

## Pupil Premium Impact Evaluation 2018-19

The provision for students from disadvantaged homes and vulnerable learners has continued to evolve over the last academic year. Based on developing an individualised approach around some key (evidence based) principles and activations attendance and progress and attainment has improved again during this year for this cohort of students. The team is well led by a very committed and skilful manager who is well supported by a growing team of staff from within and outside of school. This year the provision for supporting all PP eligible and vulnerable learners was further extended and planning for an increased capacity and strategic support across all year groups successfully implemented. The ongoing process of building positive relationships between the school and parents was further enhanced leading to an evident improvement in the attendance and attainment of this group of students throughout the whole school.

During the course of this academic year there were 245 eligible Pupil Premium students at Ridgeway School. The total allocation for Pupil Premium was £173910

Measure	Ridgeway 2017-18			National (2017-18)*			Ridgeway 2018-19		
	PP	Non-PP	ALL	PP	Non-PP	ALL	PP	Non-PP	ALL
Attendance	93.9%		95.4%	90.8%	95%	94.5%	<b>94.9%</b>	<b>96.1%</b>	<b>95.8%</b>
Persistent absences (<90 %)						5.5%			<b>4.2%</b>
Progress (P8) Y11 cohort	+0.03	+0.26	+0.23	-0.44	+0.13	0	<b>+0.13</b>	<b>+0.33</b>	<b>+0.31</b>

\*National data for 2018-19 not available at time of reporting

Activity	Impact	Spend	Recommendation
<b>Pupil Premium Manager and support team staffing</b>	The knowledge and expertise and the additional capacity to evolve and personalise the support provided to all PP and growing group of vulnerable learners of this team has been key to the improvements in attendance (95.6 %) for this cohort and the continued rise in attainment/progress for this group (P8 +0.1)	50000	This is an essential part of a coordinated support programme for PP and vulnerable students. With additional needs a further support post required for next academic year

<b>Additional study sessions for English and Maths</b>	Costing for additional teacher time to run 1:1 and small group sessions to develop confidence. This has included dedicated in lesson support and lunch/after school. Increase in confidence metrics, Accelerated Reader Scores and Core Numeracy/maths testing	35000	This should continue next year – with additional focus on tracking the impact of this work. Identify additional in-lesson support role to work with specific students to increase engagement and raised standards
<b>I Aspire’ support for students including mentoring, catch up, and organisational and emotional support.</b>	Daily contact providing holistic support tailored to individual needs including; Home visits and parental contact/relationship building Induction for vulnerable new starters Attendance monitoring and intervention Social emotional support Specific support for homework and access to curriculum Organisational support Proactive champion for students to support access Progress monitoring and liaising with FL/PMCO Individualised timetables for support Improved attendance (see above table)	2750	Essential aspect of providing a holistic and tailored support linked to specific individual need. The time invested in building relationships with parents and students help to create a ‘safe’ space and regular point of contact.
<b>Mentoring to raise achievements and aspirations.</b>	All students met with regularly, developing a profile to provide best support (all year groups) Subject specific support groups Dedicated Athlete Mentor group intervention to build confidence and aspirations (10 week intervention) Villiers Park aspirations trip for targeted students to inspire aspirations	7000	Mentoring of individuals to continue as value evident in terms of attendance, confidence, improved grades and further education after year 11. E.g. to sixth form, college, apprentice.
<b>Breakfast, lunchtime, and after-school supported study sessions</b>	Students sense of belonging and ‘care’ developed through supportive ‘drop-in’ (inc toast) Homework support sessions run 3 x each week	3500	Continue as key opportunity to support students. Creating a safe and supportive environment for students to engage with positive learning behaviours and progress.
<b>Off-site educational, specialist provision and</b>	Trips and visits support to ensure that students have access to wider learning experiences. 95% of PP students have been involved in at least one this year supported by funding to enable access. Including targeted trips to achieve desired outcomes	10000	This needs to continue as an essential aspect of connecting students to school and developing aspirations and further engagement in learning

<b>Pastoral Support</b>	Support for behaviour and attendance intervention. There has been a reduction in the number of consequences issued (and increase in House points awarded) Average number of consequence logs for the year reducing from 10.9 (17/18) to 9.9 (18/19) and the ratio of positive behaviour (76%) to negative logs (23%)	22000	Continue to provide the capacity and support to further develop the progress made in supporting positive learning behaviour. To start in class observations and interventions to improve behaviour, concentration, organisation and learning.
<b>Careers support and 1:1 careers meetings.</b> <b>Counselling support</b>	Independent careers support from Polly Wiggins working directly with individual students to inform choices and set high aspirations. Support from school counsellor to provide additional help to students with high anxiety or SEMH challenges	7000	Work to continue as 1:1 support - extend next year to work with PP Manager to embed Unifrog and wider careers support in KS3/4 and the transition into 6 <sup>th</sup> Form. Counsellor support enhanced for the next year
<b>Literacy testing and intervention support through Accelerated Reader and Lexia software</b>	To support class teachers to ensure reading targets are at least met and where possible exceeded. To encourage good reading habits inc. key subject words. Breakfast reading club.	2500	Further develop and integrate into curriculum design to ensure all students are able to access learning and challenged to improve literacy.
<b>Self-esteem events, workshops and activities. Promoting &amp; including parental engagement.</b>	Focussed workshops to develop self-esteem and sense of belonging and opportunity to bring in parents in positive context (inc. Cookery course, Athlete mentor programme, Reading) Delivered to all year groups (7-10) 100% of students and parents engaged identified these as being significant in supporting their engagement with school.	4000	Targeted workshops (practical) support confidence and 'life skills' for students and helped with connecting them to school (and engagement with parents) Athlete Mentor programme, whilst having some positive impact - the 10 week format and the focus for the selected group was not as focussed as intended - change of format (immersion days)
<b>Attendance monitoring and intervention</b>	Including EWO to address those below 90% Reduction in number of persistent absences (see table above)	5000	Essential to ensure best life chances are met
<b>Cost of study materials, e.g. study guides, maths equipment, music lessons</b>	Including Support with uniform costs and school equipment.	3000 *	Continue for students receiving Free Schools Meals.

<p><b>Curriculum and aspirations trip support.</b></p>	<p>Support to ensure every child has access to all additional opportunities by the school All PP eligible students are contacted ahead of curriculum trips to address any challenges to participation (inc finance, paperwork, awareness etc). This has significantly improved the uptake in the these opportunities (93% involved &gt; 1 trip this year). Aspirational events (including for high prior attainers) eg university trips, careers fairs, industry visits and off site learning workshops</p>	<p>10000</p>	<p>Continue as essential to engage PP and Vulnerable students in further education, overcoming barriers and giving transition support into chosen pathway.</p>
<p><b>Transport to support wider school and extracurricular engagement.</b></p>	<p>This has been used to support aspirations trips, home visits, parental engagement events, access to clubs and extra-curricular activities and access to parent meetings and subject/mentor sessions.</p>	<p>4000</p>	<p>Continue as essential element to providing access to wider curriculum and parental engagement.</p>