

Ryecroft C.E. (C) Middle School Disadvantaged Pupils action plan 2016-2017

Headteacher's name:	Miss R. Baramuszczak	Signature:	
Chair of Governor's name:	Mr. J. Bednall	Signature:	
Pupil Premium Governor's name:	Mrs S. Edmonds	Signature:	



Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	202
Total number of pupils eligible for PPG (based on October 2015 census)	21
Amount of PPG received per pupil	£ 1,320 (Primary) £ 935 (Secondary) £ 300 (Service) £ 1,900 (Pupil Premium Plus)
Total amount of PPG received for 2016/2017 (October 2015 census)	£23,870

Executive Summary

The targeted and strategic use of the pupil premium will support us in achieving our vision that all disadvantaged pupils should have the opportunity to flourish and, as a result, diminish the difference.

Principles:

- ❖ We ensure that teaching and learning opportunities meet the needs of all of our disadvantaged pupils.
- ❖ We raise the awareness of disadvantaged pupils throughout the school
- ❖ We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- ❖ In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- ❖ We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- ❖ We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ❖ We will do everything possible to support any of our pupils who would benefit from additional help.

Key Priorities:

- ❖ 1. Leaders and Governors monitor and evaluate rigorously the impact by the pupil premium on improving outcomes for disadvantaged pupils
- ❖ 2. Set work at the appropriate level of challenge for pupils, including those who are disadvantaged and those identified as at risk of falling behind
- ❖ 3. Inform pupils, through marking and feedback, how they can improve their work so that they know what to do to reach the next stage in their learning
- ❖ 4. Ensure that the pupil premium funding has been deployed effectively enough to diminish the difference in attainment for disadvantaged pupils
- ❖ 5. Ensure that there is appropriate stretch and challenge for the most able disadvantaged pupils

Sources of evidence:

Half termly data packs	Pupil Premium Learning Passports
Learning walks	Book scrutinies
Governor visits	QA cycle
Minutes to Governor meetings	Letters to parents / carers
Flightpaths for disadvantaged pupils	Pupil Premium audit

Action Plan for use of Pupil Premium 2016 -2017															
KP	Link to SDP	Action	RAG	Amount allocated	New or continued activity	Action	Intended outcomes	Time frame	Monitored by	Success criteria	Impact (RAG)				
1	1.6.2	Commission a Pupil Premium review to establish the current situation NB: PP audit took place with Mrs Helen Norton on 02.12.2016			New	Pupil Premium review to be undertaken by an Entrust consultant	Report to be shared with leaders and governors and used to inform future planning	02.12.16	SB	Class teachers (CT): involved in the PP review and provided with a copy of the report					
										Subject leads (SL):					
										Key Stage Directors (KSD):					
										Senior Leaders: overview of the current situation re: PP and clear plan of action					
										Governors: overview of current situation and presented with a clear plan					
1	1.6.3	Develop an action plan related to the use of Pupil Premium funding to address the issues raised NB: action plan updated w/b 12.12 (following PP review)		£0	New	Following the Pupil Premium review (02.12.2016) this action plan to be reviewed to ensure it addresses all of the issues raised	Action plan is comprehensive in its coverage and will ensure improvement in outcomes of disadvantaged pupils	09.12.2016	SB	CT: provided with action plan and can identify their role in delivering on the plan					
										SL: deliver on specific actions related to their subject area					
										KSD: deliver on specific actions related to the Key Stage					
										Senior Leaders: SB to be responsible for delivery of the plan and report to SLT					
										Governors: hold Senior Leaders to account re: performance of disadvantaged pupils					
1	4.5.1	Establish Flights paths, using the RADY methodology NB: Flight paths established for disadvantaged pupil w/b 28/12.		£0	New	SB to work with MH to establish more aspirational targets (and target setting process) for our disadvantaged pupils	Disadvantaged pupils to be set aspirational targets to ensure they remain a priority for all members of staff	11.11.16	SB	CT: staff are aware of the challenging targets disadvantaged pupils have					
										SL: are able to hold staff to account for the performance of disadvantaged pupils					
										Staff to be informed of the more aspirational targets for disadvantaged pupils	Staff to be held to account over the performance of disadvantaged pupils	14.11.16	SB	KSD: are aware of the performance of disadvantaged pupils in their Key Stage	
												Senior Leaders: hold staff to account for the performance of disadvantaged pupils			
										Senior Leader to attend the first meeting of the academic year re: RADY project at The King's School, Kidsgrove	Staff to be more aware of best practice and more informed re: target setting	09.11.16	SB	Governors: hold Senior Leaders to account re: performance of disadvantaged pupils	
										1	1.6 4.4.1	Appoint a Pupil Premium governor to hold Senior Leaders to account for the school's use of Pupil Premium funding NB: First meeting took place on 29.11.2016		£0	Continued
Governors: appoint a PP Governor hold Senior Leaders to account															
1	1.3	Ensure that governors and leaders have an accurate picture of where we are and predicted outcomes		£0	New	Following first data capture (October 2016) MH to prepare a summary of the current picture for SLT and Governors.	Leaders and Governors to be aware of the current picture	10.11.16	HT	Senior Leaders: held to account by PP governor					
										Governors: hold Senior Leaders to account					
1	1.3.6 1.12.6	Develop longitudinal studies to track trends based on pupil voice and performance data		£0	New	See action above plus SB to conduct regular pupil voice with disadvantaged pupils to gather their views on the learning experience. These are to be included in the PP QA process.	Leaders more aware of the views of disadvantaged pupils and include these in future action plans		SLT Governors	CT: aware of the headlines of pupil voice					
										SL: aware of the headlines of pupil voice (plus anything specific relating to their subject area)					
										KSD: aware of the headlines of pupil voice (plus anything specific relating to their Key Stage)					
										Senior Leaders: aware of the views of pupils					

										Governors: aware of the views of pupils through QA reports	
1	1.3	Clearly identify disadvantaged pupils on all data sets for staff and governors		£0	New	MH to add information to all mark sheets and present information comparing disadvantaged pupils to others	Staff and governors more aware of the performance of disadvantaged pupils	31.10.16	SLT	CT: aware of the performance of the PP pupils they teach	
										SL: aware of the performance of pupils in their subject area	
										KSD: aware of the performance of pupils in their Key Stage	
										Senior Leaders: aware of the performance of all PP pupils and analyse for trends	
										Governors: hold Senior Leaders to account	
1	4.2.2	Tracking matrices for PP pupils to be developed NB: Tracking matrices in place for October data		£0	Continued	Following every data capture (at the end of each half term), SB to share performance of PP pupils with relevant governor	Governors to hold Senior Leaders to account over the performance of PP pupils	11.11.16	Governors HT	CT: aware of the performance of the PP pupils they teach	
										SL: aware of the performance of pupils in their subject area	
										KSD: aware of the performance of pupils in their Key Stage	
										Senior Leaders: aware of the performance of all PP pupils and analyse for trends	
										Governors: hold Senior Leaders to account	
1	1.13.4	Gather information related to disadvantaged pupils NB: SB met with all relevant staff to gather information about quality first teaching		£0	New	Undertake half termly audits to review the provision for disadvantaged pupils in school and the impact this is having on outcomes	Senior Leaders to be aware of the current picture and respond to what the data is showing	From 31.10.2016		CT:	
										SL:	
										KSD:	
										Senior Leaders: have regular information about disadvantaged pupils	
										Governors: hold Senior Leaders to account	
1	PP Review	To present the information in the Pupil Premium Strategy in an accessible format / document		£0	New	SB to write an executive summary of the PP Strategy and ensure it is on the website	Document available for all visitors to the school website	07.01.2016			
2	1.4	Use Performance Management effectively to improve teaching NB: targets set October 2016		£0		Ensure that at least one of the whole school targets makes reference to the performance of disadvantaged pupils	Systems in place to hold staff to account for the disadvantaged pupils they teach	31.10.2016	HT SB	CT: have a target which ensures focus on all disadvantaged pupils they teach	
										SL:	
										KSD: hold staff to account for the staff they line manage re: disadvantaged pupils	
										Senior Leaders: hold staff to account for the staff they line manage re: disadvantaged pupils	
										Governors: hold Senior Leaders to account	
2	1.9.1 2.2.6	Use the equivalent of 4.0 days of Teaching Assistant time to support disadvantaged pupils across the curriculum		£15,101	Continued	Timetable to be produced to ensure that disadvantaged pupils in each year group have specific support from a Teaching Assistant	Accelerated learning for targeted pupils throughout the year to assist in diminishing the difference across Key Stage 2	11.11.16	SLT PP Governor	CT: to be aware of the timetable and nature of the intervention(s)	
										SL: to be involved in planning the delivery of (and monitoring the impact) the intervention	
										KSD: to have an overview of their Key Stage	
										Senior Leaders: have an overview of the interventions and analyse data to establish the difference	
										Governors: to hold SLT to account	
2	1.1.6	Share updated list of disadvantaged pupils with all staff as necessary NB: paper copy provided and electronic copy on SIMS		£0	New	SB to provide updated information to all staff re: disadvantaged pupils.	Staff to be more aware of targeted pupils. Pupils to be identified in lesson plans, seating plans, teaching files	From 10.09.16 (as necessary)	SB	CT: have the relevant information to ensure they are aware of targeted pupils	
										SL: have the relevant information to ensure they are aware of targeted pupils	
										KSD: have the relevant information to ensure they are aware of targeted pupils	
										Senior Leaders: have the relevant information to ensure they are aware of targeted pupils	

										Governors:	
2	2.1	Staff plan their lessons effectively to help the disadvantaged pupils learn well.		£0	Continued	Lesson plans clearly identify disadvantaged pupils and any necessary actions to ensure they make good progress. Seating plans identify PP pupils	All disadvantaged pupils experience high quality teaching	08.09.16	HT	CT: Lesson planning identifies disadvantaged pupils SL: aware of provision for disadvantaged pupils in their subject area KSD: aware of provision in their Key Stage Senior Leaders: aware of provision across the school and gather evidence as part of QA process Governors: hold Senior Leaders to account	
2		All disadvantaged pupils to have an individual Learning Passport		£0	New	SB to prepare and share Learning Passport for all disadvantaged pupils. These will start with Year 6 pupils, then 8, 5 and 7.	Staff to be given more information re: learning styles, barriers to learning, necessary differentiation etc for the pupils they teach	Y6: 11/11 Y8: 18/11	SLT	CT: use Learning Passports to inform teaching. Help support pupils in achieving their targets SL: KSD: Senior Leaders: Governors: hold SLT to account	
2	4.3.2	Improve reading and access to reading across the school NB: AR launched to pupils on 25/11		£0	Continued	All pupils to be using the Accelerated Reading scheme by end of November 2016. Whole school timetable to include daily reading session.	Following STAR reading tests, pupils to be reading at an appropriate level.	18.11.16	SB	CT: aware of the appropriate level of book each pupil should be accessing SL: KSD: Senior Leaders: analyse the difference between reading age and chronological age Governors: hold Senior Leaders to account	
2	2.2.8	Intervention is implemented to address specific needs			Continued	Where data identifies an issue, rapid intervention is implemented. The impact of these is closely monitored	Pupils are monitored closely and intervention provided to help diminish any differences		SB	CT: to be made aware of interventions taking place Senior Leaders: to monitor the impact of any intervention and report to relevant staff Governors: hold Senior Leaders to account	
2	2.6.7 2.6.9	Disadvantaged pupils to be the focus for form teachers during daily reading session to help diminish the difference between chronological and reading ages of Key Stage 3 pupils		£0	New	Form teachers to be aware of the disadvantaged pupils in their tutor group and ensure they spend time supporting the reading development of these pupils	All disadvantaged pupils to be given additional support to develop their reading skills STAR reading tests and other data will show the difference small group sessions have made to the pupils' reading age when compared to their chronological ages	From 14.11.16	SB	CT: supporting disadvantaged pupils during reading sessions SL: KSD: visit reading sessions Senior Leaders: able to see the difference this intervention has had from the data Governors: hold Senior Leaders to account	
2	PP Review	To provide all staff with a guide to strategies to support disadvantaged pupils		£0	New	SB to research and gather information to provide staff with a menu / booklet of support strategies to help staff 'diminish the difference'	Staff have useful information	16.12.2016			
3		Focused work scrutiny on PP pupils		£0	New	SB to conduct a work scrutiny on PP pupils to ensure that marking is helping pupils to improve the quality of their work	Report produced for SLT and all staff on the findings Findings are part of the QA PP process	First work scrutiny by 18.11.16	SLT	CT: provided with outline of findings from work scrutiny – share examples of good practice SL: have specific information relating to the quality of marking in their subject area KSD: have specific information relating to the quality of marking in their key stage Senior Leaders: have key information about the quality of marking for disadvantaged pupils across the school	

										Governors: have key information about the quality of marking for disadvantaged pupils across the school	
3		Pupil voice		£0	New	SB to conduct regular pupil voice with PP pupils to ascertain their understanding of how they are going to improve the quality of their work.	Report produced for SLT and all staff on the findings Findings are part of the QA PP process	First pupil voice by 25.11	SLT	CT: provided with an overview of pupil comments SL: given any specific information relating to their subject area KSD: given any specific information relating to their Key Stage Senior Leaders: have a clear picture re: the views of disadvantaged pupils Governors: have an overview of the views of disadvantaged pupils	
4		Invite parents of PP pupils to meet with SB		£0	New	Once Learning Passports are prepared, SB to invite parents into school to discuss the document and the way we are supporting their child	Parents to be more involved in the process and offer input into their child's Learning Passport.	Year 6 parent by 18.11.16 Y8 – 25.11 Y5 – 02.12 Y7 – 09.12	SLT Governors	CT: use Learning Passports to help inform planning SL: KSD: use Learning Passports in line management meetings SL: ensure that Passports are up to date and usable by all staff Governors: are aware of Learning Passports for disadvantaged pupils	
4		To have an effective Pupil Premium Strategy document written		£0	New	Using Teaching Schools Council template as a guide, for SB to write our Pupil Premium Strategy; share with SLT and governors and ensure it goes on the school website	Document is complete and is on the website	25.11.16	SB	CT: SL: KSD: SL: to research and produce the document Governors: to check the document and ensure it goes on the website	
4		Literacy Action Plan to be written and implemented for Key Stage 2 to ensure there are opportunities for PP pupils to improve their literacy NB: SB met with KS to review and amend the original plan		£0	New	KS to share Key Stage 2 Literacy Plan with SB and ensure there is appropriate focus for PP pupils	Focus is raised for the 19 PP pupils in Key Stage 2 (13 in Year 5 and 6 in Year 6) to ensure they make good progress in literacy	Plan to be written by 11.11.16	SB KS	CT: aware of the Literacy plan and their part in achieving success SL (for KS2 Lit): to write plan and meet with SB to ensure focus on disadvantaged pupils KSD: SL: to meet with KS2 Literacy lead and monitor the plan Governors: to be aware of the plan	
4	3.6.7	Ensure attendance of PP pupils is not contributing to lower attainment NB: this is an outcome of the PP Strategy. Monthly attendance analysis takes place		£0	New	Ensure work with EWW includes a focus on the attendance of all disadvantaged pupils and where a declining percentage is identified action is taken.	SB to produce monthly analysis of attendance for PP pupils. Trends identified and attendance is not a barrier to learning	From 03.11.16	SB SLT	KSD: provided with an overview of attendance for their Key Stage SL: completes monthly analysis and shares concerns as necessary during half termly attendance checks Governors: to be aware of any pupil whose attendance causes concern and what the school is doing to address it	
4		Provide PP pupils with daily breakfast		£1,600	Continued	All disadvantaged pupils are entitled to a breakfast at school every day. Parents to be written to reminding them of this so uptake is improved	Record of pupils having breakfast shows that pupils make use of this service.	From 01.10.16	SB Bursar	SL: monitor the spend and encourage AI pupils to make use of the facility Governors: evaluate the impact of the spend and decide on allocating finance	
4				£1,600	New			30.11.16	SB		

		To provide opportunities for PP pupils to develop further social skills outside of school				All parents of PP pupils are to be written to asking them to 'bid' for money which will allow their child to participate in a new opportunity	Pupils have the chance to try something different outside of school which will develop their social skills and / or independence		Bursar		SL: to be aware of opportunities taken up and evaluate the impact on pupils	
4		Ensure PP pupils have appropriate uniform for school		£300	Continued	All PP pupils and their families to be supported (where necessary) with purchasing school uniform	Pupils have the same opportunities as others to be dressed appropriately for school	From 08.09.16	SB			
4		Provide access to the Youth Emotional Support Service counsellor		£4000	Continued	As required, pupils to be provided with the opportunity to meet individually with Helen to address social, emotional and behavioural needs	Case studies of individual pupils to be requested from YESS to show the impact	From 08.09.16	SB		SL: to refer to pupils as necessary and monitor the impact	Governors: to make decisions on future funding allocation
4		Provide Forest school provision NB: Year 8 pupils currently involved. Boxall profile to be used to measure the impact		£2500	Continued	As required, pupils to be provided with the opportunity to be involved with the Forest School programme to address social, emotional and behavioural needs	Case studies of individual pupils to be provided once they have participated in Forest schools to show the impact	To start November 2016	SB		CT: to be aware of the provision and which pupils access it	
											SL: develop case studies of disadvantaged pupils who access Forest School provision	Governors: make decisions on the future provision
4		Ensure that all PP pupils can take part in enrichment activities		£1000	Continued	Include appropriate paragraph in all letters to parents about enrichment activities so they are aware of the funding arrangements	PP pupils take part in enrichment activities	From 08.09.16	SB		CT: ensure all letters have relevant information	
4		Ensure that all PP pupils can take part in educational visits		£2000	Continued	Include appropriate paragraph in all letters to parents about enrichment activities so they are aware of the funding arrangements	PP pupils, who wish to participate, take part in educational activities	From 08.09.16	SB		CT: ensure all letters have relevant information	
4		Ensure that all eligible families are aware of how to apply		£0	Continued	Letter to be sent home in December 2016	Any pupils not already registered for funding will be added to future lists	02.12.16	SB		SL: monitor response to letter	
4	PP Review	Review outcomes of interventions (including the use of TAs) using assessment and progress data		£0	New	DHT to identify sources of evidence to measure and monitor the impact of this support	Quality of interventions to be analysed and used to inform future decisions	07.01.2017				
4	PP Review	Review the impact of Accelerated Reader		£0	New	DHT to analyse data following pupils retaking STAR reading test	Data to be included in SEF	24.01.2017				
5	3.5.6	Ensure that behaviour is not a barrier to learning		£0	New	Analyse Behaviour scores for all disadvantaged pupils and compare to other pupils	Any differences to be highlighted and shared with staff	From 04.11.16	SB		CT: receive weekly behaviour totals so any issues can be followed up by form teachers	
											SL: ensure that any differences are identified and addressed	

5	3.1.1 3.5.7	Ensure all disadvantaged pupils are engaged in their learning		£0	New	Analyse Attitude to learning grades for all disadvantaged pupils and compare to other pupils	Any differences to be highlighted and shared with staff Pupil voice to be carried out to identify barriers	From 04.11.16		CT: to be aware of any issues in their class	
										SL:	
										KSD: to be aware of any specific issues in their Key Stage	
										SL: ensure that any differences are identified and addressed	
5		Provide opportunities for pupils to have more aspiration in life			New	Organise visit to a theatre for eligible pupils	Experience a cultural visit	April 2017		CT:	
						Organise visit for Key Stage 3 pupils to University Open days	Experience a visit to a place of Higher Education to act as inspiration	April 2017		SL:	
										KSD:	
										SL: conduct pupil voice to record the impact	
									Governors:		