

Ryecroft C.E. (C) Middle School Pupil Premium Strategy Statement



1. Summary information

School	Ryecroft C.E. (C) Middle School				
Academic Year	2016/17	Total PP budget (allocation based on October 2015 census)	£23, 870	Date of most recent PP review	n/a (planned for 02.12)
Total number of pupils (based on October 2016 census)	205	Number of pupils eligible for PP (based on October 2016)	32	Date for next PP Strategy Review	Termly

2. Current attainment/progress on exit (Year 8)

	Attainment/progress on exit for pupils eligible for PP at Ryecroft C.E. (C) Middle school	National attainment for pupils not eligible for PP (GL Assessment used to provide national figure as no national average available from DfE for Year 8)
% of pupils making expected progress on exit	Maths 50%	n/a
	Writing 100%	n/a
	Reading 100%	n/a
% of pupils attaining Age related expectations on exit	Maths 100% (25% at mastery)	77%
	Reading 75% (50% at mastery)	77%
	Writing 75% (25% at mastery)	77%

	Pupils eligible for PP at Ryecroft C.E. (C) Middle school (8 pupils)	Pupils eligible for PP nationally	Pupils not eligible for PP at Key Stage 2	Pupils not eligible for PP nationally
% achieving expected or above in reading, writing and maths	13% 1/8	60%	43% 4% exceed	53%
% making at least expected level of progress in reading	50% 4/8	71%	67% 27% exceed	66% 13% exceed
% making at least expected level of progress in writing	63% 5/8	79%	86% 8% exceed	74% 15% exceed
% making at least expected level of progress in maths	38% 3/8	75%	77% 10% exceed	70% 17% exceed

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A.	Literacy skills (especially reading) entering Year 5 are lower for pupils eligible for PP than for other pupils (only 23% of pupils eligible for PP have a reading age equal to or greater than their chronological age (October 2016))
B.	A smaller number of PP children are making exceptional progress compared with non PP pupils in Maths, Reading and Writing
C.	High and middle ability pupils who are eligible for PP are making less progress than other high and middle ability pupils across Key Stage 2
D.	Behaviour and social issues for a small group of Year 6 PP pupils is having a detrimental effect on their academic progress and that of their peers
E.	On entry, our Year 5 Pupil Premium pupils are significantly lower in Maths, reading and writing compared to other pupils

External barriers:

E.	Reading home school partnerships not always followed for PP
F.	School attendance rates for pupils eligible are 95.79% (which is below 'other' pupils at 96.82%). This reduces their school hours and contributes to them falling behind

4. Outcomes (desired outcomes and how they will be measured)		Success criteria:
A.	Improved attainment at Key Stage 2 for pupils eligible for PP so they are in line with other pupils' nationally	From a lower starting point, and due to making accelerated progress, the difference between attainment for pupils eligible for PP and 'other' pupils diminishes.
B.	Improved rates of progress across all year groups for pupils eligible for PP to diminish the difference to other pupils (both in school and nationally)	Pupils eligible for PP make accelerated progress. This will be measured using GL testing, teacher assessment and Accelerated Reader.
C.	Ensure that pupils eligible for PP have at least the same Attitude to Learning scores as 'other' pupils	Half termly data captures show that there is no difference in average Attitude to Learning scores
D.	Increased attendance rates for pupils eligible for PP to make them at least in line with other pupils in school	Increase the attendance of pupils eligible for PP so there is no difference between this group and 'other' pupils.
E.	Developing skills and personal qualities -To encourage participation in extra-curricular activities so that pupils eligible for PP take part in more enrichment opportunities	Monitor participation to ensure pupils eligible for PP are participating
F.	Improved engagement with families	All families are spoken to regarding their child's Learning Passport and Flightpaths

The action plan below is taken from the Pupil Premium Action Plan 2016 – 2017 and shows how the school will use Pupil Premium to improve classroom pedagogy, provide targeted support and support the School Development Plan.

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

KP	Action	Action	Intended outcomes	Time frame	Success criteria				
1	Commission a Pupil Premium review to establish the current situation	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	Class teachers (CT): involved in the PP review and provided with a copy of the report				
					Subject leads (SL): aware of the current situation in their subject area				
					Key Stage Directors (KSD): aware of the current situation in their Key Stage				
					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 (07.12.2016)				
1	Develop an action plan related to the use of Pupil Premium funding to address the issues raised	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	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	Establish Flights paths, using the RADY methodology	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	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				
					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				
					Governors: hold Senior Leaders to account re: 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					
				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			
						MH to update the reporting process to parents for disadvantaged pupils	Parents aware of pupil performance against targets	16.12.16	
1	Appoint a Pupil Premium governor to hold Senior Leaders to account for the	From the existing Governing Body invite one	This will include developing knowledge of good	11.11.16	Senior Leaders: held to account by PP governor				

	school's use of Pupil Premium funding	member to be responsible for monitoring the performance of disadvantaged pupils.	practice, the school's work and meeting regularly with SB to question our work		Governors: appoint a PP Governor hold Senior Leaders to account
1	Ensure that governors and leaders have an accurate picture of where we are and predicted outcomes	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	Senior Leaders: held to account by PP governor Governors: hold Senior Leaders to account
1	Develop longitudinal studies to track trends based on pupil voice and performance data	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	17.12.16	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	Clearly identify disadvantaged pupils on all data sets for staff and governors	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	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	Tracking matrices for PP pupils to be developed	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	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	Gather information related to disadvantaged pupils	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
2	Use Performance Management effectively to improve teaching	Ensure that at least one of the whole school targets makes specific reference to the performance of	Systems in place to hold staff to account for the disadvantaged pupils they teach	31.10.2016	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			disadvantaged pupils Senior Leaders: hold staff to account for the staff they line manage re: disadvantaged pupils Governors: hold Senior Leaders to account
2	Use the equivalent of 4.0 days of Teaching Assistant time to support disadvantaged pupils across the curriculum	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	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	Share updated list of disadvantaged pupils with all staff as necessary	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)	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	Staff plan their lessons effectively to help the disadvantaged pupils learn well.	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	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	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	CT: use Learning Passports to inform teaching. Help support pupils in achieving their targets SL: KSD: Senior Leaders: Governors: hold SLT to account
2	Improve reading and access to reading across the school	All pupils to be using the Accelerated Reading scheme by end of November 2016. Whole	Following STAR reading tests, pupils to be reading at an appropriate level.	18.11.16	CT: aware of the appropriate level of book each pupil should be accessing SL: KSD:

		school timetable to include daily reading session.			Senior Leaders: analyse the difference between reading age and chronological age Governors: hold Senior Leaders to account
2	Intervention is implemented to address specific needs	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		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	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	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	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
3	Focused work scrutiny on PP pupils	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	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	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	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	Once Learning Passports are prepared, SB to invite	Parents to be more involved in the process and	Year 6 parent by	CT: use Learning Passports to help inform planning SL:

		parents into school to discuss the document and the way we are supporting their child	offer input into their child's Learning Passport.	18.11.16 Y8 – 25.11 Y5 – 02.12 Y7 – 09.12	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	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	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	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	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	Ensure attendance of PP pupils is not contributing to lower attainment	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	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 owing to address it
4	Provide PP pupils with daily breakfast	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	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	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	30.11.16	SL: to be aware of opportunities taken up and evaluate the impact on pupils

4	Ensure PP pupils have appropriate uniform for school	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	
4	Provide access to the Youth Emotional Support Service counsellor	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	SL: to refer to pupils as necessary and monitor the impact Governors: to make decisions on future funding allocation
4	Provide Forest school provision	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	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	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	CT: ensure all letters have relevant information
4	Ensure that all PP pupils can take part in educational visits	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	CT: ensure all letters have relevant information
4	Ensure that all eligible families are aware of how to apply	Letter to be sent home in December 2016	Any pupils not already registered for funding will be added to future lists	02.12.16	SL: monitor response to letter
5	Ensure that behaviour is not a barrier to learning	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	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	Ensure all disadvantaged pupils are engaged in their learning	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	Organise visit to a theatre for eligible pupils Organise visit for Key Stage 3 pupils to University Open days	Experience a cultural visit Experience a visit to a place of Higher Education to act as inspiration	April 2017 April 2017	CT: SL: KSD: SL: conduct pupil voice to record the impact Governors:

Review of expenditure

Previous Academic Year	2015/2016	Budget -		
Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Improved attainment and progress of disadvantaged pupils	Employing an additional teaching assistant to work with pupils across the age range	Mixed – some pupils benefitted more than others from additional adult support.	Investigate alternative ways of using teaching support so that their impact is as great as possible.	£15000
Targeted support				
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Maintain valuable extra-curricular experiences for disadvantaged pupils	Educational visits and residential trips tailored to the needs of the pupils	Positive impact for pupils-enhancing their life skills and experiences and helping them to gain confidence	We will continue with this approach and look to enhance the range of provision to include addition opportunities (see plan above)	£2000
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Improved social and emotional health for some disadvantaged pupils	Employ the services of a School Counsellor to provide necessary support to pupils when they require additional help.	Mixed – some pupils benefitted from the one to one support.	Support to continue but for the ongoing impact to be monitored more closely and cases to be discussed with the provider so that input is at the right time for the pupils.	£4000

7. Additional detail

The Pupil Premium Strategy for Ryecroft C.E. (C) Middle school has had a major overhaul for this academic year so that it can be highly successful and have a significant impact on improving outcomes for all disadvantaged

