

Pupil Premium Spend

The Ridgeway School & Sixth Form College

Exepcted Pupil Premium Funding 2015/16: £1!

£173,000

We review our pupil premium spend regularly and review the most effective strategies for improving the chances of our Pupil Premium Indicated students. We expect that our spend this year will be allocated to the following areas:

1. Behaviour, inclusion and intervention assistants, endeavouring to keep students in school and focused on learning;
2. Specific targeted support, including one-to-one tutoring, particularly in maths;
3. Educational welfare, targeted mental health services and student counselling;
4. Specific projects, such as the literacy project from 2013/14;
5. Direct financial support, such as help with funding relevant school trips, peripatetic music lessons and uniform

Area of spend	Pupil Premium Contribution	Description of Intervention	Intended Outcomes	How impact was measured	Impact
Dedicated SLT time	7,320.00	Strategic management	To develop a whole school strategy and individual faculty strategies. To raise awareness of disadvantage learners with staff and to deliver staff training, and to ultimately close the gap between Year 11 PP and non-PP students.	Year 11 outcomes. Lesson observations, learning walks and student voice. Staff feedback opportunities.	2016 Year 11 results: 5A*-C inc E&M Non-PP 78.4%, PP 54.8%, an attainment gap of 23.6%, an improvement on the attainment gap of 34.8% from 2015 and PP attainment of 37.8% from 2015.
Inclusion and intervention assistants	55,280.00	50% of the costs of the inclusion and intervention team who spend (approximately 50% of) their time working with Pupil Premium children who for one reason or another need additional resources or help in coping with school.	Improved engagement at school and improved behaviour within and around school	Change in engagement over time to show impact on attainment and progress. Levels of 'consequences' for behaviour compared to expected.	Student case studies show engagement and outcomes for students were significantly improved and progress was positively affected in Year 11. Exclusion levels decreased from previous year for PP students.
English One-to-One Tutoring	18,000.00	One-to-one tutoring for PP students through Y9-11	For attainment and levels of progress of PP students to be in line with non PP students	Results in August 2015 for Year 11, continued tracking of cycle data. Cycle 5 results for Years 7-10	English Year 11 2016 outcomes: 83.3% A*-C, a gap of 10.8% from the non-PP cohort, a 6% improvement on the attainment gap and a 6% improvement on attainment from 2015. 76% of PP students in Year 11 in the results of 2016 made 3 levels of progress, 38% made 4 levels of progress and 7% made 5 levels of progress. Year 10 Cycle 4: 29% of students making 3 levels of progress, 7% of students making 4 levels of progress. In Year 9 Cycle 6, 100% of PP students made 4 sub levels progress, 94% made 5 sub-levels progress and 68% made 6 sub-levels progress. In all three measure the PP cohort has made better progress than the non-PP cohort.

Maths One-to-One Tutoring [Shanti O'Hea Francis 100%]	25,419.00	One-to-one tutoring for PP students through Y8-11	For attainment and levels of progress of PP students to be in line with non PP students	Results in August 2015 for Year 11, continued tracking of cycle data. Cycle 5 results for Years 7-10	Maths Year 11 2016 outcomes: 62% A*-C, a gap of 21% from the non-PP cohort, a 9% improvement on the attainment gap and a 20% improvement on attainment from 2015. 47% of PP students in Year 11 in the results of 2016 made 3 levels of progress, 19% made 4 levels of progress and 10% made 5 levels of progress. Year 10 Cycle 4: 32% of students making 3 levels of progress, 11% of students making 4 levels of progress. In Year 9 Cycle 6, 94% of PP students made 4 sub levels progress compared to 96% of non-PP students, 88% made 5 sub-levels progress compared to 92% of non-PP students and 61% made 6 sub-levels progress compared to 79% of non-PP students.
Targeted adolescent mental health services	6,490.00	Provision of TAMHS for vulnerable students	To remove mental health barriers from learners identified as having a specific mental health need.	TAMHS support is provided to students and families over a set period of time decided by the clinician and medical notes are confidential, but verbal feedback and fortnightly review meetings are held to assess the progress of students.	Referred students improved significantly in their resilience and ability to engage with learning. Some students were referred for further support after an early identification of need.
Careers coaching	5,130.00	Provision of careers advice for children in receipt of Pupil Premium	To provide IAG to students in Years 7-13 with particular focus on careers and further education guidance.	Amount of NEET students leaving Year 11, appropriate option choice pathways in Year 9 and into 10. Appropriate applications made for students in Years 11, 12 and 13.	Five students were classified as NEET in 2015 on September 1st. Those who became so were highlighted to the local authority by September 27th and information was shared. Students were guided to appropriate pathways, learning walks and staff feedback indicate a high level of engagement. Group guidance was offered about specific career paths and exam techniques and stress busting sessions were also delivered to Years 11-13.
Educational welfare service	10,070.00	Access to the Educational Welfare Officer for vulnerable students and families.	To take action with families and students with a history of low attendance, and to challenge low attendance through a referral system.	Fortnightly monitoring of students attendance records. Pro-active intervention. Early referrals and home visits. Letters of concern sent at 92%.	Attendance improved through a structured intervention programme for several students with support of the EWO. Students with a history of mobility between school completed their Year 11 exams. Early attendance monitoring meetings were completed with KS3 students and families. Fixed Penalty Notice meetings were held with action plans drawn up by families. 92% of cases needed no further review. This remains a key focus, and some long term cases of non-attendance need to be resolved.
Uniform	7,920.00	Help towards the costs of uniform for children in receipt of Pupil Premium	To enable students and families to purchase full uniform and improve engagement and a feeling of community.	Monitoring of behavioural records by mentors.	Students received very few behavioural consequences for lack of uniform. Engagement in PE lessons. was the same for non-PP students. Parental communication over concerns was much more frequent, increasing their engagement and appreciation of support and developing relationships with the school.

School trips	8,452.00	Contributions made on behalf of parents to encourage disadvantaged children to fully participate in school trips where the teacher believes that participation will improve their chances in that subject or increase engagement within the school as a whole	To increase students engagement and participation with school and the curriculum.	Monitoring of student progress and attendance in curriculum areas.	Student attendance on visits was in-line with none-PP students. Student progress in subjects where visits were linked directly to the curriculum was positive. Clear guidance written and communicated with parents made in a timely fashion. Communication with parents much increased as was their engagement with school and staff.
Extended learning hours	2,000.00	Homework club is run to help and support those children who find it hard to study at home or who lack the confidence or ability to tackle homework unsupported	Improved completion, quality and timeliness of homework	Number of 'Consequences' issued compared to none-PP students	Homework consequences for PP students were in-line with none-PP students in KS3. Vulnerable learners were supported.
Oakfield placement plus bus pass and exam fees	£12,406.00	Alternative education placement for a student at risk of disengagement and permanent exclusion	For the student to remain in education and to make progress academically and emotionally.	Student attendance will be above 94% (below 80% when referred) and termly tracking will demonstrate academic progress.	Student attendance for Year 10 was 96% and the forecast for outcomes is to achieve at least 5 qualifications.
Counselling	3,220.00	Provision of a fully trained counsellor for children in receipt of Pupil Premium (cost of actual hours charged to PP children)	To provide support to vulnerable learners and remove barriers to learning.	Support is provided to students and families over a set period of time decided by the counsellor and notes are confidential, but verbal feedback and fortnightly review meetings are held to assess the progress of students. Students behavioural, attendance and progress records are monitored.	Referred students improved significantly in their attendance, and engagement and resilience with learning and personally. The school counsellor has worked closely to also support the PP students in the ASC unit and to work with staff their to develop the skills in the team.
Music lessons, PE, breakfast provision, technology provisions, transport	4,624.00	Payments for lessons, transport, ingredients / supplies to allow disadvantaged children to access extra-curricular activities that they may otherwise be denied, and / or to allow full participation in catering lessons	Full participation in extra curricular activities. Increased engagement of hard to reach families.	Maintained or improved attendance, low or decreasing behavioural consequences. High level of participation at Extra Curricular events.	Attendance records and behavioural records show students receiving this support benefitted and responded positively. In line with non-PP students, records of events and trips show that every PP student had at least one extra curricular experience, with many having several. The adaptation of departmental letters and admin for trips was support and guided and this has enabled a lot more equality of opportunity.
Training	2,500.00	Attendance at training courses / conferences specifically aimed at addressing the Pupil Premium / main school gap	To deepen understanding of resources and initiatives to narrow the gap and support disadvantaged students. To develop a clear PP strategy for the whole school and to support faculties to develop their own.	Attainment and progress of PP and Non PP students. Review of current and ongoing spending. New initiatives put in place. Student Action plans written after data collection points and shared with students, parents and mentors.	Improved levels of progress and attainment. Increased staff understanding and awareness. Improved levels of parental engagement. Staff training events with Ofsted training information and local issues disseminated.

Accelerated Reader	3,478.00	Literacy advancement project (two year programme, cost for 15/16) including also the purchase of new resources and books with the increasing cohort to involve all of Year 7	To enable students who are identified as having literacy needs to be assessed and match their book choices to appropriate challenge activities. This will be tracked by the teachers.	Tracking of activities in class, Cycle data showing development of literacy capability.	48 Y8 students continued this along with 28 Y9 students and students from our ASC community. Literacy levels in all subjects showed improvement, and English Cycle data showed considerable progress. All of Year 7 for the first time were involved in this, and the impact on their reading progress is proven by many individual case studies and teacher classroom observations
Resources	6,422.00	Amongst others: reading books for PP students, Y6 starter packs of stationery and dictionaries, revision guides for PP students, scientific calculators, English GCSE text books, Drama costume support.	To provide students with the basic equipment needed to be successful in the classroom and to engage students in developing their literacy, numeracy and engagement across the school.	Levels of progression English, Maths and individual cases and number of consequences logged for students for lack of equipment. Attendance at revision sessions for Y11.	Students behavioural records showed very few consequences for lack of equipment. Engagement in lessons and revision sessions by PP students was clearly supported by the provision of equipment.
Total Spend	171,411.00				