

## Pupil premium strategy statement – The Ripley Academy 2019/20

| 1. Summary information |                    |                                  |                            |  |        |
|------------------------|--------------------|----------------------------------|----------------------------|--|--------|
| School                 | The Ripley Academy |                                  |                            |  |        |
| Academic Year          | 19/20              | Total PP budget (proposed)       | 188,870                    | Date of most recent PP Review                  | Oct 18 |
| Total number of pupils | 592                | Number of pupils eligible for PP | 208 <small>(6 LAC)</small> | Date for next internal review of this strategy | Dec 19 |

| 2. Key Indicators (most recent Year 11)                         | Data Source: SISRA Oct 2019        | Unvalidated   | x | Validated |
|---|------------------------------------|---|---|-----------|
|   | 2019 Pupils eligible for PP (2018) | 2019 Pupils not eligible for PP (national average for ALL 2018) |   |           |
| Key Stage 2 Fine Point Level (Cohort size)                      | 4.57 (34 students)                 | 4.86 (77 students)  |   |           |
| % Attaining 9-7 in English (Best) and Maths                     | 3% (2.9%)                          | 14%   |   |           |
| % Attaining 9-5 in English (Best) and Maths                     | 29.4% (17.6%)                      | 50.6% (43%)   |   |           |
| % Attaining 9-4 in English (Best) and Maths                     | 61.8% (29.4%)                      | 75.3% (64%)   |   |           |
| Progress 8 score average  | 0.00 (-0.70)                       | +0.12(0.13)   |   |           |
| Progress 8 English  | -0.06 (-0.50)                      | 0.00 (0.11)   |   |           |
| Progress 8 Maths  | +0.22 (-0.70)                      | +0.33 (0.12)  |   |           |
| Progress 8 English Baccalaureate Slots                          | +0.16 (-0.60)                      | +0.41 (0.13)  |   |           |
| Progress 8 Open Slots   | -0.27 (-0.90)                      | -0.23 (0.09)  |   |           |
| Progress 8 score average for Higher Ability Pupils              | -0.29 (0.24)                       | +0.30 (0.01)  |   |           |
| Progress 8 score average for Middle Ability Pupils              | -0.09 (-0.96)                      | -0.03 (-0.01)   |   |           |
| Progress 8 score average for Lower Ability Pupils               | +0.24 (-0.68)                      | +0.10 (-0.18)   |   |           |
| Attainment 8 score average                                      | 41.97 (32.90)                      | 48.84 (46.53)   |   |           |
| % Entering the English Baccalaureate                            | 11.8% (28%)                        | 19.5% (38%)   |   |           |
| % Attaining 9-5 in the English Baccalaureate                    | 0% (8.8%)                          | 13% (15.5%)   |   |           |
| % Attendance  | 95.9% (95.6%)                      | 97.2% (95.9%)   |   |           |
| % Persistently Absent   | 2.7% (0%)                          | 5.4% (21.6%)  |   |           |
| % Staying in education or entering employment after Key Stage 4 | 100% (100%)                        | 100% (96%)  |   |           |

| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>  |   |
|---|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )               |   |
| <b>A.</b>   | Progress across the curriculum, particularly English and Maths – diminishing the differences between PP and non PP students, especially HPA PP students as SISRA June 2019/ GCSE results 2020   |
| <b>B.</b>   | Literacy and numeracy skills – KS2 data shows that on average PP students are entering 5 points below in English, 4 points below in Maths with a 2 year reading age gap from non PP students (Year 7 2019 entry but similar gaps in all year groups)  |
| <b>C.</b>   | Behaviour and attitudes to learning – PP students are more likely to receive a fixed term exclusion (55% in 2018/19), PP boys are more likely to receive a FTE (53% in 2018/19) current gap between PP and non PP FTE is 16%  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| <b>D.</b>   | Attendance – PP attendance (93.4% in 2018/19) is lower than that of non PP students (96.3%) = 2.9% difference<br>ASP 2017/18 – Ever 6=93% (above national average 91.9%)  |
| <b>E.</b>   | Persistent absence figures are higher for PP students (4.9% in 2018/19) compared to non PP students (3.9%) = 1% difference<br>ASP 2017/18 – Ever 6=19.1% (below national average 24.6%)   |
| <b>F.</b>   | Attendance at parents' consultation evenings is consistently 15% lower for PP students compared with non PP students therefore there is less parental engagement in their child's education and aspirations   |
| <b>G.</b>   | Disadvantaged students have equal access to educational resources and experiences as non-disadvantaged students. Barriers are removed to meet individual needs  |
| <b>H.</b>   | PP students to have equally high aspirations to non PP students – 3% NEET = 1 student 2018. 94% of PP students going into further education (2018) compared with 86% of non PP students   |
| <b>4. Desired outcomes</b> ( <i>desired outcomes and how and when they will be measured</i> )                     |   |
|   | Success criteria  |
| <b>A.</b>   | <p><b>Improved progress for PP students on exit</b> – GCSE Summer results 2020<br/>(cohort of 35 students, 1 without prior attainment data)</p> <p>P8 0.15 All PP students<br/>P8 0.30 HPA PP students<br/>P8 English 0.06<br/>P8 Maths 0.20<br/><b>PP students to achieve in line with other students nationally P8 0.11</b></p> |

|           |   |   |
|-----------|---|---|
| <b>B.</b> | <b>Diminish the difference in numeracy and literacy skills of PP and on PP students</b> through entitlement to specific interventions to support lowest attainers on entry. | Reading ages of PP students to increase faster so that current gap between PP and non PP students reduces by at least 6 months<br>Maths skills of PP students increase so that projected gap between PP and non PP for GCSE is reduced to ½ a grade                                       |
| <b>C.</b> | The <b>behaviour and attitudes of under-performing PP students improve</b> resulting in more school success and ultimately in the reduction of PP exclusion rates.          | Fixed term exclusions for PP students reduce to below 20% of all FTE and gap between PP and non PP students is diminished completely.<br>Proportion of positive achievement and negative behaviour incidents awarded to PP students is in line with proportion awarded to non PP students |
| <b>D.</b> | <b>Absence rates for PP (FSM) are in line with national</b> measured by ASP resulting in improved attendance for PP students  | Absence rates for PP FSM students will be in line or below national average   |
| <b>E.</b> | <b>Reduced persistent absence for PP (FSM) students</b> compared with non PP students   | Persistent absence rates for PP FSM students will be line or below national average   |
| <b>F.</b> | <b>Improved attendance at parents' consultation evenings</b> for PP students  | Attendance at parents' consultation evenings of PP families is within 10% of non PP families (current gap is 23%)   |
| <b>G.</b> | <b>Disadvantaged students have equal access to educational resources and experiences as non-disadvantaged students</b>  | Tracking demonstrates that individual student needs are being met and equality of opportunity for all PP students   |
| <b>H.</b> | <b>PP students have equally high aspirations as non PP students - % continuing to further education in line with national average and 0% NEET</b>                           | Participation rates at aspirational events and trips increases to equal non PP students.<br>Continue with 0% NEET   |

## 5. Planned expenditure

|                      |   |
|----------------------|---|
| <b>Academic year</b> | £1,500 external review<br>Quality of teaching for all £51,432, Targeted support £33,563, Other approaches £76,981 |
|----------------------|---|

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

## i. Quality of teaching for all

| Desired outcome   | Chosen action / approach  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead  | When will you review implementation?  |
|---|---|---|---|---|---|
| <p>Improve the quality of teaching and learning across all year groups for all students by ensuring that all teachers:</p> <ul style="list-style-type: none"> <li>• Have high enough expectations of students</li> <li>• <b>Plan activities that meet learners needs (especially HPA/MPA PP students) ensuring student engagement and challenge</b></li> <li>• Manage behaviour effectively using school's systems</li> </ul> | <p>Embed the principle of precious lesson time to stop lesson interruptions.</p> <p>1-hour PP planning time into teacher's allocation to provide dedicated fortnightly PP time (£29,640)</p> <p>HODs have regular CPD time to focus to improving T&amp;L provision within depts. (£17,599)</p> <p>Whole school T&amp;L policy to encompass an Accelerated Learning Programme – 6-part lesson structure to create a consistent structure.</p> <p>3M marking policy fully embedded and implemented consistently.</p> <p>Embedding of the 'classroom entitlement' – PP specific targeted in-class intervention through sharing of best practice via fortnightly T&amp;L briefing</p> <p>Introduction of individual PP Pupil Passport to increase teachers' knowledge of barriers and effective strategies (£1,753 data lead)</p> <p>Embedding of departmental PP champions to track, monitor progress within subject areas to ensure effective practice across subjects (UPS staff) (£2,440)</p> | <p>Whole school 'accelerated learning programme' as a sustainable change within teaching and learning. A common language to be used by students/staff in classrooms ensuring lessons are appropriately 'chunked' creating pace and students leading their own learning.</p> <p>Evidence: The EEF Guide to the Pupil Premium, June 2019 suggests that improving teaching should be top priority of a tiered approach to ensure highly effective teaching for all students. Every teacher is supported to continually improve their practice.</p> <p>Evidence: John Hattie's research on the most significant effects on educational performance identifies; teacher estimates of achievement (higher expectations), collective teaching efficacy (quality of whole school T + L), teacher strategies (pitch, pace, activity, 'classroom entitlement') and feedback (marking &amp; assessment policy) as being some of the most effective measures for improving the performance of a cohort.</p> <p>PP students achieve better with highly effective teaching which is personalised to them as evidenced in QA and corroborated in subject's student outcomes (esp. Maths/English)</p> | <p>Learning walks and other QA to be shared across SLT and HOD's</p> <p>Learning walks and QA to have a student centred focus. Students to respond to questions about learning.</p> <p>Focus on PP 'classroom entitlement' during all QA processes – use feedback from observations and learning walks to demonstrate and share 'good practice' strategies and identify training needs.</p> <p>Development of 'data driven' intervention strategies for underperforming students focus on the implementation of the 'classroom entitlement'</p> <ul style="list-style-type: none"> <li>• HoD – monitor and co-ordinate under target PP students in faculty + implement CE Strategy</li> <li>• HoH – focus on student experience in lessons – 'learning journal' + identifying barriers to learning</li> <li>• PP champions – subject focus working alongside HoD to track and monitor progress, lead on interventions.</li> </ul> <p>Use of KS3 and KS4 data collection windows to measure impact of intervention.</p> <p>Classroom entitlement driven through whole school T&amp;L briefings and PP champions within school to ensure best practice is shared.</p> | <p>SLT / HoD's</p> <p>JDE /JSC / MLI</p> <p>SLT/HODs</p> <p>HoDs/HoHs/MLI</p> <p>SLT/MLI</p> <p>HoD/SLT/ PP champions</p> | <p>On-going in school QA systems to monitor implementation through middle leaders</p> <p>Regular review of improvement plans by SLT at least 3 times a year, with governor review termly.</p> |

| <b>Total budgeted cost</b>  |  |   |   |                   | £51,432  |
|---|--|---|---|-------------------|--|
| <b>ii. Targeted support</b>   |  |   |   |                   |  |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b> | <b>When will you review implementation?</b>  |
| Improve PP students literacy/reading age to be within 6 months of their non PP peers                            | Arti test on entry to school<br>Intervention in place if below 9.5 years, re-test July to measure impact/progress.<br>Reading intervention programme for Key Stage 3 PP students with reading age below their chronological age (£5,600)   | Evidence: The EEF Guide to the Pupil Premium, June 2019 suggests that targeted academic support has a consistently positive impact in small groups and/or one-to-one structured interventions and is likely to be a key component in an effective PP strategy.  | In-school QA processes including lesson observation and work scrutiny, student voice, progress data tracking.<br><br>Arti Reading Test on entry and end of year to track progress | JSC/SRK           | Feb and June 2020  |
| Reduce in-school gap between PP and non PP in Maths<br>Y11 Progress 8 gap of 0.10<br>Y10 Progress 8 gap of 0.10 | Year 11/10 Maths small group or 1-2-1 intervention (10 hours per week using one member of additional staffing) (£14,820)   | Evidence: The EEF Guide to the Pupil Premium, June 2019 suggests that targeted academic support has a consistently positive impact in small groups and/or one-to-one structured interventions and is likely to be a key component in an effective PP strategy.  | In-school QA processes including lesson observation and work scrutiny from HoD, student voice, progress data tracking.  | JTH               | Dec 2019, March 2020 – impact report for SLT/governors<br><br>August 2020 following GCSE results |
| Diminish the difference between PP students and other students nationally/in school at KS4                      | <ul style="list-style-type: none"> <li>• Targeted tutor time core subject intervention (£2,688)</li> <li>• One to one termly interviews including target setting (£2,785)</li> <li>• Bespoke revision programme/resources (£1,780)</li> <li>• Termly KS 4 parent/student meetings with HoH/SLT (£3,240)</li> <li>• Mentoring for HPA PP students (£2,650)</li> </ul> | EEF/Sutton Trust evidence shows that highly effective teaching in small groups and effective teacher/student relationships are key to reducing in-school differences between cohorts. Positive relationships within school help to improve progress of students (teacher/student and teacher/parent). Increasing parental engagement to focus on positives. | QA programme – including student/parent voice, observation of interviews/meetings.<br>Data tracking and monitoring at each data point to measure impact.                          | JSC/MLI           | Dec 2019 and March 2020  |
| <b>Total budgeted cost</b>  |  |   |   |                   | £33,563  |

| <b>iii. Other approaches</b>  |  |   |   |                                 |   |
|---|--|---|---|---------------------------------|---|
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>               | <b>When will you review implementation?</b>   |
| Reduce the difference in absence and persistent absence for PP and non PP learners (particularly FSM) so in line or better than national averages                                       | <p>Employing a dedicated attendance officer (ZWI) who has had a significant and immediate impact on overall attendance. Ever 6 students are performing well but we still have an attendance gap with FSM learners. (£12,463)</p> <p>All house teams focus on attendance and punctuality (SSC 2 hours daily - £3,000)</p> <p>Greater use of rewards and positive praise to encourage learners into school. (£2,000)</p> <p>Greater contact between target families and school via new Heads of House (x4) as pastoral leads. (£7,773)</p> | <p>Evidence: The EEF Guide to the Pupil Premium, June 2019 suggests that wider strategies relating to the most significant non-academic barriers in school such as attendance and social/emotional aspects are key to success and a feature of our local community.</p> <p>It is impossible to improve the attainment of learners who are not at school.</p> <p>Reducing PP (FSM) absence and persistent absence is seen as a key improvement target for the school which will have a significant positive impact upon student progress and overall life chances.</p> | <p>ZWI to monitor attendance on a daily basis with SST follow up where required. JSC SLT link.</p> <p>SLT have attendance related issues as a regular agenda item and regularly collect figures as key performance indicators</p> <p>Attendance panel meetings when required</p> <p>Visit other schools with strong PP implementation strategies to share best practice</p> <p>Safeguarding absence issues are addressed using in-school Early Help support to prevent negative impact on attendance and to improve attainment/progress</p> | <p>JSC</p> <p>(ZWI/CPI/LMO)</p> | <p>Attendance/PA figures collated and reviewed monthly and half termly</p> <p>Regular review of improvement plans by SLT 3 times a year, with governor review termly.</p> |
| Reduce the social and emotional barriers to learning for vulnerable PP and non PP learners (particularly FSM) so students have attendance and attainment in line with national averages | <p>Targeted use of in-school Family Support Worker to address vulnerable students' needs out of school working with families (£25,036)</p> <p>Co-ordination of in-school programme of interventions for vulnerable students e.g. self-esteem, mental health with outside agencies (DCCT, Blend, CAMHS, police etc)</p>   | <p>Evidence: The EEF Guide to the Pupil Premium, June 2019 suggests that wider strategies relating to the most significant non-academic barriers in school such as attendance and social/emotional aspects are key to success and a feature of our local community.</p>   | <p>Safeguarding issues are addressed using in-school Early Help support to prevent negative impact on attendance and to improve attainment/progress</p>   | <p>JSC/JDO</p>                  | <p>Regular review of improvement plans by SLT 3 times a year, with governor review termly.</p>  |
| Improve PP students' behaviour and attitudes towards learning. Move reward outcomes and   | <p>Heads of House and Student Support Co-Ordinators to target PP students who are</p>  | <p>The EEF Toolkit suggests that targeted intervention matched to specific students with particular issues or needs can be effective,</p>   | <p>Improved parental contact to ensure parents are aware of interventions and opportunities to reward and praise are promoted.</p>  | <p>JSC/SFI</p>                  | <p>Regular review of improvement plans by SLT 3 times a year, with governor review termly.</p>  |

|   |   |  |  |  |   |
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| negative sanctions in line with non PP learners as a proportion of the student body | significantly under target with support strategies. (£7,773)<br><br>HoH/SLT to meet twice yearly with all PP students to identify barriers to learning and update Pupil Passport  | especially for behavioural issues in older students.<br><br>Tracking programme will allow early identification of weaker subject areas and behaviour concerns by HoH/tutor to intervene as soon as possible.<br><br>.  | Head of House to track progress of PP students including achievement/behaviour points and intervene accordingly<br><br>One to one career interviews for KS 4 students to ensure aspiration towards chosen career path impacting positively on attendance   | Heads of House /SS team  |   |
| Increase attendance at parents' consultation evening of parents of PP students.     | HoH (SKI) co-ordination the overall view of attendance at parents' consultation events. PP students can have appointments booked by teachers, with 'PP spaces' a booking possibility for teachers. A strong pastoral team ensures that a member of the wider pastoral team contact underperforming PP students on the request of subject teachers. Underperforming PP non-attenders contacted by wider pastoral team by phone with support and comments. (£1,993) | PP families have a history of attending parent consultation evenings less frequently than non PP families.<br><br>Effective parental engagement has been shown to increase outcomes and aspirations for both PP and non PP learners.<br><br>Improving engagement of PP families will, at least, raise awareness of support and funding opportunities linked to school. | SKI tracks attendance at parent consultation evenings and co-ordinates follow up including phone calls and letters to non-attending parents.<br><br>Where other issues prevent attendance the school will look to support families to improve attendance (e.g. taxis to PCE)<br><br>All parents/carers to have academic based conversation with a teacher annually to discuss their child's progress | JSC<br><br>SKI: Whole school responsibility for Parents consultation | Regular review of improvement plans by SLT 3 times a year, with governor review termly. |
| Disadvantaged students have equal access to resources/trips                         | Meeting the individual needs of students relating to provision of resources and educational experiences to improve progress and enjoyment in school (£10,000)   | Students have equal access to curriculum resources, educational trips and subject specific support   | Track where the money is spent on individuals and subject areas e.g. uniform, revision resources, trips etc  | JSC/CW   | Review Dec 2019 and July 2020.  |

|   |   |  |   |                |  |
|---|---|--|---|----------------|--|
| <p>PP students have equally high aspirations as non PP students - % continuing to further education in line with national average and 0% NEET</p> | <p>Intensive CEIAG programme from Year 7 to develop aspirations in line with academic ability (£1,993)</p> <p>Each PP student to have an individual career plan from Year 9 onwards so they are aware of next steps in their education.</p> <p>RONI tracker used from Year 9 onwards to identify vulnerable students at risk of NEET</p> <p>Careers advisor working in-school once a fortnight all year to support PP learners with developing aspirations in small groups and one-to-one. (£4,950)</p> | <p>Socio Economic background can impact student outcomes (FSM vs Non-FSM 1 GCSE grade lower on average nationally). Family quals and aspiration - lower quals background tends to lower KS4 outcomes (students with HEd parents achieve average 2 grades higher than students where parents have no quals), and less likely to move to L3 post- 16 or continue to Higher Ed. Lower ambition and aspiration may limit students' confidence and drive towards meeting academic potential. Such students may receive less guidance and support for their studies or choices. (DfE Research Report: "Influences on students' GCSE attainment and progress at age 16." P. Sammons et al - September 2014)</p> | <p>All PP students to have regular one to one to one careers interviews to develop aspirations from Year 7</p> <p>Record interventions with students and details of one to one conversations.</p> <p>Careers interviews to be shared with parent/career</p> <p>CEIAG provision mapped over Key stage 3 and 4 to ensure breadth and depth of coverage</p> <p>Regular item on SLT agenda to monitor on-going progress.</p> <p>Track destination figures yearly by group</p> | <p>JSC/KBR</p> | <p>Review termly Dec 2019, March, July 2020.</p> |
| <b>Total budgeted cost</b>  |   |  |   |                | <b>£76,981</b>                                   |

## 6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Summary information for 2018-19

|                                      |  |
|--------------------------------------|--|
| Total number of pupils by year group | Y8 (117) Y9 (121) Y10 (132) Y11 (111) [2019 Y11 (111)] Total (592) |
| Pupil Premium pupils by year group   | Y8 (45) Y9 (42) Y10 (52) Y11 (35) [2019: Y11 (34)] Total (208)     |