

## Pupil premium strategy statement – Ridgewood High 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	571
Proportion (%) of pupil premium eligible pupils	23.55%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Rae Cope
Pupil premium lead	Mr James Cannon
Governor / Trustee lead	Mrs Ros Bartlett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,965
Recovery premium funding allocation this academic year	£46,368
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£223,333

## Part A: Pupil premium strategy plan

### Statement of intent

At Ridgewood High School, all members of staff and governors accept responsibility for those pupils who are entitled to the Pupil Premium and who the government recognise as disadvantaged.

All members of staff are committed to meeting their pastoral, social and academic needs.

Every child is valued, respected and entitled to develop to his/her full potential, irrespective of their background or social disadvantage.

At Ridgewood, we do not recognise the term 'disadvantaged' as we feel it provides negative connotations. Instead, we say students are eligible for The Pupil Premium. However, for the purposes of this document, the term has been used.

Our role is to act as the 'pushy parent' to ensure that all PP students have the same advantages as their more affluent peer group.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Quality of Learning and Teaching</b> – PP students require high quality, first instance teaching to support their progress in school. This challenge has been exacerbated by the school closure, where question level analysis continues to suggest gaps in learning for PP students.
2	<b>Attendance</b> – PP students do not attend school as well as their peers, and therefore need proactive support that identifies patterns and trends quickly by effective analysis.
3	<b>Literacy</b> – Some of our PP students require additional support with developing their literacy skills in order to access the curriculum. Additional support will also be given to support students with numeracy too. We expect all of our students to be fluent readers and will provide opportunities for students to access a wide range of texts.
5	<b>Expectations and Aspirations</b> – PP students typically require additional pastoral support to remove barriers in place to access learning. This might include a wider-ranging support staff to help students overcome issues at home and in school.
6	<b>Access to the curriculum</b> – PP students require additional support such as increased access to school trips, subsidised costs of educational equipment including revision guides and food for Food Technology, PE kits, school uniform.

## 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
Students who are eligible for the Pupil Premium to make progress in line with their peer group.	Pupil Premium Progress 8 score to be the same as non-Pupil Premium Progress 8 score, meaning there is no gap in progress made. Target A8 score 48.00 and Target P8 score +0.. Students in Year 7-10 should make progress in line with their peer group, and there should be no significant gap between these groups of students. 59.1% of PP should achieve English and Maths at 4+ in 2024.
Students who are eligible for the Pupil Premium to attend school as regularly as their peer group.	All PP student attendance to be at least 93% regardless of student context or background. PA rate should be the same as the non-PP PA rate.
All students to have a full access to all curriculum activities regardless of financial status. This is to enrich school life through a variety of quality curricular and extra-curricular experiences, including careers guidance.	Pupil Premium students to take part in all curriculum activities (educational visits where appropriate) and have access to the appropriate equipment such as PE kit or food materials in Food Technology. The careers programme at the school will continue to achieve the Gatsby benchmarks. Students will have access to a greater variety of cultural experience such as the theatre, university open days, university lectures and work experience. Every student will have access to a personal careers discussion and a Mock Interview with a person they do not know, from our local community. We also aim to provide each PP student with a £50 uniform voucher on entry to the school in Year 7.
Students who are eligible for the Pupil Premium to have similar levels of engagement in school life as compared to other students.	ATL grades to be consistent for all student groups. All PP students will be offered priority, discounted places on all school trips that are run, and will be subsidised for curriculum visits. Students to have access to trips the % of students taking part in school trips being the same as the % in the school (c.20-30%). Students will be positively discriminated for to support this.
Improve the quality of education for all PP students at Ridgewood High School.	A curriculum that is knowledge rich, accessible to all but challenging will be put in place. The rigorous quality assurance process across the academy will identify strong teaching across all faculties. All staff are effectively using the teaching and learning strategies that they have been taught during highly effective CPD sessions. Staff and student voice constantly provides useful feedback that leaders use to adapt the teaching and learning CPD in place at the academy. A culture of coaching is effectively implemented resulting in all teachers feeling comfortable being observed and receiving feedback. This creates a cycle of constant improvement regarding teaching and learning. CPD will focus in part on ensuring PP students have a good curriculum offer and QA processes check regularly on its impact on PP students

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extended and refine a CPD model that addresses all areas relating to learning and teaching.</i>	<p>The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a></p> <p>Using this as the evidence base a CPD programme has been developed that focuses on developing:</p> <ol style="list-style-type: none"> <li>1. Highly effective and reflective classroom practitioners. This year's focus is on the quality of feedback, having already looked at the quality of extended written work in recent years.</li> <li>2. The I/WE/YOU model of teaching and learning to continue to be developed in school.</li> <li>3. A culture of high challenge, knowledge-rich learning which pitches to the most able and scaffolds up.</li> </ol>	1
<i>Expectations and Aspirations</i>	All students will have full access to extra-curricular opportunities/resources. This strategy includes (list is not exhaustive) provision of PE kit for PP students, provision of food in Food Technology lessons, discounted uniform, discounted revision resources. We also will support students on a 1:1 basis where needs arise throughout the year.	1, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy – Implement</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive	1, 3, 6

<p><i>and use high quality diagnostic tools/assessments, not just to identify where students are in their reading ability, but to identify the specific issues within their challenge. Eg. Phonics, Comprehension.</i></p>	<p>the correct additional support through interventions or teacher instruction:  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up?utm_source=/news/eef-blog-the-impact-of-covid-19-and-catching-up&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=diagnostic">https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up?utm_source=/news/eef-blog-the-impact-of-covid-19-and-catching-up&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=diagnostic</a> .</p> <p>The results of this testing is then used to adapt the curriculum to student needs and to target interventions. The diagnostic test package we implement has been developed by Hodder. The data provided from the assessments allows us to target interventions towards KS3 students to ensure they are 'caught up' by KS4.  <a href="https://www.hoddereducation.co.uk/diagnosticreadinganalysis">https://www.hoddereducation.co.uk/diagnosticreadinganalysis</a></p>	
<p><i>High Challenge for PP students.</i></p>	<p>All disadvantaged students have had their aspirational targets set at the upper limit of FFT5. This is the case for KS4. KS3 students have a flight path model based on this target. This research is underpinned by the RADY project - <a href="https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf">https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</a></p> <p>We recognise that target grades that are too high could be demotivational so we will ensure staff are supported with how to engage in dialogue with students about this.</p>	<p>1, 4, 5</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole School Reading – The Big 15</i></p>	<p>All students in school will have access to The Big 15, a five-year reading initiative that gives students the opportunity to read 15 seminal texts over their time at Ridgewood.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2, 5, 6</p>
<p><i>Attendance – effective analysis of</i></p>	<p>PP students current attendance is lower, and PA is higher, than their peers at the school. Attendance monitoring and interventions are required The DfE guidance has been informed by engagement with</p>	<p>2</p>

<p><i>attendance data to inform early intervention, in a proactive approach where possible. We are 'curious not furious'.</i></p>	<p>schools that have significantly reduced persistent absence levels.  <a href="https://www.gov.uk/government/publications/schoolattendance/frame-work-for-securing-full-attendanceactions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/schoolattendance/frame-work-for-securing-full-attendanceactions-for-schools-and-local-authorities</a></p> <p>We will continue to update and develop practice to ensure that we identify trends and patterns for those students with high levels of absenteeism.</p>	
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Results for disadvantaged students have risen at Ridgewood, from 2017-22, from a Progress 8 figure of  $-1.0$  to  $-0.3$  in 2022. However in 2023, results dropped slightly for this group of students with a Progress 8 score of  $-0.44$ . This should be considered in the national context where all results dropped following post-pandemic grading, and disadvantaged students were the most negatively affected group of students. We also had significantly more disadvantaged students in Year 11 which adversely affected the results for this group. Results for disadvantaged students in the current Year 11 are expected to be in line with the rest of the cohort. This is a pattern that is broadly followed in the rest of the school although disadvantaged boys are not performing as well as disadvantaged girls.

PP attendance has improved to 89.8% from 87.99% and the PP Persistent Absence figure has reduced from 51.43% to 36.04%. Both of these figures place us in a superior position when compared to national figures for PP/FSM attendance.

With regards to behaviour, suspensions for PP students followed a similar trend to suspensions for nPP students. PP students account for roughly a third of all behaviour points, Call Outs and Leadership Detentions, despite us only having 24% of students being PP. We have a number of support interventions in place to address this disparity.

PP students are positively discriminated for in school with regards to extra-curricular opportunities. As a result, all PP students expect one, took place in an extra-curricular activity in Year 7 last year. All PP Year 11 students took part in at least one School Led Tuition session to cite two examples. The proportionate amount of PP places (24%) are reserved on every school trip, and discounted rates are provided.