intensive intervention sessions each week after school using appropriate materials, resources and expertise to promote high achievement and plug gaps in learning. This approach was extended to students who have SEND and those with challenging GCSE targets who were underperforming, and demonstrated impact with these cohorts.	Students and parents/carers were very positive about this support strategy, and felt that it had a significant contribution towards the students' success. Staff valued the commitment of these well qualified additional adults who were able to support, stretch and challenge the students to enable them to reinforce knowledge, extend learning and reduce the attainment gap between the disadvantaged students and their peers.	£60,000	
ii. Targeted support					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	

<p>To support those disadvantaged students with poor numeracy skills on entry to close the gaps in their learning and make rapid to place them in line with their peers by the end of Y7.</p>	<p>Targeted small groups in KS3 for weekly numeracy support, taught by a primary practitioner</p>	<p>Of the students targeted, 74% were able to access mainstream maths lessons with increased confidence and mastery as a result of short term intensive intervention. The students who did not make progress to place them in line with their peers have continued to make small steps of progress, but at a less rapid rate than their peers. All of this latter group of students have SEND in addition to being disadvantaged..</p>	<p>Students were very positive about this intervention, however it was an expensive form of support that had impact on a limited number of students due to the small group sizes resulting from difficulties scheduling the sessions to avoid impact on the wider curriculum.</p> <p>This support was most effective when there was direct liaison between the intervention teacher and the maths team, to ensure that intervention topics were timely and relevant throughout the period of intervention.</p> <p>Review how this support can be offered to offer better value for money moving forwards</p>	<p>£16,000</p>
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To provide a bespoke curriculum package for a small group of students who demonstrated ongoing disruptive behaviour and a lack of engagement in lessons</p>	<p>Use of STAR centre provision (in school) – funding for an additional staff member to increase capacity to support students</p>	<p>This approach improved attendance and engagement for the pupils</p>	<p>Quality assurance of this provision, and data outcomes showed that students engagements and attitudes to learning improved, with improving attendance. Many were supported successfully back into mainstream classrooms as a result of the intervention</p>	<p>£17,000</p>

7. Additional detail

