

Ridgeway Farm CE Academy Pupil Premium Strategy Statement

2023-2024

This statement details our school's use of pupil premium funding for the 2023-2024 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ridgeway Farm CE Academy
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	15% (32 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Laura Gibbard - Head Teacher
Pupil premium lead	Katherine Read - Assistant Headteacher
Governor / Trustee lead	Madeline Sears – Chair of Academy Council

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,696
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,696

Part A: Pupil premium strategy plan

Statement of intent

At Ridgeway Farm CE Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to believe in their own abilities and become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our intention is that all pupils, irrespective of their background or the challenges they face, feel safe and ready to learn, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We also recognise that to support our pupils more widely, we need to provide specialist emotional, behavioural and well-being interventions and seek to improve attainment by increasing pupil focus, concentration and confidence.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- develop confidence in their ability to communicate effectively in a wide range of contexts
- enable pupils to look after their social and emotional wellbeing and to develop resilience.

Challenges

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

Challenge number	Detail of challenge
1	Through baseline assessments, observations, and discussions with pupils indicate low oral language skills and vocabulary gaps among disadvantaged pupils in EYFS and lower starting points when entering reception. The gap widened during the pandemic and continues to be a gap.
2	Regular monitoring of attendance shows that attendance has dipped for Pupil Premium families in the last year and is below non pupil premium children and national averages.
3	Internal and external (where available) assessments indicate that in Reading, Writing and Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessment, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress.

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
Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will demonstrate significantly improved oral language among disadvantaged pupils. This is evidenced when triangulated with other sources of evidence, including engagement in lessons, book scrutinies and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance seen in 2024/2025 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% the percentage of pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 6% lower than their peers.
Improved Reading, Writing and Maths attainment for disadvantaged pupils at end of KS1 and KS2.	Outcomes in 2023/2024 show that disadvantaged pupils have made accelerated progress from their starting points
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/2024 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parents surveys, and teacher observations a significant reduction in behaviour incidents for these pupils

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)

Budgeted cost: £18, 348

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading - develop teacher pedagogy through action research, focused in raising attainment in Reading CPD for staff Focus on Early Reading	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches <ul style="list-style-type: none"> Evidence consistently shows that educators can implement approaches that benefit young children's literacy learning. The EEF's Early Years Toolkit estimates that children who take part in early literacy approaches make, on average, four months' additional progress. 	1,3
Writing – develop teacher pedagogy through action research, focused in raising attainment in writing CPD for staff	<ul style="list-style-type: none"> EEF T&L Toolkit, teacher subject knowledge Walkthrus Integra CPD 	1,3
Maths - develop teacher pedagogy through action research, focused in raising attainment in Maths CPD for staff	<ul style="list-style-type: none"> EEF T&L Toolkit, teacher subject knowledge Walkthrus Integra CPD 	3
Staff CPD on high quality feedback and metacognition. Staff release and training costs	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognitionand-selfregulation Rosenshine's Principles In Action. Tom Sherrington 6 Cognitive Load Theory explored through modelling in the practical classroom. 2019 Metacognition, self-regulation and self-regulated learning: What's the difference? James Mannion. Impact Issue 8 Spring 2020 Cognitive Load Theory explored through modelling in the practical classroom. Journal of the chartered college of teaching. Josie Morgan Impact September 2019 Identifying instruction moves during guided Learning Nancy Frey and Douglas Fisher The Reading Teacher, 64(2) pp84-95	1,3

	How I wish I'd taught Maths. Craig Barton (2018)	
SENDCo trained to ensure that interventions are fit for purpose and having an impact.	<ul style="list-style-type: none"> • EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment. 	1,3,4
SENDCo to attend further training to support pupils with multiple disadvantages	<ul style="list-style-type: none"> • TEACCH approach • Sensory Processing • Inclusion • Emotion Coaching <p>Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.</p> <p>Emotion Coached children and young people:</p> <p>Achieve more academically in school Are more popular Have fewer behavioural problems Have fewer infectious illnesses Are more emotionally stable Are more resilient (Gottman 1997)</p>	1,3,4
Oracy teaching and strategies to increase vocabulary and targeted speech and language interventions	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>We know that spoken language skills are one of the strongest predictors of a child's future life chances and therefore it is vital that all children are given the opportunities to develop these crucial skills, opportunities consistently afforded to an advantaged few. When the progress of children whose language skills were 'delayed' at age 3 was tracked, researchers found that household income matters. Children in poverty were only half as likely to catch up with their peers as 'delayed' children from richer households. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.</p>	1
Purchase of further resources to support a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils - Floppy Phonics scheme, portal and books.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf publishing.service.gov.uk</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>CPD from Integra</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11, 008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students who are at risk of underachieving benefit from a combination of small group/1-1 support in class</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately 5 additional months progress on average.</p>	<p>1,3,4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Release time for Reading Lead to monitor and train staff in delivery of phonics and track phonics data to identify pupils for additional support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3,4</p>

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

Budgeted cost: £7, 340

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To improve the quality of social and emotional learning.</p> <p>Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning.</p>	<p>4</p>
<p>Disadvantaged children to have funded trips and visit places, including residential trips.</p> <p>To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development. Employment of Arts Lead to champion engagement of outside agencies, music lessons, cultural partnerships etc.</p> <p>Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Access for PP children to online learning platforms (e.g. Purplemash, TT Rockstars)</p>	<p>https://learningoutsidetheclassroomblog.org/2018/05/08/disadvantaged-children-are-missing-out-onlife-changing-residential-experiences/</p> <p>EEF -Improving School behaviour Guidance Report Improving Behaviour in Schools: Evidence Review Published: December 2019 Authors: Darren Moore¹ , Simon BenhamClarke² , Ralphy Kenchington² , Chris Boyle¹ ,Tamsin Ford² , Rachel Hayes² and Morwenna Rogers² , Jacqueline Minton² ¹ Graduate School of Education, University of Exeter ² University of Exeter Medical School EEF – Arts Education Review</p>	<p>2,4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Attendance officer to monitor and challenge</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2,4</p>



attendance of PP children.		
Rich curriculum of opportunities and experiences funded for PP children including extra-curricular clubs.	Participation in the arts has an impact of 3+ months – EEF teaching and learning Toolkit	1,3,4
Funded wrap around care provision to enable children to be attending school	Reduce gap in attendance rates and punctuality between disadvantaged and non- disadvantaged. 4 Disadvantaged children reach the national average attendance for all pupils. Persistent absence of any disadvantaged is reduced significantly	2

Total budgeted cost: £ 36,696

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

Intended Outcome:

Children make good progress and the attainment gap between disadvantaged and the non-disadvantaged continues to narrow year on year.

Outcome and Impact:

Investment in CPD for staff on reading strategies and identifying the lowest 20% has resulted in increased progress for pupils in reading from children's starting points. There is a greater consistency in the reading offer for pupils.

Our spend for the previous academic year was used to provide Quality First Teaching. PP students were provided with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning. Students who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class and interventions that further meet their needs. As a result of this standards in books had risen with the relevant year group curriculum being covered and Incremental progress could be identified through book scrutinies and progress meetings x2.

Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points.

KS1 reading, writing and maths outcomes in 2022/2023 (current Year 1 going into Year 2) show that disadvantaged pupils will have made accelerated progress from their starting points. Data for disadvantaged pupils is above that of non-disadvantaged pupils.

Year 1	Cohort size	Reading				Cohort size	Writing				Cohort size	Maths			
		Emerging	Towards	At	Deepening		Emerging	Towards	At	Deepening		Emerging	Towards	At	Deepening
All	33	6.06%	30.30%	57.58%	6.06%	33	18.18%	27.27%	48.48%	6.06%	33	3.03%	30.30%	57.58%	9.09%
PP	5	20.00%	20.00%	60.00%	0.00%	5	40.00%	0.00%	60.00%	0.00%	5	20.00%	20.00%	60.00%	0.00%
Non-PP	28	3.57%	32.14%	57.14%	7.14%	28	14.29%	32.14%	46.43%	7.14%	28	0.00%	32.14%	57.14%	10.71%

KS2 reading and writing outcomes in 2022/2023 (current Year 3 going into Year 4) show that disadvantaged pupils will have made accelerated progress from their starting points. Data for disadvantaged pupils is above that of non-disadvantaged pupils. This is also true for reading and maths in Year 5.

Year 3	Cohort size	Reading				Cohort size	Writing			
		Emerging	Towards	At	Deepening		Emerging	Towards	At	Deepening
All	30	10.00%	16.67%	43.33%	30.00%	30	16.67%	13.33%	50.00%	20.00%
PP	4	0.00%	25.00%	75.00%	0.00%	4	25.00%	0.00%	75.00%	0.00%
NON-PP	26	11.54%	15.38%	38.46%	34.62%	26	15.38%	15.38%	46.15%	23.08%

(Year 5 going into Year 6 for reading and maths)

Year 5	Cohort size	Reading			
		Emerging	Towards	At	Deepening
All	30	3.33%	10.00%	63.33%	23.33%
PP	4	0.00%	25.00%	75.00%	0.00%
NON-PP	26	3.85%	7.69%	61.54%	26.92%

Cohort size	Maths			
	Emerging	Towards	At	Deepening
30	3.33%	20.00%	50.00%	26.67%
4	0.00%	25.00%	50.00%	25.00%
26	3.85%	19.23%	50.00%	26.92%

Intended Outcome:

Pupils will achieve age appropriate expectations in reading, writing and maths.

Outcome and Impact:

In KS2 43% (3 out of 7) of disadvantaged pupils were also in receipt of EHCPs and so had multiple factors impacting on achieving age expectations.

In KS1 25% (1 out of 4) of disadvantaged pupils also had an EHCP so had multiple factors impacting on achieving age expectations.

Reading

	All	PP
KS1	55%	0%
KS2	73%	57%

Writing

	All	PP
KS1	48%	0%
KS2	47%	29%

Maths

	All	PP
KS1	59%	0%
KS2	70%	57%

Intended Outcome:

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils with improvements evident in self-esteem, confidence and resilience.

Outcome and Impact:

Through the work of the ELSA, a range of data sources including pupil voice, attention and focus in lessons, willingness to attempt a range of activities, all demonstrated that all pupils, particularly the disadvantaged pupils were more confident and resilient in attempting learning activities and enrichment opportunities. KS2 pupil voice at the start of the statutory testing, revealed that pupils felt ready to access the tests and they were able to demonstrate resilience in attempting all questions throughout the papers. Disadvantaged pupils confidently took part in the School Production, end of year visits and had successful transitions to Secondary School. Regular monitoring of pupils wellbeing by teachers demonstrated a positive increase in the number of children daily reporting healthy wellbeing. Children who



scored low numbers daily received quick interventions to ensure their wellbeing improved and in all cases children reported a higher 'number' later within the day.

OPAL CPD and resourcing for break and lunchtimes, has resulted in a reduction in the number of incidents and improved wellbeing for disadvantaged pupils. Pupil voice has shown the children want to come to school to take part in the lunch and play activities and that this is increasing their confidence in forming friendships with others.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	play.ttrockstars.com
Purple Mash (online platform)	2 Simple
Spelling Shed	https://www.spellingshed.com/en-us
Floppy Phonics	https://www.oxfordowl.co.uk/
White Rose Maths	https://whiteroseeducation.com/resources
Letterjoin	https://www.letterjoin.co.uk/