

Pupil Premium Spend Evaluation 2017-18

During the course of this academic year Ridgeway received additional support through two independent Pupil Premium reviews. The findings from these reviews supported the school's self-evaluation that the interventions and support systems have had a significant impact on reducing the gap between the attainment of disadvantaged students and the wider cohort. Whilst there is further improvement to be made, outlined through the evaluation below, the school has achieved a positive P8 (+0.1 based on 2017 coefficient) score for the pupil premium cohort for the first time. This represents an improvement of +0.3 from last years cohort and reflects a reduction in the progress gap between dis-advantaged and non-disadvantaged students to -0.12 (-0.51 in 2016)

The interventions outlined below have looked to address the needs of Pupil Premium students across all years at the school and will have a longer term impact on the attainment outcomes of these students in their GCSE and in preparing them for post-16 education and supporting them with their subsequent aspirations for employment and University respectively.

Overview of the impact of the Pupil Premium strategy for 2017/18

Strand	Description	Outcome	Impact	Budget
English Intervention	Support for English & wider literacy skills including 1-2-1 tuition	Evolving teaching strategies to develop questioning and literacy support as well as providing targeted tuition to address student need	This funding has enabled the delivery of a an extended, targeted reading programme jointly run between English, SEND and Learning Resource Centre provided additional support for PP cohort students. Accelerated Reader scheme is now fully embedded with specific focus on reducing the gap in disadvantaged students' vocabulary, reading proficiency and comprehension. Regular STAR testing demonstrated a significant improvement in reading scores and improved vocabulary (average net improvement >10 months). Reading and literacy focus is part of Whole School improvement plan. Additionally support in developing writing with PP students has been successful in raising GCSE English scores for this group (P8 +0.27)	9000
Maths intervention	Support for Maths & wider numeracy skills including 1-2-1 tuition	Evolving teaching strategies to develop confidence, address misconceptions and core numeracy support as well as providing targeted	Targeted programme of support to reinforce taught content to build confidence in maths content. 80% students improved termly test scores and end of year grade >1 additional grade.	25000

		tuition to address student need	All students reported increase in confidence from the sessions (6 x sessions) - This will be further extended to incorporate Lunch/after school as part of 'I Aspire' in 2018	
Careers and aspirations coaching	Dedicated Careers support and mentoring	Developing aspirations and supporting option choices as well as career counselling	Year 11 Student feedback identified the careers guidance as supporting aspiration to target next stage in education. Careers support helped to secure further education choices - no NEET for the cohort. Careers support for PP students at Yr8 and Yr9 to assist with options choices and aspiration. 80% of PP students in Y9-11 engaged in at least one aspirations trip	7000
Attendance Support	Support for reducing persistent absence	Linking with other support agencies and family services to reduce time off school providing additional capacity to ensure rapid response.	Reduction in overall PP persistent absences reduced and overall attendance for PP 94% 2017/18 an increase of 1% compared with 2016/17) This improvement in attendance was recognised by Award from SBC. The EWO has relocated onto the school site and continues to work closely with PP Manager to ensure rapid response to PP pupil absence.	10000
Counselling	Support for most vulnerable students	Providing student well-being and emotional support	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 there to develop the skills in the team. Over 20 supported referrals to CAMHS and TAMHS this year	7500
Virtual school support	Develop a programme to support absent students 'keep up' with learning	Connecting individual students with the curriculum to reduce the impact of absence. Coordinating work missed and sharing of feedback following completion	Trialled with two PP students supported by teaching staff (including home visits) this has been effective in keeping these students connected to the school and retaining a focus on core subjects whilst unable to attend school. However the impact on attainment has not been as we had hoped and have identified alternative options for next year	8000
Student Support Worker	Providing additional capacity for direct support with student pastoral/behavioural concerns	Increased engagement in school and reduction in logged consequences	Dedicated support staff capacity has been at the heart of the improvements in PP outcomes. Over the course of the year additional capacity has been required to ensure the individual support and 'I Aspire' programme can run	54000

	Direct contact with home including visits for attendance, communications & learning	Reduction in missed time from school and additional capacity for learning focussed engagement with home	effectively. The work was recognised in the two external PP review conducted over the last 12 months as an effective strategy to improve consistency and more bespoke support. Training and preparation work has ensured an increased profile and focus for addressing PP needs for 2018/19	
Uniform	Subsidised provision of all required uniform	Supporting cost of equipment and uniform for all students	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.	8000
School trips	Providing all eligible students with the opportunity to fully engage in wider curricular opportunities	Financial support to ensure all students can access opportunities	Student attendance on visits was in-line with non-PP students. Student progress in subjects where visits were linked directly to the curriculum was positive, with reported and observed increase in aspirations for their education and careers. 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. Students engaging in school trips and residential recognised their role in developing sense of belonging	10000
Extended Learning	Additional opportunities for targeted students to access before/after school support	Breakfast & Homework Clubs available to all years 7-11 for access to resources and guidance from staff	Homework consequences for PP students were in-line with none-PP students in KS3, with an improving trend over Terms 3-6. Vulnerable learners were supported and used these opportunities to develop sense of belonging with school and the support received.	4300
Learning resources	Access to required resources and equipment as well as specially developed materials	Costs to fund the development and provision of specific resources (including reading books, stationary)	Revision materials for all years were provided for PP students with support for other students across the school allocated on basis of individual need. Student 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	8000

			equipment. Additional support was provided to subjects to enhance the frequency and relevance of feedback to PP students	
Parental Engagement	Connecting the school with families	Helping parents to access and engage in their child's learning (including transport, workshops, activities and resources)	Transport for students to attend additional sessions (out of hours) as well as examinations was provided to students, reducing absenteeism and increased engagement. Priority was given to PP students in arranging Parent consultation with transport being provided. Study skills workshops were run as well as parent/child literacy workshops (some off site – eg STFC) in KS3. Feedback from parents was very positive and improved home/school communication and support. This is to be further developed from September 2018.	10000
Targeted Reading strategy	Accelerated Reading Scheme, age appropriate books and reading inspiration support	Improving access to text through raising reading age for all students to within one year of chronological age	All of Year 7/8 were involved in this with targeted intervention provided to PP students in Y7-10. This included a phonics based intervention programme. Literacy levels in all subjects showed improvement, and English Cycle data showed considerable progress. and the impact on their reading progress is proven by many individual case studies and teacher classroom observations – the average improvement in PP targeted groups was to raise reading age by an additional 10 months.	7500
Enrichment	Providing access to wider learning.	Subsidising peripatetic support (music lessons, coaching, transport etc)	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.	5000
Strategic oversight	Senior teacher responsibility for the Pupil Premium intervention and support	Lead whole school engagement and ownership of Pupil Premium outcomes and	Leadership of the PP strategy was referenced in the external PP review enabling whole school wide developments to support the raising of expectations and in class routines to ensure Quality First Teaching.	8000
Training and development	Developing teaching strategies and best practice	Access to national training resources and supporting	Improved levels of progress and attainment, supported by application of PiXL strategies and increased staff	7000

	in support of pupil outcomes for target cohort	classroom based interventions through action research	understanding and awareness. Active engagement with Swindon Challenge and feedback from external reviewers have improved levels of parental engagement. Staff training moments in briefings and twilight time have reinforced these messages – this was further developed through the introduction of Learning Triads and additional calendared Faculty meeting time from September 2018, and the use of enhanced feedback opportunities and the sharing of effective practice by subject teachers.	
Total				188300

Pupil Premium Eligible Students 2018-19

Year Group	Number of Pupil Premium Students
7	61
8	58
9	47
10	49
11	26

Total Number of eligible students: 241

Total funds available £182310

Pupil Premium Spend Plan 2018-19

The Pupil Premium strategy has been evaluated extensively and whilst there are some mitigating contexts for underperformance beyond the reach of the school, there is evidence that focussed approach implemented last year targeting the individual needs of students should be further extended for the 2018/19 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 the effective practice evaluations in the Education Endowment Toolkit was referred to (further information available [here](#))

For 2018-19 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 attainers
- Careers support and 1:1 careers meetings
- Peer mentors and academic support (6th 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 points include:

1. All subject team improvement plans must have a focus on progress of groups in that particular subject specialism. These plans are reviewed regularly and amended by the subject leader and a member of the leadership team.

2. Staff Training and Support – to deliver and sustain high quality first learning for all students. Ridgeway School has a planned thorough professional development programme in place. The focus of this is to develop the teaching and learning strategies shown to have high impact. 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)

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 move to Progress Checks in Y7-10, from September 2018, to ensure feedback to students is relevant and specific as well as enabling teachers to re-teach and address any misconceptions quickly has further supported the Question Level Feedback from the three Assessment Weeks implemented last 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)

3. Mentoring and intervention

- Athlete Mentor project in Year 8
- Equipment support/revision guides
- Counselling and education welfare priority support

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