

Pupil premium strategy statement

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	Ringwood School Academy
Number of pupils in school	1556
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Student Welfare Governing Committee
Pupil premium lead	Miss C Bastow-Hart
Link Governor / Committee lead	Sasha Lewis / Louise Betteridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,000
Recovery premium funding allocation this academic year	£24,000
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	£200,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Ringwood School, is that irrespective of background, all of our students receive a high-quality education that is broad and balanced and enables them to make good progress and achieve and sustain positive outcomes.

At the heart of our approach is high-quality teaching that focuses on areas that disadvantaged students require the most, and responds to individual need. Evidence supports that this has the biggest impact on closing the disadvantaged attainment gap, while at the same time benefits our non-disadvantaged students.

Our Pupil Premium strategy focuses on supporting students in overcoming barriers and challenges to their learning through targeted evidence-based intervention both academically (with particular focus on literacy), and socially and emotionally. Our strategy will be rooted in robust diagnostic assessment, observations and student voice and not driven by assumptions. This ensures that we spend funding on impactful interventions.

We are aware of the context of our school, a small market town with very little culturally (e.g. no cinemas, theatres, large businesses) and therefore aim to build our students' cultural capital through the curriculum and wider opportunities. We will also ensure that disadvantaged students are supported with the knowledge and understanding to make informed decisions about steps that will impact on their future pathways e.g. 1:1 options guidance, 1:1 career guidance, high-quality work experience, further and higher education guidance and application support.

Our strategy is also integral to the wider School plans for education recovery, notably in its plans for targeted support through school-led tutoring and catch up literacy and numeracy support for students whose education has been worst effect, including disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our observations in July 2018 from a PP review, showed that more consistency was needed across the curriculum when understanding and meeting the needs of disadvantaged pupils in lessons through high-quality teaching. While this has been addressed and substantial progress made as

	reflected in our Challenge Partners' report, needs are ever changing, particularly in light of the pandemic and therefore it is imperative this remains an integral part to the plan.
2	<p>Assessments, observations and discussions with KS3 pupils indicate that disadvantaged pupils generally have lower reading comprehension than their peers, which impacts on their progress across the curriculum.</p> <p>Assessments, on entry to year 7 in September 2021 show that disadvantaged pupils have standardised scores for reading 12.4% lower than their non-disadvantaged peers.</p> <p>Assessments in summer 2020 for years 7-9 (current 8-10) showed that the standardised scores for reading of disadvantaged students are between 4-10% lower than their non-disadvantaged peers.</p>
3	Our observations and outcomes from a PP review in July 2018 and Challenge Partner review in March 2020 suggested that many disadvantaged pupils (particularly lower attaining pupils) lack the metacognitive and self-regulation strategies when needing to apply them to challenging tasks.
4	<p>Assessments on entry to year 7 in the last 3 years indicate that our disadvantaged pupils, on average, have a standardised score 4.5-8% lower than their non-disadvantaged peers in numeracy.</p> <p>In the last 2 years (2020/21, 2021/22), the year 7 disadvantaged cohort arrived with numeracy levels just 8- 9% lower than age-related expectations in comparison to their non-disadvantaged peers who have arrived within 1% lower than age-related expectations.</p> <p>The cohort of 2019/20, while disadvantaged students on entry had numeracy levels of 5% below their non-disadvantaged peers, disadvantaged pupils arrived on average at age-expected expectations. The recent data of the last two years, could be attributed to the suggestion that the partial school closures impacted to a greater extent on our disadvantaged pupils.</p>
5	<p>School closure saw us as a school move to Microsoft Teams. This highlighted the number of disadvantaged pupils who did not have adequate access to IT.</p> <p>Returning to school, many pupils are still having to self-isolate for periods of a time as a result of the ongoing pandemic. We use Microsoft Teams in order to stream live lessons and set work for these students. In addition to this, we have embraced the use of Microsoft Teams as our means for setting homelearning. Therefore, lack of IT access at home would negatively impact on our disadvantaged pupils' ability to join lessons and complete school work while self-isolating and complete their live lessons.</p>
6	Our assessments, observations, conversations with students and their families have identified an increase in social and emotional mental health difficulties for our students such as anxiety and low self-esteem. In our well-being survey completed on the return to school in March 2021, 11% of students asked for additional support with the biggest concerns being anxiety (35.1%) and schoolwork (24.6%) or other (26.3%) where students

	<p>gave their own details which were mostly a combination of both anxiety and schoolwork.</p> <p>During a recent student survey, students value their happiness as the top priority of importance, which is reported to be in line with the criteria of students of similar schools.</p>
7	<p>Our assessments, observations and discussions with pupils and their families suggest that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by a number of national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
8	<p>Following a Challenge Partners review in March 2020, it was suggested that in order to improve the quality of provision and outcomes for disadvantaged pupils, we track attendance by different groups of pupils in club and other extracurricular activities more forensically so we can monitor and evaluate participation, determine any possible barriers and remove these to enhance the school experience and well-being for disadvantaged pupils.</p> <p>Based on our experience, extracurricular activities and involvement in wider areas of the school develop a sense of identity and belonging. They also build social skills and impact positively on social and emotional mental health. With the pandemic, such activities have been paused and the detrimental impact on behaviour and well-being has been evident. With these types of activities beginning again, our aim is to track attendance and participation and identify any barriers to students' participation, including those who are disadvantaged, so we can put measures in place to overcome these and enhance their school experience.</p>
9	<p>Our attendance data for years 2016 -2019 indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils and below our target of 95%. Students who are disadvantaged are overrepresented in those students who were 'persistently absent during this period.</p> <p>Our assessments, observations and PP review indicate that absenteeism is negatively impacting the progress of disadvantaged pupils. While we have measures in place to maintain overall good attendance, this remains an integral part of the PP strategy, particularly with the impact of the pandemic.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4; including high ability disadvantaged students.	Disadvantaged students make informed decisions about their subject choices at KS4 securing a broad and balanced curriculum. 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:

	<ul style="list-style-type: none"> - In line with their non-disadvantaged peers - In line with or above their expected levels of progress - In line with their peers nationally
Improved reading comprehension among disadvantaged pupils across KS3	Reading comprehension assessments demonstrate improved comprehension skills among disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved numeracy among disadvantaged pupils across KS3	Assessments demonstrate improved numeracy skills among disadvantaged pupils. Teachers should also have recognised this improvement through engagement in lessons and through book scrutiny.
Improved teaching and learning that meets the needs of the individual pupil, including those who are disadvantaged.	<p>Improved systems for information sharing on pupils' needs. Improved understanding of needs and the use of enabling strategies to meet these needs in the classroom and dedicated to review impact of these strategies.</p> <p>Classroom observations, book scrutiny and progress data suggest that the needs of disadvantaged pupils are mostly met through high-quality teaching. Additional interventions are put in place where need identified.</p>
Improved metacognitive and self-regulatory skills, among all pupils including those who are disadvantaged pupils across all subjects	Class observations suggest that disadvantaged pupils are more able to monitor and evaluate their own learning and self-regulate their response to challenge. Teachers should also have recognised this improvement through engagement in lessons and reflection time. This finding is supported in the behaviour reports and homelearning completion.
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys and teacher observations - High levels of participation in enrichment and extracurricular activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, including those who are disadvantaged	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - The overall attendance rate of all pupils being no lower than 95%, and the attendance gap between disadvantaged

	<p>pupils and their non-disadvantaged peers being no greater than 2%</p> <ul style="list-style-type: none">- The percentage of all pupils who are persistently absent is in line with national figures and absence among disadvantaged pupils is proportional.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments; particularly for reading.	Standardised tests can provide reliable insights into the specific strengths and weakness of a pupil to help ensure they receive the correct additional support through high-quality teaching and/or interventions.	1,2,4
Developing metacognitive and self-regulation skills in all pupils. Ongoing whole staff training and support. Introduced INSET Sept 2021 to teaching staff. Adapted for training of Teaching Assistants.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent in their learning, particularly those who are disadvantaged. There is particularly strong evidence to suggest that this has a positive impact on maths attainment. Metacognition and self-regulation: EEF	3
Improving literacy in line with recommendations in the EEF guidance report: Improving Literacy in Secondary Schools Rolling out of the reading project.	Drawing upon the 7 recommendations from the Improving Literacy in Secondary Schools EEF Guidance Report . acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject across the curriculum.	1, 2,
Developing attachment and trauma awareness among teaching staff. Take part in Hampshire Attachment and Trauma Aware	https://youthendowmentfund.org.uk/toolkit/trauma-informed-training-and-service-redesign/	1, 6, 7

Schools (SLT, DST, Inclusion Support Lead) to train whole staff on INSET Sept 2021		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Closing the gap with high-quality evidence based literacy interventions for struggling students: adapted curriculum, literacy specialist teacher, small group/1:1 interventions, professional development, purchase of programmes such as Lexonik and training.	Reading comprehension strategies can have a positive impact on students' progress across the curriculum as they increase their ability to understand a text. We can maximise the progress by using evidence based interventions e.g. paired reading (Keith Topping) , Precision teaching , Lexonik those outlined in Greg Brooks 'What works for children and young people with literacy difficulties' (2006) , EEF 'Promising Projects' and Reading comprehension strategies- Toolkit Strand EEF ,. Impact is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies- Toolkit Strand EEF ,.	1,2,
Engaging with school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of those who receive tutoring will be disadvantaged, including those who are high attainers. Recruiting catch-up literacy and numeracy support teachers to support those who have been most impacted by the pandemic and are at risk of not achieving a Grade 4.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 4, 5, 6, 7

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

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Recruitment of Pupil Premium Pastoral Lead and ongoing training for intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>Training and upskilling of pastoral team to support students' SEMH needs, including those who are disadvantaged.</p> <p>Supervision by our educational psychologist for these</p>	<p>'Mental health difficulties during adolescence can have lifelong effects, impacting on a range of adult outcomes including employment, the ability to establish and maintain healthy relationships, and general health and wellbeing. '</p> <p>EIF's report on adolescent mental health found that universal social and emotional learning (SEL) interventions have good evidence of enhancing young people's social and emotional skills and reducing symptoms of depression and anxiety in the short term.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p> <p>The basis of the ELSA programme also recognises that children learn better and are happier at school if their emotional needs are met.</p> <p>https://www.hants.gov.uk/educationandlearning/educationalpsychology/training/elsa</p> <p>The EIF's report on adolescent mental health found there is 'good evidence that universal and targeted cognitive behavioural therapy (CBT) interventions are effective in reducing internalising symptoms in young people.' And therefore we plan to adopt a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating and emotions.</p>	<p>6, 7</p>

staff members.		
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance officer to monitor and improve attendance.</p> <p>Training and time to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6, 7, 8
<p>Track data on attendance and participation in extracurricular activities and wider school activities.</p>	<p>Based on our experience, extracurricular activities and involvement in wider areas of the school develop a sense of identity and belonging. They also build social skills and impact positively on social and emotional mental health. With the pandemic, such activities have been paused and the detrimental impact on behaviour and well-being has been evident. With these types of activities beginning again, our aim is to track attendance and participation and identify any barriers to students' participation, including those who are disadvantaged, so we can put measures in place to overcome these and enhance their school experience.</p>	9
<p>Contingency fund for acute issues</p>	<p>Based on our experiences having funding set aside for responding quickly to needs that have not yet been identified.</p>	9

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

We put measures in place to mitigate the impact of the pandemic on academic outcomes by our resolution to continue teaching the full breadth of the curriculum and maintain a high-quality curriculum even during school closure, via live lessons, high-quality resources produced by our own teaching staff or through other sources such as Oak National Academy, including for those subjects that were practical, we delivered packages of resources (e.g for textiles) to disadvantaged students. It was challenging to provide high-quality 'in-class' differentiation remotely however, we did deploy our teaching assistants to support students with additional needs. We also ensured that all students had access to technology and those that we felt were most vulnerable, we actively encouraged to attend our emergency provision.

During the national lockdown the pastoral team made weekly phone calls to the families of over 200 students who we identified as being vulnerable in some capacity, 45% of whom were disadvantaged. The phone calls served to check well-being of the student and family, offer support, check technology, invite students into school to attend emergency provision if deemed necessary, deliver food packages.

Once schools reopened, the 'soft' differentiation continued to be a challenge as we were having to remain socially distanced and therefore teachers were unable to work closely with a child in lessons. We did put measures in place to ensure that practical subjects could continue safely in order to ensure that students were still accessing a broad and balanced curriculum.

We took part in the government pilot testing scheme during which we tested students with LFTs twice a week which enabled us to daily contact test any students who had been identified as close contacts rather than them having to self-isolate, therefore maximising the time that students were having face to face teaching rather than remote teaching.

On return, our assessments (including a back-to-school well-being survey) and observations suggested that for many of our students the time out of school had been detrimental to behaviour, wellbeing and mental health to varying degrees. We continue to use some of the pupil premium funding to help provide well-being support and targeted interventions as necessary. We are seeking to grow our pastoral support team in response to the increased need for social and emotional support.

Data analysis planning meetings continued and assessments were adapted to consider the impact of school closure. Teachers have been given dedicated time through the year to look closely on a whole school level, department level and individual level and the progress data and review their 'enabling strategies' for students who are not making expected progress; including those who are disadvantaged.

Interventions have continued intermittently. On reopening, if a student is self-isolating but is feeling well, where possible these take place via TEAMS to ensure continuity.

Extra-curricular clubs and activities were paused for some time and therefore we were unable to track participation, however, we have begun tracking, this academic year following the easing of restrictions in schools.

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
Reading Plus	
Lexonik	
Dyslexia Screener Test	