

## 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	215
Proportion (%) of pupil premium eligible pupils	14.5% 31 pupils - 6 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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Laura Gibbard Head Teacher
Pupil premium lead	Katherine Read
Governor / Trustee lead	Joanne Lakin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,315
Recovery premium funding allocation this academic year	£ 2,900
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	£29,215

# 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	Gaps in learning due to the pandemic
2	To reach age appropriate standards each year at the end of each Key stage in Writing. To ensure that all children are making expected progress from their starting points.
3	Increased Social Emotional and Mental health Needs as a result of Adverse Childhood Experiences

## 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
Children make good progress and the attainment gap between disadvantaged and the non- disadvantaged continues to narrow year on year.	<ul style="list-style-type: none"> <li>• End of KS1 KS2, Y1 and 2 phonics screening check and internal data shows attainment gap between PP &amp; Non- disadvantaged is narrowing. Outcomes are in line with national average.</li> </ul>
<p><b>Reading, Writing and Maths</b></p> <p>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> </ul>

	<ul style="list-style-type: none"> <li>• Pupil voice will indicate an understanding of the progress made on their learning journey.</li> </ul>
<p><b>Social and Emotional Health</b></p> <p>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>

## 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: £ 13,891

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
Increase feedback within and between lesson	Feedback may have a positive impact through supporting pupils to focus future learning on ar.as of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve. EEF-Teaching and learning Toolkit	1, 2
Consistent approach to teaching of English across the school from EY-Yr 6.	EEF Improving outcomes in Literacy for KS1 and KS2 • Writing can be thought of as a process made up of five components: — planning; — drafting; — revising; — editing; and — publishing. • Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of	1, 2

	goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. •Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils 1,2,6,7 6 how to adapt their writing for different audiences and purposes	
Consistent approach to teaching of spelling	EEF Improving outcomes in Literacy for KS1 and KS2 • Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.	1, 2
Continue to develop the use of KO to enable pupils to know more and remember more over time.	The process of creating knowledge organisers in a specific subject then leads to a consideration of pedagogical content knowledge, the integration of subject expertise and an understanding of how that subject should be taught (Ball et al., 2008). Powerful knowledge, as defined by Young (Yong, 2013), is specialised rather than general knowledge, and is differentiated from the experiences of students. Many of our disadvantaged pupils lack experience and context for learning – knowledge organisers develop vocabulary, context and provide pre and over learning opportunities.	1, 2

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

Budgeted cost: £ 8,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students who are at risk of underachieving benefit from a	Evidence indicates that one to one tuition can be effective, providing	1, 2

combination of small group/1-1 support in class	approximately 5 additional months progress on average.	
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: £ 7,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the quality of social and emotional learning.</p> <p>Social and emotional approaches will be embedded into routine educational</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><a href="#">EEF Social and Emotional Learning.</a></p>	1,3

practices and supported by professional development and training for staff.		
Pivotal Behaviour Curriculum To develop positive behaviour culture based on positive relationships to enable all children to access learning in school	EEF Teaching and Learning toolkit The Pivotal approach will be implemented in order to ensure consistency for all children, particularly with SEMH needs. It will support restorative conversations	1, 2, 3
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, 2, 3
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	1, 2, 3

**Total budgeted cost: £ 29,215**



## 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 2021-22 academic year.

***To ensure all children are making expected progress from their starting points.***

- Impact of CPD in the teaching of phonics has meant consistency in approach across Key Stage 1 and greater fidelity to the schools chosen programme.

- Investment in Reading for whole class has seen a continued improvement on reading progress for individual children and ensured children have made progress from their starting points.

Phonics Year 1 – 75%

PP Reading

	All	PP
KS1	65%	25%
KS2	80%	75%

PP Writing

	All	PP
KS1	52%	25%
KS2	67%	0%

PP Maths

	All	PP
KS1	68%	0%
KS2	60%	25%

- 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.

***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.***

- Through our use of ELSA provision, the children targeted for this support were developing higher levels of self-esteem. Monitoring identified that children were more resilient in attempting tasks and settling quicker within the school day. Pupil voice showed that children were feeling more confident and using the strategies that had been taught in ELSA sessions. Following the above being put in place and the catch up plans put in place through quality first teaching and 1:1 intervention, our end of Key Stage results were in line with national, following the two year impact of the Covid impact.

***Pupils who are supported at home and can access resources including the online platform make better progress.***

- All PP pupils had access to devices and increased participation in online learning platforms to support learning. New programmes were purchased to support reading, spelling and maths learning at home. Pupil voice showed that pupils enjoyed these resources and were engaged in using them at home.

***To improve attendance for PP children***

Attendance data for the same period in the previous year shows that PP attendance was above average for the school and in line with national. This has continued to improve. Example term figure below.

Autumn Term 2021-2022					
Year	Average	Boys	Girls	PP	SEND
EYFS	91.9%	92.7%	92.2%	100.0%	40.6%
Year 1	93.5%	94.8%	93.2%	99.3%	92.4%
Year 2	93.9%	94.2%	93.0%	92.8%	92.9%
Year 3	95.8%	95.9%	95.1%	94.2%	93.3%
Year 4	93.0%	90.7%	94.7%	90.1%	93.3%
Year 5	90.0%	87.0%	96.5%	83.6%	70.8%
Year 6	93.2%	92.7%	93.8%	99.5%	89.5%
Overall	93.0%	92.6%	94.1%	94.2%	81.8%

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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*

<b>Programme</b>	<b>Provider</b>
Times Tables Rockstars	play.ttrockstars.com
Purple Mash (online platform)	2 Simple
Interactive Learning Diary	interactivelearningdiary.co.uk