

Pupil premium strategy statement

School overview

Metric	Data
School name	Ripplevale School and College
Pupils in school and college	142
Proportion of disadvantaged pupils	12
Pupil premium allocation this academic year	Individually targeted costs per pupil agreed at pupil education plan meetings by virtual schools based on set targets at 3 points annually per student.
Academic year or years covered by statement	2024/25
Publish date	September 2024
Review date	September 2025
Statement authorised by	Miss Natalie Christie
Pupil premium lead	Lauren Benson (SENCo)
Directors	Cavendish Education

Disadvantaged pupil barriers to success

All Pupils hold an Education Health Care Plan which has identified their individual areas of need., These include needs in the following categories; Social and Emotional; Cognition and Learning; Communication and Interaction; Physical and Sensory. Set outcomes are agreed with the parents, placing local authority, school/college and other involved professionals and these are reviewed at 3 points per year along with a full review and update of outcomes at an annual Education Health Care Plan Review. Further outcomes and targets are set and reviewed during Personal Education Plan Meetings 3 times annually per student.

Pupil Premium is used to support and encourage progress in the above four areas, with highlighted specialist areas of need for each individual student. Students are LAC/CIC pupils.

Pupil premium money is used for educational items such as phonics and numeracy resources, educational software, specialised OT equipment, outdoor learning experiences, magazines and books of interest, visual perception activities, board and

card games of interest, modelling kits, out of school/college clubs, external counselling sessions, art equipment for art therapy, speech & language resources, Dyslexia resources, Educational Psychology assessments and access to trips and other educational visits.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
<p>Priority 1-Quality of Education</p> <p>1:3 Reading culture: - Further develop and promote the school's culture for reading, including ensuring that students read widely and often and that the embedded reading strategies ensure older students who are behind with their reading are helped to catch up, including through accessing texts with engaging content matched to their reading skills.</p>	<p>Student's attendance in lessons raised.</p> <p>Closing the attainment gap between SEN and Non SEN students, and, PP students and non PP students.</p> <p>Raised PP student numbers accessing formally accredited examinations and gaining qualifications.</p> <p>EHCP outcomes achieved and showing progress through annual review procedure.</p>	<p>July 2025</p>
<p>1:1 Staff curriculum knowledge - Continue to ensure that teachers have good subject and pedagogical knowledge so that students routinely learn and remember the knowledge intended.</p>	<p>Student's attendance in lessons raised.</p> <p>Progress /impact seen through assessment data in English and Maths.</p> <p>Closing the attainment gap between SEN and Non SEN students, and, PP students and non PP students.</p> <p>Raised PP student numbers accessing formally accredited</p>	<p>July 2025</p>

<p>1:5 Evidence of an adaptive and inclusive curriculum/ environment. Continue to ensure all teaching staff are aware of each student's needs/ individual strategies to support them, and that staff are equipped with the knowledge of how to meet their needs.</p>	<p>examinations and gaining qualifications.</p> <p>EHCP outcomes achieved and showing progress through annual review procedure.</p> <p>Occupational therapy reports documenting student progress and change.</p> <p>SALT reports documenting student progress and change.</p> <p>Student's attendance in lessons raised.</p> <p>Closing the attainment gap between SEN and Non SEN students, and, PP students and non PP students.</p> <p>EHCP outcomes achieved and showing progress through annual review procedure.</p>	<p>July 2025</p>
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Priority 2 - Behaviour & Attitudes

2:1 Attendance systems: -

Continue to improve attendance rates across the school. Monitor and ensure that agreed systems and practices to secure good attendance continue to be robustly implemented and that the impact of the policy is evaluated termly (6 terms) to further decrease the proportion of persistently absent students, particularly in the older year groups.

2:2 Behaviour and Attitudes to learning: - Further strengthen students' attitudes to learning, so that they show commitment, study effectively and are resilient to setbacks.

Impact of attendance policy and actions taken are evaluated.

Improved attendance to lessons. Fewer behavioural incidents.

Student's attendance in lessons raised.

Closing the attainment gap between SEN and Non SEN students, and, PP students and non PP students.

EHCP outcomes achieved and showing progress through annual review procedure.

July 2025

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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
<p>Pupils to improve emotional well being</p> <p><u>Priority 3 - Personal Development</u> Continue to review and implement the planned opportunities for students' experiences beyond the subject curriculum, providing opportunities to engage in meaningful experiences & to develop responsible, active citizens.</p> <p>Preparation for adulthood-</p> <p>Increase opportunities for students to prepare for life beyond school, to include travel training.</p>	<p>Pupils are ready to learn, socialise and engage in opportunities, according to their own personal ability.</p> <p>Fewer students' disagreements and supporting emotional regulation..</p> <p>Students able to form friendships. Raised attendance.</p> <p>Student Forums.</p> <p>Student Charter</p>	<p>July 2025</p>

<p>Pupils to feel confident to progress to further education</p> <p>Develop a Ripplevale Careers Strategy and Programme for 2024/2025.</p> <p>Ensure that pupils in Key Stages 3, 4 and 5 access high quality guidance, support and experiences enabling them to make informed choices about options that are completed and future destinations that are successfully sustained</p>	<p>Pupils can work towards courses of their choosing which can lead to employment.</p> <p>Impact of UniFrog platform and CKX external providers.</p> <p>Youth Employment Programme</p> <p>Work experience opportunities. Closing the opportunities gap between SEN and Non SEN students, and, PP students and non PP students.</p> <p>Students have been supported and able to attend visits to local further education providers.</p> <p>Students have been able to engage in transition activities.</p> <p>Student destinations to evidence raised levels of education or employment destinations and lower rates of NEET.</p>	<p>July 2025</p>
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Pupils to develop independent skills	Pupils to develop a level of independence according to their own personal ability.	July 2025
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Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure staff have a good subject and pedagogical knowledge
Priority 2	Increase attendance rates across the school/college

Wider strategies for current academic year

Measure	Activity
Priority 1	Review the planned opportunities for pupils' experiences beyond the subject curriculum.
Priority 2	Continue to develop a Ripplevale Careers Strategy and Programme for 2024/2025.

Projected Spending Throughout the Academic Support and Wider Strategies

Projected Spending	£10.600
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Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and training.	Use of INSET days and additional cover being provided by senior leaders. Progress meetings to share updates in individual outcomes, strategies and provision across the school. School employing specialist therapists and teachers when necessary to meet provision needs.
Targeted support	Ensuring enough time for school intervention team to support 1:1 and small groups	Intervention team liaison. Occupational Therapist, Speech and Language therapist, Emotional and Wellbeing team.
Wider strategies	Enough time to plan and deliver Careers programme across the school.	Support from Careers lead, external specialists and SLT support.

Review: last year's aims and outcomes

2023/2024 aims and outcomes are individualised through students Personal Education Plans (PEP) and Education Health Care plans (EHCP) Looked After Children Reviews(LAC/CiC) and Professional Network Meetings. These are formally reviewed at three points annually in PEP review meetings and, three interim provision plan reviews, and two LAC/CiC reviews annually and one formal review annually for EHCP. During these meetings progress and change has been documented and agreed by the relevant local authority and related professionals.