



**Market Rasen Church of England Primary School**

**Pupil Premium Strategy 2019-2020**

Summary information					
School	Market Rasen Church of England Primary School		Pupil Premium Champions	Andrew Smith (Staff) Mike Eckersley (Governor)	
Academic Year	2019/20	Total PP budget	£106,920	Date of most recent PP Review	N/A
Total number of pupils	297	Number of pupils eligible for PP	81	Date for next internal review of this strategy	December 2019
1. Current attainment (2019 Year 6 Data)					
		Our Pupils eligible for DPP (13)	Our Pupils not eligible for PP (30))	In School Gap	
% achieving expected + in reading, writing and maths		5/13=38%	19/30=63%	25%	
% expected + in Reading		6/13=46%	20/30=67%	21%	
% expected + in Writing		9/13=69%	25/30=83%	14%	
% expected + in Maths		9/13=69%	26/30=87%	18%	
% expected + in GAPS		7/13=58%	24/30=80%	22%	
It is important to note that of the 13 DPP learners we had in Y6 2019, 5 (38%) were classed as SEND and this had an impact on progress					
2. Current Progress					
	Our Pupils eligible for PP	Our Pupils Not Eligible for PP	In writing and maths the progress rates of our PP children were better than that of our Non PP children. This was not the case in reading. See SSDP section 1 and Pupil Premium Strategy Section C about how we plan to address this.		
Reading	-3.6	-2.4			
Writing	-1.9	-2.3			
Maths	-0.5	-2.6			

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.	
B.	Many of our DPP children are co-classified as SEND. We know our DPP SEND children make less progress than children who are not co-classified.	
C.	Reading can be a barrier for some of our DPP learners. Only 5/13 DPP children met the expected standard in reading at the end of Key Stage Two.	
D.	Communication Language and Literacy can be an issue for some of our DPP children on entry.	
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>To enhance live feedback given to pupils in lesson.</i> <b>Measures through APS progress and observations.</b>	<ul style="list-style-type: none"> <li>• Data held on the evidence based intervention tracking will show that the packages used are having a positive impact on DPP learners.</li> <li>• The APS gap between DPP and Not DPP will close.</li> <li>• % of DPP children at expected plus will increase in each year group and subject.</li> <li>• Feedback for DPP children, as seen in lesson observations, is improved.</li> </ul>
B.	Barriers to learning removed through SEND support <b>Measured through APS progress.</b>	<ul style="list-style-type: none"> <li>• The APS gap between DPP SEND and DPP NOT SEND will diminish. This is to be measured in termly datapacks.</li> </ul>
C.	Outcomes for reading for DPP children will improve. <b>Measured through APS progress.</b>	<ul style="list-style-type: none"> <li>• All "Red", "Pink" children and "Orange" DPP children will be screened using GL NGRT. Interventions chosen to suit the need.</li> <li>• % of DPP children passing the phonics screen will be higher than DPP nationally and close, if not line, with our non DPP.</li> <li>• % of DPP in school who are expected + in reading will increase.</li> <li>• % of DPP children at the end of KS1 and KS2 at expected + will increase.</li> </ul>
D.	<b>Support for CLL to be given as soon as children enter Reception.</b>	<ul style="list-style-type: none"> <li>• CLL is not a barrier for learning</li> <li>• All Reception children will have Wellcom screening.</li> </ul>
E.	Attendance of the FSM group will increase. <b>Measured through % attendance FSM VS Not FSM in school and National.</b>	<ul style="list-style-type: none"> <li>• The gap between FSM and Not FSM in school will reduce to less than the '19 Gap</li> <li>• The PA rate for DPP will lower and be closer to the PA rate for non DPP</li> </ul>
F.	Additional Support for parents will be provided from our parent support advisor. <b>Measured through % of DPP parents accessing PSA Support.</b>	<ul style="list-style-type: none"> <li>• A significant % of DPP parents will have accessed our PSA.</li> </ul>
G.	Additional support for children will be provided from ELSA trained teaching assistants.	<ul style="list-style-type: none"> <li>• A significant % of DPP children will have accessed ELSA support.</li> </ul>

4. Planned expenditure					
Academic year		2019/20			
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> .	<p>Employ additional teaching assistants for in class support and after school support. To enable us to give much more high quality verbal feedback.</p> <p>This spending allows us to have 81 hours per week of this valuable support. Teachers directed to support MA DPP learners.</p> <p><b>KS1</b> have significant amount of TA support to close the gap at the end of Y2. (£67,625)</p>	<p>Teaching assistants provide valuable support in classrooms. Evidence of this comes from TA observations, TA appraisals and Lesson observations. They are especially valuable with our new marking a feedback policy as double in lesson feedback can be given.</p> <p>Although EEF only puts their added value at +1 month our TAs are used for evidence based intervention not just in class support.</p>	<p>Teaching assistants are well trained.</p> <p>Teaching assistants have appraisal targets that are set and reviewed.</p> <p>Review of lesson observations, in year data and evidence based intervention data.</p> <p>Initial September deployment will be based on class need.</p> <p>Teaching assistants to receive training on new Marking and Feedback Policy.</p>	AS Ex HT NA HOS LMG Senco	<p>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.</p> <p>Pupil Premium Champion governors to review data at regular meetings.</p>
<b>Total budgeted cost</b>					£67,625
ii. Targeted support					
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 enhance attainment and achievement for DPP learners.	<p>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. (£8,500)</p>	<p>EEF cites improvement of +8 months for enhanced feedback.</p> <p>Analysis of staff questionnaire show they feel that it has a positive benefit.</p>	<p>Termly work scrutiny.</p> <p>Review of DPP progress data.</p>	GE	<p>Termly; gap closure data and review of work books for CTB work now annotated.</p>

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. (£3,200)	Historically this has been successful in raising attainment. Take up for Easter School is always high.	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. (£9,709)	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 12 families open to the PSA at present, many eligible for DPP.	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.	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 understand why some DPP children do not succeed in reading and address this.	To screen all red, pink and Orange DPP children with the GL NGRT. (£1,500)	Reading is the key to success in education. NGRT will enable us to identify the barriers to reading and address the issues.	Results to be reviewed. Provision maps reviewed in light of results.	NA/LMG	Termly.
<b>Total budgeted cost</b>					£31,404

### iii. Other approaches

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?
Attendance of the FSM group will increase and the gap to our non-FSM will close.	Breakfast club (£8265) Staffing (£1100) Food (£500) Milk	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. (£3024)	37% DPP children also have SEND support profiles. (term 6 2019) STAPS reports and interventions are very useful in ensuring individual SEN needs are	Termly review of data. SENCO monitoring	LMG	Termly through data packs.

	Additional training for staff. Highlighting this vulnerable group to staff. Tier 2 ASD training for the whole staff.	met in DPP children. We know our DPP SEND children don't make as much progress as our DPP NOT SEND.			
<b>Total budgeted cost</b>					£12,889

## 5. Review of expenditure

Previous Academic Year

2018/2019

### 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 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)	Teachings assistants provide excellent additional support each day. Observations show that they add vale.  Table 1 shows that in many year groups and subjects DPP children make around expected progress.  Table 2 shows that in nearly all year groups and subjects DPP children who are not co-classified as SEND make around expected progress.  Review of EBI delivered by teaching assistants show good progress and where progress is not as good changes are made to accelerate progress.  Provision maps show how much extra support we are able to give children as a result of using PP money on this valuable resource.	We will continue with this approach.  We will sharpen our focus on children with DPP and SEND. At present this is 24 of our 66 KS1 and KS2 DPP learners.  We will train teaching assistants in our new marking and feedback policy so they can give enhanced support to all children but particularly those identified as being eligible for the pupil premium.

**Table 1: Progress of DPP children**

	Reading	Writing	Maths	GAPS
Year One	1.5	1.5	2.4	1.8
Year Two	2.3	2.6	2.3	2.8
Year Three	1.3	1.2	1.9	1.6
Year Four	2.2	2.7	2.0	2.6
Year Five	2.8	2.8	2.9	2.8
Year Six	3.1	3.2	3.2	3.1

**Table 2: Progress of DPP NOT SEND children**

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>GAPS</u>
<b>Year One</b>	2.0	2.2	2.2	2.3
<b>Year Two</b>	2.8	2.9	3.1	2.9
<b>Year Three</b>	3.2	2.7	2.9	3.0
<b>Year Four</b>	3.5	3.5	3.1	3.4
<b>Year Five</b>	3.2	2.7	2.7	2.9
<b>Year Six</b>	3.2	3.1	3.0	3.1

**ii. Targeted support**

<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)
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)	Staff feedback shows they feel this is a valuable to close gaps on a weekly basis.  Each class have around 39 hours of extra support or feedback as a result.  A good by-product of this approach is that all children are better at French than they otherwise would have been.	We will continue with this approach for as long as funding allows us to however if budgets fall further (Our DPP eligibility appears to be going down –Reception 2019/20 we only have 6 eligible children compared to a year group mean average of 12) this would be the first approach to go.
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 well attended by PP and non PP. We cannot measure the exact impact however we believe four days of high quality, carefully targeted, additional teaching cannot but accelerate progress. The Local Authority fund this approach in some schools so it is clear they feel it has impact.	We will continue with this approach for as long as we have teachers who are willing to spend some of their holidays delivering Easter School. This approach, due to workload reduction, is purely voluntary.

<p>Additional Support for parents for behaviour, emotional or attendance issues.</p>	<p>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)</p>	<p>Our parent support advisor is invaluable. AT present she is working with 12 families 8 of which are DPP. With cuts in many services the support she gives children and families, without comprising teaching and learning capacity, is very important.</p>	<p>We will certainly continue with this approach. Consideration needs to be given in the future to increase our capacity to 3 days as her availability exceeds capacity.</p>
<p>Additional support for children will be provided from ELSA trained teaching assistants for social, emotional and mental health issues.</p>	<p>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)</p>	<p>We have at least 20 children supported by ELSA each week.</p> <p>We know that children cannot learn if their social and emotional needs are not met.</p> <p>We also use Teaching Assistants to deliver other packages including Lego therapy.</p>	<p>We will continue with this approach.</p>
<p>To increase the number of evidence based interventions open to us.</p>	<p>We will purchase more EBIs to support a wider range of children. (£2224)</p>	<p>Further packages and training were purchased. See EBI tracking.</p>	<p>We now have all of the packages we feel we need to support learners. We may need to train more staff depending if staff retention and capacity.</p>



iii. Other approaches			
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)
Attendance of the DPP group will increase and the gap to our non DPP will close.	Breakfast club (£7590)	<p>Whole School Attendance Sept to July was 96.6% which is above the last <a href="#">DFE national release</a>* (2017/18) of 95.8%</p> <p>FSM attendance was 94.8% which is above the last DFE national release* (2017/18) of 93.7%</p> <p>Our 2017/18 gap between all and FSM was 1.82% Our 2018/19 gap between all and FSM was 1.86%</p> <p>In addition to attendance breakfast club has ensured that some children do not learn when they are hungry, has allowed us to settle children with emotional issues more carefully into the school day and has given children the opportunity to learn before school; reading, TTRS, games. These are not measurable but certainly beneficial.</p>	<p>We have continued to have better attendance for our FSM children compared to FSM children.</p> <p>We were not able to close our gap between FSM and Not FSM.</p> <p>We have focussed of DPP children rather than FSM. This year we will have a sharper focus on FSM children and ensure any that would benefit from breakfast club will attend.</p>
To explore ways to support our DPP children with Special Educational Needs	<p>Buyback of Specialist Teaching and Applied Psychology Service. (£2928)</p> <p>Additional training for staff.</p> <p>Highlighting this vulnerable group to staff.</p> <p>Tier 2 ASD training for the whole staff.</p>	<p>Many children were screened last year by the STAPS team.</p> <p>This has given staff understanding of how to support best in class. Evidence of this can be seen in pupil profiles.</p>	<p>We will continue to use the STAPS service to support us with SEND children with priority given to SEND DPP learners.</p> <p>In addition to this we want to do a specific piece of work on reading. We would like to screen all DPP children who are not expected in reading to find out the barrier to progress to enable us to remove the barrier and accelerate progress.</p> <p>We need to do addition tier 2 training for those staff who were not with us when it was delivered.</p>