



# Ridgeway Primary School and Nursery

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

This statement also reviews our previous 3-year strategy and outlines our new 3 year-strategy.

### School overview

Detail	Data
School name	Ridgeway Primary School
Number of pupils in school	666
Proportion (%) of pupil premium eligible pupils	7.4% (49)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Rachel Webster, RC Suzanne Kelly, Co-HT
Pupil premium lead	Dawn Gibbs, AHT
Governor lead	Joe Stubbs

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,065
Recovery premium funding allocation this academic year	£6,960
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	<b>£83,025</b>

# 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 those who are Previously Looked-After and a high number of pupils with SEND. Ensuring a creative, rich and varied approach to enhancing disadvantaged pupils' learning and development is essential to ensuring individual needs are met and the diverse challenges faced by pupils within the PP group 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. This 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.

### **Measuring the Impact of PPG spending:**

We regularly measure the impact of our Pupil Premium strategies and initiatives using a range of methods which include, but are not limited to:

- analysis of attainment and progress data, learning looks, observations, learning walks and discussions with staff and children
- tracking interventions for effectiveness
- 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	Assessments and observations indicate that PP pupils in the EYFS have less well developed skills in Communication and Language and Literacy. As a result, progress can fall behind pupils who are not disadvantaged. Effective communication underpins learning across the curriculum and the ability to form successful relationships.
2	Assessments and observations suggest that PP pupils generally have greater difficulties with phonics. Fewer PP pupils attain the ELG for Word Reading at the end of Reception and pass the Phonics check in Year 1 than pupils who are not disadvantaged. This negatively impacts their development as readers (word reading, comprehension and reading for pleasure) and their ability to access the wider curriculum.
3	Internal and unvalidated external assessments indicate that while PP Pupils continue to make good progress, the attainment gap has widened since 2019. Whilst numerical data is less statistically relevant due to low PP numbers, it remains a priority to ensure PP children make good or better progress.
4	The number of PP pupils who also have SEND is increasing. 56% of PP Pupils also had SEND in 2021-22. We therefore need to think more broadly about the best strategies to support PP pupils, and ensure they also meet the individualised and specific needs of pupils who have SEND.
5	A significant number of PP pupils are Previously Looked-After (between 20-31% over the past three years). Our observations indicate that many of these pupils have significant attachment needs which impact on their social and emotional wellbeing (which impacts learning).
6	Attendance data over the last 3 years indicates that attendance among PP pupils is lower than those who are not disadvantaged. Significantly more PP pupils are persistently absent from school (between 13.8 - 9.34% lower than for non-disadvantaged pupils). 20.4% of PP pupils were persistent absentees in 2021-22. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress.

## 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
Improved rates of progress/outcomes for EYFS PP pupils in Communication and Language and Literacy	Provision and support enable PP pupils to develop their early language and literacy skills so that EYFS Profile outcomes are more in line with non-disadvantaged in Communication and Language and Writing.
Improved rates of progress/outcomes for PP pupils in phonics	Early identification and support for pupils who need it leading to improved attainment/progress

	<p>Improved Word Reading outcomes for PP pupils in the EYFS</p> <p>PP pupils without SEND pass the Phonics Check</p>
<p>Reduce the attainment gap between PP and non-PP</p>	<p>PP pupils make good progress towards end of year expectations or support plans</p> <p>Attainment gap between PP and non PP is reduced at end of EYFS, KS1 and KS2</p> <p>To achieve national average progress scores in KS2 for Reading, Writing and Maths</p>
<p>PP pupils with SEND have effective plans and programmes of support that ensure progress towards targets</p>	<p>All staff have high expectations for pupils with SEND</p> <p>Individualised plans target pupil need</p> <p>PP pupils with SEND make good progress towards individual targets</p>
<p>Pupils with attachment, social &amp; emotional, and mental health needs are effectively supported</p>	<p>Effective nurture provision and external agency support leading to improved well-being and learning outcomes</p>
<p>Raise attendance rates for PP pupils</p>	<p>Attendance data improves, particularly for persistent absentees and is in line with non-disadvantaged</p> <p>Improved processes in place for engaging families where persistent absenteeism is prevalent</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: £ 42,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the Ridgeway Curriculum and our Pedagogic Principles</p> <p>£15,000</p>	<p>Ensuring all pupils have access to a rich and broad curriculum from EYFS to Y6 is essential to future success. It is essential that all children are supported to develop strong subject knowledge and a broad set of subject-specific skills, alongside a love of learning, development of lifelong learning skills and cultural capital. It is essential that the curriculum meets the needs of all learners and all children are supported to be successful.</p> <p>Successful implementation of the Ridgeway Curriculum and Pedagogic Principles supports the following:</p> <p>EEF Toolkit: <a href="#">Collaborative learning approaches</a></p> <p>High impact +5 months. Pupils working together on learning tasks in small groups to ensure everyone participates.</p> <p>EEF Toolkit: <a href="#">Metacognition</a></p> <p>Very high impact based on extensive evidence +7 months. Supporting pupils to think about their own learning more explicitly.</p> <p><a href="#">Ofsted School Inspection update January 2019</a></p> <p>'It is profoundly important to make sure that all pupils receive a high-quality education, built around an ambitious, well-designed and well-sequenced curriculum. This is a matter of social justice and equity, because it is the most disadvantaged children who are most likely to miss out on the things that a strong curriculum supplies. It is they who are more likely than their peers not to hear the rich vocabulary and encounter the concepts that this vocabulary communicates.'</p>	<p>1,2,3,4,6</p>
<p>Assessment for Learning and Verbal Feedback approach</p> <p>£9,126</p>	<p>Continuous monitoring, training and supporting of staff in implementing the Ridgeway AFL approach and ensuring high-quality, specific and immediate verbal feedback; ensuring time to act on feedback and necessary scaffolding to enable progress to be made in the session.</p> <p>EEF Toolkit: <a href="#">Feedback</a></p> <p>Very high impact for very low cost based on extensive evidence +6 months. 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</p>	<p>1,2,3,4</p>

	on how to improve. Studies of verbal feedback show slightly higher impacts overall (+7 months).	
<p>Implementing Little Wandle Letters and Sounds Revised SSP</p> <ul style="list-style-type: none"> <li>- Whole staff CPD</li> <li>- Resources</li> <li>- Ongoing monitoring and CPD</li> </ul> <p>£12,500</p>	<p>There is very strong evidence that a systematic synthetic phonic programme has very high impact on PP progress. From September 2022, Ridgeway will move from using 'Letters and Sounds' to adopting Little Wandle Letters and Sounds Revised with complete fidelity to the scheme.</p> <p>EEF Toolkit: <a href="#">Phonics</a></p> <p>'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.'</p>	1,2,3
<p>Ongoing CPD for all Teaching Assistants to improve skills and knowledge.</p> <p>40 minute CPD held bi-weekly</p> <p>£5,616</p>	<p>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.</p> <p>EEF Guidance Report: <a href="#">Making the best use of teaching assistants</a></p> <p>"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."</p> <p>EEF Toolkit: <a href="#">Teaching Assistant Interventions</a></p> <p>'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach'</p>	1,2,3,4,5

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

Budgeted cost: £ 38,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted <b>Reading, Writing and Communication</b> interventions</p> <ul style="list-style-type: none"> <li>• Little Wandle phonics keep-up/catch-up</li> <li>• Group Reading</li> <li>• 1:1 Reading</li> <li>• Writing group</li> <li>• 1:1 Language support/speech sounds</li> <li>• 1:1 'Toe by Toe'</li> </ul> <p>Targeted <b>Maths</b> interventions</p> <ul style="list-style-type: none"> <li>• 'Plus 1'</li> </ul>	<p>Interventions are carefully planned and targeted to meet pupils' needs, specifically in English and Maths. Teachers and TAs plan and deliver a rigorous programme of planned interventions which are monitored termly for impact.</p> <p>Research shows that TAs who provide one to one or small group targeted interventions have a stronger positive benefit of between four and six additional months on average on pupil progress. The majority of effective approaches involve targeted small group or one to one interventions.</p> <p>EEF Toolkit: <a href="#">Teaching Assistant Interventions</a></p> <p>A number of pupils receive targeted individualised support. One-to-one tuition has a high impact of +5</p>	1,2,3,4

<ul style="list-style-type: none"> <li>• Maths Group</li> </ul> <p>Targeted <b>OT</b> interventions</p> <ul style="list-style-type: none"> <li>• Fine motor</li> </ul> <p>TA cost based on forecasted 2022-23 interventions for PP pupils</p> <p>£33,464</p>	<p>months progress when in addition to quality first teaching.</p> <p>EEF Toolkit: EEF Toolkit: <a href="#">One-to-one tuition</a></p> <p>A significant number of interventions target pupils' reading. 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><a href="#">The Reading Framework 2021</a></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</p> <p><a href="#">Improving Literacy in KS1</a></p> <p><a href="#">Improving Literacy in KS2</a></p>	
<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: <b>Oral Language Interventions</b></p> <p>"On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress."</p>	1,2,3,4
<p>School-Led Tutoring</p> <p>£4,968 (40% of the cost of tutoring)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">Best Tutoring Practice for Schools</a>: "Tutoring, when effectively implemented, yields substantial positive impacts on learning outcomes, particularly for pupils from disadvantaged backgrounds"</p> <p>EEF Toolkit: <a href="#">One-to-one tuition</a> High impact +5 months progress when in addition to quality first teaching.</p>	2,3,4

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

Budgeted cost: £ 41,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Zones of Regulation in EYFS  <i>No additional cost</i>	EP recommended approach with evidenced impact since initial school introduction in 2019. EEF Toolkit: <a href="#">Social and emotional learning</a> +4 months. SEL interventions seek to improve pupils' decision making skills, interaction with others and their self-management of emotions.	4,5
Full time Ridgeway Nurture provision  <i>£40,000 (50% of Ridgeway Nurture cost – staffing and resources)</i>	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. 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.” EEF Toolkit: <a href="#">Social and emotional learning</a> Nurture UK: <a href="#">What is nurture?</a>	3,4,5,6
Improving attendance <ul style="list-style-type: none"> <li>• Increased monitoring and family liaison</li> <li>• EWO support</li> </ul> <i>No additional cost</i>	Some of our families need more support to ensure their children attend school regularly. A few of our children’s progress and wellbeing is impacted by poor attendance. By working with families and outside agencies we can support attendance e.g. EWO, Early Help, Parent Gym Embedding principles of good practice set out in the DfE’s <a href="#">Working together to improve school attendance</a>	3,6
Supplementing educational trips, visits and clubs  <i>£1000</i>	All children should have the opportunity to develop their interests through extra-curricular clubs, school visits and residential trips.  Many disadvantaged children may not have access to cultural capital or the same opportunities as non-PP pupils. It is vital that PP pupils have access to a rich variety of experiences for their holistic development and promote ambition and aspiration.  EEF Toolkit: <a href="#">Arts participation</a>	3,5

**Total budgeted cost: £ 122,517**



## 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. It also evaluates the impact of our previous 3-year strategy 2019-2022.

#### **Review of the intended outcomes of our 3-year strategy:**

##### **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.**

Assessment for Learning strategies ensure staff continually monitor and assess pupil's learning during sessions and give pupils immediate verbal feedback to support development. Flexible learning models are being developed throughout the school to ensure opportunities for high quality verbal feedback and to promote opportunities for collaborative learning. Children are supported to understand themselves as learners and are given time and space to choose resources and approaches that support them to learn best. Development of our Pedagogic Principles are supporting staff to ensure these key elements are considered within every session. Zones of Regulation are embedded and children are able to use the language and strategies of Z of R to help regulate their feelings and emotions, enabling them to learn more effectively. Our revised teacher assessment approach has led to a greater focus on individual children. The needs of children are identified early and strategies to support are discussed and shared with staff. Interventions are carefully planned for pupils at risk of falling behind.

##### **PP pupils with SEN have effective plans and programmes of support that ensure progress towards targets.**

A high number of PP pupils also have SEND; this trend has increased over time. Last year, 56% of our PP cohort also had SEND. Detailed Additional Support Plans are in place for pupils who need them. SMART targets ensure children make progress towards individual and appropriate next steps. Teachers, Parents and SENCO review the plans termly to ensure they continue to meet children's needs. Looked-After Children have Personalised Education Plans which are consistently Green rag-rated by the Virtual School. Feedback from external professionals is extremely positive about the provision for pupils with SEND and those who are Looked-After.

##### **Higher rates of progress in Reading and Maths across KS2. More able pupils are supported to achieve the highest outcomes in Maths.**

Since the commencement of this strategy, there has not been any published school data due to Covid-19 and the unreliability of data outcomes as a result. Compared to our last published data, internal data and unvalidated end of KS2 data indicates that PP progress is positive in Writing and Maths, but pupils have made less progress in Reading. Internal teacher assessments indicate good progress is being made in Reading, Writing and Maths with over 80% of pupils across the school making expected or better progress in 2021-22. Supporting PP pupils who are able to achieve the highest outcomes remains an area for focus.

### **Less able pupils receive targeted interventions to accelerate progress.**

Targeted interventions are identified for children who need them, and teachers plan programmes of support across their year group to ensure teams work together to support children who need additional intervention. A wide range of specific interventions are planned and delivered including: 1:1 Group Reading, Handwriting, Writing Group, SNIP Spellings, Phonics Group, 1:1 Toe by Toe and 'Plus 1', 1:1 Language support, WordShark, NumberShark, OT Programme, Precision Teaching, Talking Group, Maths Group, Lego Therapy, and Speech and Language Support. Interventions are tracked to ensure children are making progress. All Reception children are assessed for the Oracy Project at the beginning of the school year to identify need. 21 children received School-Led Tutoring which was delivered by Ridgeway teachers. Positive feedback was given by teachers and parents about children's progress during these sessions.

### **Social, emotional, & attachment needs are effectively supported. Pupils develop high aspirations for themselves as learners.**

Zones of Regulation are used consistently from Y1-Y6 and are being developed in the EYFS. Children successfully use the Zones to help them regulate their emotions. This has reduced the time it takes for children to regulate and re-engage in learning. Ridgeway Nurture has been successfully established and provides support to a number of PP pupils on a consistent basis, with over 20 children attending during the last academic year (managed lunchtimes, Theraplay, drawing and talking, friendship groups, 1:1 mentoring).

### **Effective support is in place for families**

Attendance is closely monitored, but there are still a number of children who are not attending school regularly enough and more needs to be done to increase attendance for these children. We continue to uphold the Adoption Friendly School principles and this is evidenced in the number of families choosing Ridgeway specifically for their child (currently four PLAC children in Reception). A member of the Ridgeway Nurture team specifically supports PLAC children and families through mentoring and check-ins. 5 families were supported with the cost of attending the Year 6 residential visit.

## **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>
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.