

Pupil Premium Strategy Statement 21-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ripley St Thomas
Number of pupils in school	1397 (Years 7-11) 374 (Sixth Form)
Proportion (%) of pupil premium eligible pupils	12.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs C. Walmsley
Pupil premium lead	Mr P. Wilson
Governor / Trustee lead	Mr D. Bateman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,725
Recovery premium funding allocation this academic year	£25,810
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	£220,535

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that children in receipt of Pupil Premium achieve to the best of their ability, addressing any barriers to learning that may present themselves.

It is our intention that children in receipt of Pupil Premium have high levels of attendance and receive support for this where it is necessary.

It is our intention that children in receipt of Pupil Premium have as many opportunities as possible to experience co-curricular activities and educational trips, regardless of barriers to this.

Challenges

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

Challenge number	Detail of challenge
1	To improve the reading proficiency of pupils identified in early testing as not currently meeting age-related expectations.
2	To address lost learning from the Covid-19 pandemic.
3	To address any attendance issues – particularly those at risk of being at the persistent absence level. This applies particularly to the Year 11 cohort (21/22).
4	To enable engagement with co-curricular activities and educational trips, addressing financial barriers where needed.
5	To reduce the proportion of children in receipt of Pupil Premium who are suspended from our school.

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
Pupils in receipt of Pupil Premium funding achieve in line with expectations.	Reduce the gap in Attainment 8 and Progress 8 between children in receipt of the Pupil Premium and those who are not.
Increased attendance of children in receipt of the Pupil Premium – particularly in KS4.	Reduce the gap in attendance rates between children in receipt of the Pupil Premium and those who are not.
Increased number of children in receipt of the Pupil Premium attending co-curricular activities and educational trips.	Statistical data to demonstrate an increase in the uptake of co-curricular activities and targeted educational trips for children in receipt of the Pupil Premium.
Further develop a programme of early intervention behaviour support.	Reduction in the percentage of children in receipt of the Pupil Premium who are suspended as a proportion of all incidents resulting in this sanction. Ensure early intervention for support with behaviour.

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

Budgeted cost: £71,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	EEF Toolkit – various strands such as Mastery learning, Collaborative learning	1, 2
Support staffing	EEF Toolkit – Teaching assistants	1, 2,
Support for early careers teachers	EEF Toolkit – various strands such as Mastery learning, Collaborative learning	1
Literacy across subjects (Bedrock mapper)	EEF Toolkit – Reading comprehension	1

Targeted academic support

Budgeted cost: £56,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Support (Bedrock Learning, Accelerated Reader and Lexia program)	EEF Toolkit – Reading comprehension, Digital Technology, Internal data, bedrock learning assessments, accelerated reader assessments	1
One to one tuition where required in English (KS4 prioritised).	EEF Toolkit – One to One tuition	1
Small group support work for English intervention.	EEF Toolkit – Small group tuition	1
Improved teacher/pupil ratio in English lessons in Year 7	EEF Toolkit – Reducing class size	1
Personalised learning support (IXL)	EEF Toolkit – Digital Technology Internal data	1
One to one tuition where required in Maths (KS4 prioritised).	EEF Toolkit – One to One tuition	2
Small group support work in Maths via intervention groups.	EEF Toolkit – Small group tuition	2
Targeted revision across subjects.	EEF Toolkit – Individualised instruction	1, 2

Wider strategies

Budgeted cost: £ 92,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children in receipt of the Pupil Premium in Year 7 and 8 to be offered music tuition with a peripatetic music tutor. Those pupils who choose to continue this beyond year 8, we will continue to fund in this provision.	EEF Toolkit – Arts participation	4
Music tuition in class - all Year 7 pupils provided whole class tuition on either violin, saxophone, trumpet.	EEF Toolkit – Arts participation	4
Uniform help and assistance where necessary to ensure a sense of belonging and inclusion.	EEF Toolkit – School Uniform	3
Revision guides for GCSE subjects where appropriate.	Previous GCSE results	1, 2
Homework club (Printing, resources, and stationary shop) to ensure no barriers to learning and progress.	EEF Toolkit – Homework Extending school time	1, 2
Duke of Edinburgh and Ripley Cadets Funding co-curricular opportunities.	EEF Toolkit – Outdoor adventure learning	4
Breakfast club and access to food before school for all pupils in receipt of free school meals.	Evaluation of Breakfast clubs in school - DfE March 2017.	3
CEIAG provision and guidance with in-school careers advisor.	EEF Toolkit – Aspiration interventions Pupils achieve equal access to careers provision.	4
Access to co-curricular activities across all subjects and educational trips.	EEF Toolkit – extending school time and Aspirations.	4
External agencies working with pupils at risk of exclusion – such as behaviour intervention placements and a	EEF Toolkit – Social and Emotional learning	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
range of alternative provision providers.	Internal data and previous experiences	
Transport to school and barriers to being on time to school broken down.	Internal data	3
Attendance linked to rewards to offer praise where necessary for those pupils making improvements. This will be used to offer prizes to those pupils who are working hard to keep an excellent attendance or for those who are improving.	National data on attendance and achievement.	3
Counselling offered to address social and emotional barriers to learning.	EEF Toolkit – Social and Emotional learning	3, 5
The Bridge facility used as an on-site alternative provision for a range of social, emotional, medical, attendance related issues.	EEF Toolkit – One to One/Small group tuition	3, 5
Summer School provision to aid the transition process from Year 6 to Year 7.	EEF Toolkit – Summer schools	3 and 4
Educational psychologist provision where appropriate.	Required for some external support such as EHCPs.	5

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021. The data for these two years is based upon the CAG/TAG grades awarded. Progress 8 figures for these years are subsequently indicative based upon the large collaborative data set for all schools nationally who use SISRA software.

Students in cohort:	2019: 263	2020: 268	2021: 267
Pupil Premium students in cohort:	33 (12.54%)	29 (10.8%)	35 (13.1%)
Progress 8 All Pupils	0.24	0.5	0.5
Progress 8 Non Pupil Premium	0.26	0.59	0.56
Progress 8 Pupil Premium	0.11 National: -0.42 (TBC)	-0.26	0.07
Attainment 8 All Pupils	51.0	50.48	57.14
Attainment 8 Non Pupil Premium	54.5	56.35	57.98
Attainment 8 Pupil Premium	47.4	47.26	51.55
9-4 in English and Maths All Pupils	217/263 (83%)	234/268 (87.3%)	235/267 (88%)
9-4 in English and Maths Pupil Premium	23 /33 (70%)	23/29 (79.3%)	31/35 (88.6%)
9-5 in English and Maths All Pupils	164/263 (62.4%)	174/268 (64.9%)	184/267 (68.9%)
9-5 in English and Maths Pupil Premium	15/33 46%	14/29 (48.3%)	20/35 (57.1%)

Attendance Data (3 year trend) by percentage

Year	2017-18		2018-19		2019-20	
	Pupil Premium %	Non Pupil Premium %	Pupil Premium %	Non Pupil Premium %	Pupil Premium %	Non Pupil Premium %
7	93.5	96.8	95.8	96.6	94.7	96.45
8	94	96	92.8	95.9	91.6	95.5
9	91.4	96.1	92.4	95.8	88.06	93.8
10	90.5	94	90.8	95.6	87.8	94.7
11	95.3	95.3	92.4	94.2	95.04	94.3
Overall %	92.9	95.6	92.5	95.5	91.4	94.4
Overall Gap %	2.7		3		3	

New Group Reading Test (NGRT)

This standardised, adaptive, annual assessment measures reading skills against the national average. The following table shows pupils' progress over two years from September 2019 (Start point) to July 2021 (Finish point). Pupils in receipt of Pupil Premium are shown as "Yes".

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands)										
				60	70	80	90	100	110	120	130	140		
National average	-		100.0						●					
All students	261	Start point	104.7						■	■				
		Finish point	108.3						■	■				
No	249	Start point	105.0						■	■				
		Finish point	108.6						■	■				
Yes	12	Start point	97.6				■	■	■	■				
		Finish point	101.9				■	■	■	■				

Pupils in receipt of Pupil Premium have made good progress in their Standard Age Score (SAS) compared to the national cohort over KS3. The mean SAS of pupils in receipt of Pupil Premium is lower than their peers, although better than the national cohort

Externally provided programmes

Programme	Provider
My Tutor Online Tutoring – Y7-10	My Tutor