

Pupil Premium Intention to Spend and Evaluation Report 2020/21

Each and every child inspired to choose a Remarkable Life

BE UNUSUALLY BRAVE

PUSH THE LIMITS

BE BIG-HEARTED

DISCOVER WHAT'S POSSIBLE

Section 1 – Mission Statement - Our approach to PP allocation

Our mission is “to gather and motivate inspirational people committed to delivering an excellent education that launches children into remarkable lives” and our vision is that “each and every child is inspired to choose a Remarkable life”.

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our mission, vision and core values. ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs.

We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy.

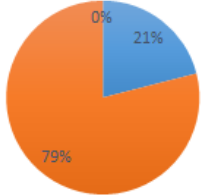
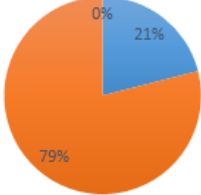
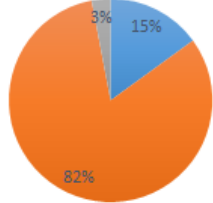
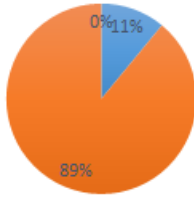
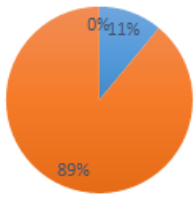
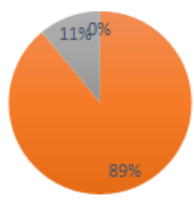
Section 2 – 2020/21 Overview of barriers which have a detrimental impact on progress and attainment:

In school and external barriers that inform interventions	Support Focus				
	Teaching, Learning and Curriculum	Enrichment	Social, emotional and mental wellbeing	Families and community	Attendance, punctuality and readiness to learning
High Levels of deprivation leading to a large child protection workload and SEMH support for our pupils.					
Historically low levels of aspiration and pushing the limits.					
School readiness including speech and language.					
Historically low levels of attainment on entry.					
High levels of persistent absence across vulnerable groups in school.					
Large numbers of white working class boys who need to make progress that is comparable to their peers within mainstream schools to close the gap.					
Loss of learning due to COVID 19					
Emotional impact of COVID 19					

Section 3 - Student Population at The Ridge Academy who are in receipt of PPG 2020/21: £48,195

Year Group - total number in school	Number of Service Children	% of Service Children	Number of CLA	% of CLA	Number previously CLA / SGO / adopted	% of previously CLA / SGO / adopted	Total number of PP students	Total % of PP students
Year R - 0	-	-	-	-	-	-	-	-
Year 1 - 1	0	0%	0	0%	0	0%	0	0%
Year 2 - 4	0	0%	1	25%	2	50%	2	50%
Year 3 - 9	0	0%	0	0%	0	0%	8	89%
Year 4 - 12	0	0%	0	0%	0	0%	7	58%
Year 5 - 19	0	0%	2	11%	1	5%	13	63%
Year 6 - 14	0	0%	1	7%	1	7%	7	50%
Whole school - 59	0	0%	5	8%	4	7%	37	63%



Section 4 - Current Attainment

Attainment Measure	Pupils eligible for PP The Ridge Academy			Pupils not eligible for PP - National average		
Reading	<div><div>reading</div><div>■ Met ■ Not met ■ Exceeded</div></div>	<div><div>writing</div><div>■ Met ■ Not met ■ Exceeded</div></div>	<div><div>maths</div><div>■ Met ■ Not met ■ Exceeded</div></div>	<div><div>reading</div><div>■ Met ■ Not met ■ Exceeded</div></div>	<div><div>writing</div><div>■ Met ■ Not met ■ Exceeded</div></div>	<div><div>maths</div><div>■ Met ■ Not met ■ Exceeded</div></div>
Writing						
Maths						

Section 5 - Overview of the pupil premium funding £48,195 for 2020/21 which aims to remove these barriers and ensure our disadvantaged pupils excel:

Intervention	Rationale	Cost	Staff Responsible	Intended Impact	RAG	Review of Intended Impact (Actual Impact)	Lessons Learned (is this intervention to be continued?)
Speech and Language assessment, intervention and support	<p>Children who are identified as being eligible are statistically significantly behind their peers in their Speech, Language and Communication Needs (SLCN) this is an important factor in predicting future success.</p> <div><div><div>£</div><div>£</div><div>£</div><div>£</div><div>£</div></div><div><div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div></div><div>+5</div></div>	£5,000	Kirsty Doorbar / Hayley Pilinger	<p>To increase the children's vocabulary and remove the barriers to learning from SLCN. SaLT to screen and identify, Assess, plan and upskill L&TPs in meeting needs and then providing periodic review and assessment. This should close the gap in all areas.</p> <p>Individual therapy as necessary.</p> <p>The impact of improved S&L will be measured on a pupils well being, access to curriculum and their functional communication. It is impossible to accurately measure impact in terms of data figures as we are used to. But teacher assessment will be able to identify improved outcomes in wellbeing and access to curriculum</p>		<p>Due to COVID lockdown 2 and 3 this has been held up unfortunately and so we haven't got as far as we had hoped. However, the impact for pupils who have had assessment and support has been very positive. We have been able to ensure that any hidden SLCN needs are unearthed meaning that for the children who have been seen so far this year we can put strategies to help them reach their full potential.</p> <p>Basic training into SLCN was given at the beginning of the year and further training into the specific needs seen are planned. Individual training for intervention will be completed ready for next years groupings.</p> <p>The Speech and Language Therapist, Laura, has also offered support and advice on how to further develop the provision across the school in the environment and curriculum to make them more bespoke for our cohort.</p>	<p>The intervention has been very beneficial and will be continued next year, Laura has also been supporting us with developing a screening process for incoming pupils.</p> <p>We will continue with the funding next year, with a focus on intervention and training from the information gained from this year's assessment process.</p>
Occupational Therapy assessment, intervention and support	<p>Children who have experienced trauma, neglect and difficult family circumstances are less likely to be able to regulate their emotions. Children need to be calm, alert and ready to learn.</p> <p>Children need to have the physical strength and fine motor control to be able to write.</p> <div><div><div>£</div><div>£</div><div>£</div><div>£</div><div>£</div></div><div><div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div></div><div>+4</div></div>	£5,000	Kirsty Doorbar / Hayley Pillinger	<p>Educate adults working with children, to better understand how mood affects our learning and how we can use sensory strategies to ensure their sensory needs are met and they are ready to learn.</p> <p>The impact of this is that if pupils' sensory needs are addressed more closely this year, we will see improved pupil well being within the classroom; more readily engaged in learning, and therefore greater progress made in Maths and English. We will also see improved outcomes within Thrive and PASS assessments which assess pupil well being. Due to all of these areas (well being, improved academic outcomes) being measurable against many different factors and interventions being employed,</p>		<p>Due to COVID lockdown 2 and 3 this has been held up unfortunately and so we haven't got as far as we had hoped. However, the impact for pupils who have had assessment and support has been very positive. We have been able to ensure that any hidden sensory and sensorimotor needs are unearthed meaning that for the children who have been seen so far this year we can put strategies to help them reach their full potential.</p> <p>Basic training into sensory and sensorimotor needs, particularly when linked to trauma, was given at the beginning of the year and further training into the specific needs seen are planned. Individual</p>	<p>The intervention has been very beneficial and will be continued next year, Anthea has also been supporting us with developing a screening process for incoming pupils.</p> <p>We will continue with the funding next year, with a focus on intervention and training from the information gained from this year's assessment process.</p>

				it will be hard to measure the exact impact of them individually. Teacher assessment/judgement will contribute to the success of this intervention.		training for intervention will be completed ready for next years' groupings. The Occupational Therapist, Anthea, has also offered support and advice on how to further develop the provision across the school in the environment and curriculum to make them more bespoke for our cohort.	
Holiday provision	Support for pupils during the holidays including the summer holidays 	£1000	Charles Shaw	Pupils continue to build relationships with staff and make improved academic progress. The holiday provision will provide children with opportunities to improve their social skills, build relationships, open up, improve confidence, try new things, be outside. The holiday provision in place will be outside where possible and research has proven that being outside lowers cortisol and contributes to a calmer state of being.		Due to COVID this has been very limited, there are plans in place for provision during the May half term and the summer holidays.	Provision to continue as we feel this offers the consistency over the holiday period that many of children need.
Specialist teachers support - English, phonics and Maths interventions	Providing additional support for pupils who are not making expected progress 	£11,556 £5,850	Vicki Ferguson & another intervention teacher on hourly contract) Hayley Pillinger / Robb Meggs	Barriers to learning are overcome and targeted pupils make at least expected progress.		Unfortunately due to COVID this hasn't been as consistent as we had hoped due to staff shielding. However, progress has been seen in all the pupils who engaged with the intervention. Intervention was offered for both academic speech and language and fine motor development. The pupils have reported that they felt pride in the progress they had made.	We have evaluated the impact of spending and although this has had an impact for some it has been limited and so we propose to use the funding to support all pupils being ready to learn in the class by providing a full-time Physical Learning Mentor. The post is intended to be 8:30-5:00, 52 weeks a year to support children at home and out in the community too.
Resources to support children emotionally, improve emotional literacy, resilience within focused interventions	Provide resources to enable staff to support children struggling with emotional and mental health and give them strategies to cope 	£500	Class Teachers Kirsty Doorbar Hayley Pillinger	Having specific and relevant resources for class and small group SEMH sessions will break down barriers; open up conversations and help the children. develop resilience and strategies to enable them to cope better. This will help build relationships in the class and support improved academic performance.		We have increased the library of resources to support SEMH development for in class and interventions and set aside time in each session/day to ensure that this aspect is specifically targeted. We have seen progress made in the pupils' ability to communicate the emotions and needs which helps them and us understand how best to support them.	This has helped us support the children with their biggest area of need, we will continue with this and update the resources as needed.
One to one therapy	To give children strategies to cope with difficult feelings and emotions 	£13,500	Hayley Pillinger Peter Hales	Pupils have reduced number of behavioural incidents and no exclusions		Pupils have accessed Equine Therapy and Play therapy. Unfortunately, due to COVID we have not been able to offer 1:1 play therapy at the rate we wished to initially due to internal working and enclosed spaces. However, we were able to access equine therapy as it is outside however this has been in small groups. The pupils have	This has had a hugely positive impact on the majority of the pupils who have had the interventions and we intend to continue with both play therapy and equine therapy in the future potentially adding music and drama therapy.

						benefited greatly from this therapy and learned group working skills too.	
Reading Intervention resources	<p>Many of our children are reading at a significantly younger level and find books that they can access 'boring and babyish'. If we can engage their interest with high interest low ability books that encourage reading comprehension we can stimulate more progress.</p> <p>    </p>	£2,000	<p>Class Teachers</p> <p>Kirsty Doorbar Hayley Pillinger</p>	Improve children's literacy understanding and reading progress by having books which our old children will better engage with (high interest, low ability)		We have ordered Rapid Read resources and the TAs have had basic training internally but to COVID we need to ensure this is followed up by Rapid Read specific training ready for next year. The pupils has responded well	This has started to have beneficial results, even during the inconsistent year of COVID. We will extend this to writing and/or phonics next year.
Maths intervention resources (number/calculation focus)	Children at The Ridge aren't making expected progress in Maths. Maths resources to support class and 1-1 intervention sessions to improve progress with a number/calculation focus.	<p>£2,800</p> <p>(based on £400 per class and intervention teacher)</p>	<p>Class Teachers</p> <p>Rob Meggs</p> <p>Kirsty Doorbar Hayley Pillinger</p>	Improve children's engagement in maths with physical resources, and their academic progress in Maths, in particular number / calculation. Resources in interventions will help to close the gap and improve progress for PP pupils.		To be completed by the end of the year, resources are being sourced to enhance the AET maths curriculum.	This will have been completed and left to embed over the next year.
Hybrid learning resources for science	Many of our children could be achieving at ARE in science if they were able to record their thoughts and maintain focus for longer on the learning.	£650	Kirsty Doorbar	To close the gap for our pupils in Science between them and their peers.		We have sources Espresso Discovery Education which has offered us resources for all curriculum subjects.	We intend to invest in more practical science resources next year.
Total		£47,856					