

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	302
Proportion (%) of pupil premium eligible pupils	25.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nichola Allerston, Acting Exec 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	£102,220
Recovery premium funding allocation this academic year	£11,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£113820

Part A: Pupil premium strategy plan

Statement of intent

At Market Rasen Church of England Primary School, our intent is that all children, regardless 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 children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. Actions we have outlined in this statement are 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 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 School based tutoring and the Recovery Premium for children whose education has been worst affected, including non-disadvantaged pupils.

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 children excel. To ensure they are effective we will:

- ensure disadvantaged children 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 children's 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
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1	Assessments, observations, and discussions with pupils indicate underdeveloped Communication Language and Literacy (CLL) and vocabulary gaps among many disadvantaged pupils. This is evident particularly with our new cohort of children in EYFS.
2	Assessments and observations show our disadvantaged pupils generally have greater difficulties with phonics and reading. Reading can be a barrier for some of our DPP learners which limits their access to the curriculum.
3	Reception Baseline Assessments indicate that maths and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class, 75% of our disadvantaged pupils arrived below age-related expectations compared to 38% of other pupils.
4	Groups of DPP children have gaps in their learning in Reading, Writing and Mathematics – this is evident from our internal assessments.
5	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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing. Teacher referrals for support have markedly increased during the pandemic. Referrals to our Parent Support Advisor also continue to increase. We currently have families receiving PSA support.
6	Our attendance data over the last year indicates that attendance among disadvantaged children has been between 1.43% lower than for non-disadvantaged children. 11% of disadvantaged children have been ‘persistently absent’ compared to 8.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged children’s progress.
7	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.

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, writing	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral and written language among

and vocabulary among disadvantaged pupils.	disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Outcomes for phonics and reading for DPP children will improve.	<ul style="list-style-type: none"> • Termly assessments take place and daily EBI is put into place to support • A new validated phonics scheme (Little Wandle) has been purchased and all staff have been trained in the teaching of phonics. • Identified children in Y3 and Y4 are having daily phonics. Children in Y5 or 6 access precision teaching. (Word Wasp/Hornet) • % of DPP children passing the phonics screen will be higher than DPP nationally and close, if not line, with our non DPP. • % of DPP in school who are expected + in reading will increase. • % of DPP children at the end of KS1 and KS2 at expected + will increase.
Improved writing and mathematics among disadvantaged pupils in EYFS.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved writing and mathematics among disadvantaged EYFS children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Children who have gaps in their learning will have these filled by Quality First Teaching and Evidence Based Intervention.	<ul style="list-style-type: none"> • KS2 Reading and Mathematics outcomes in 2021/2022 show that more disadvantaged pupils meet the expected standard. • Provision maps will show children who are in EBI. • Review of provision maps will show that EBI has impact. • The gaps between DPP and non DPP in attainment will close. • Additional TA support will be dedicated to the DPP children who need it.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from child voice, child and parent surveys and teacher observations • continue ELSA intervention support • a significant increase in participation in enrichment activities, particularly among disadvantaged children
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all children being no more than 4%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced by 100%. • the percentage of all children who are persistently absent being below 5% and the figure among

	<p>disadvantaged children being no more than 100% lower than their peers.</p> <ul style="list-style-type: none"> • The PA rate for DPP will lower and be closer to the PA rate for non DPP
<p>Barriers to learning removed through SEND support</p>	<ul style="list-style-type: none"> • The school continues to engage in the LENS project to better meet the needs of SEND learners. • Actions from the project will feed into classes to improve teaching and learning. • The % of SEND children who are orange, green or purple will increase from December 2019 data.

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: **£60,975**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attainment and achievement of all DPP learners including the most able.</p> <p>Employ additional teaching assistants for in class support and after school support - this spending allows us to have many extra hours per week of this valuable support.</p>	<ul style="list-style-type: none"> Teachers directed to support MA DPP learners as well as those with gaps to close. Teaching assistants provide valuable support in classrooms. Evidence of this comes from TA observations, TA appraisals and lesson observations. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 4, 7
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 7
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Purchase of IDL online 1:1 Mathematics intervention resource</p>	3, 7

	We are participating in Mobilise Metacognition project to run alongside Maths Mastery training for all staff.	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<ul style="list-style-type: none"> • Additional support for children will be provided from ELSA trained teaching assistants for social, emotional and mental health issues. • Additional support for parents for behaviour, emotional or attendance issues. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5

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

Budgeted cost: **£24,772**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 4, 7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered following the newly purchased scheme resources and training	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2, 7
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-	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:	2,3,4,7

led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Planned Easter School tuition for April 2022	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£28,073**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for children will be provided from ELSA trained teaching assistants for social, emotional and mental health issues.</p> <p>Additional support for parents for behaviour, emotional or attendance issues.</p>	<ul style="list-style-type: none"> Weekly ELSA sessions and new TAs trained PSA working with families to support a variety of issues. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<ul style="list-style-type: none"> Termly Attendance tracking Weekly meetings to discuss attendance Attendance panels carried out 	6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £113,820

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 2020 to 2021 academic year.

Our assessment of the performance of disadvantaged demonstrates lower outcomes linked to Covid-19 impact, which disrupted all our subject areas, particularly Mathematics and Writing.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit fully from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our online teaching through the use of recorded lessons and Microsoft Forms. Engagement was monitored and families contacted to ensure children were engaging in online learning. All children had access to a device to support their learning either through the DfE laptop scheme or through the loan of school devices.

Although overall attendance in 2020/21 was lower than in the preceding year, it was higher than the national average. At times when all pupils were expected to attend school, absence and persistent among disadvantaged pupils was higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that children's behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged children. We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. This included our Parent Support Advisor working with families during the lockdown periods and continuing to support as an ongoing role. We trained staff with the zones of regulation resources and these are used widely across the school.

Externally provided programmes

Programme	Provider
Lightning Squad Reading Intervention	FFT Tutoring
1:1 and small group tutoring	Vision for Education
Easter School tutoring	Vision for Education

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p> <p>We supported remote learning and homework by providing laptops to children who requested them</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children were able to access remote learning and increase their homework participation</p> <p>Laptops were also used to communicate with family serving in the Armed Forces.</p>