

# Pupil Premium

Pupil Premium students are identified by the government as belonging to one of the following categories; those in receipt of free school meals, those who have been at some point in the last six years, looked after children, adopted children and children with at least one parent in the armed forces.

Background: All schools are allocated a proportion of their funding from central government which is called the “pupil premium”. The main pupil premium funding allocated to the school is based on the number of pupils who currently qualify for Free School Meals (FSM), or have qualified for FSM at any point in the last 6 years. This is called FSM Ever 6. The School also receives a smaller amount of pupil premium funding for eligible pupils who are looked after children, children of services families and children adopted from care after 2005.

Pupil premium funding, and those pupils who are eligible for it, remain under constant review to ensure the school combines high impact support and intervention with value for money. Pupil Premium funding at The Ridgeway School is carefully ring-fenced and always spent on the targeted group of children, although others may benefit from this intervention. It is applied to all pupils across the ability range. Although the cohort includes a significant number of lower prior attaining pupils, it also includes AGAT (Able Gifted and Talented) pupils whom equally support with their learning.

## Core Principles:

The Principal, staff and governors accept their responsibility for pupils eligible for the pupil premium.

- All staff are dedicated to ensuring the gap in attainment and achievement closes between those pupils eligible for the pupil premium and all other pupils, and that the school continues to promote a fully inclusive comprehensive ethos.
- All staff recognise the importance of high expectations for all students and the need for high quality first teaching to develop knowledge and the skills through a mastery approach to learning.
- All staff understand that the pupil premium funding is best utilised when directed at personalising learning for all eligible pupils so that they may achieve more than they first thought possible.

## Vision:

The Pupil Premium funding is used to address the main barriers to learning, supporting a variety of strategies to promote social inclusion and accelerate progress for eligible pupils. Whilst the specific support provided to students is based on individual need there are Seven Non-Negotiables that underpin the aspiration for how the funding is allocated and to ensure that vulnerable learners are able to

receive the most appropriate, additional support to help them to make excellent progress.

To ensure learners eligible for support through pupil premium funding:

1. Student profiling to address any specific barriers to learning that inform classroom teaching, intervention and wider support
2. Are given priority in the checking of learning, provision of feedback and planning of lessons.
3. Improve their literacy and numeracy to enable access to the whole curriculum
4. Are supported in having high aspirations for their future education and careers
5. Remain in education or training post-16 and are able to access level 3 courses where appropriate
6. Feel a sense of belonging to the school community and engage in the full range of opportunities available to them across the school
7. Attain outcomes that enable them to pursue their chosen pathway

## Pupil Premium Spend Plan 2019-20

The total Pupil Premium allocation for 2019-20 is £182000

The Pupil Premium strategy has been evaluated extensively and whilst there are some mitigating contexts for under-performance beyond the reach of the school, there is evidence that the focused approach implemented last year targeting the individual needs of students should be further extended for this academic year.

As well as the additional support for Pupil Premium eligible students there has been a review of the whole school procedures and expectations, particularly around assessment and specific feedback, which will have a significant impact on future cohorts. In order to best ensure that the additional support for pupil premium eligible students continues to have impact and represent the best value for the allocated funding the effective practice evaluations identified in the Education Endowment Toolkit were used to support the planning for this year.

For 2019-20 we have prioritised the use of pupil premium as follows:

For individual need as appropriate

### 1. **KS4:**

- Study events in Maths and English
- 'I Aspire' support for students including mentoring, catch up and organisational and emotional support
- Tuition for students requiring English as an additional language
- Specific mentoring to raise achievements and aspirations
- Breakfast, lunchtime and after school supported study sessions
- Review of every students timetable in year 11 and re-coursing as needed
- Offsite educational, specialist provision.

- 1:1 tuition programmes for individuals who are unwell, school phobic or below target grades in key areas.
- I Aspire sessions to support Year 11 students 3 evenings a week to provide targeted intervention, revision
- sessions and support based on areas of curriculum need and assessment feedback
- Pastoral Support
- Literacy drop in
- Support for students to attend next steps visits/interviews at College or work places.
- To provide study materials
- Aspirational events for high prior attaining students including Oxford University and other HEI visits
- Careers support and 1:1 careers meetings
- Peer mentors and academic support (6<sup>th</sup> Form students)

## 2. **KS3:**

- Alternative curriculum enrichment programme (ACE); including external mentor programme
- Literacy testing and intervention support through Accelerated Reader and Lexia software
- Literacy tutoring (Years 7 – 9)
- Literacy extraction groups (Years 7 and 8)
- Additional Maths support in and beyond class (Years 7 – 9)
- Tuition for students requiring English as an additional language
- Self-esteem events, workshops and activities
- Enrichment activities and support for trips and extra-curricular engagement
- Pastoral Support

## 3. **Support**

- Attendance monitoring and intervention
- Education Welfare Officer – to focus on students below 90% attendance.
- Independent careers advice and guidance
- Mentors (school based and external businesses)
- Cost of study materials, e.g. study guides, maths equipment
- Transport to support wider school and extra-curricular engagement
- Additional hours for Pupil Premium Manager and team to track student progress and run 'I Aspire'
- Curriculum trip support
- Student progress plans for all pupil premium students to be shared with staff
- Counselling
- Support with uniform costs and school equipment
- Supported study in the LRC
- Individualised timetables

#### 4. Enrichment:

- Run aspirational events e.g. University trips.
- Full and varied extra-curricular programme
- Support to ensure every child has access to all additional opportunities by the School.

### School Improvement Plan

As part of our whole school strategic improvement plan we have a detailed section to help everyone at Ridgeway move towards the aim of all disadvantaged students making excellent progress. Our aim is for disadvantaged students' progress to be greater than non-disadvantaged students.

### Key focus areas for the delivery and evaluation of the Pupil Premium strategy

1. All subject team improvement plans must have a focus on the progress of groups. These plans are reviewed regularly and amended by the subject leader and a member of the leadership team. Information from Faculty Meeting action points and Department Improvement Plans will be used to evaluate this.
2. Staff Training and Support – to deliver and sustain high quality first learning for all students. Ridgeway School has a planned, professional development programme in place. The focus of this is to develop the teaching and learning strategies shown to have the greatest impact in supporting vulnerable learners. (Sutton Trust ; Education Endowment Foundation)

These include;

*Collaborative learning (Triads)* – training for staff to embed the principles of structured group work (effect size for disadvantaged students 5+ additional months progress)

*Shared teaching strategies* – Staff training supported by Teach Like A Champion (TLAC) strategies to support clear and consistent routines and expectations as well as embedding high expectations for the learning behaviours of all students

*Feedback* – Our pupil premium involvement in quality first teaching includes a focus on training and support time to achieve specific clear and accurate feedback. (effect size for pupil premium 8+additional monthly progress) The use of Progress Checks in Y7-10, has helped to ensure feedback to students is relevant and specific, as well as enabling teachers to re-teach and address any misconceptions quickly and further supported by the Question Level Feedback from the two Assessment Weeks planned for this year.

*Teaching Assistants* – The School has invested in support to train Learning Support Assistants, identified through the EEF Guidance Report particularly around

the recommendation to use LSAs to supplement not replace teaching (average effect size for disadvantaged students 1+months additional progress).

*Mastery Learning* – The School has invested in Maths Mastery training in order to ensure disadvantaged students are not left behind their peers. Average effect size for disadvantaged students 5+ additional maths progress.

*One to One Tuition* – The School has bought in one to one tuition in numeracy and literacy to support learners to catch up .We also deliver small group tuition using the pupil premium (average effect size for disadvantaged students 5+additional months progress)

The impact of these ‘in lesson’ strategies is evaluated through Learning Walks, School (and subject) Reviews, Professional Development (training attendance and adherence), Cycle data tracking of key cohorts and teacher reflections.

### 3. Mentoring and intervention

- Mentor support
- Equipment support/revision guides
- Counselling and education welfare priority support
- Small group specialist teaching
- Parental engagement workshops and events

### 4. Clear outcomes for the impact of the pupil premium provision by monitoring progress

- Regular tracking, student voice and individual meetings through the ‘I Aspire’ programme
- Regular discussion with subject leaders and the leadership team
- Focus at each data point to ensure interventions are targeted and appropriate in every year group.
- Case study evaluations of vulnerable students that have accessed alternative or amended curriculum to meet their specific needs and to maximise their progress

The Pupil Premium strategy and implementation is reviewed regularly, including two external reviews over the last two academic years. The next review of this strategy is scheduled for 23<sup>rd</sup> January 2020.

Please take a moment to review some of the ideas and documents on this website relating to our support for Pupil Premium students.

If you think you are eligible for Free School Meals, please click the link below and find out how to apply.

[check eligibility for free school meals](#)

If you have any questions or ideas about how the school can further support your child, please contact the Pupil Premium Manager, Sarah Hill, on [hills@ridgewayschool.com](mailto:hills@ridgewayschool.com) or via phone on 01793 846100 (ext 202).

## Budget

In addition to the costs incurred through staffing and the investment in professional services (eg Counsellor, Careers etc) the budget below highlights the key areas of investment in supporting the Pupil Premium Strategy for 2019-20

Budget	Activity	Amount
Trips and Enrichment	Support for disadvantaged students to access wider learning opportunities and extra-curricular programme	£12000
Uniform and Equipment	Provision to ensure PP eligible students have correct uniform and equipped to access learning	£5000
Qualification and Alternative Curriculum fees	Contribution to examination entry costs and delivery of additional learning accreditation (eg Skills Force)	£5000
Enrichment and Supported Learning Resources	Subscription fees and resourcing to support 'I aspire' programme as well as aspiration/self-esteem workshops	£20000
Transport support and parental engagement	Home visits, taxis and costs incurred with administration and delivery of parental engagement	£3500
Professional Mentoring Support	Athlete Mentor Programme Life Mentor (External)	£7500
Total for costs incurred in the delivery of the PP/Vulnerable Learner support		<b>£53000</b>

Projected costs for the Pupil Premium Spend 2019-20:

Staffing	£122000
Professional Services	£7000
PP Support	£53000
<b>Total Spend (2019-20)</b>	<b>£182000</b>