



## Pupil premium strategy statement – Ridgeway School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Joe Creswick
Pupil premium lead	Lulu Stanier-Martin
Governor lead	Bernie Crease

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,740
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£29,740



## Part A: Pupil premium strategy plan – 3 year plan

### Statement of intent

Ridgeway School is committed to high expectations for all pupils, whatever their background or challenges, and ensure good progress in all areas of learning and prepare them for adulthood. Ridgeway's goal is to use pupil premium funding to ensure positive outcomes for all disadvantaged pupils. Many of our pupils have additional and significant barriers to learning and our primary aim is to ensure that pupil premium is not an additional disadvantage. Socio-economic factors and disadvantage are not the only main challenge they face, there are also additional challenges that disadvantaged pupils may face when compared to their peers such as:

- Communication Skills
- Academic attainment
- Parental and carer involvement
- Sensory Needs
- Emotional wellbeing and ability to regulate emotions
- Social opportunities
- Attendance and punctuality

Our strategy is for high quality teaching focused on areas such as communication and interaction and early language, reducing barriers to learning to read. Our pupil premium strategy, although targeted for disadvantaged pupils, benefits pupils across the school where whole school approaches are implemented. Teaching, speech and language, communication skills are all areas where all pupils will benefit. It is our intention that non-disadvantaged pupils will make improved progress alongside their disadvantaged peers.

Ridgeway's strategy is guided by the needs and strengths of each pupil from detailed assessments, ensuring no labels or assumptions. This ensures that we offer each pupil the skills that are relevant for them and help to prepare them for adulthood.

Our key principles:

- To ensure that funding is used to have significant impact for those pupils who are disadvantaged and help prepare them for adulthood.
- To ensure that pupil premium funding has focal points that relate to the School Development Plan (SDP)
- To ensure that the gap between disadvantaged pupils and non-disadvantaged pupils is diminished.

### Challenges

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



Challenge number	Detail of challenge
1	Communication and Interaction - Our triangulation of assessments, observations and knowledge of the pupils show that disadvantaged pupils at Ridgeway School generally have greater challenges around communicating and expressing their needs than their peers, with a proportion being non-verbal. Limited language, pupils' ability to process information and retain learnt skills and knowledge impacts on pupils' progress with their outcomes and targets in their Education, Health Care Plans and the curriculum.
2	Phonics and Pre-Phonics – our detailed analysis and triangulation of data, observations and assessments show that disadvantaged pupils generally make less progress with phonics personal learning objectives from their starting points than their peers. Developing phonics and reading skills is a high priority so that pupils can develop independence, make choices and prepare for adulthood. We are currently adapting our phonics teaching to ensure that it is appropriate for all pupils whatever their stage or needs, this requires training and resources.
3.	Attendance – Our attendance data shows that disadvantaged pupils are disproportionately represented amongst 'persistently absent' data. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4.	Cultural Capital – we have identified through discussions, meetings and observations that disadvantaged pupils and their families generally have fewer opportunities to experience and develop cultural capital outside of school.
5.	Sensory Processing and Self-regulation - Many of our pupils at Ridgeway have challenges with sensory processing and self-regulation which is an additional barrier to learning. Strategies are required to support these pupils to support them with their emotional and mental wellbeing and ability to access the curriculum.
6.	Hearing Impairments - Many of our pupils have hearing impairments which impacts on their ability to access the curriculum. It also impacts phonics and pre-phonics progress and their ability to hear sounds.

## 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 attainment in communication and interaction for disadvantaged pupils relative to their starting points as identified through baseline assessments.	Triangulation of termly assessment data and monitoring of pupil premium personal learning objectives to identify where they may need additional support or help. Further evidence from communication and interaction observations on Evidence for Learning, formative assessments and engagement in lessons.
Improve receptive language skills for disadvantaged pupils so that they can comprehend instructions and tasks to a greater level.	Through achievement of short-term outcomes set at ECHP reviews. Observations recorded on Evidence for Learning within the area of learning Communication and Interaction show progress.



	Reports from Speech and Language therapists demonstrate individual pupils are making progress.
Phonics is taught daily in classes. Reading is taught daily in relevant classes. Improvement attainment for reading and phonics for all pupils and the gap between PP and non-PP is closed.	Improved phonics and reading expected outcomes from their baselines of personal learning objectives and phonics curriculum objectives. A phonics curriculum which meets the needs of all pupils. All teaching staff are confident in the teaching of phonics
Access to high quality reading texts and assessment tools	Improved reading comprehension outcomes and understanding of instructions and texts in other areas of the curriculum. Promoting cultural capital by providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds. The use of Salford Reading Test to assess our pupils' fluency and reading comprehension abilities.
Disadvantaged pupils' persistent level of absentee has diminished, and pupils attend school	'Persistent absentee' data shows a reduction for disadvantaged pupils
Disadvantaged pupils will have a greater ability to co-regulate and self-regulate their emotions in order that they are able to attend to their learning and have improved mental well-being.	A decrease in recorded behaviour incidents on CPOMs. Greater % of pupils engaged in learning within the classroom and within the community. A greater % of short term outcomes achieved from EHCP outcomes using EFL data. Increase in progress and achievement with accreditations.
Disadvantaged pupils will have access to an environment where the teacher's voice can be amplified and clearly hear. This impacts on learning and attainment as well as language development and vocabulary.	Through achievement of short-term outcomes set at ECHP reviews. Observations recorded on Evidence for Learning within the area of learning Communication and Interaction show progress. Reports from Speech and Language therapists demonstrate individual pupils are making progress.

## 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: £19,971.48



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of highly specialised independent speech and language therapist to develop and improve pupil’s communication skills across the school by providing staff training, parental/carer sessions, creating communication friendly environments’, supporting the universal offer and offering targeted support to targeted and specialist caseload.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication.  <a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/</a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 6</p>
<p>Pre phonics training for English Lead/Teachers</p>	<p>There is much evidence to support the effectiveness of teaching phonics.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>“Teaching phonics is more effective on average than other approaches to early reading.” Education Endowment Fund (EEF) , July 2021</p>	<p>1,2,3, 6</p>
<p>Purchase of SoundsWrite phonics books</p>	<p>The security of the evidence around phonics is rated as very high. 1-2-1 studies were identified that meet the inclusion criteria of the EEF Toolkit. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2, 3</p>
<p>Communication and SALT resources</p>	<p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum. The studies in the Toolkit indicate that</p>	<p>1,2,3</p>



	<p>language interventions with frequent sessions over a sustained period may have a larger impact, overall.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
High quality reading texts and assessment tools	<p>Reading comprehension is an essential skill which prepares our pupils for adulthood. All pupils have access to high quality reading texts whatever their stage of learning to support. Alongside phonics it is a crucial component of early reading instruction. It also improves understanding of instructions in other areas of the curriculum. The use of the Salford Reading Test assesses pupils' reading comprehension and fluency and ensures books are matched correctly.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	3,4

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

**Budgeted cost: £8485.05**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funds to support pupils attending trips or fund other curriculum activities that may incur a cost to families	Based on our experiences and our drive to ensure no pupil is disadvantaged, funding will be made available to support disadvantaged pupils in attending curriculum based activities	4.
Purchase of software to analyse attendance and to help improve disadvantaged pupils attendance.	<p>Poor attendance affects pupils' attainment in reading levels and phonics and all areas of their learning. The software provides daily updates on attendance giving real data to ascertain attendance of disadvantaged pupils. This enables next steps of intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p>	1,2,3
Purchase of two Juno Soundfield Systems for classrooms.	Research has shown that when listening conditions are at their optimum hearing impaired disadvantaged pupils have a better chance of accessing learning, sound and language. Many disadvantaged SEND pupils find it challenging to filter out background sound which negatively impacts on	1,2,6



	<p>curriculum access. This system creates an inclusive environment and soundfield.</p> <p><a href="https://www.ndcs.org.uk/information-and-support/education-and-learning/creating-good-listening-conditions/">https://www.ndcs.org.uk/information-and-support/education-and-learning/creating-good-listening-conditions/</a></p>	
<p>Employment of a positive behaviour lead one day a week to improve pupils' sensory and emotional regulation by providing staff training, support with positive behaviour strategies (both universal and targeted) and support with creating and implementing positive behaviour management plans.</p>	<p>Poor sensory and emotional regulation impact overall learning and mental wellbeing. Supporting pupils to regulate both in the classroom and community enables improved outcomes at school and in later life (improved academic performance, attitudes, behaviour and relationships with peers).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	1,3,5

**Total budgeted cost: £29,740**

## Part B: Review of the previous academic year

### Overall Impact

The data shows the impact the pupil premium activity has had on personal learning objectives from September 23-July 24.

1. Phonics training for English Lead/Teachers – the English Lead and two teachers underwent SoundsWrite training last term. The school moved to a more systematic and rigorous phonics scheme last academic year. This was to address difficulties that pupils who are in stages 4-7 were encountering with learning to blend.
2. Purchase of books for older readers in secondary and Post 16 – Pupil premium was used to fund a range of books older readers in secondary/Post 16 which are age appropriate but at the relevant reading age. Reading is a key skill that is essential for academic success and personal development, and access to high quality reading materials can help to improve reading ability, vocabulary and comprehension skills. A range of reading books were also purchased for. This has helped to engage older readers in schemes and thus increase motivation and engagement, building a love of reading that can last a lifetime and help prepare for adulthood.
3. Communication and SALT resources



Ridgeway has a new curriculum and Communication and Interaction is one of the prime major areas. A new Communication Subject Lead was put in place who reviewed and audited the universal provision across the school. A wide range of resources were rolled out to all classes to improve universal provision across the school to embed communication and interaction strategies.

4. The provision of targeted 1:1 support and group work for phonics, reading and language and communication sessions for all pupils in receipt of the PPG by trained TA. The curriculum has been significantly developed over the last year and Communication and Interaction is one of the prime areas and Literacy a specific area of learning.

Case Study 1 – primary KS1 pupil has had daily modelling and 1:1 work with communication boards. Now after one verbal prompt he can use his communication boards to link two symbols to request motivating activities. This has progressed to speaking short sentences such as, ‘I want paper’. Earlier in the year this pupil would only point to symbols and not verbalise.

Case Study 2 – primary KS1 pupil – this pupil was working at a stage 5 phonics level and by the end of the year was at age-related expectations and was reading stage 9 at the end of the year. Assessments of reading has demonstrated this pupil was below age related expectations and is now at expected reading level for their age.

Case Study 3 – One older primary pupil has made progress in blending and segmenting the sounds ai, oa, ie, ee to reading split digraphs.

#### 5. Music Therapy

Music therapy is a valuable tool for supporting pupils’ social and emotional wellbeing and thus academic growth in school aged children. It provides a safe and creative outlet for students to express themselves and develop skills that can benefit them both in and outside the classroom.

Pupils are identified on an individual basis and where there is an identification of need. Pupils have had access to music therapy are students who have experienced trauma, bereavement, complex medical conditions that significantly impact their day to day life.

Case 1 – one disadvantaged pupil in receipt of music therapy reported that 6 months of music therapy helped them to verbalise and process two years of challenges and is more confident to open up to trusted adults.



Case 2 – one non-verbal pupil premium pupil in receipt of music therapy benefitted with their mental health by using the sessions to explore their difficulties and challenges over a six month period.

### **Additional Activity**

Our pupil premium strategy was supplemented by additional activity that was not funded using pupil premium or recovery premium. This included: - Utilising a DfE grant to train a senior mental health lead. The training we have selected focused on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. - Offering a wide range of high-quality curriculum enriching activities to boost wellbeing, behaviour, attendance, and aspiration. Activities focus on building life skills such as confidence, resilience, and socialising.