

Key Stage 2 progress (2017)

Group	2016 Reading Progress Score	2017 Reading Progress Score	2016 Writing Progress Score	2017 Writing Progress Score	2016 Maths Progress Score	2017 Maths Progress Score
All	-0.8	+1.2	-1.1	-0.4	-3.6	-0.4
Boys	-0.8	+0.3	-0.8	-0.7	-1.3	-0.6
Girls	-0.9	+2.0	-1.5	-0.2	-7.3	-0.2
PPG	-2.0	+1.6	-3.3	+1.7	-6.3	+0.9
Non PPG	-0.7	+1.1	-0.8	-0.7	-3.2	+0.6
SEN	-4.2	-2.2	-2.4	-1.6	-10.3	-0.6
Non SEN	-0.5	+1.6	-1.0	-0.3	-3.0	-0.4

* The progress score is calculated by comparing the score attained at KS2 with the pupils KS1 baseline. A score of 0 indicated that a pupil's progress is in line with pupils nationally in the same attainment group at KS1. A negative score shows that although a pupils has made progress it is below that of others nationally in their attainment group. A positive score show a better level of progress.

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

In-school barriers

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| 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 7 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:

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| E. | Completion rates for homework are lower for PP pupils |
| 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.	Improve progress of PP boys at Key Stage 2. In Reading, writing and mathematics the data for 2017 showed significantly better progress for girls.	The progress of boys and girls is equal
C.	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.
D.	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
E.	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.
F.	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 involvement to ensure pupils eligible for PP are participating

The action plan below is part of the Pupil Premium Action Plan 2017 – 2018 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

Action	Amount	Action	Intended outcomes	Success criteria	allocated
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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	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	CT: provide role in del		
				Senior Leader plan and r	Tracking matrices for PP pupils to be used for analysis of performance	£0
Review the use of Flights paths for disadvantaged pupils, using the RADY methodology	£0	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	CT: staff at disadvantaged		
				Senior Leader performance	Use Data Analysis meetings to gather information related to disadvantaged pupils	£0
				Governors performance	To conduct termly QA reports focussing on provision and outcomes for PP pupils	£0
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	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	Senior Leader		
Ensure that governors and leaders have an accurate picture of where we are and predicted outcomes	£0	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	Senior Leader	To present the information in the Pupil Premium Strategy in an accessible format / document	£0
				Governors	To provide all staff with up to date information re: disadvantaged pupils	£0
Develop longitudinal studies to track trends based on pupil voice and performance data	£0	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	CT: aware	Use Performance Management effectively to improve teaching NB: targets set October 2016	£0
				SL: aware specific re		
Clearly identify disadvantaged pupils on all data sets for staff and governors	£0	MH to continue providing data which presents information comparing disadvantaged pupils to others	Staff and governors more aware of the performance of disadvantaged pupils	KSD: aware anything s	Use the equivalent of 4.0 days of Teaching Assistant time to support disadvantaged pupils across the curriculum	£15,101
				Senior Leader		
				Governors reports		
				CT: aware teach	Share updated list of disadvantaged	£0
				SL: aware area		
				KSD: aware Stage		
				Senior Leader		

pupils with all staff as necessary		staff re: disadvantaged pupils.	pupils. Pupils to be identified in lesson plans, seating plans, teaching files	aware of t SL: have t aware of t KSD: have aware of t Senior Lea ensure the	Focused work scrutiny on PP pupils	£0
Staff plan their lessons effectively to help the disadvantaged pupils learn well.	£0	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	CT: Lesson Senior Lea and gather Governors	Pupil voice To have an effective Pupil Premium Strategy document written	£0 £0
All disadvantaged pupils to have an individual Boxall Profile	£0	SB to prepare and share Boxall Profiles 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	CT: use Bo pupils in a Senior Lea Boxall Pro Governors	Literacy Action Plan to be reviewed and re-written. Ensure there are opportunities for PP pupils to improve their literacy	£0
Improve reading and access to reading across the school	£4000 (funded by F.O.R.M)	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.	CT: aware should be Senior Lea age and ch Governors	Ensure attendance of PP pupils is not contributing to lower attainment	£0
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 r Subject Le interventio Senior Lea interventio Governors	Provide PP pupils with daily breakfast	£1,600
Disadvantaged pupils to be the focus for form teachers during daily reading session to help diminish the difference between chronological and reading ages	£0	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	CT: suppor sessions Senior Lea interventio Governors	To provide opportunities for PP pupils to develop further social skills outside of school	£1,600
To provide all staff with a guide to strategies to support disadvantaged pupils	£0	SB to review the previous document, make changes as necessary and re-distribute at INSET	Staff have useful information	CT: have a inform tea		

Ensure PP pupils have appropriate uniform for school	£300	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	SLT: to mo	Provide opportunities for pupils to have more aspiration in life	Unknown
Provide access to the Youth Emotional Support Service counsellor	£4000	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	SL: to refe impact	Governors: to make decisions on future funding allocation	
Investigate the possibility of hosting a 'Ryecroft Camp' for disadvantaged pupils and their families	Unknown	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	SL: To gather information and make an informed decision		
Ensure that all PP pupils can take part in enrichment activities	£1000	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	CT: ensure all letters have relevant information	SL: to monitor participation	
Ensure that all PP pupils can take part in educational visits	£2000	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	CT: ensure all letters have relevant information		
Ensure that all eligible families are aware of how to apply	£0	Letter to be sent home in December 2017	Any pupils not already registered for funding will be added to future lists	SL: monitor response to letter	Review of expenditure	
Review outcomes of interventions (including the use of TAs) using assessment and progress data	£0	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	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	DHT to analyse data following pupils retaking STAR reading test	Data to be included in SEF	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	Analyse Behaviour scores for all disadvantaged pupils and compare to other pupils	Any differences to be highlighted and shared with staff	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	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	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

Previous Academic Year	2016/2017	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 in the previous academic year and can be attributed to the highly successful outcomes for all disadvantaged pupils in the Key Stage 2 results for 2017.				

