

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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	207
Proportion (%) of pupil premium eligible pupils	14.5% 30 pupils - 10 service pp
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Gibbard Head of School
Pupil premium lead	Jeanne dos Santos
Governor / Trustee lead	Joanne Lakin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,000
Recovery premium funding allocation this academic year	£ 3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,335

# 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	<p>Gaps in reading, writing, maths and phonics</p> <p>To ensure all children are making expected progress from their starting points.</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
2	<p>Social, emotional and mental health</p> <p>To ensure that pupil welfare and social and emotional needs are being met with improvements evident in self-esteem, confidence and resilience.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
3	<p>Parental engagement</p> <p>Pupils who are supported at home and can access resources including the online platform make better progress.</p> <p>EEF - By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>
4	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.3-1.7% lower than for non-disadvantaged pupils.</p>

## 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
<p><b>Reading, Writing and Maths</b> Pupils will achieve age appropriate expectations in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• A higher percentage of PP pupils achieve outcomes in-line with, or above, national average by the end of KS2 in reading, writing and maths.</li> <li>• Pupils are supported to develop strategies to overcome challenges acting as a barrier.</li> <li>• PP pupils are receiving the correct provision and intervention to remove barriers to learning.</li> <li>• Incremental progress measured through the relevant intervention.</li> <li>• Pupil progress meetings held 3x a year will demonstrate the development of strategies to improve progress and outcomes.</li> <li>• Book scrutinies will demonstrate a clear learning journey from the child's starting points.</li> <li>• Pupil voice will indicate an understanding of the progress made on their learning journey.</li> </ul>
<p><b>Phonics</b> Pupils will achieve age appropriate expectations.</p>	<ul style="list-style-type: none"> <li>• At least 90% of pupils in Y1 pass the PSC</li> <li>• Phonics and reading resources are embedded into daily practice.</li> <li>• Classroom environments support pupils to become increasingly independent when reading and writing.</li> <li>• Provision is tailored to close any gaps in performance and understanding.</li> </ul>
<p><b>Social and Emotional Health</b> 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.</p>	<ul style="list-style-type: none"> <li>• Pupils are in school and feel safe and ready to learn.</li> <li>• ELSA provision supports with the development of strategies to reduce anxiety regarding personal issues.</li> <li>• Case studies detail improvements and progress in the development of self-esteem, confidence and resilience.</li> <li>• Pupil and parent voice demonstrate that we are diminishing the difference between outcomes of PP and non PP.</li> </ul>

	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant reduction in bullying</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p><b>Parental Engagement</b>  Tailoring communications to encourage positive dialogue about learning.  Regularly reviewing how well the school is working with parents, identifying areas for improvement.  Offering more sustained and intensive support where needed.</p>	<ul style="list-style-type: none"> <li>• Increase in parental engagement and confidence when supporting their child in reading, writing and maths.</li> <li>• School communications encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</li> </ul>
<p><b>Attendance and preparedness for learning</b>  To achieve and sustain improved attendance for pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Percentage of all pupils who are persistently absent being 0% and the figure among disadvantaged pupils the same as their peers.</li> <li>• Ensure attendance of disadvantaged pupils is above 95%</li> <li>• Anxiety when attending school has decreased.</li> <li>• Adapted timetables are used less with an increase of time spent learning in the classroom with their peer group.</li> <li>• Breakfast club and after school club accessed to support need.</li> </ul>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide PP pupils with the opportunity for focused group work to take place with a continuous input of quality first teaching and learning.	<ul style="list-style-type: none"> <li>The average impact of the deployment of teaching assistants is about an additional four months progress over the course of a year.</li> <li>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months progress, on average, over the course of an academic year.</li> <li>Within class attainment grouping has a positive impact, on average, of 2 months additional progress</li> </ul>	1,2
To improve the quality of social and emotional learning.  Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.	<ul style="list-style-type: none"> <li>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) <a href="#">EEF Social and Emotional Learning.</a></li> </ul>	2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Students who are at risk of underachieving benefit from a combination of small group/1-1 support in class	Evidence indicates that one to one tuition can be effective, providing approximately 5 additional months progress on average.	1, 2
Targeted 1-1 phonics support	<ul style="list-style-type: none"> <li>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>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:</li> <li><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> <li>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</li> </ul>	1, 2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase parental engagement by providing practical strategies with tips, support, and resources	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	3

<p>to assist learning at home through</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	<p>Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.</p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**



## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Our PP spend for the previous academic year was used to provide quality first teaching through CPD by Integra in English and Maths. As evidenced in schools across the country, the impact of Covid-19 disrupted all our subject areas to varying degrees and school closure was detrimental to the academic progress and well-being of our disadvantaged pupils. During periods of partial closure, our curriculum was aided by the use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We are building on that approach with the activities detailed in this plan.

Attainment by pupils eligible for PP not in line with non-PP pupils at the end of KS1 and KS2 in Writing and Maths, including higher achieving pupils.

Attendance figures are typically lower for FSM pupils.

### 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
Interactive Learning Diary	interactivelearningdiary.co.uk