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Pupil Premium Strategy Statement

Domain of application	Ryde Academy
Review cycle	Annual
Approved by	Karl Sampson, Regional Education Director
Date of last review	September 2024
Date of next review	September 2025

Pupil premium strategy statement – *Ryde Academy*

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	1441
Proportion (%) of pupil premium eligible pupils	35% inc Service Child Premium, Adopted from Care Premium and Looked after Premium 30% not inc those above
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	3
Pupil premium lead	Ruth Griffiths-Nash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£409940.31
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£105,294
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*	£516062.31

Part A: Pupil premium strategy plan

Statement of intent

- Ryde Academy is an 11-18 school based on the Isle of Wight which predominantly serves the seaside town of Ryde and its surrounding villages. It is part of Lift Schools, values its role in its community and is proud of its inclusive reputation on an Island which has limited specialist provision. 30% of our pupils are Pupil Premium. Our students on entry are below the national average (27.5). Students who have been unsuccessful in other schools, often successfully integrate into Ryde because of our strong and consistent behaviour management and pastoral systems, and thrive because of our strong sense of community belonging in our emotionally intelligent school. We are very proud of our school ethos and the excellent relationships we have with our students.
- 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 continuing to close the gaps in achievement and attainment that may exist for different groups of pupils in our academy.
- Ryde Academy is part of a large Academy Trust. Working with their support, enhancement and National offer we have been able to develop a clear spending plan that is informed by robust school evaluation and underpinned by the EEF Toolkit; a plan that will enable all pupils to access 'an excellent education for every child, in every classroom, every day'.

Challenges

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

Challenge number	Detail of challenge
1	Six out of the seven feeder primary schools do not meet NA for expected standards historically.

2	Mental Health Support services on the IOW are underfunded and under resourced.
3	High unemployment levels/aspirations.
4	Outcomes for PP students.
5	Attendance of disadvantaged students, especially those in receipt of FSM.

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
AET 490 '20%' cohort are on target. The 90% target is achieved.	90% of students achieve grade 4 or higher in the basic measure
Improve attendance, especially that of DA students.	DA students attend more frequently and in line with non-DA students.
Every lesson is an excellent one for all students.	Lessons are impactful and inclusive.
Sharpen school systems to create a calm and purposeful atmosphere across the academy.	An inclusive, supportive and accessible school.

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: £ 200,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET Teaching and Learning session on PP in the classroom focussing on cognitive science. EEF toolkit promoted and shared.	100% attendance of classroom based staff. New approach to considering planning for students who are not performing in line with their peers implemented. Teacher folders now reflect this (adaptive learning	**1500**

 CPD focuses on Instructional Excellence to promote a range of strategies for adapted teaching. Targeted coaching and practice clinics utilised to provide bespoke support for staff in using the strategies. HODs actively address PP students and the success of strategies in departmental analysis of results.	pyramids). Self regulation promoted in all classrooms. 100% of classroom staff stated that they understood the school T&L approach and strategies. Support staff effectively deployed in the classroom - CPD session. Example post results analysis here.	
Recruitment of trainee teachers in partnership with Lift, ARK and Portsmouth University. Focus on recruitment of high quality trainees, paired with experienced mentors to ensure consistency. Local recruitment of former students, familiar with the contexts and challenges of island PP children.	Specialist new teachers across the Academy. Additional staff members in CORE subjects.	**1500**
Increase of HLTA roles to increase curriculum support and implementation of Journey provision. HLTA and specialised staff to deliver intervention in the basics in a collapsed curriculum on a short term basis to reduce curriculum debt 	Journey provision is facilitated by specialist HLTAs focussing on closing the gap in literacy and numeracy using phonics and numeracy/literacy packages.	**90**
Extended school day for children in Y7 (Apr-Jul) and Y11 all year around. 	Ensures an extra daily lesson for students to help diminish the difference in attainment between PP and non-PP student outcomes.	**524**
Accelerated English lessons for all pupils in KS3 effectively delivered by HLTAs. Tri-weekly DEAR time in tutor groups. CPD to fully engage and upskill staff provided.	Regular quizzing and STAR testing to encourage and promote progress that compliments CORE lessons and is embedded within the curriculum.	**828**

NGRT testing for all - data used to provide bespoke intervention for students below chronological reading age.		

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

Budgeted cost: £175,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 7 Lesson 7 session in English and Maths Intervention sessions provided where needed to address gaps in key knowledge as soon as they appear. Reactive based on current data	Targeted intervention driven by the SAT QLA meant students were having sessions targeting specific gaps from the SAT analysis	Max of 8 per group for Eng and Maths on a half termly rota based on need
Yr11 4+/5+ English and Maths Drench weeks in January and April	Bespoke targeted intervention for PP students	Targeted PP students are given priority for the interventions. We aim for this to be a minimum of 30% of the 100 students.
Yr11 Revision Booster session	Subjects run booster sessions at Feb, April and May half-terms. PP students identified for invitations. Revision Booster Sessions 23/24.xlsx	50 - All PP students are given a personal invitation and priority to attend these sessions. We aim for this to be 30% of the overall attendance for the weeks.
My Tutor online tuition for year 10	1-2-1 GCSE Maths and English tuition online. 15x1 hour blocks.	**21**
Assertive mentoring with Senior Leadership Team	Targeted mentor sessions weekly with PP students in Y11 who are currently not on track to achieve target grades.	**30**

Journey 7 transition class.		**12**
AET 490 Intervention Week Students with curriculum debt identified in Yr 7 and 8. Key topics address by intervention mixed in with outdoor activities to break up learning, promote healthy bodies and minds and promote team skills.	Targeted Intervention Week at Little Canada	**60**

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

Budgeted cost: £ 140,436.54*t]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer School Y6 into Y7, Yr 7 into 8 and Yr 8 into 9 Students identified as having gaps in key areas of the basics. Booster company to deliver intervention for these key concepts as well as fun sessions to make sure they recover their curriculum debt before the next year +2	Transition from primary into secondary phase that targets disadvantaged students and ensures that they are secondary ready and confident to attend. Identification is via NGRT as well either their APS or GL test as well as teacher input. For students in Yrs 7 and 8, identification of gaps in their knowledge via QLAs will govern what they cover to try to eliminate these before they move onto the next year	**75**
Introduction of Breakfast Club		**35**
Aspire Allotment Programme +4	PP students with barriers to learning due to behaviour choices are targeted and provided with an off-site outdoor learning experience in place of PE.	**12**
Attendance Officer + 2 assistants	To improve attendance across the school through robust monitoring and tracking. Working with the EWO to identify those who are below	**1500**

	target and encourage and implement strategies to improve.	
Designated staff member to work on SEMH provision	Qualified Mental Health first aider identifying students with SEMH needs receive a tailored six weekly provision. PP students are monitored and tracked when partaking in interventions to review impact on attendance, behaviour and wellbeing PP students are prioritised and impact recorded on the central system.	**1500**
Sports club	PP students receive extra sports/PE lessons	**15**
STEER diagnostic tool - Led by designated member of SLT with admin support to ensure robust usage.	All students tested for wellbeing concerns using contextual analysis from computer based tests. PP students identified as a priority group and needs shared with professionals alongside individual and tutor group action plans. Termly support strategies implemented.	**1500**
Looked After Children - 2* Designated teacher with admin support.	All Looked after students benefit from additional monitoring and regular reviews with all professionals involved Additional professional liaison means that needs are responded and actioned on a six weekly basis	
Farm Project	2 groups of 6 attend farm intervention for 3 hours once a week,	**12**
Access arrangements - Led by a designated member of SLT with admin support to ensure robust and timely identification.	ALL PP students are checked for barriers to learning so that appropriate access arrangements are put in place with the aim that all students achieve their full potential.	**200**
Designated LGBT staff	Staff prioritise PP students with LGBT concerns and make	

	appropriate referrals or offer in school support Training LGBT champions to support other students	
Designated SLT for Transition - TLR qualified primary school teacher overseeing transition and highlighting PP students.	SLT prioritises PP students with specific support strategies Transition Peer mentors trained to write to PP students in Primaries to assist transition Various others strategies supporting PP transition	**300**
Extensive extra curricular lead appointed Sept'24 to enable full promotion and coverage of enrichment activities. Activities staffed by qualified teachers and outside providers	PP students actively encouraged to attend after school activities All looked after students attend at least one activity. Research shows that attendance and behaviour improved the happier pupils felt whilst at school. It is therefore part of the academy strategy to offer extensive extra curricular activities. *Youth who participate in after-school programs improve significantly in three major areas: feelings and attitudes, indicators of behavioural adjustment, and school performance* Durlak & Weissberg 2007	**450**
Curriculum support/homework club available every day 3-4 pm	PP students are actively encouraged to attend and this is regularly promoted through the FLO and SENCO team. See above research statement.	**450**
Assemblies delivered to students to promote holistic views on successful education. These range from academic such as revision and memory forming tips to good sleep habits and nutrition	PP students learn that learning is linked to building healthy habits	**1500**

Rewards Trips - triannually	Pupil Premium numbers are in line with whole school %. 33% of students attending the trips are in receipt of PP funding. Discount offered to PP students and the trips are heavily subsidised from the rewards budget.	**600**

Total budgeted cost: £516088Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures) 2024 - PP students 4+ 44% (school 64%), 5+ 24% (school 43%), Progress 8 -0.24 (school -0.14), English -0.31 (school -0.21), Maths -0.10 (0.09)*
- *EBacc entry data for secondary schools 2024 - Ebacc Basket - PP students Progress 8 -0.48 (school -0.29). No PP students were entered for the English Baccalaureate.*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

Attendance of our most disadvantaged students continues to be a big challenge. Whilst our overall school attendance has improved. PP attendance has remained static at 86%. Broadly in line with the national average.

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Summer School - year 7,8 and 9	Booster Club 60 students
PP students were identified for mentoring from SLT. Support through PiXL for exam study, revision techniques and exam stress P Shoulders	PiXL (membership)
Open Minds	Open Minds
PP had priority if targeted to attend the 4+ and 5+ PetXi intervention for English and Maths in January and April. If they attended one week they received additional 25 hours, both weeks 50 hours.	PetXi - Total cost £10,000 - minimum of 30% = £3,000