

Ryecroft C.E. Middle School's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ryecroft C.E Middle
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	
Pupil premium lead	Mr. S. Bardon
Governor / Trustee lead	Management & Resources Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,360
Recovery premium funding allocation this academic year	£ 6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,360

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy skills (especially reading) entering Year 5 are lower for pupils eligible for PP than for other pupils
2	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
3	On entry, our Year 5 Pupil Premium pupils are significantly lower in Maths, reading and writing compared to other pupils
4	Completion rates for homework are lower for PP pupils
5	School attendance rates for pupils eligible are 88.9% (which is below 'other' pupils at 96.6%): reducing their school hours and contributing to them falling behind

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally	From a lower starting point, and due to making accelerated progress, there is no difference between attainment and progress for pupils eligible for PP and 'other' pupils nationally. 80% of lessons are good or outstanding.
Ensure that pupils eligible for PP have at least the same Attitude to Learning scores as 'other' pupils	Termly data captures show that there is no difference in average Attitude to Learning scores
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.
To widen the life experiences of PP pupils through planned experiences	Pupils experience a wide range of activities which they reflect on

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 8,397

Intended Outcome	Actions	Evidence that supports this approach	Challenge number(s) addressed
All Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally	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 (based on RADY methodology)	1,2
	Staff to be informed of the targets for disadvantaged pupils		
	Share updated list of disadvantaged pupils with all staff as necessary.	Staff need to be aware of the targeted pupils so they can apply recommended strategies	1,2,3
Staff professional development – identify needs and providers for training related to metacognition and stretch / challenge of the most able		<p>'The EEF guide to the Pupil Premium'</p> <ul style="list-style-type: none"> - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on 	1,2,3

	<p>attainment.</p> <ul style="list-style-type: none"> - On average, mastery learning approaches are effective, leading to an additional five months' progress. 	
<p>Devise, populate and share individual Pupil Premium Learning Passports so that staff are aware of potential gaps in breadth of knowledge and life experiences</p> <p>To provide all staff with up to date information re: disadvantaged pupils</p>	<p>The EEF guide to the Pupil Premium'</p> <ul style="list-style-type: none"> - Overall, the impact of arts participation on academic learning appears to be positive but low. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. - Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. 	2
<p>Meet with all PP pupils to update the Learning Passports of pupils in Years 6, 7 and 8. Meet with eligible Year 5 pupils to write their individual Learning Passport</p>	<p>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <ul style="list-style-type: none"> - The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional 	4,5

		<p>progress)</p> <ul style="list-style-type: none"> - Experience informs us that an individual learning passport makes staff more aware of the child and their needs - 'to help the word poor become richer and, with it, to diminish the difference between the attainment of disadvantaged pupils and their non-disadvantaged peers ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum' Sutton Trust 	
	To conduct a work scrutiny on PP pupils to ensure that marking is helping pupils to improve the quality of their work	<p>'The EEF guide to the Pupil Premium'</p> <ul style="list-style-type: none"> - Feedback studies tend to show very high effects on learning. - It is certainly the case that schools whose pupils do homework tend to be more successful. The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important. 	1,2,3
Ensure that pupils eligible for PP have at least the same Attitude to Learning scores as 'other' pupils	Monitor the Attitude to Learning scores and analyse individual pupils	<p>'The EEF guide to the Pupil Premium'</p> <ul style="list-style-type: none"> - Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. 	5
	Follow up concerns with individual pupils by having one to one conversations with the child and teachers and conducting an individual work	<ul style="list-style-type: none"> - On average, SEL 	1,2,3,4

	scrutiny.	interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 14,769

Intended Outcome	Actions	Evidence that supports this approach	Challenge number(s) addressed
Individual Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally	Progress and attainment are closely monitored so pupils are not allowed to fall behind. SEND + PP pupils – identify, actions, monitoring, support	<p>The EEF guide to the Pupil Premium'</p> <ul style="list-style-type: none"> - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. - Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. - On average, reading comprehension approaches deliver an additional six months' progress. - Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 	1,2,3
	Clearly identify disadvantaged pupils on all data sets for staff and governors.		1,2,3

		- Evidence suggests that TAs can have a positive impact on academic achievement	
	<p>Pupils are monitored closely and intervention provided to help diminish any differences</p> <p>Intervention is implemented to address specific needs</p>	<p>The EEF guide to the Pupil Premium'</p> <p>- Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>- Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>- On average, reading comprehension approaches deliver an additional six months' progress.</p> <p>- Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>- Evidence suggests that TAs can have a positive impact on academic achievement</p>	1,2,3,4
Increased attendance rates for pupils eligible for PP to make them at least in line with other pupils in school	Ensure attendance of PP pupils is not contributing to lower attainment	<p>The EEF guide to the Pupil Premium'</p> <p>- Parental engagement is consistently associated with pupils' success at school.</p>	5
	SB to produce monthly analysis of attendance for PP pupils. Trends identified and attendance is not a		5

	<p>barrier to learning</p> <p>Ensure work with EWW includes a focus on the attendance of all disadvantaged pupils and where a declining percentage is identified action is taken.</p>		5
<p>Developing skills, personal qualities and emotional wellbeing -To encourage participation in extra-curricular activities so that pupils eligible for PP take part in more enrichment opportunities and ensure there is positive disproportional representation of PP pupils in all aspects of school life.</p>	<p>Further develop the electronic scrapbook</p> <p>Examples of 'soft' evidence can be collated to show the additional opportunities and the impact they have</p> <p>More photographic evidence available to show the range of opportunities</p> <p>SB to maintain an electronic scrapbook in the Staff Shared area</p> <p>SB to discuss with Teaching Assistants so they can help collecting evidence</p>	<p>'to help the word poor become richer and, with it, to diminish the difference between the attainment of disadvantaged pupils and their non-disadvantaged peers ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum' Sutton Trust</p> <p>'The EEF guide to the Pupil Premium'</p> <p>-Overall, the impact of arts participation on academic learning appears to be positive but low. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>-Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-</p>	4,5

		<p>confidence.</p> <p>-The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,860

Outcome	Action	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing skills, personal qualities and emotional wellbeing -To encourage participation in extra-curricular activities so that pupils eligible for PP take part in more enrichment opportunities and ensure there is positive disproportional</p>	<p>Provide PP pupils with daily breakfast</p>	<p>Food Research and Action Center (FRAC)</p> <p>'Children who do not eat breakfast at home or at school were less able to learn.</p> <p>Children who eat a complete breakfast have been shown to work faster and make fewer mistakes in math problems and to perform better on vocabulary tests than those who ate only a partial breakfast. They also show improved concentration,</p>	<p>1,2,3,5</p>

representation of PP pupils in all aspects of school life.		<p>alertness, comprehension, memory and learning.</p> <p>Beyond academics, children who participate in school breakfast programs show decreased anxiety, depression, and hyperactivity'</p>	
	Ensure PP pupils have appropriate uniform for school	<p>'The EEF guide to the Pupil Premium'</p> <p>- There is some evidence that free school uniforms improve attendance in areas of very high poverty.</p> <p>Experience shows that pupils value their appearance and having appropriate uniform has a positive impact on their self-esteem</p>	
	Provide access to the Youth Emotional Support Service counsellor	<p>'The EEF guide to the Pupil Premium'</p> <p>- On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	5
	Provide pupils with access to a trained member of staff who can support individual wellbeing	<p>'The EEF guide to the Pupil Premium'</p> <p>- On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on</p>	5

		attainment.	
	<p>Ensure that all PP pupils can take part in enrichment activities</p> <p>Ensure that all PP pupils can take part in educational visits</p>	<p>'The EEF guide to the Pupil Premium'</p> <ul style="list-style-type: none"> - Overall, the impact of arts participation on academic learning appears to be positive but low. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. - Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. - The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress) - 'to help the word poor become richer and, with it, to 	5

		diminish the difference between the attainment of disadvantaged pupils and their non-disadvantaged peers ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum' Sutton Trust	
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Total budgeted cost: £ 47,026

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The list of items below shows some of the actions taken for pupils eligible for pupil premium:

- Laptops -50% to PP children
- 20 sim cards sourced
- Food hampers and Christmas presents distributed
- Food vouchers
- Involvement in parents' evening monitored
- Financial barriers to learning identified
- All pupils contacted about on line learning (reason for little/no involvement) – PP pupils monitored more
- Learning passports in place for all eligible pupils
- PP action plans reviewed
- Several PP pupils had weekly sessions with YESS
- Wellbeing lead catching up with PP pupils individually in school
- Early Help for year 5 pupil

These (and other actions) ensured that pupils eligible for funding were included in as many remote lessons as possible.

Pupils were supported in and out of school (36% of pupils who regularly attended our Key Worker school (June 2020) were PP); of our 12 PP pupils in Year 6, 11 regularly joined online learning; those who received remote counselling support showed noticeable improvement in relation to the identified issue;

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.