



Market Rasen Church of England Primary School

Pupil Premium Strategy 2020-2021

Summary Information					
School	Market Rasen Church of England Primary School		Pupil Premium Champions	Andrew Smith (Staff) Mike Eckersley (Governor)	
Academic Year	2020/21	Total PP Budget	£95,884	Date of Most Recent PP Review	N/A
Total Number of Pupils	296	Number of Pupils Eligible for PP	71	Date for Next Internal Review of this Strategy	December 2020
<b>1. Current Attainment</b> Due to the COVID-19 Pandemic the 2019/20 Year 6 Cohort didn't sit National Curriculum Tests known as SATS. The data below is the current Year 6 Cohort (2020/21) last standardised assessments, pre COVID-19 Lockdown, in December 2019. We expect this data may change due to the amount of time children had out of school during COVID-19 Lockdown. Our next planned standardised assessments are scheduled for December 2020 once our recovery curriculum has had time to have impact.					
	<i>Our Pupils Eligible for DPP (13)*</i>		<i>Our Pupils Not Eligible for PP (30)</i>		<i>In School Gap</i>
% Achieving expected + in Reading, Writing and Maths	7/11=63%		19/25=76%		-13% (4 pupils)
% Expected + in Reading	9/11=82%		22/25=88%		-6% (2 pupils)
% Expected + in Writing	8/11=73%		20/25=80%		-7% (2 pupils)
% Expected + in Maths	7/11=64%		20/25=80%		-16% (5 pupils)
*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					
<b>2. Current Progress</b> <b>3. We have no progress measures for the 2019/2020 Year 6 Cohort as they didn't sit National Curriculum Tests known as SATS.</b>					
	Our Pupils Eligible for PP	Our Pupils Not Eligible for PP			
Reading					
Writing					
Maths					

4. 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 DPP children 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 no co-classified. (17 of 68 or 22% as of Sept 2020)		
C.	Reading can be a barrier for some of our DPP learners which limits their access to the curriculum.		
D.	Communication Language and Literacy (CLL) can be an issue for some of our DPP children on entry. Our Reception baseline is much lower this year than previous years.		
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.		
5. Desired Outcomes			
	Desired outcomes and how they will be measured	Success Criteria	COVID-19 Update
A.	Children who have gaps in their learning will have these filled by Quality First Teaching and Evidence Based Intervention. <b>Measured by attainment and transitional matrices.</b>	<ul style="list-style-type: none"> <li>Provision maps will show children who are in EBI.</li> <li>Review of provision maps will show that EBI has impact.</li> <li>A range of EBI are in place.</li> <li>The gaps between DPP and non DPP in attainment will close. (Based on Dec 2019 data which was the last capture before lockdown)</li> <li>Progress from previous statutory test will show closure.</li> <li>Additional TA support will be dedicated to the DPP children who need it.</li> </ul>	<ul style="list-style-type: none"> <li>As of Term 1 2020 we are only running individual EBI for children with identified needs on pupil profiles, EHCPS and STT reports. This is due to limitations on use of rooms, bubbles and staff not being able to work across classes or year groups.</li> <li>The DPP money that was planned to be spent of EBI is now allocated to enhanced in class support where DPP learners will received enhanced verbal feedback in lessons from T and TA.</li> </ul>
B.	Barriers to learning removed though SEND support <b>Measured by attainment and transitional matrices.</b>	<ul style="list-style-type: none"> <li>The school is taking part in the LENS project to better meet the needs of SEND learners.</li> <li>Actions from the project will feed into classes to improve teaching and learning.</li> <li>The % of SEND children who are orange, green or purple will increase from December 2019 data.</li> </ul>	<ul style="list-style-type: none"> <li>The LENS project has been suspended for now as it is a face to face project.</li> <li>All classes have additional TA support due to the provision of bubbles.</li> <li>SEND children will receive more in class support from T and TA.</li> </ul>

C.	<p>Outcomes for reading for DPP children will improve. <b>Measured through APS progress.</b></p>	<ul style="list-style-type: none"> <li>• All “Red”, “Pink” children and “Orange” DPP children were screened last year using NGRT using DPP funding. Information has been passed to teachers to be embedded into the pupil profiles for SEND learners.</li> <li>• Identified children in Y3 and Y4 are having daily phonics. Children in Y5 or 6 will access precision teaching. (Word Wasp/Hornet)</li> <li>• Every DPP children with a NGRT that identified a need will have something in place to support their 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>	<ul style="list-style-type: none"> <li>• All Y3 children are having phonics lesson as part of the recovery curriculum to compensate for the lessons they missed in Y2.</li> <li>• Phonics screen outcomes for Y1s DPP will be measured in June 2020.</li> <li>• Phonics Screen for current Y2 didn’t happen when they were in Year 1. School to test children in Autumn term. DPP children who did not pass the screen will receive intervention, within the limitation of bubbles, to ensure they pass by the end of Y2 when they are re-tested.</li> </ul>
D.	<p>Support for CLL to be given as soon as children enter Reception. <b>Measured through progress in CLL in Reception Profiles.</b></p>	<ul style="list-style-type: none"> <li>• CLL is not a barrier for learning</li> <li>• All Reception children will have Wellcom screening.</li> <li>• Identified children to have provision and intervention in place to meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue with this as planned. The class TA and Teacher will now be responsible for this.</li> </ul>
E.	<p>Attendance of the FSM group will increase. <b>Measured through % attendance FSM V’s not FSM in school and National.</b></p>	<ul style="list-style-type: none"> <li>• The gap between FSM and not FSM in school will reduce to less than the 2018/19 Gap. (2019/20 data is not valid due to the length of time children were out of school.</li> <li>• The PA rate for DPP will lower and be closer to the PA rate for non DPP</li> </ul>	<ul style="list-style-type: none"> <li>• All of the desired outcomes left will be adjusted for COVID-19 absences.</li> </ul>
F.	<p>Additional support for parents will be provided from our Parent Support Advisor. <b>Measured through % of DPP parents accessing PSA Support.</b></p>	<ul style="list-style-type: none"> <li>• A significant % of DPP parents will have accessed our PSA.</li> </ul>	<ul style="list-style-type: none"> <li>• PSA will not be able to make home visits for the foreseeable but will either meet in school following the reopening plan or use online platforms or telephone.</li> </ul>
G.	<p>Additional support for children will be provided from ELSA trained teaching assistants.</p>	<ul style="list-style-type: none"> <li>• A significant % of DPP children will have accessed ELSA support.</li> </ul>	<ul style="list-style-type: none"> <li>• This will be done following the reopening plan.</li> </ul>

## 6. Planned Expenditure

**Academic Year**      **2020/21: The initial spending was planned at the beginning of the financial year for the 20/21 academic year but the landscape changed due to COVID-19. This plan below is updated to account for the changes that we have had to make due to the COVID-19 restrictions.**

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 following our new marking and feedback policy.</p> <p>This spending allows us to have many extra hours per week of this valuable support.</p> <p>Teachers directed to support MA DPP learners as well as those with gaps to close.</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:</p> <p>DPP Vs Not DPP DPP NOT SEND VS DPP SEND</p> <p>This will be reviewed on a termly basis.</p> <p>Deployment can be fluid based on need.</p> <p>Pupil Premium Champion governors to review data at regular meetings.</p>

**Covid-19 Update:** After school support has been suspended for now to all for deep cleaning after school. These hours are now delivered in the school day.

**Total Budgeted Cost**      £70,260

### 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 deliver Easter Schools (4 days) for targeted DPP children. ( <b>More able</b> and less able)	<p>Staff taught intervention schools outside of term time.</p> <p>(0)</p>	<p>Historically this has been successful in raising attainment. Take up for Easter School is always high.</p>	<p>End of year data for participants.</p>	SB	July 2021

**COVID-19 update:** The 2019/20 Easter school did not take place. We expect the 20/21 Easter school to take place if COVID-19 conditions allow it.

Additional support for parents for behaviour, emotional or attendance issues.	We will directly employ a Parent Support Advisor for 2 days a week. (£7,231)	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
<b>COVID-19 Update: We are seeing a greater need for parent support due to the COVID-19 pandemic.</b>					
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. (£7,901) 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
<b>COVID-19 Update: We are seeing a greater need for ELSA due to the COVID-19 pandemic.</b>					
<b>Total Budgeted Cost</b>					£15,142
<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 FSM group will increase and the gap to our non-FSM will close.	Breakfast club (£5882) Staffing (£650) Food (£410) Milk	Has historically raised attendance levels. EEF report shows +2 month's progress.	Termly checks of attendance for invited children.	NA	Termly Pupil Premium Governor to review in our regular meetings.
<b>COVID-19 Update: Due to bubbles, enhanced cleaning and reduction in the amount of available shared space we have not been able to reopen our DPP breakfast club at present. Staffing has been redeployed to support DPP learners in lesson.</b>					
To explore ways to support our DPP children with Special Educational Needs	Buyback of specialist teaching and applied psychology service. (£3060)	21% of DPP children also have SEND support profiles. (1:5) 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>					£10,002

7. Review of Expenditure			
Previous Academic Year		2019/2020	
Due to the COVID-19 pandemic it is very hard to review our pupil premium spend as no academic data has been captured since December 2019. The next data drop should have been April 2020 when we were closed to most children.			
Approach	To what extent was the approach employed taking COVID19 into account.	Estimated Impact	Would we continue with this approach?
Employ additional teaching assistants for in class support and after school support. To enable us to give much more high quality verbal feedback. This spending allows us to have 81 hours per week of this valuable support. 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.	Until the school closed to most children at the end of March 2020 this took place.	Without any meaningful data it is impossible to quantify the impact of this.	Certainly. This is going to be a necessity given children's wellbeing needs post pandemic and the fact that we are working in bubbles additional adults will be needed to ensure high quality teaching and learning. In the first instance a wide range of EBI won't be possible but as soon as we can facilitate this we will.
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.	Until the school closed to most children at the end of March 2020 this took place.	Teachers have always spoken very positively about the impact this has had on DPP children. They have found it invaluable to have time, at the point of learning, to keep DPP children on track with the QFT teaching they have had that week.	We would love to however in the current climate this has become unaffordable so the funding has been prioritised elsewhere.
Staff taught intervention schools outside of term time.	Until the school closed to most children at the end of March 2020 this took place.	Without any meaningful data it is possible to quantify the impact of this.	When COVID-19 restrictions allow we will continue this.
We will directly employ a Parent Support Advisor for 2 days a week.	Without any meaningful data it is impossible to quantify the impact of this. During and after lockdown our PSA continued working via the telephone to ensure vulnerable families were supported during a difficult time.	Our PSA was supporting up to 20 families. The return to school was very smooth for the vast number of children in September, partially due to the good work done by our PSA.	Certainly. This support is invaluable.
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.	Until the school closed to most children at the end of March 2020 this took place. During the lockdown we stepped up the amount of telephone ELSA sessions being done for those children who were struggling with lockdown. (Identified thorough KIT calls or direct referrals)	Over lockdown around 30 children were being supported on a weekly basis. The return to school was very smooth for the vast number of children in September, partially due to the good work done in ELSA.	Certainly. This support is invaluable.

To screen all red, pink and Orange DPP children with the GL NGRT.	All children were screened.	Unfortunately the intervention that was set up as a result of the NGRT didn't progress as far as it should have due to lockdown.	We will use the results of the screen in this academic year to improve outcomes in reading for DPP learners.
Breakfast club Staffing Food Milk	Breakfast club took place daily until the school closed to most children at the end of March 2020.	As of 7 <sup>th</sup> Feb 2020 whole school attendance and DPP attendance was 96.4% showing no gap between.	Due to COVID-19 restrictions we have not been able to restart our breakfast club but hope to do so when circumstances allow as we know it has impact.
Buyback of specialist teaching and applied psychology service. (STAPS)	Children were assessed up to May 2020. DPP children with SEND were prioritised.	The reports with specific recommendations are always useful as they feed into provision maps and IEPs. We do not have progress data for DPP children who had a STT report due to COVID-19.	We will continue to buyback this service.
Additional training for staff. Highlighting this vulnerable group to staff. Tier 2 ASD training for the whole staff.	This training took place.	We don't have metrics for impact for this piece of work.	This training will be done again periodically.