

Market Rasen C of E Primary Pupil premium strategy statement 22-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Market Rasen C of E Primary School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	31.1% (Up 5.2% from 25.9 2021/22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023- 2025/2026
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Andrew Smith, Executive Headteacher
Pupil premium lead	Andrew Smith, Executive Headteacher
Governor / Trustee lead	Marcus Hyde, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,875 (DPP)*
Recovery premium funding allocation this academic year	£11,445 (Covid RP)* £11178 (SBT)*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1345
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	£127,843

***Codes used in activity this academic year.**

This statement was agreed by the Resources Committee of the North Wolds Federation on 29/11/22

Part A: Pupil premium strategy plan

Statement of intent

At Market Rasen C of E Primary School, 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. Our Christian values that align to this intent are commitment to achieve, fairness, caring and respect.

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

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will come from a data driven evidence base. 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 National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils and especially those children who are co-classified SEND and disadvantaged.

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 we carefully identify all disadvantaged children, not just those eligible for the Pupil Premium.
- 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	<p>Assessments, observations and discussions with pupils and teacher’s show that our disadvantaged children come to school with gaps in Communication Language and Literacy and are, as a group, well behind their non disadvantaged peers.</p> <p>2023/23 EYFS Cohort</p> <p>Expected CLL on Entry Dis-advantaged group =31%</p> <p>Expected CLL on Entry Not Disadvantaged group =66%</p> <p>With such high number of children not arriving “on track” it is a challenge to ensure all children get the support they need to catch up.</p>																								
2	<p>As a group our disadvantaged children in EYFS come in below in most areas, not just CLL.</p> <table><tr><th></th><th>Not Disadvantaged</th><th>Disadvantaged</th><th>GAP</th></tr><tr><td>Reading</td><td>72%</td><td>46%</td><td>26%</td></tr><tr><td>Writing</td><td>89%</td><td>38%</td><td>49%</td></tr><tr><td>Maths</td><td>69%</td><td>54%</td><td>15%</td></tr><tr><td>UTW</td><td>72%</td><td>54%</td><td>18%</td></tr><tr><td>EAD</td><td>76%</td><td>69%</td><td>7%</td></tr></table>		Not Disadvantaged	Disadvantaged	GAP	Reading	72%	46%	26%	Writing	89%	38%	49%	Maths	69%	54%	15%	UTW	72%	54%	18%	EAD	76%	69%	7%
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3	<p>Assessments show that our phonics outcomes at the end of KS1 are slightly lower for our disadvantaged children than our non-disadvantaged.</p> <ul style="list-style-type: none">• 2022 Y1 PSC Disadvantaged 67% *• 2022 Y1 PSC Not Disadvantaged 82%*• For 2019 and 2018 Not disadvantaged performed better than disadvantaged. <p>*Both groups were above their respective comparison groups.</p>																								
4	<p>Disadvantaged children across the school are likely to be lower in reading, writing and maths than not disadvantaged.</p> <p>Years 1-6 Teacher Assessment Summer 2022 (JB/OT/GDS)</p> <table><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>Disadvantaged</td><td>73%</td><td>71%</td><td>73</td></tr><tr><td>Not Disadvantaged</td><td>89%</td><td>89%</td><td>87</td></tr><tr><td>GAP</td><td>16%</td><td>18%</td><td>14%</td></tr></table> <p>This is due to lower starting points, less engagement with online learning when the school was closed to most pupils and the number of SEND children who are co-classified as DPP (26 or 8.2%)</p>		Reading	Writing	Maths	Disadvantaged	73%	71%	73	Not Disadvantaged	89%	89%	87	GAP	16%	18%	14%								
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5	We know that our children who are disadvantaged and co-classified SEND are our most vulnerable group. This sub group make up 8.2% of our 2022/23 school cohort.																																																					
6	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This could be down the engagement with the online learning. This data, from the 2nd school lockdown, shows that disadvantaged children were less likely to be in school as keyworker children or vulnerable. Disadvantaged children, despite our best efforts, were more likely to be in the bottom 2 categories of engagement.</p> <table><tr><td></td><td>Not disadvantaged</td><td>Disadvantaged</td></tr><tr><td>In school full time</td><td>15%</td><td>8%</td></tr><tr><td>In school part time</td><td>19%</td><td>12%</td></tr><tr><td>High level of engagement</td><td>29%</td><td>36%</td></tr><tr><td>Medium level of engagement</td><td>33%</td><td>20%</td></tr><tr><td>Low level of engagement</td><td>4%</td><td>12%</td></tr><tr><td>Low to No levels of engagement</td><td>1%</td><td>14%</td></tr></table> <p>Our assessment shows us that as a whole school the levels of children attaining around expected (just below, on track or above) is around the pre covid level however disadvantaged children are much more likely to be behind due to gaps in their learning.</p> <p>Pupils (from 2021-2022) in Years 1–6</p> <table><tr><td colspan="2"></td><td>2019-2020</td><td>2021-2022</td></tr><tr><td colspan="2"></td><td>Autumn 2</td><td>Summer 2</td></tr><tr><td colspan="2"></td><td>% of pupils Just below or higher</td><td>% of pupils Just below or higher</td></tr><tr><td>Reading</td><td>Main Assessment</td><td>89%</td><td>84%</td></tr><tr><td>Writing</td><td>Main Assessment</td><td>83%</td><td>84%</td></tr><tr><td>Maths</td><td>Main Assessment</td><td>86%</td><td>83%</td></tr><tr><td>GPS</td><td>Main Assessment</td><td>88%</td><td>88%</td></tr><tr><td>Handwriting</td><td>Main Assessment</td><td>70%</td><td>86%</td></tr></table> <div><div>-1%</div><div>-5%</div><div>-11%</div><div>-10%</div><div>+31%</div></div>		Not disadvantaged	Disadvantaged	In school full time	15%	8%	In school part time	19%	12%	High level of engagement	29%	36%	Medium level of engagement	33%	20%	Low level of engagement	4%	12%	Low to No levels of engagement	1%	14%			2019-2020	2021-2022			Autumn 2	Summer 2			% of pupils Just below or higher	% of pupils Just below or higher	Reading	Main Assessment	89%	84%	Writing	Main Assessment	83%	84%	Maths	Main Assessment	86%	83%	GPS	Main Assessment	88%	88%	Handwriting	Main Assessment	70%	86%
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6	<p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for some pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>As of November 2022 we have</p> <ul style="list-style-type: none">• 4 Disadvantaged children accessing ELSA support and a further 7 on the waiting list.• 4 Disadvantaged children accessing parental support• 11 children receiving parental support or Early Help previously from our PSA but now from our DSLs.																																																					

7	<p>Our attendance data for 2021/22 shows that our disadvantaged children COVID related absence was similar to deprived nationally.</p> <ul style="list-style-type: none">Disadvantaged attendance MR 90.9%Disadvantaged attendance National 90.5% <p>The gap between our disadvantaged and not disadvantaged is bigger than we would like and needs to be closed.</p> <table><tr><th></th><th>Disadvantaged</th><th>Not Disadvantaged</th><th>Gap</th></tr><tr><td>X CODES Present</td><td>93.6</td><td>96.1</td><td>-2.5</td></tr><tr><td>X CODES Absent</td><td>90.9</td><td>93.7</td><td>-3.8</td></tr></table>		Disadvantaged	Not Disadvantaged	Gap	X CODES Present	93.6	96.1	-2.5	X CODES Absent	90.9	93.7	-3.8
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8	<p>Our research shows us that disadvantaged children are less likely to attend residential events or extra-curricular activities.</p> <p>London Sept 22 Residential uptake:</p> <ul style="list-style-type: none">Not disadvantaged 83%Disadvantaged 59% <p>Term 1 2022/23 Clubs Uptake</p> <ul style="list-style-type: none">Not disadvantaged 63% attend at least one clubDisadvantaged 38% attend at least one club <p>There is a challenge to ensure deprived children take us up on the additional opportunities.</p>												

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Attainment in phonics for disadvantaged children remains strong.	PSC scores for 22/23, 23/24 and 24/25 show no real gap between our disadvantaged and not disadvantaged children.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 22/23, 23/24 and 24/25 show that more the % of disadvantaged children who achieve the expected level is similar to that of National Other.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Reduction in the need for Parental Support and ELSA
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 2% on 2021/22 Year End Figures. • the percentage of all pupils who are persistently absent being is at least in line with the National Average % and the figure among disadvantaged pupils is, like all children, at least in line with the national average.
To accelerate the progress of children co-classified as SEND and deprived.	Gap between SEND disadvantaged and not SEND closes from the Summer 22 levels in R,W and M.
To close the gap in teacher assessment attainment in core subjects	By 24/25 close the gaps as measured in Summer 2022 in R,W,M
Disadvantaged children access extra curricular activities and residential opportunity at the same level as their disadvantaged peers	By 2024/25 there is no real gap in the % of disadvantaged children who attend clubs or residential opportunities to their not disadvantaged peers.

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£73,878**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have targeted teaching assistant support for classes with high levels of disadvantaged children (£48,375) (DPP) (£500) (RP)	The EEF suggest using TAs to <ul style="list-style-type: none"> Deliver high quality one-to one and small group support using structured interventions Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction 	1,2,3,4,5,6
To teach EYFS children separately to KS1 children in the mornings to improve teaching of phonics, early reading and CLL more generally. (£18,000) (DPP)	It is notoriously difficult to teach the EYFS curriculum alongside KS1 as we have done in the past. The voice of our experienced teachers tells us that they can make more progress in key areas to us such as CLL not mixing classes like we do further up the school.	1,2,3,4,5,
To have ongoing and enhanced training for Phonics and Early Reading and management time to enable our early reading leader to do QA. (£4,000) (DPP)	Recommended by the LEAD Teaching School	1,2,3
To purchase the material recommended by the LEAD English Hub to improve early reading in EYFS and Y1. (£2804) (RP)	The English hub use the latest research to guide schools to improve teaching and learning in reading. More information about this package can be found here https://leadequatetsa.co.uk/cpd-overview/	1,2,3
LEAD Training £199 (RP)	CPD recommended by the LEAD teaching school.	1,2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£25592**

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tuition 2 blocks of 15 hours (KA) 1 block of 15 hours (SC) 15 blocks of 15 hours (VW) (£11100) (SBT)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5,6
TA hours to run Welcomme (CLL) and Phonics daily interventions (£5000) (DPP)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
To run an “Easter School” for all Y6 children wishing to attend to ensure they are secondary ready. (£2,400) (DPP)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4,5,6
To run an daily intervention group for children at risk of not being Secondary Ready in Y5/6 (£4000) (DPP)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4,5,6
Resources for Interventions including LW, Nessy and IDL (£2512) (RP)	These evidence based resources are necessary to deliver SBT and interventions.	1,2,3,4,5,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£29212**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To have access to a parent support advisor and an ELSA key worker to support emotional wellbeing and improve attendance via support and EBSAs.</p> <p>(£4,675) (DPP)</p> <p>(£1,050) (RP)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>There is extensive evidence that show that good school; attendance correlates with better outcomes for pupils,</p>	7,8
<p>To have more access to a qualified SENCo to support send children especially those nine children who are considered deprived.</p> <p>(£10,000) (DPP)</p>	<p>Our data shows us that our co-classified SEND and deprived children are by far our most vulnerable group in terms of outcomes.</p>	5
<p>To have access to an educational psychologist to support overcoming barriers to learning</p> <p>(£750) (DPP)</p>	<p>EP input is invaluable in enabling us to remove barriers to learning for some children.</p>	5
<p>To purchase additional support from STT to expedite reports for disadvantaged children with SEND / suspected SEND.</p> <p>(£3,312) (DPP)</p>	<p>Our data shows us that our co-classified SEND and deprived children are by far our most vulnerable group in terms of outcomes.</p> <p>Strategies suggested in the SSTT reports are invaluable to ensure those children make accelerated progress.</p>	5
<p>Support for disadvantaged children to attend clubs and residential opportunities. Deprived children to be prioritized for all activities and residential. Any deprived child not attending a residential event to be contacted to offer support to ensure they are able to go if they want to.</p> <p>(£1200) (DPP)</p>	<p>It is a moral imperative that deprived children have at least as much access their the aforementioned so as not to limit their exposure to cultural capital and further opportunities.</p>	8
<p>To repurpose a room to enable it to be used for interventions.</p> <p>(£1700) (DPP)</p>	<p>We need space to be able to deliver the large number of SBT and interventions that are going on.</p>	1,3,4,5
<p>To purchase milk for all FSM children to drink in the school day</p> <p>(£1200) (PP)</p>	<p>To fulfil our context specific intent of healthy children.</p>	
<p>Reading for Pleasure</p> <p>(£1500) (CG)</p>	<p>Resources advised by the LEAD teaching Hub.</p>	1,2,3,4,

Contingency fund for acute issues. (£2888) (CG)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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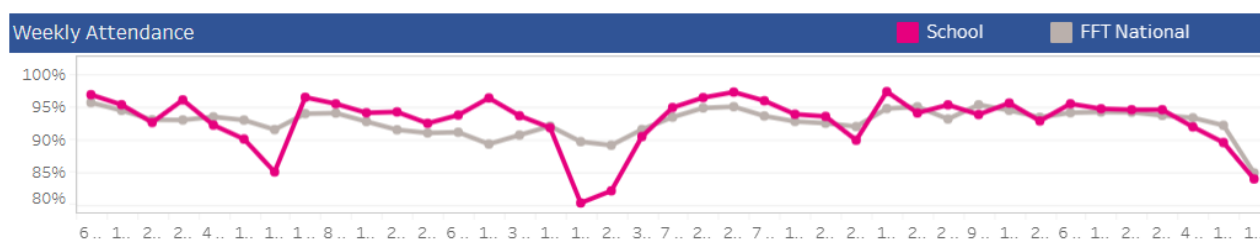
Total budgeted cost: £ 128628

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 2021 to 2022 academic year.

The 2021/22 year was once again challenging due to the global pandemic. Attendance and persistent absence were higher than Pre Covid levels. The school was especially badly hit in October 21, and January into February 22. This affected pupil and staff attendance and return to bubbles for parts of the year meant that much of the evidence based interventions could not take place.



Our attendance of disadvantaged children was above disadvantaged children nationally when COVID related illnesses were excluded:

Action rolling into next year (22/23) close the gap between our disadvantaged children and not. (2.5%)

Our end of year Teacher Assessments show we are making good progress on closing the gap between outcomes (matched children) at the start of COVID (Last Data Drop Autumn 2 2019/20) and Summer 2 2022.

Pupils (from 2021-2022) in Years 1-6

		2019-2020	2021-2022
		Autumn 2	Summer 2
		% of pupils Just below or higher	% of pupils Just below or higher
Reading	Main Assessment	89%	84%
Writing	Main Assessment	83%	84%
Maths	Main Assessment	86%	83%
GPS	Main Assessment	88%	88%
Handwriting	Main Assessment	70%	86%

Action rolling into next year: Increase the amount and frequency of evidence based interventions and school-based tuition to close the gap between disadvantaged and not.

Our assessments and observations showed that the vast majority of pupils returned to school happy and settled following two years of disruption but some children needed additional support including , ELSA and PSA support. Our [zones of regulation work](#) was very successful for the vast majority of children.

Action rolling into next year. Ensure the children who still need support with regulation and behaviour for learning get it.

Our strategy to support EYFS and improve CLL and outcomes overall by providing a teacher for this group proved successful. At the end of the 2021/22 academic year

- 73% of children were expected in listening, attention and understanding. (Baseline 61%)
- 63% of children were expected in writing. (Baseline 51%)
- 76% of children were expected in speaking (Baseline 61%)
- 63% of children achieved GLD

Action rolling into next year. Continue with the specific EYFS teaching in EYFS for as long as we can afford it.

We purchased, resourced and trained staff on a validated phonics scheme (Little Wandle) and our additional interventions or those who needed them took place. Our 2022 PSC was very positive with 78% of children meeting the required standard. Different quality assurance activities including Locality Lead, Ofsted at NCPS (which mirrors what we do) and internal monitoring show an improvement in the teaching and learning of phonics.

Action rolling into next year. Complete the next phase of the work with the English hub to improve shared reading for EYFS and Y1 in the 22/23 academic year.

Our tuition through our Easter School Provision was successful and our attainment was average in all four tested subjects. The Gap between DPP and Not DPP at the end of Y6 was smaller than usual (reading gap 0, maths 2%, GAPS 9%)

Action rolling into next year. Repeat the Easter School Tuition and expand the school based tuition if funds allow.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds	Little Wandle / English Hub

Service pupil premium funding (optional)

Measure	Details
Due to the very small number of pupils eligible for SPP (4) it would not be appropriate to share this information here for fear of identification.	