The Ripley Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Ripley Academy
Number of pupils in school 11-16	771
Number of Post 16 Students	105
Proportion (%) of pupil premium eligible pupils	34% 265 students
Academic year/years that our current pupil premium strategy plan covers	2023-24 2024-25
Date this statement was published	September 2023
Date of first review	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Helen Frost-Briggs
Pupil premium lead	Jan de Rijk
Governor / Trustee lead	Matt Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,707
Recovery premium funding allocation this academic year	£63,204
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	£339,911

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is allocated to schools and academies with pupils that are known to have been eligible for free school meals (FSM) at any time in the last six years; those who are looked after children (LAC); have previously been looked after (PLAC); and those who are service children.

The ultimate objective for our disadvantaged pupils is to allow every child the opportunity to realise their potential through education which improves their social mobility and subsequently leads them to live a fulfilled and happy life. Current research shows that the educational attainment of children from disadvantaged backgrounds is much lower than their peers, hence the financial and moral commitment from the government and schools to tackle this issue and improve their life chances. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, lack of equipment and attendance and punctuality issues. There are often complex family issues which can affect a child's ability to learn effectively. There is no 'one fits all' approach and subsequently interventions and programmes need to be tailored to the needs of our students, however quality first teaching will always have a positive impact on our disadvantaged students.

Our priority when using Pupil Premium funding is to remove all barriers to learning. We do not automatically allocate personal budgets per student in receipt of the Pupil Premium funding. Our priority is to identify the barriers to learning and use the funding to address these barriers and provide interventions as required. Interventions could be in small groups, large groups, the whole academy or as individuals, and allocate a budget accordingly.

Our Pupil Premium Strategy is focused on addressing key challenges that our disadvantaged pupils face by breaking down any barriers for each child so that they are able to reach or exceed their academic potential.

The key principles and objectives of the strategy are;

- *Quality first teaching for every child, every lesson, every day*
- *Consistent implementation of the 'classroom entitlement'*
- *Broadening the horizons and raising the aspirations of pupil premium students*
- *To narrow the attainment and progress gap between non-disadvantaged and disadvantaged students*
- *A personalised and holistic approach for every child*
- *Whole school sustainable improvement that accelerates student progress*
- *Development of a 'love of learning' and the acquisition of skills to a support lifelong education.*

Achieving our key objectives:
- *Additional teaching and learning opportunities provided via trained staff*
- *More teaching staff in core subject areas to ensure smaller group sizes and therefore more support for PP students*
- *Improving reading ages of students through our literacy strategy to aid their progress across all subject areas*
- *Provide financial support for equipment and resources*
- *Provide financial support to ensure attendance on educational visits to provide students with first-hand experiences to support their learning*
- *Provide resources to ensure PP students have the opportunity to take part in food technology and develop lifelong skills in cooking*
- *To support social and emotional development as well as academic through targeted work and whole school initiatives*
- *To continue to challenge attendance issues and work closely with families to support good attendance*
- *Frequent and comprehensive CPD for staff to ensure quality first teaching*
- *PP as a targeted group for all curriculum areas and has featured as the priority appraisal objective for all staff*

This list is not exhaustive and will change according to the needs of our disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	**Progress** Progress across the curriculum, particularly English and Maths – narrowing the gap between the academic achievements of PP and non-PP students, especially high prior attaining disadvantaged students.
2	**Attendance** Attendance of disadvantaged students is lower than that of non- disadvantaged students. Persistent absence figures are higher for PP students compared to non-PP students.
3	**Behaviour and Attitudes to Learning** Disadvantaged students have a higher chance of receiving a suspension. PP boys are significantly more at risk of suspension than PP girls. PP students may be at greater risk of poor emotional/mental health that impacts negatively on their behaviour.

4	**Aspirations**
	PP students are likely to have lower aspirations compared to their non-PP peers which in turn, negatively impacts on their progress as they do not have a vision for their future beyond school.
5	**Literacy skills**
	Reading age data shows that on average PP students are entering the school with reading age below their chronological age hindering their progress across the curriculum. Low levels of reading fluency and comprehension impacts progress in all subjects.

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 progress for PP students across all Key Stages and improved GCSE outcomes on exit	Progress 8 score is in line with non-PP students and all students nationally. School Year 11 PP Targets: P8 0.81, English 0.64, Maths 0.92, EBacc 0.75, Open 0.92 Successful outcomes would involve PP students meeting their individual subject targets.
Improvement in attendance and reduction in persistent absence	Attendance rates for PP students will be in line or above national figures = school target: 96% Persistent absence rates for PP students will be below national figures.
Culture of the school promotes positive behaviour of PP learners and reduces FTE for PP students	PP students' behaviour/suspension figures are in line with non-PP students. Reduction in number of suspensions and gap between PP/non-PP suspension rates.
Literacy (reading/writing) skills are improved for PP students so they are better equipped to fulfil their academic and personal potential	Data shows a smaller number reading below their chronological age. Internal assessment data improves, as students are accessing the curriculum. Using the ARTi reading comprehension tests to prove improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
PP students have equally high aspirations as non-PP students	0% NEET Reduce gap between number of non-PP and PP students that continue into further education.

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: £ 81305

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the quality of teaching and learning for **all** students by; • Having high expectations of all students • Training staff to incorporate the following strategies in their lessons to ensure that staff; Teach to the top and offer scaffolded support to students. Encourage students to respond to feedback. Adjust the pace of lessons where necessary. • Raise the level of challenge within lessons and provide appropriate levels of support for those who need help in accessing the challenge. • Promoting a positive school culture and managing behaviour effectively using school's systems. • Continually improving the TRA (Teach to the top, Response and feedback, Adjusting the pace) elements within lessons via an on-going personalised CPD programme for all staff To develop a positive teaching and learning culture for PP students by • Raising expectations of PP presentation and work through the implementation of a more rigorous and regular approach to Quality Assurance through Departmental Drop-Ins and positive discrimination in all QA processes.	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. The school's teaching and learning strategy of TRA fits into the school's accelerated learning cycle that permeates all lessons with a common language understood by all. Improving Behaviour in Schools, EEF (2019) focus on proactive strategies implemented consistently. What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements (Closing the Gap, EEF)	1 3 5

• Having the disadvantaged agenda as a running theme on every department meeting. • Termly review meetings in line management to review the implementation and impact of PP strategies within department areas. • Pupil Premium to be a standing item in all department, assessment and progress-related meetings and WAGOLL provided for what that could look like. • Maintaining a centralised approach to the pupil premium entitlement with a renewed focus on: Identification, Priority Marking, Priority Questioning, In-class Priority 1 to 1 support, use of PP work as modelled examples. To be reinforced through regular pupil premium briefings. • Promoting EEF as a platform for researching effective PP strategies and ensure it influences our T&L mantra. • Providing Pupil Premium CPD through INSET focusing on the disadvantaged agenda. To be repeated throughout the academic year 23-4		
To ensure that all students frequently have the opportunity to read and produce extended writing within lessons. Improve extended writing skills through: - Developing curriculum plans for the explicit teaching of writing as a skill.	Ofsted identified area for improvement The EEF guide to literacy (2019) suggests that teachers should be supported to understand how to teach students to read, write and communicate effectively in their subject areas. (According to their research, 120,000 disadvantaged students made the transition from KS2 to KS3 below the expected standard	1 5

- Training staff in their delivery of writing (writing instruction will lead to writing improvement). - Teachers will be trained to model writing to students through planning, monitoring and evaluation. - Teachers will provide tier 2 and 3 vocabulary. To create a reading culture by: - Developing the use of the library - Staff training - staff to use reading ages actively within the classroom to ensure pitch and age-appropriate texts are given to students. - Staff to model reading fluency in lessons and make reading aloud a key feature of each lesson. - VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise) to be used with Year 7 to develop a key reading comprehension skill focus when reading. - Pupil Premium students to be a priority with any reading interventions. This is to include free reading books, as well as KS3 reading diaries and audit access to "Access-it". - Buddy Reader Scheme to prioritise Pupil Premium students. -	for reading and 1 in 10 of those would achieve passes in Mathematics and English). Evidence suggests that if teachers attend to the 'literacy' demands of their subjects, it increases the students' chase of success in their subjects. 'The Writing Revolution' provides evidence that a cohesive, whole school approach to the teaching of writing, with guidance on how to break writing down, to provide collaborative opportunities for students to write and for extended writing to be embedded across the curriculum, can lead to improved outcomes in subject specific areas.	

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

Budgeted cost: £124,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce in-school gap between PP and non-PP in Maths through bespoke Year 11/10 Maths small group or 1-2-1 intervention using subject specialist teacher.	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.	1 4 5

Introduction of additional class into Year 10/11 English to target underachieving PP students using subject specialist teacher.	As above	1 5
Diminish the difference between PP students and other students nationally/in school at KS4 through; - Targeted tutor time core subject intervention – 4 mornings per week for Year 11 students. - One to one termly progress interviews including target setting Bespoke revision programme and resources. - Embedding a system of more sophisticated QLA following internal assessments to ascertain and address gaps. - Termly KS4 parent/student meetings with HoY/SLT ensuring all disadvantaged students benefit from a longer and more detailed Progress Meeting across KS4. - Mentoring for HPA PP students delivered by teachers. - Introduction of GCSE Pod across all departments, ensuring full accessibility for PP students. - All PP students to be prioritised for all intervention. PP students targeted with the 'Complete Maths Tutor' programme, Lea Green, interventions sessions. - Introduction of Year 11 Individual Teacher Meetings with a steely focus on PP to ensure all subject teachers know who they are and what they're doing to target them. - Ensuring effective use of "student resources for PP" budget including food provisions for D&T practical lesson and all key revision resources for PP Year 11	As above	1 4 5

Reading intervention programme for Key Stage 3 PP students with the bottom 20% of reading ages.	Closing the Attainment Gap, EEF (2019) states that transition between phases is a risk point and effective catch-up should be put in place.	1 5
Lexia programme for Key Stage 3 students who upon entry are working below national expectations led by a teaching assistant	Closing the Attainment Gap, EEF (2019) states that transition between phases is a risk point and effective catch-up should be put in place.	1 5

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

Budgeted cost: £134302

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Dedicated attendance officer to track and monitor attendance/PA. Pastoral support team daily focus on attendance and punctuality (SSC 2 hours daily) Greater use of rewards and positive praise to encourage learners into school. Greater contact between target families and school via Heads of Year (x5) as pastoral leads.	The EEF Guide to the Pupil Premium, June 2019 suggests that a tiered approach will help to focus on key strategies. Attendance is the most significant non-academic barrier to progress in school and therefore forms a key strategy in our strategy.	2
Behaviour Personalised behaviour interventions for students causing concern led by DHT/ HOY. Systematic identification of PP students most at risk of exclusion. Targeted and tracked support for identified pupils with a focus on improving behaviour and building aspiration.	Improving Behaviour in Schools, EEF (2019) focus on proactive responses and reactive for those where greater need is present (recommendation 5)	3
Closing The Gap Meetings after every data collection to identify targeted strategies to address attitudinal, behavioural and academic issues with selected PP students.	As above	2 3

Wellbeing Targeted use of in-school Early Help to address vulnerable students' needs in and out of school. Co-ordination of in-school programme of interventions for vulnerable students e.g. self-esteem, mental health with outside agencies (DCCT, school counsellor*, Blend, CAMHS, police etc) *investment in in-school counsellor 1 day per week	Targeted intervention using specific programmes delivered by specialists are likely to have greater positive impact in improving emotional/mental health and reducing safeguarding concerns. Increasing number of students with emotional/mental health concerns that is negatively impacting on their progress, attendance and/or behaviour.	1 2 3
Aspirations Creation of a PP Focus group with termly meetings monitoring and reviewing PP KPIs. Disadvantaged students prioritised for careers meetings. Targeted use of independent Careers advisor to provide additional support regarding post 16 options. Additional support for students in gaining work experience placements relevant to their aspirations All PP students to have a bucket list of broader educational / extra-curricular opportunities that they should experience during their time at TRA. Ensure Pupil Premium students are over-represented in student leadership roles. Complete an audit of Pupil Premium students setting to ensure they are in the most aspirational set.	Targeted intervention using specific programmes delivered by specialists are likely to have greater positive impact where students are less likely to have support from home.	4

Total budgeted cost: £ 339,911

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 2022 to 2023 academic year.

Student Outcomes

Performance Measures 2023	PP students (33)	Non-PP students (80)
Progress 8	-0.87 (-0.59 with outliers extracted)	-0.02
Attainment 8	39.53	46.5
Grades 5-9 English/Maths	27.3% (33.3% with outliers extracted)	50.0%
Grades 4-9 English/Maths	36.4% (44.4% with outliers extracted)	68.3%

Performance Measure year on year	PP students (2021)	PP students (2022)	PP students (2023)
Progress 8	TAGS	-0.41	-0.87
Attainment 8	42.78	44.26	39.53
Grades 5-9 English/Maths	41%	35.5%	27.3%
Grades 4-9 English/Maths	61.4%	61.3%	36.4%

Quality Teaching for All

Effective practice to continue into next academic year;
- Embed the new TRA Teaching and Learning Principles (Teaching to The Top, Response and feedback, Adjusting the pace)
- Embed mechanisms for SLT learning walks to inform support and lead to development in teaching.
- Embed the system of department drop in quality assurance activities which gives Heads of Department and staff manageable and meaningful feedback which informs CPD opportunities
- Create a vibrant culture of professional development for staff by enhancing use of the online platform and creating a joint Teach Meet on INSET.
- Embed the Feedback and Response Policies to ensure that Teachers' feedback and guidance leads to pupils making progress at all key stages.

Targeted Support

Students across Key stage 3 showed an improvement in reading ages in the academic year 2022/2023– Year 7: 26.4% improved their reading level relatively, Year 8 students= 55.7% and Year 9 students= 58%. Improving students reading ability continues to be a strong focus for the new academic year.

Students undertaking intensive literacy support via the LEXIA programme made accelerated progress and the majority of students went onto achieve their end of year English target. Year 7 students = 77%, Year 8 students=74%, Year 9 students=58%. The programme will continue into the new academic year with new leadership and a dedicated member of staff for greater consistency and impact.

Wider Strategies/Other Approaches

In the aftermath of COVID19, parents evening appointments continued to be held virtually using a web-based system, which had a detrimental impact on the number of disadvantaged students' parents attending in 2021-2022. PP students' attendance increased in 2022/23.

A return to face to-face appointments has commenced for the academic year in 2023-2024.

2022/3

	Year Population			Parents Evening Attendance			% Attendance by group		% by Year Population	Comparison 21/22
	PP students	Non PP students	Total students	PP students	Non PP students	Total students	PP students	Non PP students		
Year 7 Pastoral	*55*	*111*	*166*	*28*	*89*	*117*	*50.9%*	*80.2%*	*70.5%*	new
Year 7	55	111	166	19	79	98	34.6%	71.2%	59.0%	new
Year 8	62	123	185	35	82	117	56.5%↑	66.7%↓	63.2%	↓
Year 9	46	72	118	24	56	80	52.2% ↑	77.8% ↑	67.8%	↑
Year 10	41	83	124	21	63	83	51.2%↓	75.9%↓	66.9%	↓
Year 11	33	83	116	16	68	84	48.5% ↑	81.9%↓	72.4%	↓
Year 12	18	48	66	10	38	48	55.6%	79.2%	72.7%	new

Year 13	18	47	65	9	40	49	50% ↑	85.1% ↑	75.4%	↑

2023/4

	Year Population			Parents Evening Attendance			% Attendance by group		% by Year Population	Comparison 22/23
	PP students	Non PP students	Total students	PP students	Non PP students	Total students	PP students	Non PP students		
Year 7 Pastoral	*56*	*124*	*180*	*34*	*97*	*131*	*60.7%*	*78.2%*	*72.8%*	New cohort
Year 8	51 (50)	115 (112)	166 (162)	24	96	120	47.1% ↑	83.5% ↑	72.3% (74.1%)	↑
Year 11 (1st)	43 (42)	82 (81)	125 (123)	30	69	99	69.8% ↑	84.1% ↑	79.2% ↑ (80.5%)	↑
Y12/13 (1st)	21	85	106	14	72	86	66.7%	84.7%	81.1%	1st combined
Y12 (1st)	7	45	52	4	41	45	57.1%	91.1%	86.5%	New cohort
Y13 (1st)	14	40	54	10	31	41	71.4% ↑	77.5% ↓↓	75.9% ↑	

Attendance/Persistent Absence

There is a 4% attendance gap between PP students on non-PP students. The percentage of persistent absence within the PP cohort was higher than the non-PP cohort during 2022-2023. Recent initiatives had a positive impact with attendance of PP students in September – November 2023 1.5% above the FFT reported national PP attendance and the gap between PP and non-PP attendance narrowing to 2.6%.

Suspensions

Out of all suspensions issued last academic year 57% were for PP students, compared with 43% for non-PP students. Reducing the number of suspensions issued to pupil premium students will continue to be a focus this academic year.