

Pupil premium strategy statement

School Context:

Ridgewell Primary school is part of the Vine Schools Trust Academy and is a small rural school with 61 pupils. We have 3 mixed age classes.

Our children come from a number of neighbouring villages, including children from the local Travellers site. We have excellent relationships with all our families.

Our vision of 'Laying foundations for life-long learning' is a strong driver of all we do as we strive to prepare all our children for adulthood. A strong emphasis is placed on the reasons for reading, independence in work and being courageous in all activities.

22% of our children are on the SEND register with 34% receiving PPG. 14% of children are both.

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.

School overview

Detail	Data
School name	Ridgewell Primary
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	34% (20 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years (The following aims cover 3 years but we have focused on funding overview for one)
Date this statement was published	September 26 th 2022
Date on which it will be reviewed	September 26 th 2023
Statement authorised by	Head- Mrs Stuart
Pupil premium lead	SENCO- Mrs Theresa Lowe

Governor / Trustee lead	Local Schools Board-VST
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14 795
Recovery premium funding allocation this academic year	£ 2 000
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	£16 795

Part A: Pupil premium strategy plan

Statement of intent

At Ridgewell school we seek to support specific groups of children who are vulnerable. These include pupils who are entitled to free school meals, those looked after by the local authority, adopted and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment of these groups, thereby 'diminishing the difference' between them and their cohort, making their attainment and progress comparable with that of non-disadvantaged pupils.

We implement a tiered approach which means we put 'high quality teaching' as our first focus. This is followed by targeted support which enables children to be supported at their 'point of need.' Other non-academic needs are also addressed including; attendance, emotional and behavioural support, high mobility and individual confidence issues.

Our plan is based on the key challenges, that we have identified, which are the major barriers to preventing our disadvantaged children from attaining well- see challenges listed below.

Our aim at Ridgewell School is that all pupils, irrespective of background or circumstances, become confident readers so that they are equipped and prepared for adulthood and can access all areas of the curriculum.

Our objectives are to maximise achievement for Pupil Premium children by:-

- improving attainment
- early identification of needs
- support 'at point of need'
- reducing gaps
- accelerating progress
- improving attendance
- developing learning skills and personal qualities
- extending opportunities
- improving engagement with families
- removing barriers

Our plan to achieve the above objectives is to:

- include all staff in ongoing training and promoting the objectives
- Listen to pupil voice and family 'hopes and aspirations'

- Identify barriers for each child
- Write an individualised plan to meet their needs including the Assess, Plan, Do, Review model.
- Use relevant data and resources to monitor the impact of interventions

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance & Punctuality</p> <p>Currently 22% (7 families) of our PPG children are supported to ensure a level of attendance which is as good as our non- disadvantaged children.</p>
2	<p>Reading - Low level of literacy in high proportion of families.</p> <p>School data shows 35% of PPG are ARE, 30% are working towards and 25% are below ARE.</p> <p>Progress data in reading shows: 30% made accelerated progress, 40% made expected progress and 30% made less than expected progress.</p>
3	<p>Writing- low level of literacy in high proportion of families</p> <p>School data shows 7% of PPG are Just ARE, 7% are High Working Towards, 7% are Mid Working Towards, 79% are working Below.</p> <p>Progress data in writing shows: 35% made accelerated progress, 35% made expected progress and 28% made less than expected progress</p> <p>Assessments and discussions with parents, show that many of our disadvantaged pupil's education has been disproportionately impacted by partial school closures due to Covid 19.</p>
4	<p>Maths- low level of number awareness in high proportion of families</p> <p>School data shows 43% of PPG are ARE, 47% are Working Towards and 10% are working below.</p> <p>Progress data in maths shows 50% made expected progress, 50% made less than expected progress.</p> <p>Assessments and discussions with parents, show that many of our disadvantaged pupil's education has been disproportionately impacted by partial school closures due to Covid 19.</p>
5	<p>Low confidence and expectations in academic tasks including underdeveloped emotional resilience.</p> <p>55% of our PPG children receive additional support for their emotional and social wellbeing.</p>
6	<p>Speech and Language is poor in a high proportion of children.</p> <p>20% of our PPG children have support for receptive and/or expressive speech and language skills.</p>

Assessments and discussions with parents, show that many of our disadvantaged pupil's education has been disproportionately impacted by partial school closures due to Covid 19.
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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
Improve attendance to at least as good as non-PPG children. For attendance to be 'good' compared to national standard of 96%	Attendance rates for individual children improves to 95%.
All PPG children can read at least the first 300 high frequency words. They will make good or better progress than their cohort in reading including comprehension work.	Using the AFALS approach- children will independently read first 300 words. Progress through graded reading book scheme and regular comprehension assessments Achieve above national average progress scores in KS2 Reading.
All PPG children will be able to move up their next level of KPI's for writing 'next steps.' In the school year.	Progress to next year group of KPI's in class assessments for work. Achieve above national average progress scores in KS2 Writing
All PPG children will be able to move up their next level of KPI's for maths 'next steps.'	Progress to next year group of KPI's in class assessments for work. Achieve above national average progress scores in KS2 Maths.
All PPG children will be able to know how to work metacognitively, including seeking for extra support to start a task and monitoring their own progress.	Pupil voice and work will show an increased confidence allowing access to the curriculum and use of self-strategies following/using metacognitive steps
To improve receptive and expressive speech and language skills	SLT adviser will report progress for each individual child between each termly visit.

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: £ 6315

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly updates on PPG issues including training and current advice as updated.</p>	<p>High quality staff CPD is essential to follow EEF principles.</p> <p>Staff meeting notes.</p> <p>Teachers discuss Ridgewell school challenges and plan intent, impact and implementation of interventions and support.</p> <p>Rose report 2009- <i>'all teachers should have access to up to date information about problems with literacy'</i></p> <p>M. Rowlands-2020- <i>'Addressing educational Disadvantage in schools and colleges - 'effective assessment helps support better learning.'</i></p>	<p>1</p>
<p>Training and support at the beginning of academic year outlining Statement of Intent, Intended outcomes and strategies for whole school application.</p> <p>Continuation of HQT in every classroom.</p> <p>Regular review of Implementation and Impact.</p> <p>Pupil progress meetings</p> <p>Parent consultations</p>	<p>Staff meeting notes.</p> <p>Pupil Progress meeting notes</p> <p>Whole school 'ownership' of One-page summary of PPG including Intent, Impact and Implementation.</p> <p>Parent consultation notes with parental feedback.</p> <p>EEF Toolkit-</p> <p><i>'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</i></p> <p><i>Ofsted 2010: "What consistently worked well was rigorous monitoring of the progress of individual children and young people with quick intervention and thorough evaluation of impact. High aspirations and a determination to enable young people to be as independent as possible led most reliably to the best educational achievement."</i></p>	<p>1</p>

<p>Flexible timetabling of staff, allowing all 1:1 sessions to be undertaken according to children's APDR, linked where possible to class lessons</p>	<p>Individual timetables of staff reflect their targeted support of children.</p> <p>EEF Toolkit-<i>'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.'</i></p> <p><i>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.'</i></p> <p>Ofsted 2010: <i>"What consistently worked well was rigorous monitoring of the progress of individual children and young people with quick intervention and thorough evaluation of impact. High aspirations and a determination to enable young people to be as independent as possible led most reliably to the best educational achievement."</i></p>	<p>2,3,4,5,6</p>
<p>FAST- family support service financed from PP grant to ensure ongoing support for families.</p>	<p>PPG finance FAST reports https://assets.publishing.service.gov.uk/government/ <i>The link between pupil health and wellbeing and attainment- A briefing for head teachers, governors and staff in education settings</i> <i>'Research evidence shows that education and health are closely linked. 1,2 So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.'</i></p>	<p>1,5</p>
<p>'Let's Talk'- SLT financed from PP grant to ensure additional ongoing support.</p>	<p>PPG finance SLT reports including targets and progress points</p> <p><i>RCSLT.org:-</i> <i>'Speech, language and communication skills play a crucial role in a child's school readiness and ability to achieve their educational potential.'</i></p>	<p>6</p>

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

Budgeted cost: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading interventions up to 5 times a week- 'little and often' approach.</p> <p>Cumulative learning.</p>	<p>Timetabling.</p> <p>Individual children's progress files.</p> <p>EEF- 'Spaced learning' <i>Spaced learning' involves repeating material at defined intervals, with unrelated activity in between, and has been shown in the lab to improve memory and retention.</i></p>	2
<p>Use of structured reading schemes to support SEN readers in 1:1 sessions where needed.</p>	<p>Individual children's progress files.</p> <p>High frequency words are read fluently.</p> <p>EEF evidence <i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</i></p>	2
<p>Support at 'point of need' given according to APDRs.</p>	<p>Review of APDRs- '360' approach (parent consultations)</p> <p>Zone of Proximal Development- Vigotsky-1978- <i>"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers"</i></p> <p>Quality First Teaching 2010- 3 waves: Universal, targeted additional and specialist.</p> <p>Essex Provision guidance Toolkit: <i>'Differentiation enables success-based learning (to enhance both learning and motivation) and still provides an</i></p>	3

	<p><i>appropriate level of challenge..... Provision is based on the 4 part cycle: Assess, Plan, Do, Review, through school monitoring systems.'</i></p> <p><i>Ofsted 2010: "What consistently worked well was rigorous monitoring of the progress of individual children and young people with quick intervention and thorough evaluation of impact. High aspirations and a determination to enable young people to be as independent as possible led most reliably to the best educational achievement."</i></p>	
Focus and monitoring of KPI's.	<p>Class books record sheet. Appropriate level of KPIs chosen for each child if SEND.</p> <p>Zone of Proximal Development: Vygotski: '<i>scaffolding and Vygotsky's concept of the ZPD. Scaffolding (i.e., assistance) is most effective when the support is matched to the needs of the learner. This puts them in a position to achieve success in an activity that they would previously not have been able to do alone.'</i></p>	3
Metacognitive approach taught so children plan, monitor and review their own work- including use of progress chart in books.	<p>Pupil Voice- regular meetings with SENCo reviewing work</p> <p>EEF evidence '<i>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i></p>	3
Structured spellings given to learn. Differentiated to meet individual levels.	<p>Class records</p> <p>Zone of Proximal Development: Vygotski: '<i>scaffolding and Vygotsky's concept of the ZPD. Scaffolding (i.e., assistance) is most effective when the support is matched to the needs of the learner. This puts them in a position to</i></p>	3

	<i>achieve success in an activity that they would previously not have been able to do alone</i>	
Use of AFALs scheme to support SEN children to learn to read and write high frequency words.	AFALs monitoring record Brooks 2016-Young People with Literacy Difficulties:	3
'Accleread' scheme used to support individual practice of spellings	Accleread monitoring record Brooks 2016-Young People with Literacy Difficulties: <i>Martin Miles used the programme in a primary school in Devon with 30 mostly older KS2 children. Remarkable gains were made in reading accuracy and spelling.</i>	3
1:1 support for non-computational work i.e. problem-solving techniques.	Soft data file Zone of Proximal Development: Vygotski: <i>'scaffolding and Vygotsky's concept of the ZPD. Scaffolding (i.e., assistance) is most effective when the support is matched to the needs of the learner. This puts them in a position to achieve success in an activity that they would previously not have been able to do alone</i>	4
1:1 support for learning times tables.	Class tests <i>'Recalling times tables improves memory skills, which is a transferrable skill that will help children throughout school and into adult life. 5. Children will find it easier to solve maths problems and to do mental arithmetic if they have already memorised their times tables'.</i>	4
'Power of 2' work	Soft data file	4
Small group support for foundational knowledge and life skills e.g. time, money, number bonds, counting.	Soft data file Certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location, etc. However, in 1999, the World Health Organization identified six key areas of life skills: communication, problem-solving, critical thinking, emotional control, self-awareness and resilience.	4

1:1 daily speech and language support sessions	<p>SLT termly review notes</p> <p>Talk Boost: 65% of children reached expected levels in attention and listening (compared to 19% before), essential foundation skills for early communication and language, as measured by the I CAN tracker.</p> <p>2. 72% of children reached expected levels in understanding words and sentences (compared to 28% before), as measured by the I CAN tracker.</p> <p>3. 62% of children reached expected levels in their speaking skills (compared to 20% before), as measured by the I CAN tracker.</p>	6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost £3980

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT in regular contact with specific families to build confidence and relationship in order to work with them to improve attendance.	<p>CPOMs</p> <p>Building excellent working relationships with parents is key to being able to support them and speak to them about the importance of good school attendance. It is essential to build their confidence in school.</p>	1
School has 2 trained 'Emotional First Aiders' who are used to support children at specific times of need.	<p>CPOMs</p> <p>Sutton Trust: 1997-<i>We fight for social mobility from birth to the workplace so that every young person – no matter who their parents are, what school they go to, or where they live – has the chance to succeed in life.</i></p>	5
FAST used to weekly support children needing emotional & behavioural support. This includes meeting and supporting their families	<p>Written reports and weekly feedback from FAST team.</p> <p>EEF Evidence '<i>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-</i></p>	5

	<i>management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i>	
Termly assessments and targeted programmes of work to follow from Speech and Language adviser.	<p>Termly written reports by SLT.</p> <p>Talk Boost: <i>65% of children reached expected levels in attention and listening (compared to 19% before), essential foundation skills for early communication and language, as measured by the I CAN tracker.</i></p> <p>2. <i>72% of children reached expected levels in understanding words and sentences (compared to 28% before), as measured by the I CAN tracker.</i></p> <p>3. <i>62% of children reached expected levels in their speaking skills (compared to 20% before), as measured by the I CAN tracker</i></p>	5
Pupil voice collected regularly from all staff and 1:1 sessions to monitor their use of metacognitive skills.	<p>Pupil Voice file</p> <p>Building relationships and giving ownership of learning to the child.</p>	5
1:1 Music lessons	<p>Music file and pupil voice</p> <p>EEF Evidence <i>'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i></p>	5
Extra-curricular clubs are financed, where needed, so all PPG have access to all opportunities and develop their 'cultural capital.'	<p>PPG financial plan</p> <p>Pupil Voice</p> <p>Parental support</p>	5
School trips are funded, where necessary, to ensure all PPG have access.	PPG financial plan	5
Attendance at regional sports events including	<p>PE file</p> <p>Pupil voice</p>	5

Boccia and New Age Kurling.		
Work with local Foodbank to support families at specific times of need.	Soft data file	5
Work with SEND Engagement Facilitator to support at specific times of need.	SEND reports	5

Total budgeted cost: £ 16795 PPG + Covid Catch up

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.

This is the first year of a 3-year cycle for this strategy plan. We are still seeing evidence of 'gaps' in knowledge and learning skills from the COVID lockdowns.

This year our PPG numbers have increased to 21.

We have 14 families who are PPG.

Reporting on Intended Outcomes:

Attendance: Attendance is still not as consistent as that of non-PPG children and we have those who are persistent absentees. Some progress has been made as the school has worked hard to maintain and build on good relationships with all PPG families, enabling an open dialogue with parents as we try to ensure the children return to school. We have Traveller Families attending school whose traditions and culture can mean that they leave to travel in the summer months and as the children move into UKS2 they often begin to think about leaving formal education. Contact and conversations with families are recorded and reviewed to ensure that all is being done to get children into school.

Reading: 80% of children who have received support using the AFALs scheme have shown better than expected progress. 47% of children have made better than expected progress, 35% of children have made expected progress and 18% have made slower than expected progress. More PPG children have made better than expected progress than non-PPG children.

Writing: 89% Of children have moved up a level of KPIs in their writing. 11% of children have not moved up a level through the KPI's, in all cases this was due to very poor attendance during summer term.

Maths: 100% of children made progress through their maths KPIs. Targeting small 'next steps' has enabled progress to be seen. Extra resources have been purchased to support these children which has been very effective including Numicon, Power of 2 and White Rose reinforcement books.

Metacognitive approach by children: 94% of children have shown us that they have the confidence to 'have a go' and ask for help if needed. They are encouraged to use a

variety of skills to assist them in their work including peer support, using extra notes provided and extra equipment which can be personally accessed in all classrooms.

Pupil voice shows that 100% of children are happy in school and that they know we want to help them and only ask them to 'do their best.'

Speech and Language: Termly reviews by a speech and language therapist provides us with evidence that 100% of children receiving this additional support make better than expected progress. See SLT notes.

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
TPP- bought into by Academy Trust	
Talkboost	Ican

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding for emotional support via the FAST team.
What was the impact of that spending on service pupil premium eligible pupils?	Children and families can be supported emotionally by a qualified practitioner who visits school once a week. She provides support for the family as well as the child.