

Pupil Premium Action plan – Richmond School - 2015-16

Richmond School Disadvantaged Action Plan 2015-16	Overall responsibility: JPo and ELD
What will success look like? School tracking data and Raise online will show that the gaps between the achievement, behaviour and exclusions of PP students and those of non PP students are closing.	How will we know if we have succeeded? 1. Richmond School’s disadvantaged students’ achievement will be as good as or better than non disadvantaged students 2. Richmond School’s disadvantaged students’ attendance will be as good as or better than non disadvantaged students 3. 3. Richmond School’s disadvantaged students’ behaviour will be as good as or better than non disadvantaged students

Action:	Cost:	New, improved or continued:	Summary:	Success Criteria:	Impact:
Extra and intensive home/school support for vulnerable families.	£19,128	Continued.	CM is involved with very vulnerable families in school and 75% of her work this year is with disadvantaged families. She does home visits, sorts transport, guides and supports parents, monitors students, refers on to other agencies, reorganises timetables, arranges extra opportunities and helps run the learning centre.	Feedback from families who have benefited from support shows 75% are positive. Increased attendance from before CM involved. Alternative packages accessed and completed.	KR – attendance of 90% when finished despite extreme vulnerability. <i>‘Couldn’t have got through without Mrs Macey.’</i> TM – Attendance improved from 60% to 75.6% by end of the year and engaged in school.

Assistant Head Teacher – CtG.	£41985	Continued	<p>ED to raise profile of disadvantaged learners across the school and coordinate the support and intervention for disadvantaged pupils. She will track, monitor and collate data on the cohort and respond accordingly. Line management of SEN, key support staff and supports the management of the Learning Centre. Regular meetings with key students to monitor performance and attainment. Run whole staff training as appropriate and keep up to speed with key developments in the field through collaborative projects.</p>	<p>Overall whole school figures at all key stages for achievement, progress, attendance and behaviour are better than national and on an upward trend (3 years). Data from the interventions shows progress. Progress 8 = +0.15 for 15/16 and +0.40 for 16/17.</p>	<p>Current data: Results yr 11 – last year -23.5% A*-C Eng/Ma this year -25% Final progress 8: -0.48 (2015: -0.15) Alternative data – Last year -0.05 (4 non-attenders This year -0.23 removed) Value added – Last year 982.6 This year 996.5 AH6 yr 10 – progress 8: +0.23(pp) vs +0.45(non) AH 6 yr 10 – attainment: 67.4%(pp) vs 85.3%(non) Gap = 17.9% SEN data (progress 8) 2015 = -0.25 2016 = +0.23 (+0.62 minus 1 non-attender) KS3: Yr 9 English: 2015 BEP English gap = +1.82 2016 BEP English gap = -2.5 2015 EP English gap = +0.97 2016 EP English gap = +4 Yr 9 Maths: 2015 BEP Maths gap = -23.8 2016 BEP Maths gap = -20 2015 EP Maths gap = -16.8 2016 EP Maths gap = +0.5 *see below for further KS3 data.</p>
-------------------------------	--------	-----------	--	--	---

Services coordination.	£1400	Continued	Head Teacher and key sixth form students coordinate attendance at meetings and run a general services support group.	Student voice and participation in opportunities.	Students attend specialist events. SC Prog8 AH5 (year 11) = +0.61
HLTA – KS4 intervention	£15656	Continued	JR is running functional skills English and 1 Maths group which has some disadvantaged learners, one to one sessions support English, in class support for C/D groups, guidance intervention, general mentoring and support.	Most students pass functional skills at level 1 & GCSE data is close to target for intervention students.	All students have passed level 1 functional skills (<i>except SB who is SEN and doing Entry 3</i>)
Home school attendance support	£12353	New	SH to develop whole school attendance tracking which highlights disadvantaged, attendance plans set up, increased home contact and parent meetings, support for key PS students.	Reduced gap in overall figures – PA of 12 in 15/16 and 10 in 16/17. Attendance 95% in 15/16 and 95.2% in 16/17.	Those pp on attendance watch: 91.6% improved their attendance. Incentive scheme set up to help reduce PA and improve attendance is final term by 2% minimum (44 pp students)
Learning Centre Mentor	£12565	New	DC to work with students on academic progress, one to one coaching and mentoring, coordinating work for those who are in the LC, catch up plans, pastoral support.	Learning Centre students to be tracked for improvements in attainment, behaviour and attendance compared to pre-LC.	BY – attendance improved significantly during year – 66% 2015 to 78% 2016. Coursework support. All students attending the LC completed coursework and improved attendance. Stopped most vulnerable from not attending.
Pastoral manager support & time 30%	£33600	Continued	5 x general pastoral and emotional support, help with referral to external agencies, contact with parents, one to one monitoring and mentoring.	Attendance and behaviour improvements for year group.	See below:
Lead Learning manager support KS3/4 30%	£32700	Continued	2 x data tracking and monitoring, academic support meetings, study support, behaviour	Both colleagues track, monitor and support key	Mentoring set up – success in attitude/behaviour/attendance

			support plans, timetable changes, sharing communication with staff.	disadvantaged students and liaise with staff. Help contribute to projects and CPD. Peer mentoring and general mentoring data positive.	improvements. Reduction in dropping of courses. AH4 yr 11 – last year 21% this year – 15% English and Maths – attainment: Last year currently 11.8% gap (75.6%(non) vs 63.8%(pp) English 75.5%(non) vs 59.6%(pp) Maths) AH5 progress 8: -0.16 Alternative data – 0
SLT & other staff mentoring	£14000	Continued	One to one mentoring for 20 minutes per week with key marginal students to support their attendance at intervention, study skills support and sharing key information with staff.	Students who are mentored more engaged. Overall attainment and progress data.	See above:
Pixl Edge – year 9 cohort	£1000	New	The Edge will be delivered to a cohort of 20 students and will get them to develop team working, confidence, resilience, communication and initiative.	Attainment, aspirations and attendance of Pixl edge cohort pre-edge. Student voice.	Improvements in attitude to learning grades. Student voice – ‘I got a lot from the Tenner Challenge. It was really enjoyable’. ‘I enjoy working as a team.’ ‘I am more confident’.
Breakfast club	£500	Re-launch	Breakfast and support in the morning for students.	Students ready to learn as proven in national studies.	LR/KR/others benefitted from this support and it has set them up for learning.
Reading mentor scheme	£1000	Continued	Year 12 students trained by reading matters organisation to support both gifted and talented and younger students with their reading. Peer support in both lessons and guidance.	Improvements in the amount of students using the library and all students improve reading age from starting point. KS3 levels and LOP gap reduces.	Of the 12 students involved in Reading matters 8/12 6 months or more progress in their reading age.

Sound training – 20 students	£2500	New	Students have a 6 week intensive training course in sound training to boost Literacy levels.	100% of students improve reading age and overall attainment of cohort means target grades achieved.	100% of the students improved their reading age using WRAT 4 – some by more than 25 months.
Pupil Premium Resources (Transport, visits, revision guides etc)	£20000	Continued	General support for student to enable access to intervention, extracurricular opportunities, visits, cultural experiences, study resources on a needs basis.	Student voice and extracurricular experience broad for disadvantaged. Equipment improves access to education.	See overall data/results for cohort.

* Year 8 English (AH4):

2015 BEP English gap = +5.9

2016 BEP English gap = -2

2015 EP English gap = +5.65

2016 EP English gap = -7

* Year 7 English (AH4):

2015 BEP English gap = -11.75

2016 BEP English gap = +11

2015 EP English gap = -30

2016 EP English gap = +2

Year 8 Maths (AH4):

2015 BEP Maths gap = -31.9

2016 BEP Maths gap = -16

2015 EP Maths gap = -33.4

2016 EP Maths gap = -5

Year 7 Maths (AH4):

2015 BEP Maths gap = -10

2016 BEP Maths gap = 0

2015 EP Maths gap = -21

2016 EP Maths gap = -3