

# RIDGEWAY SCHOOL

Pupil Premium Profile 2015/16

## RIDGEWAY SCHOOL

<b>Total number of students in the school</b>	621						
<b>Number of PP-eligible students</b>	146	Number of Service Children	72	Number of Looked After Children (LAC)	5	Number of Adopted from Care	8
<b>Amount per student</b>	£935	Amount per student	£300	Amount per student	£1,900	Amount per student	£1,900
<b>Total Pupil Premium funding</b>	£136,510	Total Service Children funding	£21,600	Total LAC funding	£9,500	Total Adopted from Care funding	£15,200
<b>Total Funding 15/16</b>	<b>£182,810</b>						

PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed forces

The PPG per pupil for 2015-2016 is as follows:

- Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM £935
- Looked After Children (LAC) £1,900
- Children adopted from care under the Adoption and Children Act 2002 1 and children who have left care under a Special Guardianship or Residence Order £1,900
- Service children Pupils in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence £300

### Staff involved in monitoring and supporting the Pupil Premium Action Plan

<b>Governor</b>	Alan Weekes (Lead on Learning)
<b>Principal</b>	Lisa Boorman (Pupil Premium strategy and monitoring)
<b>Senior Assistant Principal</b>	Dr Phillip Knight (Teaching and Learning strategy)
<b>All Teachers and Teaching Assistants</b>	Awareness of those students qualifying for support under the pupil premium guidance and are aware of the impact they can make in the classroom through carefully differentiated work and close monitoring. All are expected to make appropriate arrangements in the classroom to secure strong and rapid progress to close the gap between those eligible for the pupil premium and other students. At Ridgeway school our regular (every six weeks) monitoring and progress checks enable our talented teachers and teaching assistants to identify and intervene in support all children in danger of underachieving.
<b>Heads of Faculty</b>	Continuously monitor classroom standards and the progress of all students. In particular they coordinate faculty interventions for pupil premium students where progress within any particular lesson is not sufficiently rapid.
<b>Heads of Academic Progress</b>	Progress continuously monitor the attainment and progress of all students. In particular they coordinate cross faculty interventions for pupil premium students where progress across a number of subjects is not sufficiently rapid.
<b>HLTA Literacy</b>	To provide additional literacy support across the school.
<b>Services Premium Manager</b>	To provide a focal point for service children and acts as the conduit to HMS Heroes.

### Successful strategies

Research evidence suggests that:

- It is not simply a question of spending more to get better results.
- There is a link between spending and outcomes, but that it is a complex picture.
- Much depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).

At Ridgeway we have a strong focus on securing the best possible intervention within every classroom and continue to utilise the following strategies widely regarded as having the greatest impact.

### Sutton Trust Evidence

Low cost strategies offering high impact	Higher cost strategies with high impact	Other strategies offering high potential impact
Effective feedback	Early intervention	Parental involvement
Homework	One-to-one tutoring	Adapted and flexible curriculum pathways
Meta-cognitive and self-regulation strategies	Summer Schools	Six weekly data checks across all year groups
Peer tutoring / peer-assisted learning strategies		Strong pastoral support
		Counselling support

### Bespoke Support

More personalised support for individuals can address a range of needs. This might include the provision of equipment, uniform, electronic learning equipment and resources, pencil cases, revision guides and materials etc. or financial support for attendance on educational visits and enrichment activities, e.g. music lessons.

### How we used the Pupil Premium in 2014/15

Funding for 2014/15 was £156,146 allocated for 167 eligible students (21.5%).

Strategy	Rationale	Costs
<b>Inclusion Leader</b>	To address the learning needs of FSM students (through coaching and small group intervention), to support students to engage effectively with the low cost strategies (above) delivered by teachers.	£32,000
<b>Literacy and Numeracy Specialist Support</b>	To support the weakest students with literacy and numeracy, support the delivery of effective differentiation in the classroom, and form supportive working relationships with parents and carers. Increased resources for the Learning Resource Centre.	£24,000

<b>Literacy Programme</b>	10% of 4 staff members who deliver a total 10 hours per week non timetabled literacy support – additional sessions	£8,800
<b>CPD</b>	All teaching staff have undertaken training on literacy: external speakers for training days to raise awareness of the need to identify students on FSM. Twilight training in use of literacy resources, learning management and use of data to improve staff's ability to differentiate curriculum and learning styles. Bespoke training packages for NQT and middle leaders. MA training incorporating specific research modules on targeted intervention.	£8,000
<b>Summer School</b>	2 week summer school targeted at FSM/CiC and underachieving Y6 pupils	£10,000
<b>Other Strategies</b>	<ul style="list-style-type: none"> <li>• Peer tutoring and mentoring for literacy and numeracy</li> <li>• Accelerated reader for year 7 and 8 students</li> <li>• Small group extra tuition in literacy and numeracy</li> <li>• Training specialist TAs and students in literacy and numeracy support and intervention</li> <li>• Extending training for teachers across subject areas</li> <li>• Developing or extending intervention action planning to further address individual student needs and barriers</li> <li>• Monitoring and strengthening feedback and independent learning</li> <li>• Subsidising or paying for curriculum trips</li> <li>• Parent Pay to support FSM students accessing a meal through a fully cashless system for all</li> <li>• Implementation of VIVO reward scheme</li> <li>• Ready to learn breakfast club</li> <li>• Subsidised music tuition</li> <li>• Other costs including travel and uniform assistance</li> <li>• Contingency</li> </ul>	<p>£5,000</p> <p>£6,000</p> <p>£15,000</p> <p>£2,000</p> <p>£5,000</p> <p>£5,000</p> <p>£5,000</p> <p>£5,000</p> <p>£3,000</p> <p>£2,000</p> <p>£2,000</p> <p>£2,000</p> <p>£5,600</p> <p>£10,000</p>

STRATEGY	IMPACT	NEXT STEPS	COSTS
<b>Leadership changes</b>			
<p>1. In April 2014 the DHT was appointed to be RSL with a focus on PP students as well. HoAP were also given the brief of focusing on the progress of their cohorts with, again, more focus on PP students. These appointments closely monitored and tracked the performance of disadvantaged students – challenging staff and departments to improve rates of progress with all year groups. New data systems gave more up to date, accurate, data that enabled sub-group comparisons, particularly useful for PP comparisons.</p>	<p>The 2014/15 results saw an improvement in every measure for the PP students against national data and also an improvement in most aspects of in school comparisons.</p>	<p>In order for the governing body to verify and challenge the progress data, there is a need to engage a PP Governor who will undertake a PP Evaluation day where plans are reviewed, work scrutinised, learning walks undertaken and PP students spoken to.</p>	<p>£8,000</p>
<b>English and Maths Learning Coaches</b>			
<p>2. In both departments PP students in Y11 who were underperforming were identified and provided with additional tuition with a P16 student who had expertise in that curriculum area. This proved to be so popular with both Y11 and P16 students that other subject areas soon joined in with sessions of their own.</p>	<p>Performance of the disadvantaged students who were mentored improved throughout the scheme. This also had a positive ripple effect on the work ethic and commitment in other studies as well as attendance.</p>	<p>This was a successful strategy that has been continued this year.</p>	<p>£5,000</p>

<b>Disadvantaged personal development programme</b>			
<b>3. To support a better home environment during 2014/15 for four of our PP students, a 10 week parenting course, "Old Kit Bag", was funded through the PP funding at a local centre called "The Hub".</b>	Of the four families, one student has now left the school whilst the other three have recorded clear improvement in their attendance and their outcomes.	Early identification of opportunities to improve the engagement of parents in the lives of their children in order to support their educational opportunities	£5,000
<b>Going the extra mile...</b>			
<b>4. In 2015/16 a proportion of the PP funding has been used to support the extra things needed to help the day to day lives of some of the PP students. This includes uniform purchases, equipment and revision books, school trips, membership of clubs and transport to and from school.</b>	The majority of Y7-11 PP students wear the correct uniform at all times and have not been issued detentions for non-compliance. 100% of PP students took part in the activity of their choice in challenge week and all PP students in Y11 are provided with the necessary equipment for their exams.	Formalising this process to engage parents with the strategy so that they have some say in how this proportion of money is spent on their child. This may provide further opportunity to support PP students in ways not yet known to the school.	£10,000
<b>Y7 Bude Residential trip</b>			
<b>5. As part of the drive to improve Leadership, organisation, resilience, independence and communication, students spent three days at a residential in November. They had the opportunity to take part in activities during the day such as high ropes, canoeing, surfing and in the evening they had karaoke and quizzes. This was the first</b>	Of the 25 PP students only 2 did not attend some of the event. For some it was their first time away from home and so they had to be organised and independent. They had to use their social skills, working with others and building confidence. The sense of achievement was clear on so many faces. For some this has had a very positive impact on attendance.	This will become an annual event to support the development of the LORIC skills that we are looking to underpin personal development at Ridgeway.	£13,000

event of this kind for Y7 and the impact was great.			
<b>Counselling</b>			
6. <b>Understanding some of the more complex needs of our PP students requires the support of additional expertise and we are able to support the appointment of a school counsellor for two days a week, where one day her work is based on PP students, if needed.</b>	Success stories are noted particularly with two female students who were a high risk of exclusion for aggressive behaviour who are both now, undergoing counselling and anger management counselling, but whose behaviour is much more positive and as a result they are happier in school and making better progress.	Continue to maintain the offer available and keep seeking out alternative professionals who can also support the emotional wellbeing of the students in our care.	£5,000
<b>Improving Literacy</b>			
7. <b>One focus has been to improve the literacy skills of our students with a particular focus on PP students. There has been an appointment of a HLTA Literacy specialist to work with PP students with low literacy grades as well as investment in the Accelerated Reader software allowing students wider opportunities to read.</b>	There has been an improvement in the reading ages at KS3 and as such targeted students are making more progress across their subjects. There is reported an enthusiasm to reading that has come about from the drop and read process that now takes place in Y7.	Full review of the AR impact is needed across KS3 as well as a student voice on the drop and read process.	£24,000
<b>Department Focus</b>			
8. <b>As part of the drive to raise the profile of the PP students this year ML worked with departments to outline three strategies they would embed, using the Sutton Trust evidence based research that</b>	There is a greater awareness of the identification of the PP as a group and the gap that exists with their progress compared to non-PP. Strategies are still developing in some areas whilst in others they are fully embedded.	Further embed the practices shared through the T&L briefing on a Friday to keep the groups high profile. Look to share the good practice that is seen through lesson observations.	£5,000

<p>would support better progress for the PP students in their subjects.</p>			
<p><b>Other Strategies</b></p>			
<p><b>As listed and continuing from 14/15</b></p>	<ul style="list-style-type: none"> <li>• Peer tutoring and mentoring for literacy and numeracy</li> <li>• Accelerated reader for year 7 and 8 students</li> <li>• Small group extra tuition in literacy and numeracy</li> <li>• Training specialist TAs and students in literacy and numeracy support and intervention</li> <li>• Extending training for teachers across subject areas</li> <li>• Developing or extending intervention action planning to further address individual student needs and barriers</li> <li>• Monitoring and strengthening feedback and independent learning</li> <li>• Subsidising or paying for curriculum trips</li> <li>• Parent Pay to support FSM students accessing a meal through a fully cashless system for all</li> <li>• VIVO reward scheme</li> <li>• Ready to learn breakfast club</li> <li>• Subsidised music tuition</li> <li>• Other costs including travel and uniform assistance</li> <li>• Other subsidised staff costs including pastoral mentors and TA's</li> <li>• Contingency</li> </ul>		<p>£5,000 £6,000 £5,000 £2,000 £5,000 £5,000 £5,000 £5,000 £5,000 £3,000 £3,000 £2,000 £5,600 £10,000 £36,210 £5,000</p>

## **Catch up Premium 2015/16**

Ridgeway School will be allocated approximately £14000 (to be notified) to support students who join the school in year 7 below level 4 in Mathematics and / or English. This funding is being used to enhance the peer mentoring and support from specialists in Mathematics and English. Following on from the successes of 2014/15, the funding will be used as follows:

### **English**

Eligible students have been supported this year with two Literacy lessons per fortnight, in addition to their English lessons. These have aimed to target functional reading and writing skills to benefit learning across the curriculum. We have also been able to support our students with the offer of Sixth-Form reading mentors and a specialist Teacher of Literacy with experience at Key Stage 2. Mrs Gray provides the expertise to help students cope with the literacy demands of their transition to secondary school. The school will continue the use of the Accelerated Reader package that helps students choose books at the appropriate reading level and monitors their progress with regular online tests. We anticipate this will have a positive impact on our struggling readers.

### **Mathematics**

The classes have used resources specially bought in to stimulate the students' learning and provide interest. Through a variety of activities the students have worked on their fundamental numeracy skills – e.g. number bonds, telling the time, times tables – as well as softer skills such as confidence building, team work, and problem solving, listening to others and planning a strategy. Through a blend of repetition and carefully graduated progression, the students' knowledge, skills and retention have all improved, meaning that they are mathematically in a much stronger position. It is the school's intention to extend this support into years 8 and 9. The school will assess whether some of the current students will continue in the group, and may select others to take the place of the students that have 'graduated' from the group.

### **Adopted from Care premium 2015/16**

The Pupil Premium for 2014-2015 will include those pupils recorded on the January 2014 School Census who were looked after immediately before being adopted on or after 30 December 2005 or were placed on a Special Guardianship or Residence Order immediately after being looked after. A child will be recorded as such where the parent or guardian of the child has informed the school that the child has been adopted from care or has left care under a Special Guardianship or Residence Order.

To enable us to claim the Pupil Premium, which can then be used to further support your child, you will need to inform us about your child and provide supporting evidence, for example, show the school the original Adoption (Court) Order. You will need to self-declare before 1st January 2016, which is the date schools, complete the annual School Census. This will then trigger the payment of the Pupil Premium to the school from April 2016.

Please send any supporting evidence to the school addressed to the Business Manager, Mr Matthew. If you have any further queries please do not hesitate to contact the school.

### **Service children (Ever 4) 2015/16**

For the purposes of these grant conditions, "Ever 4 Service Child" means a pupil recorded on the January 2015 census who was eligible for the Service Child premium in 2012-2013 or 2013-2014 or 2014-2015, as well as those recorded as a Service Child for the first time on the January 2015 Census. To enable us to claim the Service Premium, which can then be used to further support your child, you will need to inform us about your child and provide supporting evidence, of Service Premium eligibility. You will need to self-declare before 1st January 2016, which is the date schools, complete the annual School Census. This will then trigger the payment of the Pupil Premium to the school from April 2016.

Please send any supporting evidence to the school addressed to Mr Matthew, Business Manager. If you have any further queries please do not hesitate to contact the school.