

Ryecroft C.E. (C) Middle School Disadvantaged Pupils action plan 2017-2018

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	
Total number of pupils eligible for PPG (based on October 2016 census)	
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 2016 census)	£

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

Link to SDP	Action	RAG	Amount allocated	New or continued activity	Action	Intended outcomes	Time frame	Monitored by	Success criteria	Impact (RAG)
	Develop an action plan related to the use of Pupil Premium funding to address the issues raised (from reviewing the 2016-2017 plan and outcomes)		£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	08.09.2017	SB	CT: provided with action plan and can identify their role in delivering on the plan	
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										
	Review the use of Flights paths for disadvantaged pupils, using the RADY methodology		£0	Continued	SB to work with MH to review the target setting process for our disadvantaged pupils Staff to be informed of the more aspirational targets for disadvantaged pupils Senior Leader to continue attending RADY project meetings	Disadvantaged pupils to be set aspirational targets to ensure they remain a priority for all members of staff Staff to be held to account over the performance of disadvantaged pupils Staff to be more aware of best practice and more informed re: target setting	29.09.17 06.10.17 12.12.17	SB SB SB	CT: staff are aware of the challenging targets disadvantaged pupils have	
Senior Leaders: hold staff to account for the performance of disadvantaged pupils										
Governors: hold Senior Leaders to account re: performance of disadvantaged pupils										
	Following review of the Governing Body structure, appoint a Pupil Premium governor to hold Senior Leaders to account for the school's use of Pupil Premium funding		£0	Continued	From the existing Governing Body invite one member to be responsible for monitoring the performance of disadvantaged pupils.	Governors hold Senior Leaders to account over the performance of disadvantaged pupils and the use of the funding	29.09.17	SB	Senior Leaders: held to account by PP governor	
Governors: appoint a PP Governor and hold Senior Leaders to account										
	Ensure that governors and leaders have an accurate picture of where we are and predicted outcomes		£0	Continued	Following every data capture, MH to prepare a summary of the current picture for SLT and Governors.	Leaders and Governors to be aware of the current picture	20.10.16 (and then half termly)	HT	Senior Leaders: held to account by PP governor	
Governors: hold Senior Leaders to account										
	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										
	Clearly identify disadvantaged pupils on all data sets for staff and governors		£0	Continued	MH to continue providing data which presents information comparing disadvantaged pupils to others	Staff and governors more aware of the performance of disadvantaged pupils	20.10.17 (and then half termly)	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										
	Tracking matrices for PP pupils to be used for analysis of performance		£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	20.10.17 (and then half termly)	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	
	Use Data Analysis meetings to gather information related to disadvantaged pupils		£0	New	Undertake half termly Data Analysis meetings to review the outcomes for disadvantaged pupils in school	Senior Leaders to be aware of the current picture and respond to what the data is showing	20.10.2017 (and then half termly)	SB	Senior Leaders: have regular information about disadvantaged pupils	
									Governors: hold Senior Leaders to account	
	To conduct termly QA reports focussing on provision and outcomes for PP pupils		£0	New	SB and other Senior Leaders to carry out lesson observations, learning walks, book scrutinies and pupil voice to gather information for a termly report. Amend Action Plan as necessary	Senior Leaders to be aware of the current picture and share information with Governors. Action Plan reflects priorities	w/b 02/10/17 (and then termly)		CT: involved in the QA process and given a copy of the report	
									SL: compile information and produce report	
									Govs: hold Senior Leaders to account	
	To present the information in the Pupil Premium Strategy in an accessible format / document		£0	Continued	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	08.09.2017	SB	Executive summary available on the school website	
	To provide all staff with up to date information re: disadvantaged pupils		£0	New	SB to lead session during INSET day	Copy of presentation e-mailed to all staff for reference	04.09.2017	SB	Staff have up to date information re: performance and issues re: disadvantaged pupils	
	Use Performance Management effectively to improve teaching NB: targets set October 2016		£0		Review the whole school target makes reference to the performance of disadvantaged pupils at the end of this PM cycle	Systems in place to hold staff to account for the disadvantaged pupils they teach	31.10.2017	HT SB	CT: have a target which ensures focus on all disadvantaged pupils they teach. They are able to provide evidence of their performance	
									Senior Leaders: hold staff they line manage to account for the performance of disadvantaged pupils	
									Governors: hold Senior Leaders to account	
	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		SLT PP Governor	CT: to be aware of the timetable and nature of the intervention(s)	
									Senior Leaders: have an overview of the interventions and analyse data to establish the difference	
									Governors: to hold SLT to account	
	Share updated list of disadvantaged pupils with all staff as necessary		£0	Continued	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 04.09.17 (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	
	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	Ongoing	HT	CT: Lesson planning identifies disadvantaged pupils	
									Senior Leaders: aware of provision across the school and gather evidence as part of QA process	
									Governors: hold Senior Leaders to account	
	All disadvantaged pupils to have an individual Boxall Profile		£0	New	SB to prepare and share Boxall Profiles for all disadvantaged	Staff to be given more information re: learning styles,	Y6: 15/09 Y8: 29/11	SB	CT: use Boxall Profiles to inform teaching. Help support pupils in achieving their targets	

					pupils. These will start with Year 6 pupils, then 8, 5 and 7.	barriers to learning, necessary differentiation etc for the pupils they teach			Senior Leaders: to prepare and summarise individual Boxall Profiles Governors: hold SLT to account	
	Improve reading and access to reading across the school		£4000 (funded by F.O.R.M)	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 Senior Leaders: analyse the difference between reading age and chronological age Governors: hold Senior Leaders to account	
	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 Subject Leaders: to analyse data and implement interventions Senior Leaders: to monitor the impact of any intervention and report to relevant staff Governors: hold Senior Leaders to account	
	Disadvantaged pupils to be the focus for form teachers during daily reading session to help diminish the difference between chronological and reading ages		£0	Continued	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	STAR reading tests and other data will show the difference interventions have made to the pupils' reading age when compared to their chronological ages	From 05.09.17	SB	CT: supporting disadvantaged pupils during reading sessions Senior Leaders: able to see the difference this intervention has had from the data Governors: hold Senior Leaders to account	
	To provide all staff with a guide to strategies to support disadvantaged pupils		£0	Continued	SB to review the previous document, make changes as necessary and re-distribute at INSET	Staff have useful information	04.09.2017	SB	CT: have a document with ideas / strategies to help inform teaching	
	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	Completed as part of QA cycle	SLT	CT: provided with outline of findings from work scrutiny – share examples of good practice 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	
	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 22.09.17	SLT	CT: provided with an overview of pupil comments Senior Leaders: have a clear picture re: the views of disadvantaged pupils Governors: have an overview of the views of disadvantaged pupils	
	To have an effective Pupil Premium Strategy document written		£0	Continued	Review the 2016-2017 Strategy, write our Pupil Premium Strategy for 2017 - 2018; share with SLT and governors and ensure it goes on the school website	Document is complete and is on the website	08.09.17	SB	SLT: to research and produce the document Governors: to check the document and ensure it goes on the website	
	Literacy Action Plan to be reviewed and re-written. Ensure there are opportunities for PP pupils to improve their literacy		£0	Continued	KS to share Key Stage 2 Literacy Plan with SB and ensure there is appropriate focus for PP pupils	Focus is raised for the disadvantaged pupils	Plan to be written by 22.09.17	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 SL: to meet with KS2 Literacy lead and monitor the plan Governors: to be aware of the plan	

	Ensure attendance of PP pupils is not contributing to lower attainment		£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 08.09.2017	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	
	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 05.09.17	SB Bursar	SL: monitor the spend and encourage all pupils to make use of the facility	
									Governors: evaluate the impact of the spend and decide on allocating finance	
	To provide opportunities for PP pupils to develop further social skills outside of school		£1,600	Continued	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	16.09.17	SB Bursar	SL: to produce a letter, distribute and to be aware of opportunities taken up and evaluate the impact on pupils	
									Govs: to be aware of the initiative	
	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 05.09.17	SB	SLT: to monitor the appearance of pupils	
	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 08.09.17	SB	SL: to refer to pupils as necessary and monitor the impact	
									Governors: to make decisions on future funding allocation	
	Investigate the possibility of hosting a 'Ryecroft Camp' for disadvantaged pupils and their families		Unknown	New	SB to meet with PP lead from Oldfields Hall Middle School to investigate the cost, organisation etc of hosting an overnight camp	Information to be gathered and presented to HT for a decision to be taken	20.10.17	SB	SL: To gather information and make an informed decision	
	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 05.09.17	SB	CT: ensure all letters have relevant information	
									SL: to monitor participation	
	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 05.09.17	SB	CT: ensure all letters have relevant information	
									SL: to monitor and encourage participation in educational visits	
	Ensure that all eligible families are aware of how to apply		£0	Continued	Letter to be sent home in December 2017	Any pupils not already registered for funding will be added to future lists	20.12.17	SB	SL: monitor response to letter	
	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	29.09.2017	SB	SLT: to share information re: EEF with PP Governor and discuss future spend based on research	
	Review the impact of Accelerated Reader on disadvantaged pupils		£0	Continued	DHT to analyse data following pupils retaking STAR reading test	Data to be included in SEF	15.09.2017	SB	SLT: analyse the impact of a full year using AR on disadvantaged pupils and inform decision about future usage	
	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	20.10.17 (and then half termly)	SB	CT: receive weekly behaviour totals so any issues can be followed up by form teachers	
									SLT: ensure that any differences are identified and addressed	

	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 Produce Venn diagrams to show PP pupils AtL	Any differences to be highlighted and shared with staff Pupil voice to be carried out to identify barriers	20.10.17 (and then half termly)	SB	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	
	Provide opportunities for pupils to have more aspiration in life		Unknown	New	Organise visit to a theatre for eligible pupils	Experience a cultural visit	December 2017		SL: conduct pupil voice to record the impact	
					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 2018			