

**Ryecroft C.E. (C) Middle School Disadvantaged Pupils action plan 2018-2019**

Headteacher's name:	<b>Miss R. Baramuszcak</b>	Signature:	
Chair of Governor's name:	<b>Mrs S. Edmonds</b>	Signature:	
Pupil Premium Governor's name:	<b>Mrs S. Edmonds</b>	Signature:	
Pupil Premium Lead:	<b>Mr. S. Bardon</b>	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 2017 census)	
Amount of PPG received per pupil	£ 1,320 (Primary) £ 935 (Secondary) £ 300 (Service) £ 1,900 (Pupil Premium Plus)
<b>Total amount of PPG received for 2017/2018 (October 2017 census)</b>	<b>£</b>

**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:**

- ❖ Improve academic outcomes
- ❖ Enrich pupils' lives through new opportunities and a creative curriculum
- ❖ Encourage excellence in all aspects of school life
- ❖ Ensure there is no hardship that hinders learning

**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
- ❖ 6. Ensure that there is appropriate support and monitoring for disadvantaged pupils with a Special Educational Need and / or disability

**Sources of evidence:**

Half termly data packs	Pupil Premium Learning Passports	Governor Visit Form
Learning walks	Book scrutinies	Boxall profile data
Governor visits	QA cycle	Electronic scrap book
Minutes to Governor meetings	Letters to parents/ carers	
Flightpaths for disadvantaged pupils	Pupil Premium audit	

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 2017-2018 plan and outcomes)		£0	New	SB to research the work of other schools (especially those identified as Pupil Premium Champions) to help inform our PP plan	Action plan is comprehensive in its coverage and will ensure improvement in outcomes of disadvantaged pupils	01.09.2018	SB	Class Teachers: 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	
Re-organise our pastoral structure		£0	New	SB to liaise with other schools who have established PP form groups and investigate rationale	If viable, establish a Key Stage 2 and Key Stage 3 form group so that specific work can be undertaken with the pupils	To be established for 05.09.2018	SB	Senior Leader: conducted research and, depending on findings, established groups for start of the academic year	
Establish a 'Passport of Experience'		£0	New	SB to develop a document which will encourage PP pupils to participate in a wide range of activities and experiences.	Pupils to widen the range of experiences across different areas of the curriculum	To be established for 05.09.2018	SB	Senior Leader: to develop a 'Passport of Experiences' for all pupils based on the requirements of the curriculum and share with all staff	
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	Disadvantaged pupils to be set aspirational targets to ensure they remain a priority for all members of staff	01.09.2018	SB	CT: staff are aware of the targets disadvantaged pupils have	
								Senior Leaders: hold staff to account for the performance of disadvantaged pupils	
								Staff to be informed of the targets for disadvantaged pupils	
					Staff to be held to account over the performance of disadvantaged pupils	At each data point	SB	Governors: hold Senior Leaders to account re: performance of disadvantaged pupils	
Pupil Premium governor to hold Senior Leaders to account for the school's use of Pupil Premium funding		£0	Continued	Continue meetings 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 funding	Ongoing	SB	Senior Leaders: held to account by PP governor	
								Governors: appoint a PP Governor and hold Senior Leaders to account	
Establish an electronic scrapbook		£0	New	SB to design and maintain an electronic scrapbook in the Staff Shared area	Examples of 'soft' evidence can be collated to show the additional opportunities and the impact they have	To be established for end of September 2018	SB	CT: staff are aware of the scrapbook and add examples of their work	
								Senior Leaders: oversee the scrapbook and co-ordinate the collation and presentation of the work	
								Governors: hold Senior Leaders to account re: performance of disadvantaged pupils	
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 (data pack) of the current picture for SLT and Governors.	Leaders and Governors to be aware of the current picture	20.10.18 (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.	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	
								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. Develop this work by having SEN/D + PP as a discrete group		£0	Continued + develop	MH to continue providing data which presents information comparing disadvantaged pupils to others	Staff and governors more aware of the performance of disadvantaged pupils	20.10.18 (and then half termly)	SLT	CT: aware of the performance of the PP pupils they teach	
								Senior Leaders: aware of the performance of all PP pupils and analyse for trends	
								Governors: hold Senior Leaders to account	
		£0	Continued	Following every data capture (at the end of each half term), SB to			Governors HT	CT: aware of the performance of the PP pupils they teach	

Tracking matrices for PP pupils to be used for analysis of performance				share performance of PP pupils with relevant governor	Governors to hold Senior Leaders to account over the performance of PP pupils	20.10.18 (and then half termly)		SL: aware of the performance of pupils in their subject area	
								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 02/10/18 (and then termly)		CT: involved in the QA process and given a copy of the report	
								SL: compile information and produce report	
								Governors: 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	08.09.2018	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	04.09.2018	SB	Staff have up to date information re: performance and issues re: disadvantaged pupils	
Where possible, use additional adults to support disadvantaged pupils in the classroom	£0	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 04.09.18 (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	
Staff plan their lessons effectively to help the disadvantaged pupils learn well.	£0	New		Lesson plans clearly identify disadvantaged pupils and any necessary actions to ensure they make good progress.  Seating plans identify PP pupils	Staff to be more aware of targeted pupils. Pupils to be identified in lesson plans, seating plans, teaching files All disadvantaged pupils experience high quality teaching	From 04.09.18 (as necessary) Ongoing	SB 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 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	All complete by October half term	SB	CT: use Boxall Profiles to inform teaching. Help support pupils in achieving their targets	
								Senior Leaders: to prepare and summarise individual Boxall Profiles	
								Governors: hold SLT to account	
Improve staff understanding of pupils' reading abilities	£300	Continued		All pupils to have completed a PIRA test, results recorded and data shared with all teaching staff	Following PIRA reading tests, pupils to be reading at an appropriate level in all areas of the curriculum	20.10.18	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.		Ongoing	SB	CT: to be made aware of interventions taking place	

				The impact of these is closely monitored	Pupils are monitored closely and intervention provided to help diminish any differences			Subject Leaders: to analyse data and implement interventions Senior Leaders: to monitor the impact of any intervention and report to relevant staff	
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	Pupils are monitored closely and intervention provided to help diminish any differences PIRA reading tests and other data will show the difference interventions have made to the pupils' reading age when compared to their chronological ages	From 05.09.18	SB	Governors: hold Senior Leaders to account 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 conduct a focused work scrutiny on PP pupils		£0	New	SB and SE to conduct a work scrutiny on PP pupils to ensure that marking is helping pupils to improve the quality of their work	Staff have useful information Report produced for SLT and all staff on the findings Findings are part of the QA PP process	By 20.10.2018 Completed as part of QA cycle	SB 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	
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	04.09.2018	SB	CT: have a document with ideas / strategies to help inform teaching	
Pupil voice		£0	New	SB and SE 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 22.09.18	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	
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 22.09.18	SB KS	SL (for KS2 Lit): to write plan and meet with SB to ensure focus on disadvantaged pupils Governors: to check the document and hold the Subject Lead to account CT: aware of the Literacy plan and their part in achieving success	
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, regularly reviewed and is on the website	08.09.18	SB	Senior Leaders: to research and produce the document Governors: to check the document and ensure it goes on the website	
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 05.09.2018	SB SLT	CT: 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	
To provide opportunities for PP pupils to develop further social skills outside of school (Twice a year)		£3000	New	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	16.09.18	SB TE	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	

					social skills and / or independence			SL: to produce a letter, distribute and to be aware of opportunities taken up and evaluate the impact on pupils	
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 05.09.18	SB TE	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	
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 05.09.18	SB	Govs: to be aware of the initiative 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 08.09.18	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	20.10.18	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 05.09.18	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 05.09.18	SB	CT: ensure all letters have relevant information	
Ensure that all eligible families are aware of how to apply		£0	Continued	Letter to be sent home in December 2018	Any pupils not already registered for funding will be added to future lists	20.12.18	SB	SL: to monitor and encourage participation in educational visits SL: monitor response to letter	
Keep up to date with current research to inform our practice		£0	New	SB to carry out research so the school is aware of the national picture and findings	Research can inform current and future practice at Ryecroft	Ongoing	SB	SLT: to share information re: EEF with PP Governor and discuss future spend based on research	
Continue to participate in the RADY project		£0	Continued	SB part of a regional network	Information / ideas shared with staff as necessary	Ongoing	SB	SLT: aware of local / national initiatives and respond to ideas	
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	Weekly	SB	CT: receive weekly behaviour totals so any issues can be followed up by form teachers	
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	Weekly Half termly	SB SB	CT: to be aware of any issues in their class SL: to discuss alongside academic data and identify patterns	
Provide opportunities for pupils to have more aspiration in life		Unknown	New	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	December 2018  April 2019	SB	SL: organise visits and monitor the impact	

SEND + PP pupils – identify, actions, monitoring, support		£0	New	Identify pupils who are on both the PP and SEND registers so they are identified on all data tracking documents	Progress and attainment is closely monitored so pupils are not allowed to fall behind	20.10.2018 (and then ongoing)	SB	SL: to establish tracking data and share with all staff	
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