

Ridgeway Primary Academy Pupil premium strategy statement



This statement details our school's use of pupil premium 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 Primary Academy
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2022
Statement authorised by	Sarah Bishop (Executive Head Teacher)
Pupil premium lead	Sarah Bishop (Executive Headteacher)
Governor / Trustee lead	Richard Moor (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,888
Recovery premium funding allocation this academic year	£4,640
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	£47,528

Part A: Pupil premium strategy plan

Statement of intent

At Ridgeway Primary Academy, we value and respect all members of our learning community. We offer a rich, rounded curriculum which, through our high aspirations and attention to well-being, enables all our children to flourish, and to become caring, confident members of society.

Our aim is that **all** pupils, including those who are disadvantaged, make good progress and achieve well in all subjects regardless of their starting points. Our pupil premium strategy is written to support our disadvantaged pupils to achieve this goal.

The actions and activities identified in this statement are also intended to support the needs of other vulnerable pupils who may not be disadvantaged, or entitled to pupil premium funding.

Evidence shows that quality first teaching has the greatest impact on closing the disadvantage attainment gap and is therefore at the heart of our approach. This approach will also benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, using assessment for learning effectively to identify gaps in children's knowledge to enable us to intervene quickly, as well as providing well-being support, which will benefit all pupils including our non-disadvantaged pupils.

Any identified actions will be based on robust assessment, knowledge of individual children and evidence of impact. To ensure they are effective we will:

- ensure all pupils, including those who are disadvantaged, are challenged in the work they are given through a mastery curriculum
- use assessment for learning effectively to intervene early where needed.
- ensure all staff take responsibility for the needs of their disadvantaged pupils. This will include focused discussions about our targeted children during termly pupil progress meetings.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language development is essential for a group of our pupil premium pupils
2	A proportion of pupil premium pupils have a reading level below the expected standard for their age which impacts on vocabulary development and writing
3	Pupil wellbeing- anxiety during and after covid has increased greatly which has impacted on learning
4	32% of pupil premium pupils have attendance less than 90%
5	A proportion of children do not take part in any extra-curricular or cultural activities outside of school
6	33% of pupil premium children have specific learning needs linked to SEND
7	<i>Attainment gap between disadvantaged children and their peers in reading, writing and maths particularly in KS2.</i>

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
<i>Teachers will have a clear understanding of how to develop oracy within school, enabling all pupils to speak clearly and confidently in a range of different contexts</i>	Teachers will have access to quality CPD to develop oracy strategies to use in school. Oracy strategies will be implemented in school. Children will speak clearly and confidently
Children will have a love of reading along with the skills necessary to access a range of texts at an age-appropriate level or beyond	High quality texts available for children to read. Inviting reading areas in each classroom Daily reading activities including: Whole class reading, Echo Reading, Shared reading and regular 1-1 reading for pupil premium children. CPD for staff including: SoundsWrite phonics training, teaching of reading, pre-reading teaching. The gap is reduced between disadvantaged and non-disadvantaged pupils
Children have strategies to manage emotions and feelings	Inclusion assistant providing small group and 1-1 well-being interventions

	<p>Sign posting in place to support pupils and their families.</p> <p>Well-being tracker setup and implemented.</p> <p>CPD for staff in supporting pupils emotional and mental health needs.</p>
<p>All pupils attend school regularly and on time to ensure they access quality first teaching</p>	<p>CPD relating to metacognition in developing quality first teaching.</p> <p>System in place to monitor and track pupil attendance.</p> <p>Liaise with outside agencies to support pupils and families eg Early Help</p> <p>Early communication with families when attendance becomes a concern</p> <p>Action plans in place to support families to reduce persistent absenteeism.</p>
<p>Children have wider opportunities to take part in extra-curricular and cultural activities outside of school</p>	<p>The curriculum offers children opportunities to broaden their cultural capital.</p> <p>Monitor which children are accessing extra-curricular and cultural activities.</p> <p>Reduce barriers preventing pupils taking part in wider school events and activities (eg residential trips, after school clubs, school trips.)</p>
<p>Pupils with SEND make good progress from their starting points</p>	<p>CPD for all staff on the effective use of support staff.</p> <p>CPD for specific interventions such as precision teaching, Dyslexia training, autism training, SEMH.</p> <p>Children access quality specific interventions to meet their needs.</p> <p>Support staff are directed and utilised effectively to offer specific interventions</p>
<p>The attainment gap between disadvantaged pupils and their peers is closed.</p>	<p>Disadvantaged pupils attain at or above the expected standards in reading, writing and maths at the end of KS2.</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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training provided for all staff involved in the teaching synthetic phonics	EEF- 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.	2,7
Quality CPD to develop approaches for oracy, reading, well-being, metacognition and SEND	<p>-On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>-The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>-Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	1,2,3,5, 6,7

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

Budgeted cost: £ 40,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide children with Well-being support	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3
Provide children with targeted interventions	EEF- Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	6,7

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enable</i> children to have wider opportunities to take part in extra-curricular and cultural activities outside of school	EEF- The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	4

Total budgeted cost: £ 42,888

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 to 2022 academic year.

Further embedding of the teaching of reading and a love of reading across the school led to raised standards in reading for pupil premium children. Support staff were allocated and used more effectively across phases to offer directed support where necessary and specific interventions where possible. The Inclusion and Family Wellbeing Support Assistant worked effectively with a number of our vulnerable families, providing emotional support as well as supporting parents and signposting them to relevant external support such as foodbanks, Early Help etc.

Staff have received CPD around identifying the barriers for our pupil premium children so that targeted, specific actions can be taken to support them so that they can make the progress they need.

Staff also received CPD using the EEF guidance around supporting SEND pupils in a mainstream classroom. This has ensured that teachers and staff are adapting learning opportunities to ensure that they are accessible for all learners and inclusive strategies are being developed within classrooms that benefit all pupils including disadvantaged and other vulnerable groups.