



Ridgeway Primary School and Nursery

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 Primary School
Number of pupils in school	666
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	08/11/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	
Pupil premium lead	Dawn Gibbs
Governor / Trustee lead	Marcia Buxton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110 (FSM) £23,450 (LAC/Adopted)
Recovery premium funding allocation this academic year	£6,960
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	£81,520

Part A: Pupil premium strategy plan

Statement of intent

At Ridgeway, we believe that **all** children have the right to succeed, to feel valued and to develop the skills and attributes to be life-long learners. Our approach starts with the unique child, and centres on individual needs and next steps to ensure progress both academically, and beyond the curriculum. Investing in children's emotional well-being and developing the skills they need for the future are just as significant as ensuring academic success.

At Ridgeway the needs of pupils eligible for Pupil Premium vary greatly across the school, with individuals requiring very different programmes of support. Pupils eligible for Pupil Premium include previously looked after children, looked after children, pupils with SEND, those who are vulnerable, and pupils who are high ability. Ensuring a creative, rich and varied approach to enhancing disadvantaged pupils' learning and development is essential to ensuring individual needs are met.

We are continually informed by research into the most effective ways to enhance teaching and learning, and ensure that our strategy builds on the approaches that have been proven to have greatest impact on raising attainment, such as those outlined in the EEF Toolkit. These approaches will benefit all children, but have greatest impact on the children who need it most.

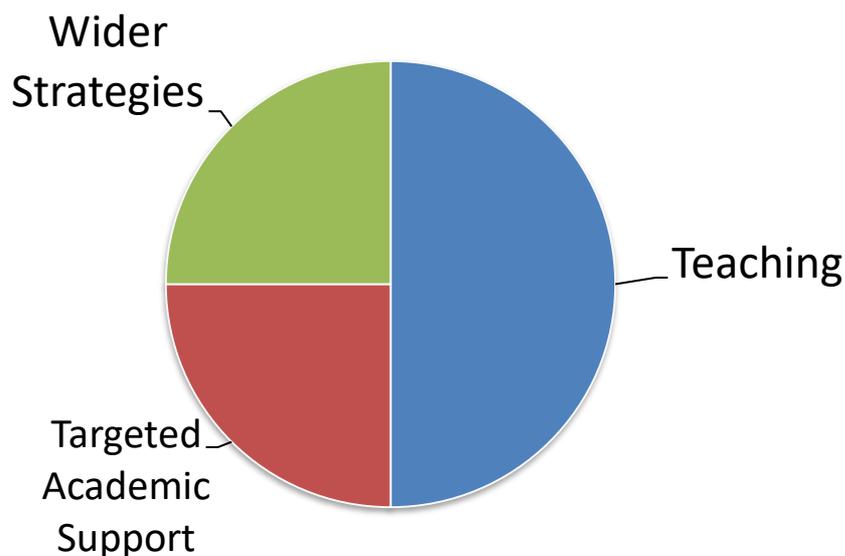
Our tiered approach to Pupil Premium spending

We are dedicated to increasing the rate of progress and overall achievement for disadvantaged children through **three key areas** of focus:

- 1. Quality Teaching and Learning** – Ensuring highly effective teaching for all, through a broad, balanced and holistic curriculum
- 2. Targeted Academic Support** – Strategies that focus on targeting specific gaps, including one-to-one and small group learning
- 3. Wider Strategies** – Strategies that focus on the most significant non-academic barriers, including social and emotional development, attendance, behaviour and family engagement. Also includes strategies that focus on enhancing the opportunities for disadvantaged pupils, widening pupils' experiences, and offering opportunities for leadership and success.

Our strategy involves investing most in measures that impact quality teaching and learning as this has the widest impact on all pupils, but particularly those who are disadvantaged.

Ridgeway Strategy to Pupil Premium spending



Measuring the Impact of PPG spending:

We regularly measure the impact or effect of our Pupil Premium strategies and initiatives using a range of methods. Methods include:

- analysis of attainment and progress data, learning looks, observations, learning walks and discussions with staff and children
- tracking interventions for effectiveness using our whole school provision map
- observation of in-class support, intervention programmes and other provision, such as Forest School, to ensure they are being delivered well and are targeted at the children who will benefit most
- feedback from internal nurture provision staff and from outside agencies about the positive difference these services are making
- analysis of other relevant key indicators such as attendance, punctuality, behaviour
- drawing information from other relevant records as well as information relating to Social Care involvement, safeguarding and child protection
- We use this information to decide which strategies are working well, and which could be developed further. If an approach is having little effect it may need to be targeted at different children, improved, or abandoned and replaced with something better. We always aim to ensure that approaches provide the best value for money and are selected for their greatest impact on pupils' development.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entitled to PPG have individualised and specific needs.
2	A significant number of pupils who are entitled to PPG also have SEND
3	Fewer pupils entitled to PPG make accelerated progress in Reading and Maths, particularly in lower KS2
4	Many pupils entitled to PPG have social and emotional needs, attachment needs and low-self-esteem
5	A small number of pupils have unstable family arrangements which impact on well-being and attendance

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
Whole school teaching and learning approaches enable the needs of individuals to be met. Carefully selected interventions target individual needs. Barriers to learning for individuals are established early.	Gaps in learning are identified and effective teaching strategies are in place support pupil progress. Pupils eligible for PP make expected or better progress.
PP pupils with SEN have effective plans and programmes of support that ensure progress towards targets.	PP pupils with SEN make effective progress towards individual targets.
Higher rates of progress in Reading and Maths across KS2. Less able pupils receive targeted interventions to accelerate progress. More able pupils are supported to achieve the highest outcomes in Maths.	Pupils eligible for PP make as much progress as non-PP pupils across Key Stage 1 and 2 in Maths and Reading. Pupils identified as more able in Maths are supported to make accelerated progress to reach the higher standard at the end of KS2.
Social, emotional, & attachment needs are effectively supported. Pupils develop high aspirations for themselves as learners.	Improved well-being and attitudes to learning for these pupils, leading to improved learning outcomes.
Effective support is in place for families	Improved well-being and attendance for these pupils.

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: £ 36,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pedagogy: Supporting teachers and TAs to develop their understanding of effective teaching and learning through the Ridgeway Pedagogic Principles</p> <p><i>Inset day training plus 6x staff CPD sessions</i> £12,672</p>	<p>The Ridgeway Pedagogic Principles ensure Teaching and Learning offers rich opportunity for the following:</p> <p>EEF Toolkit: Collaborative Learning</p> <p>“Collaborative learning approaches have a positive impact...pupils need support to work together...tasks and activities need to be carefully designed...important to ensure all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully.” Between +3 and +10 months impact depending on subject.</p> <p>EEF Toolkit: Feedback</p> <p>Very high impact for very low cost based on extensive evidence. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>EEF Toolkit: Metacognition and self-regulation</p> <p>“...support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. 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>1,2,3,4</p>
<p>Leading Practitioner sessions to support the effective implementation of Ridgeway’s pedagogic principles.</p> <p><i>12 days per term (Autumn and Spring Terms) -</i> £6,288</p>	<p>Former Ridgeway LP to support Curriculum Implementation through the development of effective pedagogy (See above). LP to provide support for current Leading Practitioners to enable them to effectively improve Teaching & Learning in their phases, offer support for year group teams and specific individuals.</p> <p>EEF School Improvement Planning Guide:</p> <p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential</p>	<p>1,2,3,4</p>

	to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”	
Supporting teachers’ Professional Development through a coaching approach. <i>6x 2 hour CPD sessions led by Roehampton University Lecturer</i> £12,672	Reframing the approach towards staff development and revision of the Performance Management Policy. Staff to be trained to use coaching to develop own and others practice. EEF Toolkit: Performance Pay Performance related pay has little impact on children’s attainment and schools should consider other approaches to developing their teachers. “Given the lack of evidence that performance pay significantly improves the quality of teaching, resources may be better targeted at developing existing teachers” “Limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment.” EEF Putting Evidence to Work – A School’s Guide to Implementation	1,2,3
Ongoing CPD for all Teaching Assistants to improve skills and knowledge. <i>40 minute CPD held bi-weekly</i> £4,576	Ensuring TAs are highly skilled and well-trained is imperative to their effectiveness in the classroom and ensuring impact on children. TAs form part of the teaching team and offer valuable instruction and feedback. EEF Guidance Report: Teaching Assistants “Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.” EEF Toolkit: Teaching Assistant Interventions “In the most positive examples, it is likely that support and training will have been provided for both teachers and teaching assistants so that they understand how to work together effectively...”	1,2,3,4

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

Budgeted cost: £ 12,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring £1,755 (25% of the cost of tutoring) £1,080 (cost of tutoring an additional 4 pupils)	Tutoring by Ridgeway teachers will ensure the content of the tutoring aligns with classroom practice and focuses on the areas children need most support with. Tutoring will take place at the end of the school day, ensuring no learning time is lost. Tutors will maintain high levels of communication with children’s CTs to ensure the tutoring is well tailored to learning needs and has impact. Best Tutoring Practice for Schools:	1,3

	<p>“Tutoring, when effectively implemented, yields substantial positive impacts on learning outcomes, particularly for pupils from disadvantaged backgrounds”</p> <p>EEF Toolkit: One-to-one tuition High impact +5 months progress when in addition to quality first teaching.</p>	
<p>Targeted Reading interventions</p> <ul style="list-style-type: none"> • Reading Project • Group Reading • 1:1 Reading • Phonics support (Year 1) <p>£8,551</p>	<p>Reading is the gateway to all learning and opens up the curriculum and learning to children; it is the key to children’s future success.</p> <p>The Reading Framework 2021</p> <p>“Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. Conversely, those for whom reading is difficult fall behind, not just in their reading but in all subjects and a vicious circle develops...Without reading, it is impossible to access written information, on paper or online. Those who cannot read are also excluded from most social media. Crucially, being unable to read significantly narrows the range of work and life opportunities a person can access.”</p> <p>EEF Guidance Reports Improving Literacy in KS1 Improving Literacy in KS2</p> <p>EEF Toolkit: Teaching Assistant Interventions</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. The majority of effective approaches involve targeted small group or one to one interventions.</p>	1,2,3
<p>Oracy Project (Reception) delivered by a Literacy TA</p> <p>£1,000</p>	<p>All Reception children assessed early in the Reception year to identify SAL needs. Early identification leads to a programme of support being planned and delivered to target needs quickly.</p> <p>EEF Toolkit: Oral Language Interventions</p> <p>“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.”</p>	1,2,3

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

Budgeted cost: £ 34,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Zones of Regulation from Y1-Y6 Introduce Zones of Regulation to EYFS</p> <p><i>No additional cost</i></p>	<p>EP recommended behaviour approach with evidenced impact since initial school introduction in 2019.</p> <p>EEF Toolkit: “The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</p> <p>“There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.”</p>	<p>1,2,3,4</p>
<p>Full time Ridgeway Nurture provision established in school.</p> <p><i>£31,813 (50% of Ridgeway Nurture cost)</i></p>	<p>Dedicated Ridgeway Nurture (RN) provision offering bespoke support to individuals, groups, staff and families. RN offers a range of interventions including: Sandplay, Theraplay, Drawing & Talking, anger management, bereavement, social communication and Parent Gym.</p> <p>EEF School Improvement Planning Guide: “Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.”</p>	<p>1,2,4,5</p>
<p>Training courses for Nurture Team to enable them to effectively support children’s SEL, Wellbeing and Mental Health</p> <p><i>£2,000</i></p>	<p>In order to ensure children’s social and emotional skills are well developed, practitioners need to ensure they have appropriate training to develop and update their skills. Ridgeway Nurture staff will utilise training to improve the offer for children and families, as well as disseminating training to teachers and TAs as appropriate.</p>	<p>2,4,5</p>
<p>Supplementing educational trips and visits</p> <p><i>£500</i></p>	<p>Children will be supported to participate in enrichment activities increasing their experiences and developing their cultural capital.</p>	<p>5</p>

Total budgeted cost: £ 83,107 (additional spending to be covered by from school budget)

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.

Teaching:

A broad and balanced curriculum was offered to pupils, with no narrowing of the curriculum following Covid-19. A review of our curriculum Intent took place, ensuring all pupils had access to a high quality curriculum. Observations by senior leaders evidenced high quality feedback and that children understood their learning and what they needed to do to improve. High levels of feedback were maintained despite revised classroom arrangements.

Pupils were motivated to attend school: 95% attendance despite Covid disruption.

Barriers to learning for individuals were established early. Our revised approach to Teacher Assessment ensured that not only were gaps in learning identified early, but effective teaching strategies were put in place to support pupil progress.

Pupils were positively supported to engage in education during lockdown:

- 87.5% Engagement in remote education (on-site or remote)
- All LAC/PLAC pupils were offered a place in school under the government's vulnerable children category. 10 of the 13 pupils accepted a place (77%). Of the three who did not attend, 2 were provided with a school laptop to support their learning from home.
- 44% of all PP pupils attended school during lockdown. This ensured daily engagement in learning planned by class teachers, supported by teaching assistants from the year group who knew the individual children and could support their needs effectively (following ASPs and usual interventions where possible).
- There were engagement concerns raised by class teachers about 6 PP pupils (5 families) who were learning remotely. A range of support measures were put in place to ensure engagement in learning including: weekly check-in phone calls by class teachers, offsite TA providing weekly check-in and feedback (1 child), laptop loan (2 children), specific learning plans to support the family (3 children).

Targeted Academic Support:

Where quality first teaching was not sufficient to meet a child's needs, carefully selected interventions were put in place. These were tracked carefully using whole school Provision Maps. Interventions and targets align with pupil's Additional Support Plans (ASP) for those also on the SEND register.

- Teachers and TAs know their children extremely well

- All 3 Looked After Children received Green rag rated PEP plans (based on effectiveness of support in place and progress of pupils)
- 13 ASPs reviewed alongside parents/carers with pupils making progress against individual targets
- Teacher Assessment grids outline support needed for all PP pupils (not only those with an EHCP/ASP) and Provision Maps detail specific interventions.

For 2021-22, all pupils accessing an earlier curriculum will all have an Additional Support Plan to enable SMART targets to be set that are achievable for the child, focus on the areas of most need and support the child to make progress.

Wider Strategies:

Targeted interventions matched to specific students with particular needs and behavioural issues

- Support and advice for CT/TAs
- Anger management groups
- Anxiety groups
- Support with setting up behaviour plans
- Ad hoc social, emotional and behaviour support for pupils and parents

Children from Y1-Y6 use language of Zones of Regulation to effectively explain their feelings and self-regulation strategies.

Due to effectiveness of support offered and pupils' increased self-regulation skills, only 2 incidents involving PP pupils required Headship Team involvement from September-July.

Behaviour plans in place for 2 PP pupils with Learning Zone support to enable children to be successful in school, with one successfully reintegrating into social situations e.g. break times.

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
SNIP literacy programme	Phil & Carol Smart
WordShark Online	WordShark

Further information (optional)

Ridgeway Primary School has been recognised as a **'School for Success'** for the year 2020-21 and 2021-22 for significantly improving the outcomes for disadvantaged pupils by raising the profile of disadvantage and ensuring all staff are aware of the needs of pupils, and how to most effectively support them. By developing a culture of high expectations for all and believing that all children have the right to succeed, children entitled to the Pupil Premium attained exceptional results in the 2019 KS2 assessments.

At Ridgeway, we have adopted a tiered model to planning for the academic year. This model focuses on high quality teaching, targeted academic support and wider strategies that will enable us to best support teaching and learning, and have greatest impact on our pupils' success, both academically and socially and emotionally. Catch-up funding has been allocated in line with our tiered approach, with the priority being the provision of high quality teaching for all.

You can read our full Tiered Approach [here](#).