

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Riddlesdown Collegiate
Number of pupils in school	2072
Proportion (%) of pupil premium eligible pupils	11.7277% (243 students)
Academic year/years that our current pupil premium strategy plan covers.	2024-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Daniel Osborne
Pupil premium lead	Fiona Langan
Governor / Trustee lead	Jenny Aarons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,675
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	£276,675

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Riddlesdown Collegiate is to ensure that all students have the same access to a broad and equitable curriculum that is engaging and inspiring. We are committed to providing relevant, challenging, and thought-provoking learning opportunities both within and beyond the classroom which are accessible to all. We understand that “some children need more” from us and therefore we are committed to providing greater support and targeted opportunities for students experiencing persistent disadvantage. Providing opportunities to build cultural capital and broaden student experiences will enhance their understanding and access to the curriculum.

Through the development of our Students Experiencing Disadvantage programme, alongside the constant use of evidence-based research we are continuing to develop a granular understanding of the various needs of our students. This allows us to personalise our approach whether the need is economic, social or developmental. The consistent monitoring and analysis of our students allows us to target interventions to best promote academic and social development.

Through our high quality, well sequenced and engaging curriculum, delivered by subject experts, we consistently aim to ensure that Disadvantaged Students feel supported and valued with a strong focus on outcomes and aspirations for all individuals. Part of our strategy has been to ensure that our Disadvantaged Students are clearly ‘visible’ within our school community and that all staff adopt the highest aspirations for their achievement.

Responsibility is placed on all staff to support raising the attainment of Disadvantaged Students within our community.

The key principles of our strategy to support our disadvantaged students:

- To ensure Riddlesdown offers a broad and equitable curriculum.
- Developing staff so that the delivery of Quality First Teaching is consistent across the collegiate.
- To provide social and cultural capital opportunities which develop independence, aspiration, and high expectations, utilising centralised systems and procedures.
- Supporting the development of Social, Emotional and Mental Health to ensure students are prepared for life beyond education.
- Promoting attendance and punctuality to ensure students capitalise on the learning and pastoral experiences offered.
- Supporting raising behavioural and academic standards through mixed attainment teaching.

Challenges

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

Challenge number	Detail of challenge
1.	Student Progress - over the past few years the gap between Disadvantaged Students and non-Disadvantaged Students has increased each year at GCSE Level. Pedagogical strategy on responsive/adaptive teaching needs revisiting and prioritising in staff CDT in order to ensure that students' needs are based on assessment rather than more generic assumptions. Ensuring Quality First Teaching will raise the attainment of all students thus including sub-groups such as Disadvantaged Students which have been historically targeted individually.
2.	Students from Disadvantaged backgrounds often come to secondary school with reading ages below expected levels. The inability to read at pace with fluency can inhibit a student's ability to access the curriculum, leading to issues around poor self-esteem, poor behaviour and low motivation. With the significant increase in SEN needs and the volume of students with an EHCP, accessing the curriculum for students who are <i>word poor</i> or only functionally literate is a priority.
3.	Student access to learning resources, many of our Disadvantaged Students have limited access to resources to support their independent learning. This may include, Wi-Fi, access to a computer, a quiet space to study, revision material.
4.	Engagement in co-curricular activities due to complex social issues is often less in Disadvantage Students than their non-disadvantaged peers. This impacts on social development, independence and cultural capital, inhibiting students' ability to access the curriculum.
5.	Building positive relationships with our hard-to-reach families can be challenging due to long working hours or childcare commitments making it hard for some parents to engage. Past experiences of education systems of some of our vulnerable families may create barriers between productive home/school relationships.
6.	Societally, social and emotional health in young people has declined. The lack of rapid intervention from external agencies means that mental health can deteriorate further without the specific interventions afforded by qualified clinicians. Teachers are managing highly complex social situations, often at 'crisis' level without the appropriate time, training and support.
7.	Students identified as being persistently disadvantaged generally have attendance and punctuality levels below the national average. Attendance systems are being reviewed to manage the changing societal context and attitudes towards attendance. We are working hard to communicate the importance of good school attendance without alienating our hard-to-reach families. Greater investigation into the individual complexities of non-attendance is needed for our Disadvantaged Students as currently interventions are not bespoke for individual needs.
8.	Through engagement with action research we believe that mixed attainment teaching groups will best serve the needs of our students. The challenge is to ensure a positive shift in culture towards personalised and adaptive learning, with ambition and challenge at the heart of pedagogical strategy. Staff who have traditionally taught groups in sets will be supported to plan and deliver lessons where the needs of the individual are met in an ambitious and academically challenging environment. Training will involve 'Teaching to the Top' so that students are challenged to achieve outstanding outcomes.

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
<p>1. Above national average progress and attainment. Emphasis on Quality First Teaching</p>	<ul style="list-style-type: none"> ● Use of the Directors' Professional Development Curriculum (fortnightly meetings) to audit and monitor the efficacy of each subject curriculum and its impact on student progress. The curriculum is fluid and needs constant review from middle and senior leadership. ● Quality First Teaching is embedded into our common language, curriculum planning and implementation and pedagogical practice. ● Monitoring processes will always focus on the progress of Disadvantaged Students, through the Trust Performance and Quality Review, Subject Reviews, Curriculum Audits, Learning Walks, Book Looks, Student Panels. These are to be conducted on a regular basis.
<p>2. To increase social capital through co-curricular and leadership opportunities.</p>	<ul style="list-style-type: none"> ● A reduction in Disadvantaged Students being unable to complete their homework through the introduction of Independent Study Club 3 times a week. ● Regular Enrichment/Cultural Learning opportunities in the form of celebratory/recognition days and activity/trips weeks to promote success and affirm the contributions of all our students. ● SOCS data shows an increase in Disadvantaged Students participating in leadership activities and co-curricular.
<ul style="list-style-type: none"> ● High levels of wellbeing 	<ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent surveys and teacher observations focusing on inclusion and a sense of belonging. ● A significant increase in participation of co-curricular and leadership activities, particularly among students from disadvantaged backgrounds.
<ul style="list-style-type: none"> ● Supporting raising behavioural and academic standards through mixed attainment teaching. 	<ul style="list-style-type: none"> ● Data shows a decrease in negative behaviour points and an increase in student attainment compared to previous years who were not taught in mixed attainment groups. ● A huge emphasis on Outstanding Basics to foster a culture of high expectations and aspiration. A focus on punctuality to lessons, uniform and polite interactions with all members of our community.
<ul style="list-style-type: none"> ● Supporting high reading, writing and oracy levels 	<ul style="list-style-type: none"> ● Data indicated that reading levels are improving in KS3. ● Qualitative means such as observations, learning walks etc show that the Reading Toolkit is being utilised in lessons across the Collegiate.

	<ul style="list-style-type: none"> ● To ensure levels are in line with non- disadvantaged students. Reading is not evident as a barrier to accessing the full curriculum for disadvantaged students.
<ul style="list-style-type: none"> ● High levels of attendance with a reduced variation between Disadvantaged Students and Non-Disadvantaged Students. 	<p>The overall attendance rate to be above 95% for all students and the attendance gap between Disadvantaged Students and their non-disadvantaged peers being reduced to no more than 4%.</p> <ul style="list-style-type: none"> ● The percentage of all Students who are persistently absent being below 10% and the figure among Disadvantaged Students being no more than 4% lower than their peers. ● Evidence of rapid intervention with those who have attendance of below 95% and evidence of progress on individual students.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Research undertaken by NFER has identified high quality teaching for all as being one of the 7 building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment</p> <p>Through CDT, College Meetings, ITT and ECT training, ensure that Quality First Teaching is embedded into our common language, curriculum planning and implementation and pedagogical practice</p> <p>Focus on teaching to the top, high aspiration and scaffolding up is a focus in CDT sessions on the fundamentals of "Good Teaching - Outstanding Learning"</p> <p>Performance Development – 70% or more Inquiry Questions to focus on making incremental gains for Disadvantaged Students</p> <p>A thorough, embedded reading programme with multiple strands to improve literacy and enhance knowledge; using NGRT testing to identify students who read below the expected minimum so that this can be rectified through the acceleration programme</p>	<p>What are the most effective ways to support disadvantaged pupils' achievement? (publishing.service.gov.uk)</p>	<p>1, 2, 3, 5,7, 8</p>

<p>Collegiate Development Time (CDT). Delivering training opportunities for all teaching staff utilising both in-house and external professionals</p> <p>Early Career Teachers to have sessions on Adaptive Teaching and how to ensure progress with Disadvantaged Students.</p> <p>Implementation of the Reading Policy focussing on how reading supports the progress of Disadvantaged Students. Training delivered in whole schools CDT ensures staff are confident in utilising the Reading Toolkit to support students in every lesson.</p>	<p>Well planned training schedule that addresses the identified areas of development required.</p> <p>Delivery of whole school CPD training sessions, or delivery of targeted CPD training sessions to appropriate staff.</p> <p>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk) Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Best Practice in Mixed Attainment Grouping EEF (educationendowmentfoundation.org.uk)</p> <p>https://my.chartered.college/impact_article/mixed-attainment-teaching-careful-steps-towards-better-outcomes/ Attainment: Why schools must divert from flight paths and use prior attainment data to place students in sets. TES - Megan Mansworth</p> <p>Ditching the sets: why we're teaching mixed ability lessons for science Teacher Network The Guardian</p> <p>https://www.mixedattainmentmaths.com</p> <p>Feedback approaches and educational attainment in children and... EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 6, 7,8</p>
<p>Mixed attainment teaching will require a pedagogical shift whereby greater levels of personalisation are needed to ensure progress at every level of attainment. This is in addition to the maintenance of an ambitious and aspirational curriculum and classroom culture.</p>	<p>Riddlesdown Action Research has shown students make better progress in fully mixed attainment groups than they do in ability sets.</p> <p>Best Practice in Mixed Attainment Grouping - pilot EEF</p>	

<p>The continued running of the Middle Leader Mastery Course/Professional Studies Sessions/ECF Training. Where staff are explicitly guided on the how to close gaps for Disadvantaged Students.</p>	<p>Bespoke training sessions to New Middle Leaders as well as trainee and Early Career Teachers on facilitating the progress of Disadvantaged Students.</p> <p>Full article: Professional development leadership: the importance of middle leaders (tandfonline.com)</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2, 6, 8</p>
<p>Independent Study Club. Students Experiencing Disadvantaged students have been invited to an afterschool club where they can access IT facilities and work through independent study tasks with a member of staff.</p>	<p>Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on student learning</p> <p>EEF blog: Modelling Independence - The 'Seven-step Model'... EEF (educationendowmentfoundation.org.uk)</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5,</p>

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Assistant</p>	<p>The appointment of Pastoral Support assistants in every College in order to offer greater support for SEMH needs in our most vulnerable students.</p>	<p>2,4,5,6,7</p>

	3. Wider strategies EEF (educationendowmentfoundation.org.uk)	
SALT Intervention	<p>Increased hours of SALT intervention to further support students.</p> <p>Speech and language therapy in specialist schools (autism.org.uk)</p> <p>Best Start in Speech, Language and Communication: case studies (publishing.service.gov.uk)</p>	1,2,4,6,7,8
TCT Educational Psychologist	<p>The Collegiate Trust will have more hours to be able to provide students with Educational Psychologist support. This is essential in supporting students to obtain formal diagnosis of particular needs.</p>	1, 2, 5, 6, 7,
<p>1:1 Mentoring HLTA</p> <p>Zones of Regulation for students with developmental disadvantage to facilitating peer mentoring for those who are socially and emotionally disadvantaged.</p>	<p>HLTA mentoring students. Important to identify those most at need and the mentoring needs to have an academic focus.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 5, 6, 7, 8
HLTA – Maths	<p>Early identification of Disadvantaged Students who require additional 1 to 1 and small group tuition with qualified experienced member of staff. Those identified may have low prior attainment or struggling with particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,8
HLTA – Literacy (EAL Support)	<p>Early identification of Disadvantaged Students who require additional 1 to 1 and small group tuition with qualified experienced member of staff.</p> <p>Focused work with students who are EAL.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 5

	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
Improving literacy in secondary school. Reading Policy	<p>Reading scheme with further intervention on providing high quality literacy interventions for students who struggle with weak literacy and reading skills. Developed in collaboration with David Didau.</p> <p>EEF KS3 KS4 LITERACY GUIDANCE.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF blog: Shining a spotlight on reading fluency EEF (educationendowmentfoundation.org.uk)</p>	1, 8
Teaching assistant intervention and training.	<p>In order for Teaching assistants to have a strong positive impact on Disadvantaged Students it is essential that they are deployed effectively and have similar training opportunities to their fellow teachers.</p> <p>High level of classroom support is implemented to support Disadvantaged Students who also have an EHCP and require additional support through statutory intervention. LSAs in class are deployed to support all students as well as those with EHCP's, allowing for promoting independence, supporting with scaffolding, and modelling learning for all students in class.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5
GCSE Revision guides, school uniform and resources.	<p>Revision guides provided to Disadvantaged Students in October of Year 11.</p> <p>Parents and students to be offered support with uniform and resources.</p>	3, 5
Student Teaching and Mentoring Programme.	<p>Utilising our Post 16 students to support younger peers assists with social capital as well as supports students to close gaps with Non-Disadvantaged Peers.</p> <p>Peer tutoring EEF</p>	

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

Budgeted cost: £76,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour mentoring and external Igniting Young Minds mentoring.</p> <p>New Strengthening Minds Programme to be rolled out across all the four 11-16 Colleges, supporting the identification of those who are considered emotionally disadvantaged.</p>	<p>Evidence on supporting student's behaviour and emotions to ensure better academic progress.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
<p>Career Support to encourage Disadvantaged Students to have a clear focus and pathway assisting with high aspirations</p> <p>Disadvantaged Students are prioritised for careers appointments so are seen first in order to support Post 16 applications.</p> <p>Careers Fair for all students with specific targeting of Disadvantaged Students to attend.</p> <p>Post 16 support - Bursary/ Meeting with Pastoral Assistant/ Additional careers appointments support.</p>	<p>Understanding how promoting aspiration in students through career guidance can impact on student outcomes.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>

<p>Emphasis on access to high quality apprenticeships as well as UCAS to support high aspiration in young people who do not want to attend traditional Higher Education institutions.</p> <p>Career interviews offered to all disadvantaged students as a priority.</p> <p>Mock Interview Day to offer wider opportunities which may not otherwise be available.</p> <p>Trip to East Surrey College to promote vocational courses.</p>		
<p>Place2be – working with students one to one or small groups.</p> <p>Provide support and training for staff. So SEMH needs can be recognised early and appropriate support put into place with an appropriate time frame.</p> <p>Further opportunities for key staff to engage with Mental Health First Aid Training.</p>	<p>Positive wellbeing and mental health for the whole school community is fundamental in ensuring that those around then within the Disadvantaged Student subgroup are exposed to positive mental health and wellbeing.</p> <p>EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	3, 6
<p>Attendance</p> <p>Further Increase communication and engagement with parents.</p> <p>EWO to continue to work with several families who fall below the expected level of attendance.</p> <p>Evidence of work with external agencies where necessary – Springboard / CAMHS to improve attendance.</p>	<p>Evidence on improved attendance for progress on students.</p> <p>Embedding principles of good practice set out in EEF Guidance Report on Working with Parents. EEF Parental Engagement Guidance Report.pdf</p> <p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>In order for Disadvantaged Students to better than expected progress it is essential attendance to school is outstanding, and they engage with all learning opportunities provided.</p>	7

<p>Weekly data shared with staff in order to discuss issues arising with vulnerable students.</p> <p>Greater push on communication, attendance notice boards, opportunities for discussion with parents at Welcome to Year 7 and Welcome to GCSE evenings.</p> <p>Move to Friday Tutor Sessions to promote attendance</p>	<p>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk)</p> <p>Supporting attendance EEF (educationendowmentfoundation.org.uk)</p>	
<p>Behaviour and standards</p>	<p>Whole school approaches to develop positive school ethos which will aim to support greater engagement in learning.</p> <p>Evidence from the EEF Implementation Guidance Report and behavioural science suggests underlying values and beliefs need changing to make sustained changes to human behaviour, in this case to teachers' practice in the classroom.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Why letting students off is in reality letting them down ESS SIMS (ess-sims.co.uk)</p> <p>‘We batter them with kindness’: schools that reject super-strict values Schools The Guardian</p> <p>School exclusions: a literature review on the continued disproportionate exclusions of certain children (publishing.service.gov.uk)</p>	<p>5</p>
<p>Co-Curricular, Physical activities & The Arts</p>	<p>Although research does not necessarily support a strong positive impact between Physical activity and academic progress, it is a fundamental part of supporting mental health and wellbeing in students and therefore an area that is key.</p> <p>Development of the Art subjects in curricular and non-curricular time, one example of this is the Instrumental project in Year 7. Giving Disadvantaged Students the opportunity to experience the ARTS. They may not have the</p>	<p>4</p>

	<p>opportunity to participate in this outside of school due to the financial implication.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Huge disparities in participation in extra-curricular activities depending on social background (bath.ac.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	
<p>Provide a Breakfast service every morning where students can have breakfast for free.</p>	<p>Free school breakfast provision EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 7</p>

Total budgeted cost: £276,675

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Overview

It is challenging to make direct comparisons between this cohort and previous years, however, there does remain a significant gap between the progress of our Disadvantaged Students and Non-Disadvantaged Students. Although Disadvantaged Students are making progress it is not at the rate of their counterparts giving us cause to continuously re-evaluate, amend and evolve our way of working.

- Non-Disadvantaged Students English Maths 4+ 83.2% compared to Disadvantaged Students 43.9%.
- Non-Disadvantaged Students English Maths 5+ 56.7% compared to Disadvantaged Students 28.1%.

Our KS4 outcomes suggest that disadvantaged students' attainment and progress at Riddlesdown is higher than national averages for academic year 2023-24 and we believe our strategies will continue to ensure that the gap will reduce over the coming years.

Figures surrounding the attendance of Disadvantaged Students demonstrate that this is a real issue in limiting the progress of some of our most vulnerable young people.

Disadvantaged Students' attendance is still lower than non- Disadvantaged Students by approximately 15%. This continues to be an area of focus.

We are exceptionally proud of the SEMH support that we were able to offer,

- 13% of students engaging with Place2talk were Disadvantaged Students .
- 18% of students who received one to one counselling were Disadvantaged Students .
- 32% of students accessing (HLTA) Higher Level Teaching Assistant support through the Mackay were Disadvantaged Students.

Although the annual report shows evidence of positive impact gathered from teacher, students and parents' views, we are still limited in our ability to meet the ever increasing, highly complex social and learning needs of many of our students. This was further compounded by the lack of timely provision and intervention that outside services were able to offer. We continue to employ the services of the Educational Welfare Officer who works to develop positive relationships with families of Persistent Non-Attenders.

We remain extremely ambitious for our Disadvantaged Students in line with a culture of high expectations for all. This can be seen in our promotion of leadership opportunities, an increase in targeted careers provision and the move to mixed attainment teaching in Year 7 and 8.

Quality of Education

The drive on literacy from the previous academic years has continued for all students. Chronological Reading ages have continued to increase for the disadvantaged students who were below their chronological reading ages. Diagnostic assessments have been used effectively to indicate areas for development for individual students, classes and year groups: The Catch-up reading programme accelerates weakest readers' progress and fluency. The Collegiate-wide approach to reading in lessons, across all subject disciplines; using four strategic approaches to the way teachers support students to engage with reading has been embedded successfully. This approach has had a positive impact on ensuring that reading and literacy is the

responsibility of all teachers regardless of the subject. This work continues to support all students, especially disadvantaged students to access the broad and rich curriculum that Riddlesdown offers.

Year 7 students were tested using the NGRT reading tests and all data has been compiled via the programme. There were 28 Disadvantaged Students in Year 7 and the headlines are below;

- 15/28 (54%) students made accelerated progress over 8 months ranging from 9 months progress to 43 months. Average months progress in Reading Age was 9 months.
- Average SAS score was 108 in November and 110 in July, an increase of +2. *An increase in SAS means accelerated progress.*
- 18/28 (65%) students increased their GCSE predictor, and 11/28 (40%) students increased their GCSE predictor to the next grade boundary.
- 14/28 (50%) students improved their reading profile.

The effective design and delivery of an ambitious and broad curriculum has facilitated the successful implementation of the teaching and learning priorities for the past academic year. Ensuring that opportunities to expand students' cultural capital are frequent and embedded into our curriculum means that our Disadvantaged Students are able to access challenging and complex work. Staff are regularly trained on how to consistently use pedagogical strategies which support the progress of all our students but in particular those who need additional attention. Dual coding, modelling and targeted feedback to feedforward are examples of how we are consistently meeting the needs of our learners. Checking for Understanding with a focus on priority students has been embedded into our practice to ensure that learning is adapted for the individual.

Pastoral Support

Through our Students Experiencing Disadvantage Tracker we are now able to look at the individual needs of our students. This is a shift away from traditional approaches of viewing Disadvantaged Students as a homogenous group who face the same challenges. The result of this means we are able to deliver more targeted support depending on whether that student is developmentally disadvantaged and needs SALT intervention or perhaps economically disadvantaged and needs to be part of our breakfast club. Staff are more aware than ever before who the students with the greatest needs are and are therefore able to make the concessions or put in place interventions which are needed. Our inclusion unit Mackay continues to be used to support our most vulnerable students with SEMH support put into place across the Collegiate as quickly as possible.

Co-Curricular and Leadership Opportunities

Despite significant work to increase engagement, Riddlesdown Collegiate still faces challenges when engaging Disadvantaged Students in our vast co-curricular programme or with leadership opportunities. The use of the Students Experiencing Disadvantage Tracker has allowed us to target students we feel would benefit from becoming more active members of the Riddlesdown and wider community.

22% of Disadvantaged Students participated in Autumn term, with the targeted approach mentioned above that number increased to 28% in Spring. Although there was a decrease in the Summer Term this aligns with the reduced number and variety of clubs offered.

We continue to embed a Collegiate wide approach with regards to how and when we deliver our co-curricular programme. School has invested in a new software package to track and monitor the uptake of Disadvantage Students in co-curricular activities. OFSTED recognise that many students regularly access wider opportunities both inside and outside of school however we still wish to improve this further.

The impact of our PPG strategy overall is variable. We believe the thought and time put in to supporting our most disadvantaged students is ensuring that their lived experience at Riddlesdown is becoming increasing positive and equitable. However, there remains a growing gap in attainment and attendance which is the focus of our work in the coming years.