



**Market Rasen Church of England Primary School**  
**Pupil Premium Strategy 2018-2019**

Summary information					
School	Market Rasen Church of England Primary School		Pupil Premium Champions		Andrew Smith (Staff) Mike Eckersley (Governor)
Academic Year	2018/19	Total PP budget	£109,560	Date of most recent PP Review	N/A
Total number of pupils	297	Number of pupils eligible for PP	85	Date for next internal review of this strategy	December 2018
1. Current attainment (2017 Year 6 Data)					
	<i>Pupils eligible for <b>all DPP (15)</b></i>		<i>Pupils not eligible for PP (national average)</i>		<i>Gap</i>
% achieving expected + in reading, writing and maths	47%		70%		-23%
% expected + in Reading	47%		80%		-33%
% expected + in Writing	67%		83%		-16%
% expected + in Maths	73%		81%		-8%
% expected + in GAPS	67%		82%		-15%
<b>It is important to note that of the 15 DPP learners we had in Y6 2018, 7 (46%) were SEND and one of those has a statement. DPP children without SEND perform similarly to national other as shown below.</b>					
	<i>Pupils eligible for DPP <b>Not SEND (10)</b></i>		<i>Pupils not eligible for PP (national average)</i>		<i>Gap</i>
% achieving expected + in reading, writing and maths	70%		70%		+0%
% expected + in Reading	70%		80%		-10%
% expected + in Writing	90%		83%		+7%
% expected + in Maths	90%		81%		+9%
% expected + in GAPS	100%		82%		+18%

3. Current Attainment GAP in Federation APS AS of Term 5 2018			
Year Group	Reading	Writing	Maths
Year Two (current)	-0.4	-0.5	-0.4
Year Three (current)	-0.4	-0.5	-0.2
Year Four (current )	-0.2	-0.4	-0.2
Year Five (current)	-1.0	-1.3	-0.5
Year Six (current)	-1.5	-1.5	-1.0
0.5 =1/2 term gap 1.0 =1 term gap 1.5 =1.5 term gap 2.0=2 term gap 2.5 =2.5 term gap 3.0 = 1 year gap			
2. Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Groups of PP children (identified on a termly basis) have gaps in their learning in reading, writing and maths, especially those identified with SEND.		
B.	Across the school, children who are DPP and not SEND, as a group, have similar attainment and progress to those who are not DPP. Our DPP SEND children tend to do worse. (See analysis at the end of this PP Statement)		
C.	End of Key Stage data shows that over time our DPP usually children do better at KS2 than they do at KS1. This is due to good progress over time however we want to accelerate the progress of DPP children in KS1.		
D.	Our DPP “greater depth” children at key points (end of Reception and End of KS1) are not always still “greater depth” further up the school.		
External barriers (issues which also require action outside school, such as low attendance rates)			
E.	Attendance for the group of children eligible for the Deprivation Pupil Premium is always below that of Non DPP children.		
F.	Many parents who need support from our parental support advisor (PSA) are in the DPP group.		
G.	Many of our DPP children need emotional, social and mental health support.		
3. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A.	Evidence based interventions to be used on targeted children and groups to close the progress and attainment gap for the DPP group. <b>Measured through APS progress.</b>		<i>Data held on the evidence based intervention tracking will show that the packages used are having a positive impact of DPP learners. The APS gap between DPP and Not DPP will close.</i>
B.	Barriers to learning removed through SEND support <b>Measured through APS progress.</b>		<i>The APS gap between DPP SEND and DPP NOT SEND will diminish. This to be measured in termly datapacks..</i>
C.	Improved outcomes at the end of KS1 more in line with national other. <b>Measured through % of DPP children who are expected +.</b>		<i>The % of DPP children who are expected + will be higher than DPP children nationally and will close on the gap between DPP School and DPP National in 2018.</i>

<b>D.</b>	Improved amount of DPP children will be Greater Depth at KS1 and KS2 Children who are Greater Depth at Key Points (R/KS1) will still be GD as they move up the school. <b>Measured through % on track to the GD</b>	<i>The % of DPP children achieving GD will rise. The % of children who are still GD will increase above the end of 2018 figures.</i>
<b>E.</b>	Attendance of the DPP group will increase. <b>Measured through % attendance DPP VS Not DPP in school and National.</b>	<i>The gap between DPP and Not DPP in school will reduce to less than the 2018 Gap</i>
<b>F.</b>	Additional Support for parents will be provided from our parent support advisor. <b>Measured through % of DPP parents accessing PSA Support.</b>	<i>A significant % of DPP parents will have accessed our PSA.</i>
<b>G.</b>	Additional support for children will be provided from ELSA trained teaching assistants. Measures though the % of DPP children accessing this support.	<i>A significant % of DPP children will have accessed ELSA support.</i>

#### 4. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve attainment and achievement of <b>all</b> DPP learners including the <b>most able</b> .	Employ additional teaching assistants for in class support and after school support. This spending allows us to have 82 hours per week of this valuable support. Some of these hours are linked to vulnerable individuals. Teachers directed to support MA DPP learners. <b>KS1</b> have significant amount of TA support to close the gap at the end of Y2. (£69,250)	Teaching assistants provide valuable support in classrooms. Evidence of this comes from TA observations.  Although EEF only puts their added value at +1 month our TAs are used for evidence based intervention not just in class support.	Teaching assistants are well trained.  Teaching assistants have performance management targets that are set and reviewed.  Review of lesson observations, in year data and evidence based intervention data.  Initial September deployment will be based on need.	AS Ex HT NA HOS CB Senco	Gap closure data (DPP Vs Not DPP and DPP NOT SEND VS DPP SEND) will be reviewed on a termly basis. Deployment can be fluid based on need.  Pupil Premium Champion governors to review data at regular meetings.
<b>Total budgeted cost</b>					£69,250

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To enhance attainment and achievement for DPP learners.	French coach employed to teach the class to enable class teacher to undertake "catch the bus" intervention with DPP children ( <b>More able</b> too not just less able) on a weekly basis. (£11,580)	EEF cites improvement of +8 months for enhanced feedback.  Analysis of staff questionnaire show they feel that it has a positive benefit.	Termly work scrutiny.  Review of DPP progress data.  Staff to be asked to annotate any CTB work so its impact can be monitored.	GE	Termly; gap closure data and review of work books for CTB work now annotated.
To deliver Easter Schools (4 days) for targeted DPP children. ( <b>More able</b> and Less able)	Staff taught intervention schools outside of term time. (£2,800)	Historically this has been successful in raising attainment.	End of Year Data for participants.	SB	July 2019
Additional Support for parents for behaviour, emotional or attendance issues.	We will directly employ a Parent Support Advisor for 2 days a week, 1 day of which will be funded through the pupil premium. (£6,313)	Our parent support advisor will pick up the pieces of work that would have been done in the past by LA employed Early Help workers/Family Support Workers. We have at least 10 families open to the PSA at present.	Weekly review in safeguarding meetings.	AS/NC	Weekly
Additional support for children will be provided from ELSA trained teaching assistants for social, emotional and mental health issues.	We will employ an ELSA trained teaching assistant every afternoon to work with up to 20 children per week. (£8,495) We will train another member of staff in ELSA to increase our capacity in this area. (£500)	We have 20 children who need this support that we cannot access from outside agencies.	Weekly review in safeguarding meeting of the progress being made by the children receiving this support. Review of data of children being targeted.	LMG	Weekly
To increase the number of evidence based interventions open to us.	We will purchase more EBIs to support a wider range of children. (£2224)	Evidence based interventions are shown to raise attainment and achievement.	Termly review of provision map data.	GE	Termly
<b>Total budgeted cost</b>					£31,912

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance of the DPP group will increase and the gap to our non DPP will close.	Breakfast club (£7590)	Has historically raised attendance levels. EEF report shows +2 months progress.	Termly checks of attendance for invited children.	NA	Termly  Pupil Premium Governor to review in our regular meetings.
To explore ways to support our DPP children with Special Educational Needs	Buyback of Specialist teaching and applied psychology service. (£2928) Additional training for staff. Highlighting this vulnerable group to staff. Tier 2 ASD training for the whole staff.	37% DPP children also have SEND support profiles. STAPS reports and interventions are very useful in ensuring individual SEN needs are met in DPP children. We know our DPP SEND children don't make as much progress as our DPP NOT SEND.	Termly review of data. SENCO monitoring	LMG	Termly through data packs.
<b>Total budgeted cost</b>					£10,518

5. Review of expenditure			
Previous Academic Year		2017/2018	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To improve attainment and achievement of <b>all</b> DPP learners including the <b>most able</b> .	Employ additional teaching assistants for in class support. This spending allows us to have 82 hours per week of this valuable support. Some of these hours are linked to vulnerable individuals. Teachers directed to support MA DPP learners. <b>KS1</b> have significant amount of TA support to close the gap at the end of Y2. (£68,751)	In 2017 18 there was gap closure between DPP and not DPP and in many subject areas and year groups. DPP children made more progress than non DPP. See Tables 1 and 2 below.  DPP children without SEND did well in all year groups particularly in Y6; see front <b>page</b> .	We will continue with this support.  We will be doing additional work with these members of staff to ensure they can support DPP children with SEND even better; for example Tier Two Autism training.

**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To enhanced attainment and achievement for DPP learners.	French coach employed to teach the class to enable class teacher to undertake "catch the bus" intervention with DPP children ( <b>More able</b> too not just less able) on a weekly basis. (£11,580)	<p>Significant amounts of time have been used to give additional feedback to DPP learners.</p> <p>Gap closure in many subjects and year groups. (See Table 1) DPP children have made the same or more progress than non DPP in many areas. (See Table 2)</p> <p>Staff feedback is that this time is very valuable when closing the gap between DPP and not DPP.</p>	We will continue to use this strategy into 2018/2019.

TABLE 1

**Gap closure between PP and NON PP APS T6 (Prev Year) to T5**

	Reading			Writing			Maths		
	T6 Gap	T5 Gap	VA	T6 Gap	T5 Gap	VA	T6 Gap	T5 Gap	VA
<b>Year One (8)</b>	N/A	-0.4		N/A	-0.5		N/A	-0.4	
<b>Year Two (12)</b>	-0.4	-0.4	+0.0	-0.6	-0.5	+0.1	-0.2	-0.2	+0.0
<b>Year Three (10)</b>	-0.5	-0.2	+0.3	-0.7	-0.4	+0.3	-0.3	-0.2	+0.1
<b>Year Four (9)</b>	-1.1	-1.0	+0.1	-1.2	-1.3	-0.1	-0.5	-0.5	+0.0
<b>Year Five (13)</b>	-1.3	-1.5	-0.2	-1.3	-1.5	-0.2	-0.9	-1.0	-0.1
<b>Year Six (16)</b>	-1.1	-0.6	+0.2	-1.2	-0.5	+0.7	-1.6	-0.7	+0.9

TABLE 2

**APS Progress Comparisons PP Vs Non PP As of Term 5**

	Reading	Writing	Maths	GAPS
<b>Year One (8)</b>	+0.0	-0.2	-0.1	-0.2
<b>Year Two (12)</b>	+0.0	-0.1	+0.0	-0.1
<b>Year Three (10)</b>	-0.1	-0.3	+0.2	+0.0
<b>Year Four (9)</b>	+0.2	+0.0	+0.1	+0.3
<b>Year Five (13)</b>	+0.1	+0.1	+0.3	+0.1
<b>Year Six (16)</b>	+0.4	+0.4	+0.5	+2.1

To deliver Easter Schools (4 days) for targeted DPP children. ( <b>More able</b> and Less able)	Staff taught intervention schools outside of term time. (£2,800)	Easter school was delivered to 40 children.	We will continue with this approach into 2018/19.
To provide additional support to DPP children to remove barriers to learning e.g- emotional, behavioural, mental health.	Member of staff to work afternoons to work on the range of issues that come up from STAPS reports, Educational Psychology, TAC or CP meetings or SEND needs. (£5,000)	This support has been very valuable. 20 children per week have had their needs met through this work. This has had a positive impact on progress and gap closure-see Tables 1 and 2.	We will continue with this approach into 2018/19.
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Attendance of the DPP group will increase and the gap to our non DPP will close.	Breakfast club (£5712)	Our DPP attendance was 95.66 which is 0.5% up on 2016. DPP attendance was 1.1% higher than DPP children nationally. This has had a positive impact on progress and gap closure-see Tables 1 and 2.	The gap between our DPP and Not DPP is static as 1.2% so we will continue with this approach to try and close this. We will add in another member of staff to do education activities within this time; for example reading with children or doing precision teaching.



<p>To explore ways to support our DPP children with Special Educational Needs</p>	<p>Buyback of Specialist teaching and applied psychology service. (£2478) Additional training for staff. Highlighting this vulnerable group to staff.</p>	<p>Many SEND DPP children have benefited from this resource.</p>	<p>We will continue with this approach.</p>
<p>To improve attendance, barriers to learning and improve wellbeing.</p>	<p>To employ a parent support advisor (PSA) to support DPP families with a range of barriers to improve learning; behaviour, attendance, routines, parenting etc. (£6313)</p>	<p>This has been very useful and our PSA has supported a significant amount of families.</p>	<p>This support has been se useful we are going to double out PSA capacity for 2018/19 to 2 days per week.</p>
<p>To provide additional space for evidence based interventions</p>	<p>Employ building company (TOPCON) to refurbish a disused cloakroom into a colourful, bright learning space. (Best value principles applied) (£7000)</p>	<p>This space was created and is used on a daily basis for evidence based intervention.</p>	<p>We don't have the funding or space to create other similar areas but would if we had the opportunity in future.</p>