

# Ricards Lodge High School - Pupil premium Strategy Statement 2025/26

This statement details our school's use of pupil premium funding 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 outcomes for disadvantaged students last academic year

## School overview

Detail	Data
School name	Ricards Lodge High School
Number of pupils in school (Yr7 - 11)	1171
Proportion (%) of pupil premium eligible pupils	28.4% (333)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Kate Page (Headteacher)
Pupil premium lead	Henrike Wilford
Governor / Trustee lead	Chris Roberts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£357,975</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>0</b>
<b>Total budget for this academic year</b>	<b>£357,975</b>

## Part A: Pupil premium strategy plan - Statement of intent

**Our Definition** At Ricards Lodge, educational disadvantage stems from socio-economic factors—including home environment, gaps in cultural knowledge, and social-emotional welfare—that create barriers to achievement.

**Our Philosophy** We adopt a strength-based approach that celebrates each student's unique perspective. Recognising that many vulnerable learners experience trauma, we view every child through a lens of compassion and belonging. Every staff member shares responsibility for removing barriers through daily interactions and strategic interventions..

**Our Strategy** We ground decisions in research and professional experience, focusing resources where they have greatest impact: the classroom. Quality First Teaching is our primary lever for change, driving investment in teacher development, staff recruitment and retention.

By prioritising **Quality First Teaching** as our primary lever for change, we invest in the recruitment, retention, and CPD of our staff—specifically in:

- **Embedded Formative Assessment** – Using real-time feedback to close gaps
- **Disciplinary Literacy** – Building subject-specific language skills
- **Reading and Oracy** – Developing comprehension and oral language
- **Adaptive Teaching** – Enhancing teachers' capacity to support all learners through collaborative practices.

We aim to proactively remove learning barriers and foster belonging, ensuring every student can excel.

**The key principles of our strategy are:**

- **Building positive relationships** -Every interaction with disadvantaged students and families can drive positive change.
- **High expectations for all** - All students take pride in achievements and develop positive learner identities.
- **Individualised approach to address barriers** – Disadvantaged students are not homogeneous; we avoid labels that create unconscious bias. We value personalised approaches.
- **Inclusive quality first teaching** Inclusive, memorable lessons where all participate, supported by clear diagnostic and formative assessment
- **Independent learners** - students are explicitly taught to self regulate and take ownership of their learning.
- **Physical, social, emotional and mental well being** are embedded into all aspects of school life for our disadvantaged students.
- **Clear, responsive leadership** – High aspirations and shared responsibility, with data-driven decisions and evidence-based responses

## Challenges and Barriers

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

Challenge number	Detail of challenge
Low prior attainment	Some students entering KS3 have weaker literacy and numeracy skills, many of whom are already on the SEN register. We use CAT scores to triangulate data from KS2 to support identifying students who will need adaptive teaching to access the learning.
Reading and Oracy	Assessments and observations show that while disadvantaged KS3 pupils are generally secure in phonics and decoding, a gap in reading comprehension emerges as they progress. This discrepancy is driven by differences in vocabulary, background knowledge, and wider reading habits, which increasingly impact their success across the curriculum
Attainment	The KS4 attainment of disadvantaged pupils at GCSE remains lower than non-disadvantaged pupils, particularly in subjects that rely on high levels of literacy and/or background knowledge, such as Geography, History and Media. Similarly, the attainment of disadvantaged pupils in more practical subjects like Music, Textiles, Food and Photography is lower than non-disadvantaged pupils. There are also a disproportionate number of disadvantaged pupils who do not achieve an expected grade of 4+ in Maths.
Independent learning and self regulation.	Our assessments, observations and discussions with students suggest some disadvantaged students have struggled with independent learning outside the structured school day including organising online learning, homework and revision. Ensure all students have equity in access to digital resources to support home and school learning. These findings are backed up by several national studies.
Belonging	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.
Aspirations	Our assessments, observations and discussions with pupils and families suggest less access to careers support and guidance from within the family or community. Some of our disadvantaged students and under represented groups will need additional support to plan and achieve aspirational destinations post school. These findings are backed up by several national studies.
Attendance	Our attendance data indicates that attendance among disadvantaged pupils is on average about 3% lower than the figure for all pupils across years 7-11. The overall attendance of disadvantaged pupils is mixed and there are subgroups who experience a greater level of challenge in attendance to school. Whilst attendance for all pupils and disadvantaged pupils is significantly higher than the national average figure, there is nevertheless a strong desire to close our internal gap in attendance rates, including persistent absence. Observations and data indicate that SEMH need is the most significant factor in pupil absence.

Dysregulation and SEMH needs	<p>Our observations, discussions with students and families and referral to the Wellbeing and Inclusion support in school suggests that the education and wellbeing of many of our disadvantaged students are not as resilient to barriers to learning as other pupils.</p> <p>On average a PP student at Ricards is twice as likely to get a behaviour point than a non PP student and 92% of the achievement points of a non PP student. Indications are that this disproportionately represents missed homeworks and lack of organisation rather than poor behaviour.</p>
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## 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. To establish a 'disadvantaged-first' culture where robust leadership at all levels ensures high expectations and evidence-informed practice are embedded across the curriculum, resulting in accelerated progress for PP students.	Increased focus and awareness of PP students by all staff with regular professional dialogues taking place - more effective tracking of attainment, engagement and barriers identified and appropriate interventions to support students progress are in place.
2. Low prior 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 Maths, English and Science is improving in line 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 KS4 and further close the Attainment 8 Gap	Students' progress in identified subjects increases and the gap continues to close in these subjects.
5. 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. All students can access online learning at home and are supported through the Chromebook scheme.
6. 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.

7. 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.
8. To reduce the percentage of PP students that are PA	Reduced percentage of PP PA's
9. 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): **Approx Cost: £ 160,000**

Activity	Evidence that supports this approach	Outcome number(s) addressed
Member of the SLT team to work closely with a designated team of staff with specific Pupil Premium responsibilities to close 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'. <a href="https://www.nfer.ac.uk/recovery-during-a-pandemic-the-ongoing-impacts-of-covid-19-on-schools-serving-deprived-communities/">https://www.nfer.ac.uk/recovery-during-a-pandemic-the-ongoing-impacts-of-covid-19-on-schools-serving-deprived-communities/</a>	1
Provide additional staffing for lower ability disadvantaged groups in KS3 to support the development of literacy and numeracy skills and support the Cedar Base model. Continue to recruit excellent TA's who have been upskilled to feel confident in their roles.	High quality teaching for all - as identified in the NFER research relating to disadvantaged students. <a href="https://www.nfer.ac.uk/recovery-during-a-pandemic-the-ongoing-impacts-of-covid-19-on-schools-serving-deprived-communities/">https://www.nfer.ac.uk/recovery-during-a-pandemic-the-ongoing-impacts-of-covid-19-on-schools-serving-deprived-communities/</a>  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.  EEF toolkit Small group Tuition +4 months EEF Toolkit Reduced Class sizes +2 months	2

<p>Continue to support the implementation of the EAL strategy and support staff in using digital resources for EAL support particularly for all early stage learners Continue to grow the ELSA Support as part of small group interventions in the Cedar Base.</p>	<p>EEF Toolkit Social and emotional learning Targeted support +4 months</p>	
<p>Ensure teachers continue to support students' reading and vocabulary development. Evolve the existing approach to a disciplinary-specific model.</p> <p>Make sure ALL year 7-10 pupils are actively engaged in daily Tutor Time reading activities designed to improve their reading ability and by following the Picture News Oracy project develop their knowledge of the Big Ideas that have helped shape the Modern World.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-disciplinary-literacy">Improving Literacy in Secondary Schools</a> <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-disciplinary-literacy">https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-disciplinary-literacy</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English and EBacc subjects <a href="https://www.oup.com/cn/word-gap.pdf">word-gap.pdf (oup.com.cn)</a> EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit - Peer Tutoring +5 Months</p>	<p>2, 3, 7</p>
<p>Provide additional pathways for KS4 students to enable disadvantaged students to develop their literacy and numeracy and general study skills. Social and emotional learning support as part of small group interventions in the Cedar Base 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>High quality teaching for all - as identified in the NFER research relating to disadvantaged students. 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. EEF Toolkit Social and emotional learning Targeted support +4 months EEF Toolkit Reduced Class sizes +2months EEF Toolkit Feedback +6 Months</p>	<p>3, 4, 7 &amp; 9</p>
<p>Enhancement of our Maths and Science teaching for disadvantaged students and curriculum planning in line with DfE KS3 and EEF guidance using online tutoring and tools.</p>	<p>There is much evidence to suggest that using digital platforms like Mathswatch and Activelearn helps students to practice and monitor their learning. KS4 Subject leads and PP champion to monitor student engagement through these platforms and to set targeted tasks for KS4. 'To teach maths and problem solving well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and</p>	<p>1,2 &amp; 4</p>

	<p>representations, teach problem solving strategies, and help pupils to develop more complex mental models’</p> <p><a href="#">KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p>EEF Toolkit Mastery Learning - +5months impact</p>	
<p>Continue to develop metacognitive and self-regulation skills in all students through EFA, teaching subject specific study skills and the personal development curriculum</p> <p>Tutor programme, assemblies and PSHE programme and in subject support helps students to develop good study habits, resilience and independence.</p> <p>Intervention projects and share findings with their departments (Science, English, MFL, History and Music represented).</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><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF Toolkit – Metacognition and self regulation +7 months impact</p> <p>EEF Toolkit - Homework +6Months</p>	<p>1 &amp; 7</p>
<p>Ensure ARD is embedded into the School Calendar and share discussions with all Staff through Bulletin. 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 to have an off timetable event to promote cohesion amongst the year group - Pastoral Drop Down Days</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>1, 7, 9 &amp;11</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) : Approx Cost: £ 55,000**

Activity	Evidence that supports this approach	Outcome number(s) addressed
<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 and the provision of appropriate resources that support learning.</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. EEF Toolkit Extended school time +3 months <a href="https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery">https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</a></p>	<p>5,6 &amp;7</p>
<p>Continue to close the digital gap Chrome books subsidised by 90% if PP. Support students with the development of their digital skills by providing digital/transitional support workshops for those that need it. Regular contributions to the CPD programme around developing QFT teaching using digital tools, bespoke training within departments.</p>	<p>The EEF identifies poor digital access as one of the most significant barriers during the pandemic <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	<p>1, 7 &amp; 8</p>

**Wider strategies (for example, related to attendance, behaviour, wellbeing):  
Approx Cost: £ 140,000**

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. Enrichment Fair held early in the Autumn term to encourage recruitment into a wide variety of clubs Track when students are doing Partnership/ enrichment activities/ Pastoral team to support in the population of the Pupil Premium</p>	<p>Research by ‘A New Direction’ shows the importance of cultural and arts opportunities to support wider learning of PP students. 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. EEF – Arts Participation - +3 months EEF Sports Participation +2 months</p>	<p>1, 8 &amp; 9</p>

Intervention and mentoring tracker		
<p>Identified High attaining PP students have the opportunity to overcome barriers to progression. 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 mentorship programmes. (virtual and in person)</p>	<p><a href="https://www.suttontrust.com/our-research/potential-for-success-schools-high-attainers/">https://www.suttontrust.com/our-research/potential-for-success-schools-high-attainers/</a></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><a href="https://www.gov.uk/government/publications/approaches-to-supporting-disadvantaged-pupils">https://www.gov.uk/government/publications/approaches-to-supporting-disadvantaged-pupils</a></p> <p><a href="https://www.careersandenterprise.co.uk/media/zt0bgoa0/1488_destinations_report_v4.pdf">https://www.careersandenterprise.co.uk/media/zt0bgoa0/1488_destinations_report_v4.pdf</a></p> <p>EEF Toolkit Mentoring +2months EEF Toolkit Aspirations Interventions EEF Toolkit Metacognition and Self regulation +7 months</p>	8, 9 & 11
<p>Continue to invest in Inclusion support for our more vulnerable disadvantaged students as targeted via our Year group panel meetings</p> <p>1:1 support Transition workshops Resilience workshops</p> <p>Support Pastoral team to monitor PP engagement, behaviour points and attendance using the weekly automated trackers.</p>	<p>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</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p>EEF Toolkit Mentoring +2months EEF Toolkit Behaviour Interventions +4months EEF Toolkit Social and emotional learning Targeted support +4 months</p>	10 & 11
<p>Attendance officer to work with HOYs to closely monitor all PP PA students' attendance. Pastoral leaders to target identified students below 90% attendance - build relationships with families</p>	<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>EEF Toolkit Mentoring +2months EEF Toolkit Behaviour Interventions +4months EEF Toolkit Parental Engagement + 4MOnths</p>	10

and implement strategies where needed.		
Increased Parental Engagement through regular contact by form tutors, Early virtual PTC's appointments, Aspiration events and support with engagement in the parent app Reach More Parents. 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.	EEF Parental Engagement +4 months <a href="https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-parental-engagement">https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-parental-engagement</a>	1, 7, 10 and 11
PP capitation hardship funding to prevent PP students from being unable to access school uniforms, 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	11
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. Transition workshops for identified students	<a href="https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance">https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance</a> EEF Toolkit Summer schools +3 months Impact EEF Toolkit Social and emotional learning Targeted support +4 months	1

**See below for Part B**

## Part B: Pupil premium strategy Review 2024 - 2025 - The next section considers each intended outcome and a review of the summary of impact

Academic Year	2024/25	Total PP budget	329,990	Date of most recent PP Review	December 2025
Total number of pupils (Yr7 - 11)	1170	Number of pupils eligible for PP	322(28%)	PP champion	Henrike Wilford

### Year 11 Progress and Attainment Summer 2025 compared to National Averages (KS4 Results)

Whilst it is important to be tentative when making direct comparisons with data from previous years, the progress of our disadvantaged pupils has steadily increased over the years. There is still an internal gap between our disadvantaged and non-disadvantaged cohorts, but the progress of our disadvantaged pupils relative to the progress of disadvantaged pupils in other schools is significantly higher and their positive overall progress score indicates they perform better nationally than non-disadvantaged pupils.

	Ricards All (25)	Ricards PP (25)	2025 Gap	2024 Gap	2023 Gap	National Average All	National Average PP gap (2025)
Progress 8 score average	+0.8	+0.62	+0.12	+0.38	0.4	NA	NA
Attainment 8	53.45	47.44	6	11	12	46.1	15.4

Intended outcome	Outcome for disadvantaged students
To establish a 'disadvantaged-first' culture where robust leadership at all levels ensures high expectations and evidence-informed practice is embedded across the curriculum, resulting in accelerated progress for disadvantaged learners.	Processes are in place for clear and responsive dialogue between the PP champion and Pupil Premium Leads who all track and monitor interventions. Improvement plans feature specific, data-driven actions for disadvantaged learners. All staff are engaged in data driven evidence-based CPD through their TLC groups this year with a focus using the SSAT transforming practice on assessment and embedding pupil progress to quickly identify gaps in learning and implement adaptive teaching. Subject Leaders can use the data to clearly articulate any progress gap within their subjects and are able to demonstrate the impact of specific interventions during termly data reviews with their Line managers. Learning walks and lesson observations show a consistent "PP first" approach (e.g. seating plans, prioritised feedback, and frequent checking for understanding of disadvantaged learners)

<p>Low prior 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 the SEND conference in JUNE 2025.</p>	<p>Progress for disadvantaged students in KS3 maths, English and Science is inline with non disadvantaged students</p> <p><u>End of KS3 P8 Gap</u>  English -0.03  Maths 0.04  Science 0.05</p> <p>We have provided additional staffing for lower ability disadvantaged groups in KS3 to support the development of literacy and numeracy skills and support the Cedar Base model of smaller class sizes and we continue to have a numeracy specialist in the Cedar base. We now run a KS3 afterschool homework club Monday - Thursday in the newly refurbished Library which ensures our most vulnerable students have access to suitable learning spaces and with a supportive member of staff. In KS3 the introduction of the "ARC Science programme (Science Mastery) has meant our most disadvantaged learners have a deep, conceptual understanding of scientific principles before moving on to more complex topics.</p> <p>The EAL strategy has been reviewed by the EAL lead and staff have been supported through whole school CPD to use digital resources for EAL support particularly for all early stage learners.</p>
<p>All disadvantaged students are engaged with the Accelerated Reader programme and tier 3 vocab is signposts in all curriculum plans.</p>	<p>Disciplinary literacy has been identified by subject leaders and is signposted in their curriculum plans. This is in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance. (This has been achieved through whole school CPD/Key words lists/ Subject specific reading lists and displays)</p> <p>Growth in reading age is in line with the rest of the school or exceeds it</p> <p>Year 7 growth for year: Overall 13 months (PP: 12 months)  Year 8 growth for year: Overall 11 months (PP: 12 Months)  Year 9 growth for year: Overall 10 months (PP: 11 Months)</p>
<p>Improved outcomes for disadvantaged SEN students particularly in KS4..</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. All students with an EHCP in KS4 receive 5 additional hours of Maths and English. KS4 study support is led by specialist SEN teachers. 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. In KS4 we have three study support groups - all EHCP and Highlevel SEND students receive 5 hours of SU which covers a bespoke curriculum; students are supported through 1:1 mentoring, Careers advice and digital support and organisation of coursework where appropriate. Staff also helped students to liaise with other members of staff particularly in subjects with coursework. This more bespoke model enabled our PP SEN students to make progress in line with ALL SEN students with the gap completely closing.</p> <p>2023 Gap A8 29.01/P8 1.39  2024 Gap A8 20.1/ P8 0.55  2025 Gap A8 4.1/P8 -0.22</p>
<p>Improved outcomes for disadvantaged students</p>	<p>There has been increased spending on a wide range of resources across all subjects; this has included investing in revision guides which are used in additional revision lessons,</p>

<p>in identified KS4 subjects notably GCSE Maths, Computer Science, French, Spanish and some practical subjects including Art Textiles, Food technology and Sport</p> <p>There is still a wider gap in Music and Drama but it is significantly below National Averages</p>	<p>online learning platforms, additional kit and equipment for practical subjects and a wide range of cultural capital visits specifically targeting PP students. In Music we have been able to support 38 PP students with free Music lessons through the Peri Music scheme set up this year.</p> <p>Some highlights include:</p> <p>P8 Computer Science Gap - 0.55 P8 French Gap +1.47 P8 Spanish Gap +1.1</p> <p>Disadvantaged Attainment 8 at Ricards is 47.7 significantly above national average. English Attainment 8 for disadvantaged students is 10.6 significantly above national average. Maths Attainment 8 for disadvantaged students 8.6 significantly above national average Science 4+ for disadvantaged students is 63.9%, significantly above national 47.2% EBACC Attainment 8 for for disadvantaged students is 13.5, significantly above national 9.9</p>
<p>Students have become more effective independent learners and they have been supported in developing the skills needed to access online learning and revise effectively.</p>	<p>We continue on our journey to close the digital gap with the 1:1 chromebooks being subsidised by 90% for our PP students who join us in Yr7. We support 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 during KS3 Tutor times.</p>
<p>To provide a broad and enriching programme of extra curricular opportunities which is regularly monitored</p>	<p>This year saw the further growth of Curriculum and Pastoral Drop Down Days which means all PP students Yr 7 -10 have the opportunity to take part in a visit/ experience - PP students' visits were fully funded and all got their first preference. We held a Freshers fair for all new Year 7 and an increased number of clubs offered not just in Sport and Dance but also Book clubs, Crafting, STEAM club It is hard to consistently track engagement but there has been an increased number of PO and P6 enrichment activities from the Performing Arts which directly target PP students.</p>
<p>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.)</p>	<p>Partnership enrichment activities have also grown and include Aim Higher Yr8 (25), Yr10 (25) and Yr12 (20), Kings Aspirations Yr11 (12), 10 (11) and 9 (11) , WHS (20), Ms Independent Yr 9 (20) The brilliant Club Yr9 (12) and Future Frontiers Yr10. (20)</p> <p>Destinations of our disadvantaged students in KS5 suggest that our students have high aspirations and are supported well with transition. Early identification of most vulnerable students and invited to attend College taster day in Year 10. At least two scheduled 1:1 Careers meetings with all disadvantaged and SEND students to identify need - Parents&amp;Carers invited to these as well. Support from careers advisers with applications. TA's support with Interviews, Applications and open day Visits if needed. Study support groups focused on Post 16 progression during Autumn term of Year 11 - Visits from admissions tutor.</p>
<p>To reduce the percentage of PP students that are PA</p>	<p>Each Year group has a designated PP pastoral lead who targets identified students below 90% attendance - and becomes their in school champion - building relationships with families and implementing strategies where needed. They also work with the Bridge</p>

	mentors to support students who struggle to attend school and therefore suffer with poor engagement. Yr 7 - 11 PP students attendance at the end of the Summer term was 89.5% (Nationally 86%) compared to Non PP students 93% (Nationally 91%)
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.	We have continued to invest in Inclusion support for our more vulnerable disadvantaged students as targeted via our Inclusion panels. This includes two achievement mentors and the additional members of staff who now manage the Bridge three days a week . 42% of the students who use the service are PP which is significantly higher than the overall PP % in school. We have also appointed To support transitions we ran another successful Summer School - 2 days this year - again excellent response from parents and students who have been able to settle well into their new school. We also ran a second hand uniform sale and this is now firmly set up and being managed from the main office with the support of the PTA. We have been able to increase the capacity for two trained ELSA's in the well being department and one in the Cedar base.

### Externally provided programmes

Programme	Provider
Girl Boss programme	Miss Independent
Aim Higher - Widening participation to HE	Aim Higher South London
NATWEST Challenge	National Careers Challenge
Aspirations Programme	King's College
Science	ARC programme
Accelerated Reader	Renaissance
Social Action and Oracy project	First Give
Coaching programme with professional role models	Future Frontiers
The Scholars Programme	The Brilliant Club
Weekly resources on current affairs for Oracy	Picture News