

2021 - 2024 - Pupil premium strategy statement – Ricards Lodge High School (reviewed November 2022)

This statement details our school’s use of pupil premium funding (and recovery premium for the **2022 to 2023** academic year) to help improve the attainment of our disadvantaged students.

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	Ricards Lodge High School
Number of pupils in school (Yr7 - 11)	1153
Proportion (%) of pupil premium eligible pupils	26% (298)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Kate Page
Pupil premium lead	Henrike Wilford
Governor / Trustee lead	Edward Foley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,695.
Recovery premium funding allocation this academic year	£64,809
Recovery School Led Tuition Grant allocation	£49,545
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	£397,049

Part A: Pupil premium strategy plan

Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges our disadvantaged students face. We have and will continue to use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage' and 'A practical guide to the Pupil Premium' by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies. We recognise that the challenges are varied, the issues complex and there is no 'one size fits all'. As recognised by the EEF we acknowledge that 'Quality first teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and teaching assistants on areas such as disciplinary literacy, metacognition and self regulated learning and embedding formative assessment and we will ensure we continue to recruit and keep high quality teachers.

Our strategy is also integral to wider school plans for education recovery, notably in providing targeted academic support, such as tutoring and support with non academic barriers to success in school, such as attendance, behaviour and social and emotional support.

The key principles of our strategy:

Building **positive relationships** - every positive interaction with our disadvantaged students and their families has the power to bring about positive change.

High expectations for all - all students should take pride in their individual achievements and have a positive perception of themselves as learners.

Individualised approach to address barriers – disadvantaged students should not be treated as a homogeneous group. All should understand that labels can create unconscious bias and set limitations.

Inclusive quality first teaching with memorable teaching experiences in which all are expected and enabled to participate. Teachers need to be confident in identifying and understanding how disadvantage impacts learning.

Diagnostic and formative assessment are embedded so that gaps in learning are quickly identified and responded to so that all students are reflective learners and can experience success in the classroom.

Independent learners - students are explicitly taught to self regulate their learning.

Physical, social, emotional and mental well being are embedded into all aspects of school life for our disadvantaged students.

Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff and students. Making decisions based on data and responding to **evidence** – frequently

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap and that the balance of the approach will vary from year to year as the schools' and students' priorities change.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged students and non-disadvantaged students.
- For all disadvantaged students to make or exceed nationally expected progress rates (P8 =0)
- For all disadvantaged students to have attendance of around national average of all students (94.4%)
- To provide a range of opportunities to ensure that all disadvantaged students engage in the wider curriculum.

Challenges and Barriers

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

Challenge number	Detail of challenge
1	Some students entering KS3 have weaker literacy and numeracy skills.
2	Some students have lower reading scores and are therefore finding it more difficult to access and understand subject specific vocabulary.
3	Less progress for some disadvantaged students in GCSE Maths (<i>PP gap 0.6</i>) and Combined Science in KS4 (<i>PP gap 0.59</i>)
4	Less progress for some disadvantaged students in EBACC subjects in KS4 (<i>PP gap 0.7</i>)
5	Lower attainment and progress for some disadvantaged students in some practical subjects at KS4 including Music, Drama and Technology
6	Our assessments, observations and discussions with students suggest some disadvantaged students have struggled with independent learning outside the structured school day including organising remote/blended learning, homework and revision. These findings are backed up by several national studies.
7	Equity in access to digital resources in order to support home and blended learning.
8	Student voice and monitoring of attendance suggests the participation in extracurricular and enrichment activities for our disadvantaged students falls behind that of non disadvantaged students.

9	Our assessments, observations and discussions with pupils and families suggest less access to aspirational and academic support for our higher achieving disadvantaged students and under represented groups. These findings are backed up by several national studies.
10	In some cases attendance and punctuality is not in line with the expected standards of RLHS.
11.	Our observations, discussions with students and families and referral to inclusion suggests that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.

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 outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
1.	Cohesive whole school leadership and approach surrounding narrowing the gap	Increased focus and awareness of PP students by all staff with regular professional dialogues taking place between students and families. PP champion liaises between departments, pastoral and staff with leadership responsibilities. High PP family engagement in school events and improved communication.
2	Lower ability students are engaged in the KS3 literacy and numeracy programmes and there is a culture of quality first teaching across the whole school supported by regular research focused professional development.	Progress for disadvantaged students in KS3 (E/D learning groups) is inline with non disadvantaged students
3	All disadvantaged students are engaged with the Accelerated Reader programme and read independently every day for at least 20 minutes	Growth in reading age is in line with the rest of the school or exceeds it
4	Improved outcomes for disadvantaged students in KS3/4 Maths and Science with the gap closing.	Students' progress in Maths and Science increases and the gap continues to close in these subjects.
5	Improved outcomes for disadvantaged students in Humanities and MFL subjects with the gap closing.	Students' progress in EBacc subjects continues to increase and the gap continues to close in these subjects.
6	Improved outcomes for disadvantaged students in some practical subjects at KS4 including Music, Production, Film and Sport.	Students feel supported and engaged in practical subjects and can access resources needed and the gap closes in these subjects.

7	Students have become more effective independent learners and they have been supported in developing the skills needed to access online learning and revise effectively.	Students have developed more effective self regulation skills and feel they have been provided with the resources they need to catch up on lost learning due to Covid 19.
8	Students have the same access to devices at home as non disadvantaged students - Close the digital gap	All students can access online learning at home.
9	To provide a broad and enriching programme of extra curricular opportunities which is regularly monitored	Monitoring shows more PP students taking part in extracurricular and enrichment opportunities.
10	Identified PP and MAGT PP students have targeted interventions and are provided opportunities to work to identify and overcome barriers to progression and raise aspirations. (Targeted to Yr8, 9, 10 and 12.)	High prior attaining disadvantaged students results improve in line with aspirational targets and they go on to high quality destinations.
11	To reduce the percentage of PP students that are PA	Reduced percentage of PP PA's
12	Disadvantaged students are supported in school and with outside agency support to overcome emotional and other setbacks and are more resilient and are thus better able to focus on their learning and future plans.	Students engage with and participate in the support offered by the Inclusion team and report that they are safe and happy in school with an eye to the future. Reduction in Behaviour points and fixed term exclusions. Increased attendance and engagement Increased confidence and resilience

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)

Activity	Evidence that supports this approach	Outcome number(s) addressed
Appointment of Senior Leader to oversee PP strategy with a designated team of staff with the responsibility for closing the disadvantage gap	Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice' EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.	1

	https://www.nfer.ac.uk/recovery-during-a-pandemic-the-ongoing-impacts-of-covid-19-on-schools-serving-deprived-communities/	
<p>Provide additional staffing for lower ability disadvantaged groups in KS3 to support the development of literacy and numeracy skills and support the D/E model.</p> <p>Appoint a Numeracy specialist in the Cedar base.</p> <p>Continue to recruit excellent TA's who have been upskilled to feel confident in their roles.</p> <p>Review EAL strategy and support staff in using digital resources for EAL support particularly for all new Ukrainian students</p> <p>SEL Support as part of small group interventions in the Cedar Base</p>	<p>High quality teaching for all - as identified in the NFER research relating to disadvantaged students.</p> <p>https://www.nfer.ac.uk/recovery-during-a-pandemic-the-ongoing-impacts-of-covid-19-on-schools-serving-deprived-communities/</p> <p>The EEF teaching and learning toolkit also identifies the positive impact that reducing class sizes has on outcomes. Increased opportunity to provide feedback on learning using a variety of EFA strategies.</p> <p>EEF toolkit Small group Tuition +4 months EEF Toolkit Reduced Class sizes +2 months EEF Toolkit Social and emotional learning Targeted support +4 months</p>	2
<p>Support growth of the whole school literacy coordinator.</p> <p>Continue to implement AR programme in KS3 and set up a KS4 pilot group.</p> <p>Improve disciplinary literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Promote Subject specific Book Clubs for KS3/4 students</p> <p>Develop role of Yr11 Student Ambassadors for peer support in KS3</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-disciplinary-literacy</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English and EBAcc subjects word-gap.pdf (oup.com.cn)</p> <p>EEF Toolkit – Reading comprehension - +6 months impact</p> <p>EEF Toolkit - Peer Tutoring +5 Months</p>	2, 3, 7, 9 & 10
<p>Provide additional pathways for KS4 students to enable disadvantaged students to</p>	<p>High quality teaching for all - as identified in the NFER research relating to disadvantaged students.</p>	3, 4,5,6 & 7

<p>develop their literacy and numeracy and general study skills.</p> <p>Social and emotional learning support as part of small group interventions in the Cedar Base</p> <p>Implement an after KS4 care plan to help with transitions and support with identified SEN students. Establish links with local institutions for a handover. (March/ April).</p>	<p>The EEF teaching and learning toolkit also identifies the positive impact that reducing class sizes has on outcomes. Increased opportunity to provide feedback on learning using a variety of EFA strategies.</p> <p>EEF Toolkit Social and emotional learning Targeted support +4 months</p> <p>EEF Toolkit Reduced Class sizes +2months</p> <p>EEF Toolkit Feedback +6 Months</p>	
<p>Provide training for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>Standardised tests and Assessing and Monitoring Pupil Progress EEF</p>	<p>1,2,3,4 & 5</p>
<p>Continue with additional leadership post and staffing in Maths to focus on PP students</p> <p>Enhancement of our maths teaching for disadvantaged students and curriculum planning in line with DfE KS3 and EEF guidance.</p>	<p>There is much evidence to suggest that using digital platforms like Mathswatch and Activelearn helps students to practice and monitor their learning. Maths PP champion to monitor student engagement through these platforms and to set targeted tasks for KS4 and KS3 students. ‘To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models’</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF Toolkit Mastery Learning - +5months impact</p>	<p>1,2 & 4</p>
<p>Support the science department to identify potential barriers for disadvantaged students and look into staff development and potential leadership capacity following a curriculum and resource review.</p>	<p>Science education is one of the keys to social mobility. Science qualifications open the doors to many rewarding and interesting careers, and scientific literacy is critically important to being an informed citizen.</p> <p>Improving secondary science EEF guidance Report</p>	<p>1,4 & 7</p>

<p>Continue to develop metacognitive and self-regulation skills in all students</p> <p>CPD & T&L briefings implemented to introduce and embed The Fundamentals in all subject areas.</p> <p>Tutor time, assemblies and PSHE programme and in subject support helps students to develop good study habits, resilience and independence</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Toolkit – Metacognition and self regulation +7 months impact</p> <p>EEF Toolkit - Homework +6Months</p>	<p>1 & 7</p>
<p>Ensure ARD is embedded into the School Calendar and share discussions with all Staff through Bulletin.</p> <p>Develop a comprehensive CPD programme for HOY/ Tutors including Unifrog, Integrity Training and emotional coaching as part of the ADT CPD to support mentoring and coaching conversations.</p> <p>Each Year group in KS3 to have an off timetable event to promote cohesion amongst the year group as part of Covid recovery.</p>	<p>‘Mentoring requires regular interactions between an adult or older peer and one or a small group of students. Conversations between mentors and mentees may address but would not be limited to: attitudes to school; specific academic skills or knowledge; self-perception and belief, particularly in relation to school-work; aspirations for future studies and career options. It is important to consider what support mentors might require to effectively deliver mentoring.’</p> <p>Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning .</p> <p>EEF Toolkit Mentoring +2 months impact</p> <p>EEF Toolkit Behaviour Support +4 months Impact</p>	<p>7, 10 &12</p>

Approx Cost: £ 160,000

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

Activity	Evidence that supports this approach	Outcome number(s) addressed
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<p>To provide a range of targeted interventions and opportunities for KS4 students to access academic catch up support in their EBacc and practical subjects including targeted catch up sessions, targeted revision, appropriate resources that support learning</p> <p>Creation of PP champions within these subjects to maintain focus of PP within Departments and to sign post potential interventions.</p>	<p>The EEF supports the use of targeted curriculum support material that is deployed effectively, targeted and regularly followed up. Students are supported in using additional materials purchased.</p> <p>EEF Toolkit Extended school time +3months</p> <p>https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</p>	<p>5,6 &7</p>
<p>Continue to close the digital gap</p> <p>Chrome books subsidised by 90% if PP in Y r7, 8 & 9</p> <p>All PP students that need support with device/ data access at home in Yr10 and 11 are supported.</p> <p>Support students with the development of their digital skills by providing digital/transitional support workshops for those that need it.</p> <p>Regular contributions to the T&L newsletter and bespoke training within departments).</p> <p>Support the new TA post for a SEND Staff Digital Leader</p>	<p>The EEF identifies poor digital access as one of the most significant barriers during the pandemic</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1, 7 & 8</p>
<p>Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Toolkit Tuition +4 months Impact</p>	<p>1, 2, 4 & 7</p>

Approx Cost: £ 60,000

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

Activity	Evidence that supports this approach	Outcome number(s) addressed
<p>To provide a broad and enriching programme of extra curricular opportunities which is regularly monitored.</p> <p>Enrichment Fair held early in the Autumn term to encourage recruitment into a wide variety of clubs</p> <p>Further develop the the role of the two new PP enrichment leads - RD (Humanities) / FP (STEM)</p> <p>Measure the impact of the extra curricular on Key Performance Indicators</p> <p>Track when students are doing Partnership/ enrichment activities - Compass plus/ Enrichment tracker</p>	<p>Research by ‘A New Direction’ shows the importance of cultural and arts opportunities to support wider learning of PP students.</p> <p>Born to Fail? S Blandford - Its about showing the value we put on how you spend your time Sport, Music, Languages and Volunteering. Social Mobility isn’t about moving away and getting out but instead about offering choices.</p> <p>EEF – Arts Participation - +3 months</p> <p>EEF Sports Participation +2 months</p>	<p>1, 9, 10 and 12</p>
<p>Identified High attaining PP students have the opportunity to overcome barriers to progression.</p> <p>This will include targeted support, early career conversations, enrichment opportunities and mentoring.</p> <p>Establish the competitive Uni Programme Yr11/12</p> <p>Take full advantage of the Aim Higher programme for Yr 8,9, 10 and 12 and the wider partnerships with WHS, KINGS and other</p> <p>Continue to promote and set up virtual mentorship programmes.</p>	<p>https://www.suttontrust.com/our-research/potential-for-success-schools-high-attainers/</p> <p>Sutton Trust identified the need to identify these students early and recognises the importance of mentoring by highly able subject specialist teachers.</p> <p>Promoting cultural and other extracurricular activities makes a real difference to children. Gillian Allcroft, deputy chief executive of the NGA believes that it is difficult to show the immediate impact but “long term, it will make a difference”. Raising aspirations about careers, university, and further education, can motivate students to focus on good educational outcomes, remain motivated and improve engagement and attendance.</p> <p>https://www.gov.uk/government/publications/approaches-to-supporting-disadvantaged-pupils</p> <p>https://www.careersandenterprise.co.uk/media/zt0bgoa0/1488_destinations_report_v4.pdf</p>	<p>9, 10 & 12</p>

	EEF Toolkit Mentoring +2months EEF Toolkit Aspirations Interventions EEF Toolkit Metacognition and Self regulation +7 months	
Continue to invest in Inclusion support for our more vulnerable disadvantaged students as targeted via our Year group panel meetings 1:1 support Transition workshops Resilience workshops Support DHOY's to monitor PP engagement, behaviour points and attendance using the weekly automated trackers.	Mentoring enables students to understand how to manage their feelings and process situations which are impacting on their learning and to promote resilience during these challenging times Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) EEF Toolkit Mentoring +2months EEF Toolkit Behaviour Interventions +4months EEF Toolkit Social and emotional learning Targeted support +4 months	12 & 11
EWO/ HOYs to closely monitor all PP PA students' attendance. DHOY to target identified students below 90% attendance - build relationships with families and implement strategies where needed.	Embedding principles of good practice set out in DfE's Improving School Attendance advice. EEF Toolkit Mentoring +2months EEF Toolkit Behaviour Interventions +4months EEF Toolkit Parental Engagement + 4MOonths	11
Increased Parental Engagement through regular contact by form tutors, Early virtual PTC's appointments, Aspiration events and the implementation of the new parent app WEDUC. All of which will aid the engagement of parents and raise the awareness of rewards and achievements of their children. Support all hard to reach families with registration. Work with FLO to run a series of parent workshops for identified PA families	EEF Parental Engagement +4 months https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-parental-engagement	1, 7, 11 &12
PP capitation hardship funding to prevent PP students from being unable to access school uniform, resources and access enrichment opportunities.	S Blandford - Born to Fail - 'What can we do to make life better for...' EEF Arts participation +2months EEF Sports Participation +2 Months	12
Smooth transition for Year 6 into Yr7 by running a Summer School - The aim of which is to deliver a		1

<p>week's worth of activities offering a blend of academic education and enrichment activities.</p> <p>Transition workshops for identified students</p>	<p>https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance</p> <p>EEF Toolkit Summer schools +3 months Impact EEF Toolkit Social and emotional learning Targeted support +4 months</p>	
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Approx Cost: £ 80,000

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Ricards Lodge High School Pupil Premium Strategy 21/22 - Impact Review

Academic Year	2021/22	Total PP budget	317,469	Date of most recent PP Review	November 2022
Total number of pupils (Yr 7 - 11)	1156	Number of pupils eligible for PP	322 (28%) FSM	PP champion	Henrike Wilford

Year 11 Progress and Attainment Summer 2022 compared to National Averages (KS4 Results)

	Ricards PP	Ricards Non PP	Ricards Gap	National Average (Girls) PP	National Average (Girls) NON PP	National Average (Girls) Gap
Progress 8 score average	+0.76	+1.00	0.24	-0.37	0.34	0.71
Attainment 8 English (APS)	6.1	6.67	0.57	4.2	5.6	1.4
Attainment 8 Maths (APS)	4.94	5.65	0.6	3.6	5.1	1.5
Attainment 8 EBacc	4.82	5.6	0.7	3.4	4.9	1.5

Teaching (Quality Teaching for All)

Activity	Intended Outcome	Estimated Impact	Lessons Learned/ Area of focus
Appointment of Senior Leader to oversee PP strategy	1	Improved liaison between DHOY, PP Leads for STEM/EBACC enrichment, PP numeracy Lead and newly appointed Literacy coordinator - Clear job specs in place	A designated team of staff with the responsibility for closing the disadvantage gap

<p>Provide additional staffing for lower ability disadvantaged groups in KS3 to support the development of literacy and numeracy skills and support the D/E model.</p> <p>SEL Support as part of small group interventions in the Cedar Base</p>	<p>2</p>	<p>Lunchtime club in Cedar Base every day -Targeted students invited to attend (Run by SEN teachers and appointed Student Leaders)</p> <p>Lower ability students continue to be taught in much smaller group sizes in all E/D classes throughout KS3 through the creation of the CD+ groups. They have additional lessons in the Cedar base. The students identified as needing to be CD+ are reviewed after each term. This has a beneficial impact on both PP and non PP students as it means all have access to quality first teaching and strong supportive relationships are formed between staff and students in the SEN/ Pastoral teams.</p> <p>Twilight CPD sessions, Regular contributions to the T&L newsletter and bespoke training within departments or for teachers of particular learning groups.</p> <p>All teaching assistants and SEND staff have completed the Level 1 Google Certificate. Two members of the TA team are now ICT mentors. This year we created a new post for a SEND Staff Digital Leader with a TLR attached to it.</p>	<p>Numeracy Skills are still a challenge - there is no Numeracy specialist in the Cedar base.</p> <p>Recruitment of good TA's who have been upskilled to feel confident in their roles.</p> <p>Quality first teaching for all SEND students continues to be supported through regular research focused professional development.</p> <p>Comprehensive programme of CPD for all SEND staff (TA's and Classroom teachers)</p> <p>Review EAL strategy and support staff in using digital resources for EAL support particularly for all new Ukrainian students</p>
<p>Appointment of whole school Accelerated Reader/PP literacy coordinator.</p> <p>Implementation of accelerated reader, tutor time reading and CPD around the accelerated reader programme in KS3</p> <p>Improving disciplinary literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Promote Subject specific Book Clubs for KS3/4 students</p> <p>Develop role of Yr11 Student Ambassadors for peer support in KS3</p>	<p>2, 3, 7, 9 &10</p>	<p>Accelerated Reader Strategy continues to make a significant difference to promoting reading across KS3 and especially with Year 7. All year groups in KS3 have an AR lesson in the Library with their English Teacher and each year group has one weekly tutor time dedicated to Silent reading.</p> <p>Year 7 growth for year: 10 months (PP: 12 months) Year 8 growth for year: 8 months (PP: 7 Months) Year 9 growth for year: 9 months (PP: 8 Months)</p> <p>The AR lead (who has now left) delivered AR training for the department.</p> <p>Several departments ran Book clubs for KS3/4 students last year.</p>	<p>There are plans to continue the AR programme with a pilot group in KS4.</p> <p>The newly appointed literacy coordinator plans to work with subject leads in prioritising disciplinary literacy across the curriculum and support subject areas in developing strategies to provide opportunities for structured talk, complex writing tasks and develop students ability to read complex academic texts - Whole school CPD planned for June.</p> <p>Establish an upper school student ambassador reading buddy system</p>

<p>Provide additional pathways for KS4 students to enable disadvantaged students to develop their literacy and numeracy and general study skills.</p> <p>SEL Support as part of small group interventions in the Cedar Base and Inclusion</p>	<p>3, 4,5,6 & 7</p>	<p>Identified students are working in smaller classes with specialist staff receiving a lower teacher pupil ratio - this is a similar model of support as is offered in KS3. This is mostly through timetabled additional support lessons. All students with an EHCP in KS4 receive 5 additional hours of Maths and English.</p> <p>KS4/EAL support groups are attended by a specialist maths / science teaching assistant who also attends their KS4 classes this ensures continuity of in class learning.</p> <p>Schemes of work for extra Literacy lessons have been purchased - Read Write Inc (Fresh Start); KS3 and KS4 have direct teaching of digital skills embedded into the SEND curriculum.</p> <p>In KS4 we have two study support group EHCP and Highlevel SEND students receive 5 hours of SU which covers a bespoke curriculum</p> <p>Progress 8 score of 0.61 for all SEN students Progress 8 score for EHCP students is 0.77 Progress 8 score for K-SEN students is 0.59</p>	<p>Explore how we can offer more targeted support with Revision and revision time management and consider appointing an Achievement mentor</p> <p>Implement an after KS4 care plan to help with transitions and support with identified SEN students. Establish links with local institutions for a handover. (March/ April).</p> <p>Support EAL PP students as part of EAL 1:1 Interventions and in class support</p>
<p>Use standardised diagnostic assessments at start of Year 7 (no SATS)</p> <p>Provided training for staff to ensure diagnostic assessments are interpreted correctly.</p>	<p>1,2,3,4 & 5</p>	<p>SEND and HOY were able to use the CATS data when making EHCP applications and setting learning groups and identifying target groups for Interventions.</p>	<p>DHT is reviewing how best to share CATS results with Parents, Students and Staff</p>
<p>Continue with additional leadership post and staffing in Maths to focus on PP students</p> <p>Enhancement of our maths teaching for disadvantaged students and curriculum planning in line with DfE KS3 and EEF guidance.</p>	<p>1,2 & 4</p>	<p>There continues to be a gap between Pupil Premium and Non-Pupil premium students in maths; with the largest gap of -23.75% seen for grade 4+. This year has however seen the highest percentage of PP students achieving a grade 4+ 66.13% compared to 55.74 in 2018/19. The gap across all grades has narrowed since the 2018/19 exam results, notably a narrowing of the gap from -29.89 in 2018/19 for Grade 4+ to -23.75 in 2021/22. Our grades 7+ have seen an even more significant improvement with 2021/22 seeing 25.81% of Pupil Premium students achieving such grades in comparison to 4.92% in 2018/19. In fact the 2021/22 results for Pupil Premium grade 7+ is higher than the 2018/19 Non-Pupil Premium results which were 22.16%.</p>	<p>Continue to focus on closing the PP maths gap</p> <p>Support and track progress of current Yr 11/10 National Tutoring Programme KS4/KS3</p> <p>Maths promoted through extra-curricular/Enrichment and Careers Aspiration Programmes.</p>

		Our main focus for 2021/22 was to increase the number of students achieving a grade 4+ and 7+ and these two areas have seen the most significant narrowing of the gap from 2018/19.	
Identify potential barriers for disadvantaged students in Science and look into staff development and potential leadership capacity following a curriculum and resource review.	1,4 & 7	Staffing issues have meant that this was not possible last year however we did offer school led tutoring in the summer of Year 10 and a similar model is planned for this term with Yr11.	Conduct an audit with the science department to identify potential barriers for disadvantaged students and look into staff development and potential leadership capacity following a curriculum and resource review
Developing metacognitive and self-regulation skills in all students CPD & T&L briefings implemented to introduce and embed The Fundamentals in all subject areas. Tutor time programme, PSHE programme and subjects supports students in developing good study habits	1 & 7	Our commitment to the digital strategy means that we were able to continue to support students with the development of their digital and organisational skills by providing digital/transitional support workshops for those that need it and encouraging students to complete their digital skills badges. The PSHE/Tutorial programme is mapped to allow time for students to develop their numeracy, Literacy and Digital skills. Departments are creating a host of revision resources via specific google classrooms - all students can access these.	Continue to support students and staff in developing their digital/ organisational skills - Modelling good practice for classroom organisation. Continue to share good practice and pedagogy with staff by contributing to the CPD programme.
Reestablish the importance of tutor times, pastoral support and training to support pastoral teams in identifying student needs, concerns and signpost interventions. 360 Interviews with all PP students	7, 10 & 12	All PP students had a 360 interview and the model was so successful we have now introduced Academic Review Meetings as a way to increase dialogue between the tutor and Students. Google forms used to collate the information. Panel meets fortnightly to discuss concerns raised on CPOMS and range of interventions are signposted. HOY bulletin signposts opportunities via the google classrooms and in person assemblies	Ensure ARD is embedded into the School Calendar and share discussions with all Staff through Bulletin. Develop a comprehensive CPD programme for HOY/ Tutors: Unifrog, Integrity Training and emotional coaching as part of ADT CPD. Each Year group to have an off timetable event to promote cohesion amongst the year group.

		Year 9 Careers Challenge Day was planned and successful	
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Total Cost: 125,560

Targeted academic support

Activity	Intended Outcome	Estimated Impact	Lessons Learned
<p>To provide a range of targeted interventions and opportunities for KS4 students to access academic catch up support in their EBacc and practical subjects including targeted P6 and Breakfast Club sessions, targeted revision and support materials.</p> <p>Creation of PP champions within these subjects to maintain focus of PP within Departments and to sign post potential interventions.</p>	5,6 &7	<p>Most spending on resources took place in Maths, English, Science MFL and Humanities on revision guides, online learning platforms and cultural visits .</p> <p>EBACC: In 2022, 48% of PP students achieved the EBACC compared to 34% in 2019. The gap has narrowed from --20.43% to -19.6%</p> <p>EBacc strong passes increased slightly from 21.54%(in 2021) to 34% in (2022) as did standard passess from 32% in 2021 to 39% in 2022</p> <p>The APS in EBacc 5.6(Non PP)/ 4.82 (PP students) - however students are getting the most VA in MFL (Non PP 1.11/ PP 0.96).</p>	<p>Creation of PP champions within these subjects to maintain focus of PP within Departments and to sign post potential interventions.</p>
<p>Close the digital gap</p> <p>Chrome books subsidised by 90% if PP in Yr7 & 8</p> <p>All PP students that need support with device access at home in Y9, 10 and 11 are supported.</p> <p>Continue to encourage high take up of the digital skills passport with KS3.</p> <p>Supporting students with the development</p>	1, 7 & 8	<p>We effectively deployed 146 DFE chrome books to our PP students and we continued on our journey to close the digital gap with the 1:1 chromebooks being subsidised by 90% for our PP students in Yr7 & 8. We continued to support students with the development of their digital and organisational skills by providing digital/transitional support workshops for those that need it and encouraging students to complete their digital skills badges.</p>	<p>Continue to close the digital gap and develop staff skills in using chrome books effectively</p>

<p>of their digital skills by providing digital/transitional support workshops for those that need it.</p> <p>All teaching staff, Teaching assistants and SEND staff have either completed or are working towards the Level 1 Google Certificate.</p> <p>Regular contributions to the T&L newsletter and bespoke training within departments).</p> <p>Creating a new post for a SEND Staff Digital Leader with a TLR attached to it.</p>			
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	1, 2, 4 & 7	<p>Three Cohorts went through the NTP online tutoring programme last year and though engagement tended to waiver towards the end of a block of 12 tutoring sessions - the programme did have an impact on students' confidence and in closing the gap in their CWG and their TG's.</p>	<p>Continue to engage with the NTP programme to provide a blend of tuition, mentoring and school-led tutoring.</p> <p>Explore how best to use the 16 - 19 tutor fund.</p>

Total Cost: 77,226

Wider strategies

Activity	Intended Outcome	Estimated Impact	Lessons Learned
<p>To provide a broad and enriching programme of extra curricular opportunities which is regularly monitored</p>	1, 9, 10 and 12	<p>Freshers fair for all new Year 7 was a success and we will repeat next year but invite all of KS3 Variety of clubs offered not just in Sport and Dance but also Book clubs, Crafting, STEAM club (collaboration between Science, Maths, Art and Tech). Whole school uptake is significant and more popular than pre-pandemic.</p>	<p>Measuring when students are doing careers activities - Compass plus.</p> <p>Measure the impact of the extra curricular on Key Performance Indicators</p>

<p>Enrichment Fair held early in the Autumn term to encourage recruitment into a wide variety of clubs</p> <p>Further develop the the role of the two new PP enrichment leads - RD (Humanities) / FP (STEM)</p>		<p>Partnership enrichment activities include Aim Higher, Kings Ms Independent and Young Enterprise Yr12</p> <p>Improved advertising of opportunities through Google Classrooms and year assemblies.</p> <p>Our two new PP enrichment leads have had a busy year monitoring and developing the engagement of our disadvantaged students in enrichment at Ricards. Some of the things they are working on include running debating clubs with Year 9 and 10, helping to establish Book groups in Humanities, supporting students with STEM mentorship projects and helping to run the NTP programme and other partnerships with Kings and WHS.</p>	<p>Plan and implement a programme Student leadership half termly meetings for each tutor representative group led by a designated staff members</p>
<p>Identified High attaining PP students have the opportunity to overcome barriers to progression.</p> <p>This will include targeted support, early career conversations, enrichment opportunities and mentoring.</p>	<p>9, 10 & 12</p>	<p>We continue to work with Aim Higher but high levels of covid meant that many visits were cancelled though there was excellent progress made in sharing and facilitating online opportunities including the Women in Engineering lunch Q&A and getting 20 students signed up to the Brightside mentoring programme.</p>	<p>Establish the competitive Uni Programme</p> <p>Take full advantage of the Aim Higher programme for Yr 8,9, 10 and 12.</p> <p>Continue to promote and set up virtual mentorship programmes.</p> <p>Each department to have a Careers Ambassador</p>
<p>Continue to invest in Inclusion support for our more vulnerable disadvantaged students as targeted via our Inclusion panel</p> <p>1:1 support Transition workshops Resilience workshops</p> <p>Mental Health Training shared CPD on Trauma perceptive Practice (Attachment Theory training HD, NBL and CM)</p>	<p>12 & 11</p>	<p>Continue to invest in Inclusion support for our more vulnerable disadvantaged students as targeted via our Inclusion panel</p> <p>Appointment of a Family Liaison Officer that sits within the inclusion team has meant that Inclusion have been able to run Breakfast Clubs and transition groups for identified Yr7 students. HAF's programme continues to be promoted and targeted for our most disadvantaged and Vulnerable students.</p>	<p>Creation of weekly automated tracking of achievement points to complement the behaviour points. Automated email certificates & streamlined badges system now in place. HOY/DHOY to monitor concern index</p>
<p>DHOY/ HOYs to closely monitor all PP PA students' attendance.</p> <p>DHOY to target identified students</p>	<p>11</p>	<p>2 AHTS took part in the Reconnect London Attendance project.</p>	<p>Share good practice with SLT/DHOY mentoring</p>

<p>below 90% attendance - build relationships with families and implement strategies where needed.</p> <p>Appoint Family Liaison Officer to tackle underachievement, poor engagement and attendance</p>			<p>Work with FLO to run a series of parent workshops for identified PA families</p>
<p>Increased Parental Engagement through regular contact by form tutors, Early virtual PTC's, Aspiration events and the implementation of the new parent app WEDUC. Which will aid the engagement of parents and raise the awareness of rewards and achievements of their children.</p> <p>Support all hard to reach families with registration.</p>	<p>1, 7, 11 &12</p>	<p>All Aspirations events were virtual this year and PTC's were online.</p> <p>Weduc rolled out across all parents/Students. 99% of on-roll students have at least one active carer on the system</p>	<p>Re-Launch and build a strong Parent Teacher Association (Monitor engagement of disadvantaged families)</p> <p>Review and support FLO in developing her Role so she is confident to run parent workshops</p> <p>Ensure digital platforms are utilised to their full potential. Reaching all parents with relevant, informative and engaging content.</p> <p>Termly review of parents not engaged in digital comms platforms and target families to find out where barriers exist.</p> <p>Virtual PTC engagement delivered and monitored. And early window for the most disadvantaged families set up</p>
<p>PP capitation hardship funding to prevent PP students from being unable to access school uniform, resources and access enrichment opportunities.</p>	<p>12</p>	<p>We have been able to supply many students with uniforms which means students feel smart and have a sense of belonging.</p> <p>We continue to support any PP student that needs it with access to laptops and Free data, and Pencil cases.</p> <p>We have supported PP students with various additional enrichment activities including theatre trips and Music lessons.</p>	<p>Continue to support disadvantaged families with equipment, uniform and trips.</p>
<p>Smooth transition for Year 6 into Yr7 by running a Summer School - The aim of which is to deliver a week's worth of activities offering a blend of academic education and enrichment activities.</p>	<p>1</p>	<p>Another successful Summer School was run for Year 6.</p> <p>We also ran a second hand uniform sale and this is now firmly set up and being managed from the main office.</p>	<p>This is an effective strategy that supports smooth transition for Year 6 students into Year 7 and helps with early identification of needs. This year we also ran a hugely successful second hand uniform sale.</p>

Total Cost: 71,053

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
NTP	EM Tuition
Aim Higher	Aim Higher South London
National Careers Challenge	TILG
Girl Boss Programme	Ms Independent