

# Pupil premium strategy statement – The Ripley Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	812
Proportion (%) of pupil premium eligible pupils	259 students 32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-23 2023-24 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Helen Frost-Briggs
Pupil premium lead	Emilia Iwanczuk
Governor / Trustee lead	Chris Howe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£306,820
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£306,820</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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 through targeted academic support
- Whole school sustainable improvement that accelerates student progress
- Development of a 'love of learning' and the acquisition of skills to a support life-long education.

Achieving our key objectives:

- PP is a targeted group for all curriculum areas as part of our priority agenda
- 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 evidenced-based CPD for staff to ensure quality first teaching

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 across the curriculum, particularly English and Maths- narrowing the gap between PP students and their non-PP peers, especially high prior attaining students.
2	Attendance of disadvantaged students is lower than that of their non-disadvantaged peers. Persistent absence figures are higher for PP students compared to non-PP students.
3	Behaviour and attitudes to learning – disadvantaged students are more impacted by loss of learning time due to suspension than their non-disadvantaged peers. PP boys are at a greater risk of suspension than PP girls.
4	Aspirations – PP students are likely to have lower aspirations than their non-PP peers which in turn negatively impacts their progress as they do not have a vision for their future beyond school.
5	Literacy skills pose a challenge for many of our disadvantaged students; on average PP students enter our school with reading ages significantly below their chronological age and this hinders their progress across the curriculum. Low levels of reading fluency and comprehension impacts progress in all subjects. On entry into this year's Year 7 cohort, 50% of PP students tested below chronological age, compared with 25% of non-PP peers.

## 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	Progress 8 score for PP students is inline with that of non-PP students. Due to no KS2 data, for the 2024-25 cohort this will be a 0% gap in percentage of students attaining their target grade in all subjects between PP and non-PP students (with a particular focus on English and Maths threshold grades)
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 = school target 10%
'The Ripley Way' school culture promotes positive behaviour of all students, including those who are PP, and reduces suspensions for all students, including those who are PP.	PP students' behaviour and suspensions are in line with non-PP students. Reduction in gap between PP/non-PP suspension rates.
Literacy skills are improved for PP students so that they are better equipped to fulfil their academic potential	Literacy skills of students, both PP and non-PP, are raised closer to their chronological reading age. Internal assessment data improves as students are able to access the curriculum more successfully.
PP students have equally high aspirations as non-PP students	0% NEET Reduce gap between number of non-PP students and PP students that continue into further education

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65851

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of teaching and learning for all students by:</p> <ul style="list-style-type: none"> <li>○ CPD for staff to incorporate and embed our T&amp;L principles of TRA; Teaching to the top and scaffolded support, Response and Feedback, Adjusting the pace</li> <li>○ Develop adaptive teaching in line with the T&amp;L principles</li> <li>○ Promoting a positive school culture through The Ripley Way and managing behaviour effectively using school systems</li> </ul>	<p><b>The EEF Guide to the Pupil Premium, June 2019</b> 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>The school's teaching and learning strategy of TRA</p>	<p>1 3 5</p>

<ul style="list-style-type: none"> <li>○ Having a centralised approach to the Pupil Premium Entitlement through priority questioning and participation, priority support, use of work as modelled examples</li> <li>○ Develop CPD surrounding EEF 'Top Five' with a particular focus on improving explicit instruction, cognitive and metacognitive strategies and use of technology</li> <li>○ Rigorous programme of QA through Developmental Drop-Ins and positive discrimination for PP in all QA processes</li> <li>○ Developing personalised evidence-based CPD to respond to areas of need</li> <li>○ Have the PP agenda as a running theme in department meetings and to be a standing item in all progress-related meetings</li> <li>○ Creation of a PP focus group to monitor and review implementation and impact of strategies and academic benchmarks</li> <li>○ Developing our reading culture in school through 'Remarkable Readers' and working with subject specialists to explicitly teach students how to 'Read like a....' and 'Write like a...'</li> <li>○ Staff to prioritise use of tier 2 and 3 vocabulary lists and reading ages in their classroom practice, along with modelling reading fluency and promoting reading in the classroom</li> </ul>	<p>permeates all lessons with a common language understood by all. <b>EEF Toolkit (2019)</b> highlights feedback as well-evidenced with high impact on outcomes.</p> <p><b>Improving Behaviour in Schools, EEF (2019)</b> focus on proactive strategies implemented consistently.</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements (<b>Closing the Gap, EEF</b>)</p> <p><b>EEF 'Improving literacy in secondary schools' guidance report</b> recognises the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subject and this has been a priority in our CPD programme.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £127,545

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.	<p><b>The EEF Guide to the Pupil Premium, June 2019</b> 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.</p> <p><b>EEF Toolkit</b> suggests that small group tuition has +4 months impact on progress</p> <p><b>Closing the Attainment Gap, EEF (2019)</b> states that transition between phases is a risk point and effective catch-up should be put in place.</p> <p><b>‘Making the best use of teaching assistants’ EEF guidance report</b> – intelligently target TAs to support students effectively.</p> <p><b>EEF ‘Special Educational Needs in Mainstream Schools’</b> Guidance Report recommends complementing high quality teaching with carefully selected small</p>	1 4 5
Additional class in Year 10/11 English to target underachieving PP students using subject specialist teacher.		
Diminish the difference between PP students and other students nationally/in school at KS4 through; <ul style="list-style-type: none"> <li>○ Targeted tutor time core subject intervention – 3 mornings per week for Year 11 students</li> <li>○ Mentoring for HPA PP students delivered by teachers and leaders</li> <li>○ PP students prioritised for intervention and progress meetings</li> </ul>		
Targeted reading intervention using Lexia. Development of the ‘Buddy Reading’ scheme with 6 <sup>th</sup> Form leaders; prioritising Y7 PP students.		
Development of KS4 lunchtime study room to allow students to access computers and complete homework for those who struggle to do so at home.		
Targeted use of LSAs so that support is given to students who need it the most, including PP students.		
Disadvantaged students are prioritised for careers meetings to raise aspirations and ensure 0% become NEET		
Purchasing revision resources for PP students to support personal study and intervention		
PP student prioritised for SLT options meetings to support uptake of challenging and aspirational courses		
Develop the use of The Bridge to support disadvantaged students who also have SEND		

through both 1:1 intervention and appropriate small group work.	group and one-to-one intervention.	
Parents of pupil premium students are invited directly to Accelerating Progress Evening in Year 11, to engage parents and students and provide resources and advice in becoming exam-ready.	<b>EEF 'Working with parents to support children's learning' Guidance report</b> recommends providing practical strategies to support learning at home	

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

Budgeted cost: £113,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
Closing the Gap meetings after every data collection to identify barriers, address attitudinal, behavioural and academic issues with selected PP students and then share good practice and actions with relevant staff.	<b>EEF guide to the Pupil Premium (2019)</b> Insights and perspectives should be gathered from across the school community. As well as generating useful insights, actively engaging people in this way improves implementation through the way it unites values and generates buy-in.	1 2 3 4 5
<p>Attendance</p> <ul style="list-style-type: none"> <li>○ Dedicated attendance office to track and monitor attendance/PA</li> <li>○ Pastoral support team daily focus on attendance and punctuality</li> <li>○ Greater use of rewards and positive praise to encourage learners into school, linking with attendance</li> <li>○ Greater contact between target families ad school via Heads of Year as pastoral leads</li> </ul>	<p><b>Working together to improve school attendance (DfE, 2022)</b> states the importance of clear attendance policy.</p> <p><b>EEF Guide to the Pupil Premium (2019)</b> suggests that attendance is the most significant non-academic barrier to progress and therefore forms a key strategy for us</p> <p><b>'Working with parents to support children's learning' Guidance Report</b> outlines the value in communication with</p>	2



	families in order to improve attendance	
<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>○ Personalised behaviour interventions for students causing concern led by DHT/HOY</li> <li>○ Pastoral leaders examine patterns and implement intervention to support student behaviour</li> <li>○ Systematic identification of PP students most at risk of suspension. Targeted and tracked support for identified students with a focus on improving behaviour and building aspiration</li> <li>○ Embedding the Behaviour Ladder as a clear structure and to implement effective support where needed</li> </ul>	<p><b>EEF Improving Behaviour in Schools (2019)</b></p> <p>Focus on proactive responses and reactive for those where a greater need is present (recommendation 5). Approach should be tailored to individual needs.</p>	
<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Targeted use of in-school Early Help to address vulnerable students' needs in and out of school</li> <li>○ 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)</li> <li>○ Supplementation of funds for school trips and extracurricular activities to increase engagement</li> </ul>	<p><b>EEF Toolkit strand 'Parental engagement'</b> states that parental engagement has a positive impact on academic progress.</p> <p><b>EEF Toolkit strand 'Social and Emotional Learning'</b> suggests that +6 months could be gained through specialist targeted intervention</p>	
<p><b>Aspirations</b></p> <ul style="list-style-type: none"> <li>○ Targeted prioritised use of independent careers advisor to provide additional support regarding post-16 options</li> <li>○ Additional support for students in gaining meaningful work experience placements</li> <li>○ Ensure PP students are over-represented in student leadership roles</li> <li>○ Online booking system used for parents' evening and events with follow up phone calls.</li> </ul>	<p><b>EEF Toolkit strand 'Parental engagement'</b> states that parental engagement has a positive impact on academic progress.</p>	

**Total budgeted cost: £306,820**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Performance Measures 2024	PP students (34)	Non-PP students (79)	
Progress 8	-0.49	-0.06	
Attainment 8	36.9	48.93	
Grades 5-9 English/Maths	27.9%	56.1%	
Grades 4-9 English/Maths	48.8%	75.6%	
Performance Measure year on year	PP students (2022)	PP students (2023)	PP students (2024)
Progress 8	-0.87	-0.92	-0.49
Attainment 8	39.53	30.21	36.9
Grades 5-9 English/Maths	27.3%	26%	27.9%
Grades 4-9 English/Maths	36.4%	35%	48.8%

We are proud that recent exam results show that both attainment and progress for disadvantaged students has improved, and in particular that the gap between PP and non-PP students is shrinking compared to previous years, this is evidence that our current strategic plan is having a positive effect on our students and their outcomes. However, we are not complacent and seek to close the gap further by continuing to embed our strategy and action plan and further improve the progress of disadvantaged students to be in line with non-disadvantaged students.

### Teaching and learning –

CPD on adaptive teaching, reinforcing TRA principles (Teaching to the Top, Response and Feedback, Adjust the Pace) and Teaching to the Top in particular.

T&L briefings reinforcing previous CPD on effective questioning and feedback, explaining and modelling, practice and retrieval, and PP classroom entitlement embedded into all classroom routines.

Further CPD planned in response to Developmental Drop Ins and other QA processes, and T&L priorities in line with EEF’s evidence-based Top Five.

### Wider strategies -

Parents evening attendance - We returned to face-to-face parents’ evening appointments in 2023-24 which saw an increase in attendance from 2022-23.

	Year Population			Parents Evening Attendance			% Attendance by group		% by Year Population	Comparison 22/23
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP		
<i>Year 7 Pastoral</i>	56	124	180	34	97	131	60.7%	78.2%	72.8%	New cohort
<i>Year 7</i>	62	112	174	33	89	122	53.2%	79.5%	70.1%	New cohort
<i>Year 8</i>	51 (50)	115 (112)	166 (162)	24	96	120	47.1% ↑ (48%) ↑	83.5% ↑ (85.7%) ↑	72.3% (74.1%)	↑
<i>Year 9</i>	58 (55)	122 (120)	180 (175)	29	96	125	50.0% ↓ (52.7%) ↓	78.7% ↑ (80.0%) ↑	69.4% ↑ (71.4%) ↑	↑
<i>Year 10</i>	45 (44)	78 (76)	123 (120)	30	61	91	66.7% ↑ (68.2%) ↑	78.2% ↑ (80.3%) ↑	74.0% ↑ (75.8%) ↑	↑
<i>Year 11 (1<sup>st</sup>)</i>	43 (42)	82 (81)	125 (123)	30	69	99	69.8% ↑ (71.4%) ↑	84.1% ↑ (85.2%) ↑	79.2% ↑ (80.5%) ↑	↑
<i>Year 11 (2<sup>nd</sup>)</i>	43 (41)	82 (80)	125 (121)	26	69	95	60.5% (63.4%)	84.1% (86.3%)	76% (78.5%)	↓ to 1 <sup>st</sup> PE ↑ last year

Further improvements are also evident so far in 2024-25 so this will be a strategy that continues to be important for our plan.

	Year Population			Parents Evening Attendance			% Attendance by group		% by Year Population	Comparison 23/24
	PP	Non PP	Total	PP	Non PP	Total	PP	Non PP		
<i>Year 7 Pastoral</i>	40	143	183	25	124	149	62.5% ↑	86.7% ↑	81.4% ↑	New cohort but ↑ 23/24
<i>Year 8</i>	59	110	169	36	95	131	61.0% ↑	86.4% ↑	77.5% ↑	↑
<i>Year 11 (1<sup>st</sup>)</i>	44	73	117	30	61	91	75.0% ↑	83.6% ↑	77.8% ↑	↑

Attendance – a 4.5% gap exists between PP and non-PP students for overall attendance, keeping this high on our strategic plan for this year.

Suspensions – 53% of suspensions were for PP students in 2023-24, with 47% non-PP. This gap has closed since 2022-23 where PP students had 58% of all suspensions. Continuing to reduce the number of suspensions is still a priority this year, along with continuing the work on reducing the number of suspensions overall.