

# Ridgeway Farm CE Academy Pupil Premium Strategy Statement

## 2024-2025

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	209
Proportion (%) of pupil premium eligible pupils	16% (33 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Laura Gibbard - Head Teacher
Pupil premium lead	Katherine Holder - Assistant Headteacher
Governor / Trustee lead	Madeline Sears – Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52,246
Recovery premium funding allocation this academic year	£0
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	£52,246

## 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	Attendance is a significant barrier for our disadvantaged pupils, particularly due to a small number of families whose attendance patterns impact overall rates. It is essential to implement effective strategies that not only encourage regular attendance but also foster a supportive environment for all pupils
2	Our disadvantaged pupils are also significantly impacted by other barriers, namely SEND and safeguarding. These factors impact their overall wellbeing, readiness to learn and attendance. Their emotional needs are affecting all areas of schooling. Progress is therefore only in small steps. The school has an above average number of pupils with an EHCP who generally also are pupil premium eligible.
3	Many Pupil Premium pupils have not secured basic mathematical skills, leading to underperformance in statutory assessments. This lack of foundational knowledge hinders their ability to engage with and solve more complex mathematical problems.
4	Internal and external assessments indicate that reading and writing attainment among disadvantaged pupils is consistently below that of their non-disadvantaged peers. This gap limits their ability to access the full curriculum and impacts overall academic achievement.

## 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
Disadvantaged pupils will demonstrate improved attendance, with targeted support provided to families where patterns of poor attendance are persistent. The school will cultivate a supportive environment that promotes the importance of regular attendance and its link to academic success and wellbeing.	<p>Overall attendance for disadvantaged pupils improves, with a significant reduction in persistent absence rates, moving closer to or exceeding national averages.</p> <p>Effective engagement with targeted families results in improved attendance patterns, supported by regular communication and collaborative action plans.</p> <p>Pupils feel supported and motivated to attend school regularly, evidenced by improved engagement, wellbeing surveys, and feedback from pupils and parents.</p>
Disadvantaged pupils, particularly those with SEND and safeguarding barriers, will demonstrate improved emotional wellbeing, readiness to learn, and attendance. The school will foster an inclusive environment where small but sustained progress is achieved, and pupils with EHCPs or other	<p>Improved emotional wellbeing and readiness to learn, evidenced by reduced behavior incidents, increased engagement in lessons, and consistent use of self-regulation strategies.</p> <p>Improved attendance and punctuality, with persistent absence rates decreasing and attendance moving closer to or exceeding the national average.</p> <p>Demonstrable academic progress, with individualized targets for EHCP pupils met or exceeded and small but sustained steps evident in core areas.</p>

vulnerabilities are supported to thrive academically, socially, and emotionally.	
Pupil Premium pupils will develop secure foundational mathematical skills, enabling them to perform confidently in statutory assessments and successfully engage with and solve more complex mathematical problems.	<p>Increased pupil confidence and engagement in mathematics lessons.</p> <p>Improved performance in statutory assessments, narrowing the gap between Pupil Premium and non-Pupil Premium peers.</p> <p>Demonstrable progress in the ability to apply mathematical skills to a range of problem-solving contexts.</p>
Disadvantaged pupils will demonstrate improved reading fluency, comprehension, and writing skills, narrowing the attainment gap with their non-disadvantaged peers. They will show increased confidence and engagement in literacy activities, with enriched vocabulary effectively applied in their written work.	<p>A measurable increase in reading fluency and comprehension, reflected in both internal and external assessments.</p> <p>Narrowing of the attainment gap in writing, with disadvantaged pupils achieving closer to or in line with their non-disadvantaged peers.</p> <p>Improved confidence and engagement with reading and writing activities, evidenced through pupil voice and work samples.</p> <p>Greater evidence of vocabulary acquisition and its effective application in written work.</p>

## 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: £ 24,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set High Expectations	Establish clear attendance expectations and communicate them regularly to pupils and parents. This can help instil a culture of attendance and accountability. <a href="#">Source</a>	1
Use Data Effectively	Regularly analyse attendance data to identify patterns and intervene early with families whose children are at risk of persistent absence. <a href="#">Source</a>	1
Utilise Metacognitive Strategies	Teach pupils how to plan, monitor, and evaluate their learning. This can include using checklists and breaking tasks into manageable steps to support pupils with SEND. <a href="#">Source</a>	2, 3, 4
Differentiated Instruction	Tailor lessons to meet the diverse needs of pupils, using varied teaching methods and resources to engage all	2, 3, 4

	learners effectively. This includes visual aids, hands-on activities, and technology integration. <a href="#">Source</a>	
Data analysis for core subjects to identify gaps in learning	Use formative assessment techniques to regularly check pupils' understanding and adapt teaching accordingly. Encouraging pupils to explain their thinking can help identify gaps in knowledge and promote deeper learning. <a href="#">EEF</a>	2, 3, 4
Ensure Maths is integrated into other curriculum areas	Integrate maths into everyday classroom activities and routines, making it relevant and engaging for pupils. This could include using maths in practical situations during lessons, such as measuring ingredients in cooking or calculating distances in outdoor activities. <a href="#">EEF</a>	2, 3
CPD for teachers	Provide professional development for teachers focused on effective maths instruction strategies, ensuring they are equipped to deliver high-quality lessons that meet the needs of all pupils, including those with SEND. <a href="#">EEF</a>	3
CPD for teachers	Refresh teacher knowledge of the explicit teaching of writing skills, focusing on sentence structure, vocabulary, and coherence. Research shows that direct instruction can significantly improve writing outcomes (Education Endowment Foundation, 2024). <a href="#">Source</a>	4
Plan for writing opportunities across the curriculum	Integrate writing across the curriculum by creating opportunities for cross-curricular writing tasks that are meaningful and relevant to pupils' experiences. <a href="#">Source</a>	4
Celebrate writing	Foster a positive writing culture by celebrating writing achievements through displays and writing competitions, which can motivate pupils to engage more deeply with writing (National Literacy Trust, 2024). <a href="#">Source</a>	4

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

Budgeted cost: £ 18,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support from EWO service	Engage with the EWO to engage with families of pupils who are persistently absent. This role can provide tailored support and resources to help families overcome barriers to attendance. <a href="#">Source</a>	1
Personalised Attendance Plans	Develop individualised attendance improvement plans for pupils identified as at risk of poor attendance. These plans should involve parents and outline specific actions to improve attendance. <a href="#">Source</a>	1, 2
Targeted Interventions	Implement targeted interventions such as mentoring or small group sessions for pupils with low attendance to address their specific needs and encourage regular school attendance. <a href="#">Source</a>	1, 2

ELSA (Emotional Literacy Support Assistant) Programmes	Provide targeted emotional support through trained staff who can help pupils manage their emotions and build resilience, particularly for those facing safeguarding issues. <a href="#">Source</a>	2
Small Group Interventions	Implement focused intervention groups for pupils who require additional support in literacy and numeracy, ensuring that these sessions are tailored to their specific needs. <a href="#">Source</a>	3, 4
Parental Engagement Workshops	Organise workshops that equip parents with strategies to support their children's learning at home, particularly in areas like reading and writing, which are crucial for academic success. <a href="#">Source</a>	1, 2, 3, 4
Targeted Homework Support	Provide additional homework support sessions for disadvantaged pupils, ensuring they have the resources and guidance needed to complete assignments effectively. <a href="#">Source</a>	1, 2, 3, 4
One to one conferencing	Use one-to-one conferencing for pupils who require additional support, particularly those with SEND. Tailored support can help address specific gaps in understanding and build confidence in their mathematical abilities. <a href="#">EEF</a>	2, 3, 4
Using assessment to adjust strategies	Regularly monitor progress through low-stakes quizzes and assessments to identify gaps in knowledge and adjust support strategies accordingly. This ensures that interventions remain effective and responsive to pupils' needs. <a href="#">EEF</a>	2, 3, 4
Deploy teaching assistants effectively in English lessons	Utilise teaching assistants effectively to support pupils with writing tasks, ensuring they receive tailored guidance and encouragement (EEF, 2024). <a href="#">Source</a>	2, 3, 4
Include writing opportunities in the after school enrichment	Offer after-school writing clubs that provide additional support and a safe space for pupils to practice their writing skills in a relaxed environment (EEF, 2024). <a href="#">Source</a>	4

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

Budgeted cost: £ 10,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement Initiatives	Organise workshops and events that involve parents in their children's education, such as 'attendance awareness' sessions that highlight the importance of regular school attendance. <a href="#">Source</a>	1
Incentives for Attendance:	Create an incentive programme that rewards pupils for good attendance, taking into account the responsibility lies with the parents/carers. This can motivate pupils and encourage families to prioritise attendance. <a href="#">Source</a>	1



Community Partnerships	Collaborate with local organisations and services to provide additional support for families facing challenges that affect attendance, such as housing or health issues. <a href="#">Source</a>	2
Wraparound Care Programmes	Offer before and after school care that includes academic support and enrichment activities, helping to provide a safe and structured environment for vulnerable pupils. <a href="#">Source</a>	2, 3, 4
Collaboration with External Agencies	Work closely with social services, mental health professionals, and other agencies to provide comprehensive support for pupils with complex needs, ensuring a holistic approach to their education. <a href="#">Source</a>	2
Family Learning Events	Organise events that encourage family participation in learning, fostering a community spirit and enhancing the support network for disadvantaged pupils. <a href="#">Source</a>	1, 3, 4

**Total budgeted cost: £ 53,284**



## 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 2023-2024 academic year.

**Intended Outcome:**

*Improve oral language skills and vocabulary among disadvantaged pupils.*

**Outcome and Impact:**

Vocabulary progression documents have been created for Maths and Geography. Vocabulary CPD was provided to staff and vocabulary is being taught explicitly to all children. Pupil voice across the curriculum has shown that children are able to articulate their learning and use subject-specific vocabulary.

Whole Class Reading CPD has supported staff with the structure for these sessions. There is a high focus on exploring key vocabulary found in high-quality texts and an emphasis of discussion throughout the week. This has resulted in children using a broader range of vocabulary in their Writing.

Children are immersed in subject-specific vocabulary in the classroom environment and on their Knowledge Organisers. Children are taught this vocabulary explicitly, it is modelled by staff and children are encouraged to use this in their conversations and written work. Lesson observations show that children are using subject-specific vocabulary during class discussions.

**Intended Outcome:**

*To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.*

**Outcome and Impact:**

Clear expectations for attendance were shared with staff, parents and pupils throughout the academic year. The importance of attendance was communicated to pupils and parents and the school implemented the attendance policies. Teachers monitored attendance regularly and addressed any patterns in attendance data with pupils and their parents in the first instance.

Year 2023-2024					
Year	Average	Boys	Girls	PP	SEND
EYFS	93.1%	92.3%	93.8%	90.6%	90.0%
Year 1	94.9%	95.1%	94.6%	95.7%	96.4%
Year 2	91.5%	88.5%	93.9%	78.5%	75.3%
Year 3	95.3%	95.5%	95.2%	93.9%	95.4%
Year 4	94.0%	93.7%	94.4%	86.5%	93.5%
Year 5	93.5%	96.7%	91.0%	87.3%	88.7%
Year 6	93.2%	92.7%	93.7%	91.9%	92.0%
Overall	93.6%	93.5%	93.8%	89.2%	90.2%

Attendance data shows that, as a school, our average attendance data was above national. However, attendance data also shows that PP attendance was below national.

Staff worked closely with families of children whose attendance data was below 90% and provided support and intervention for those families. Because of this, PP attendance data increased from 86.4% in the Spring Term to 90.4% in the Summer Term. This will continue to improve now the newly implemented attendance policies are statutory for all schools.



### Intended Outcome:

*Improved Reading, Writing and Maths attainment for disadvantaged pupils at end of KS1 and KS2.*

### Outcome and Impact:

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 looks and progress meetings x2. Pupil Premium 'Passports' were created for each of our disadvantaged pupils which detailed the interventions and support that were in place throughout the academic year. Disadvantaged pupils were often targeted for specific interventions and support thus allowing them to make accelerated progress. These passports were a key tool for transition so that new teachers were able to continue supporting our disadvantaged children appropriately.

Year 1	Cohort size	Reading				Cohort size	Writing				Cohort size	Maths			
		Emerging	Towards	At	Deepening		Emerging	Towards	At	Deepening		Emerging	Towards	At	Deepening
All	29	6.90%	17.24%	51.72%	24.14%	29	6.90%	31.03%	58.62%	3.45%	29	3.45%	20.69%	55.17%	20.69%
PP	3	33.33%	0.00%	33.33%	33.33%	3	33.33%	0.00%	66.67%	0.00%	3	33.33%	0.00%	33.33%	33.33%
Non-PP	26	3.85%	19.23%	53.85%	23.08%	26	3.85%	34.62%	57.69%	3.85%	26	0.00%	23.08%	57.69%	19.23%

KS1 Reading, Writing and Maths outcomes in 2023/2024 (current Year 1 going into Year 2) show that disadvantaged pupils will have made accelerated progress from their starting points. Data for disadvantaged pupils working at greater depth in Reading and Maths is above that of non-disadvantaged pupils. Data for disadvantaged pupils working at the expected standard in Writing is above that of non-disadvantaged pupils.

Year 2	Cohort size	Reading				Cohort size	Writing				Cohort size	Maths			
		Emerging	Towards	At	Deepening		Emerging	Towards	At	Deepening		Emerging	Towards	At	Deepening
All	29	0.00%	24.14%	58.62%	17.24%	29	0.00%	34.48%	62.07%	3.45%	29	0.00%	24.14%	58.62%	17.24%
PP	5	0.00%	20.00%	80.00%	0.00%	5	0.00%	20.00%	80.00%	0.00%	5	0.00%	20.00%	80.00%	0.00%
NON-PP	24	0.00%	25.00%	54.17%	20.83%	24	0.00%	37.50%	58.33%	4.17%	24	0.00%	25.00%	54.17%	20.83%

KS1 Reading, Writing and Maths outcomes in 2023/2024 (current Year 2 going into Year 3) show that disadvantaged children have made accelerated progress from their starting points. Data for disadvantaged pupils is above that of non-disadvantaged pupils.

Year 4	Cohort size	Reading			
		Emerging	Towards	At	Deepening
All	28	10.71%	14.29%	53.57%	21.43%
PP	5	0.00%	40.00%	60.00%	0.00%
NON-PP	23	13.04%	8.70%	52.17%	26.09%

Year 6	Cohort size	Reading			
		Emerging	Towards	At	Deepening
All	30	0.00%	26.67%	50.00%	23.33%
PP	5	0.00%	20.00%	60.00%	20.00%
NON-PP	25	0.00%	28.00%	48.00%	24.00%

This is also true for Reading in Year 4 and Year 6 (Year 4 going into Year 5 for Reading).

Year 1 Phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. 67% of our disadvantaged pupils passed the Phonics Screening Check in 2024. 100% of our disadvantaged pupils that did not pass the Phonics Screening Check in Year 1 passed it in Year 2 (June 2024).

#### End of Key Stage 1 Results 2024

	Cohort Size	Reading	Writing	Maths
All	29	66%	66%	62%
PP	4	75%	100%	100%

End of Key Stage 1 Results for Reading, Writing and Maths show that disadvantaged pupils have made accelerated progress from their starting points.

#### End of Key Stage 2 Results 2024

	Cohort Size	Reading	Writing	Maths
All	30	70%	60%	63%
PP	4	75%	50%	75%

End of Key Stage 2 results for Reading and Maths show that disadvantaged pupils have made accelerated progress from their starting points.

#### **Intended Outcome:**

*To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.*

#### **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.

Disadvantaged pupils in our school have priority for attending our extensive range of extra-curricular activities. Disadvantaged children have had the opportunity to engage in a variety of different activities such as Baking Club, Netball, Football, Origami, Choir and many more. Pupil voice has shown that children really enjoy the extra-curricular activities that the school offer and they are well attended.

## 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	<a href="https://www.spellingshed.com/en-us">https://www.spellingshed.com/en-us</a>
Floppy Phonics	<a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a>
White Rose Maths	<a href="https://whiteroseeducation.com/resources">https://whiteroseeducation.com/resources</a>
Primary Stars Education	<a href="https://primarystarseducation.co.uk/">https://primarystarseducation.co.uk/</a>
Letterjoin	<a href="https://www.letterjoin.co.uk/">https://www.letterjoin.co.uk/</a>
Kapow	<a href="https://www.kapowprimary.com/">https://www.kapowprimary.com/</a>