North Worlds Federation Pupil Premium Strategy (**Market Rasen Church of England Primary School** Site) 2016-2017

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| 1. **Summary information** | | | | | |
| **School** | Market Rasen Church of England Primary School | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £111,240 | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 308 | **Number of pupils eligible for PP** | 86 | **Date for next internal review of this strategy** | April 2017 |

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| 1. **Current attainment (2016 Year 6 Data)** | | | | | | | | | |  | | | |
|  | | | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* | | | *Gap* | | | |
| **% achieving expected + in reading, writing and maths** | | | | | 56% | | 60% | | | -4% | | | |
| **% expected + in Reading** | | | | | 56% | | 71% | | | -15% | | | |
| **% expected + in Writing** | | | | | 67% | | 79% | | | -12% | | | |
| **% expected + in Maths** | | | | | 78% | | 75% | | | +3% | | | |
| **% expected + in GAPS** | | | | | 89% | | 78% | | | +11% | | | |
| 1. **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)* | | | | | | | | | | | | |
|  | | Groups of PP children (identified on a termly basis) have gaps in their learning in reading, writing and maths. | | | | | | | | | | |
|  | | A significant % of our PP children are also SEN or need family support. | | | | | | | | | | |
|  | | Data shows that our DPP 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. Data also shows that KS2 DPP children make slightly less progress in maths than in reading and writing over the last 3 years. | | | | | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | | |
| **D.** | | Attendance for the group of children eligible for the Deprivation Pupil Premium is always below that of Non DPP children.  Many parents who need support from our parental support advisor (PSA) are in the DPP group. | | | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | | | *Success criteria* | | | |
|  | Evidence based interventions to be used to close the gap | | | | | | | In year / end of year data shows accelerated progress and gap closure. | | | |
|  | Barriers to learning removed though parental support and SEND support. | | | | | | | In year / end of year data shows accelerated progress and gap closure. | | | |
| **C.** | Improved outcomes at the end of KS1 more in line with national other. KS2 maths progress increased. | | | | | | | End of KS1 data 2017 End of KS2 Data 2017 | | | |
| **D.** | Attendance of the DPP group with increase. Weekly review of bottom line data. | | | | | | | In school gap between DPP and not DPP will close further. | | | |
| 1. **Planned expenditure** | | | | | | | | | | | |
| **Academic year** | | | **2016/17** | | | | | | | | |
| 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. | | | | | | | | | | | |
| 1. **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 **all** DPP learners including the **most able.** | | | Employ teaching assistants for in class support.  This spending allows us to have 82 hours per week of this valuable support. (£46,895)  Some of these hours are linked to vulnerable individuals.  Teachers directed to support MA DPP learners.  **KS1** have significant amount of TA support to close the gap at the end of Y2. | Teaching assistants provide valuable support in classrooms.  Although EEF only puts their added value at +1 month our TAs are used for evidence based intervention not just in class support.  Our TAs are a key part of the Mobilise research project which aims to ensure they add value. | | 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. | | | AS Ex HT  NA HOS  LMG Senco | | Termly (see data packs) and in April 2017 when decision making for new financial year. |
| **Total budgeted cost** | | | | | | | | | | | £46,895 |
| 1. **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 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 (**More able** too not just less able) on a weekly basis. (£11,700) | EEF cites improvement of +8 months for enhanced feedback. Teachers anecdotal evidence tells us they feel it is invaluable. | | Termly work scrutiny.  Review of DPP progress data. | | | GE | | Termly (see data packs) and in April 2017 when making decisions for the new financial year. |
| To upskill support staff in delivering evidence based interventions. | | | Staff training in evidence based interventions. Primarily Maths  (£5000) | EEF cites improvements of +4 for group support and +5 for one to one tuition. Maths is the areas that our DPP do worse compared to National Other at KS1 and 2. | | Review of DDP progress data.  Termly review of intervention tracking. | | | SB/NA | | Termly (see data packs) and in April 2017 when making decisions for the new financial year. |
| To deliver Easter and summer Schools (4 days each) for targeted DPP children. (**More able** and Less able) | | | Staff taught intervention schools outside of term time.  (£8000) | Historically this has been successful in raising attainment.  DPP outcomes are always better than DPP national and close to national other.  Easter school to be extended to **KS1**. | | Data review July 2017 | | | GE | | July 2017 |
| To employ a teaching assistant to deliver evidence based interventions. | | | Additional time for teaching assistants to deliver evidence based interventions.  (£3213) | EEF cites improvements of +4 for group support and +5 for one to one tuition.  Many of these interventions will be for **KS1.**  Many of these evidence based interventions are Maths. | | Review of DPP Progress data | | | LMG/NA | | Termly (see data packs and individual value added) and in April 2017 when making decisions for the new financial year. |
| To accelerate a targeted group of PP children in English and Maths | | | To employ a specialist teacher to work with a group of SEND learners to ensure they receive the diet they need. (April-Sept 2016)  (£13,610) | Large group of Y5 children with similar needs allowed us to attempt to close the gap using a bespoke curriculum based on individual needs. | | Data review  Lesson observations | | | AS | | In the last academic year. |
| **Total budgeted cost** | | | | | | | | | | | £41,522 |
| 1. **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 DPP group will increase and the gap to our non DPP will close. | | | Breakfast club  (£7833) | Has historically raised attendance levels.  EEF report 4/11/16 shows +2 months progress. | | Termly checks of attendance for invited children. | | | NA | | Termly |
| To explore ways to support our DPP children with Special Educational Needs | | | Buyback of Specialist teaching and applied psychology service. (£2660) | Over half of our DPP children also have SEND support profiles.  STAPS reports and interventions are very useful in ensuring individual SEN needs are met in DPP children. | | Termly review of data.  SENCO monitoring | | | LMG | | April 2017 |
| To improve attendance, barriers to learning and improve wellbeing. | | | To employ a parent support advisor (PSA) to support DPP families with a range of barriers to improve learning; behaviour, attendance, routines, parenting etc.  (£7313) | Many of our children and families require additional support. | | High quality PSA employed.  SENCo to review work on weekly basis. | | | LMG | | April 2017 |
| **Total budgeted cost** | | | | | | | | | | | £17,806 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2015/16** | | |
| 1. **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) | **Cost** |
| To improve attainment and achievement of DPP learners. | Employ teaching assistants for in class support of DPP children of all abilities. | DPP children as a group made expected progress in the vast majority of year groups and subject areas. | We will continue with this valuable resource. We are going to put a lot of effort next year into closely targeting the additional support to children at risk of not making good progress. | £18,000 |
| To improve attainment and achievement of a targeted group of DPP learners. | To employ a specialist teacher to work with a groups of Y5 DPP SEN learners on English and Maths each morning. | Progress measures for the Y5 DPP and SEND were above expected progress. | Although this approach was successful we feel these children would be better served in their classes in Y6 with the focus being on additional TA support and intervention. | £32,700 |
| To raise attainment and accelerate progress of KS2 DPP learners. | A qualified teacher will be used to deliver targeted interventions. | Value added for DPP children as a group showed that children made expected progress in the vast majority of year groups and subject areas. (See 2015/16 data pack) **More able** children targeted also. | This will continue however our data shows that we need to divert some of this support to Key Stage One children and the gap is greater at the end of KS1 than it is at the end of KS2. We will also use more evidence based intervention materials to accelerate progress. | £30,000 |
| 1. **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) | **Cost** |
| To buyback STAPS provision. | Specific advice and support for DPP children with special needs and or disabilities. | Progress of DPP children across the school was close to non DPP. Progress of SEN children was around expected in many subjects and year groups. | We will continue with this valuable resource. We will take a more targeted approach to assigning the support to those with the most need-SENCo to lead on this. | £2660 |
| To enhance marking and feedback with DPP learners | Cover used to allow teachers to spend 45 minutes a week undertaking catch the bus activities to ensure DPP children do not fall behind on a weekly basis. | EEF cites improvement of +8 months for enhanced feedback. | Teacher’s anecdotal evidence tells us they feel it is invaluable. | £10,000 |
| To increase attainment at the end of Year One, Year 6 | Easter school provided for DPP children to accelerate progress. | Raise online shows this approach was successful for Year 1 and Year Six. | We will continue with this. Teachers, parents and children feedback, alongside the data, show this is a worthwhile use of the premium. We will look to use this approach in Year 2 next year. | £7500 |
| To improve well-being of DPP learners. | 3 teaching assistants trained in ELSA to provide emotional support. | We now have capacity to meet this clear need in our school. For additional information please contact our SENCo. | We will be looking towards training more staff in ELSE and building capacity to deliver then packages. | £1170 |
| 1. **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) | **Cost** |
| Breakfast Club for targeted low attending DPP learners. | Breakfast club to ensure targeted DPP children are in class and ready to learn. | Gap between closed from 0.8% in 2014/15 to 0.3% in 2015/16 according to raise online. | We will continue with this valuable resource. | £6063 |
| To ensure high self-esteem and self-worth for DPP children. | To fund educational activities that would otherwise be unaffordable to DPP children.  To purchase uniform for DPP children to ensure they look and feel the same as other children. | All children that wanted to attend the Y3, Y4 and Y6 residential were able to do some. All children look the same in school | We will continue with this. | £1000 |
| To provide support for DPP families to remove barriers to learning. | To provide timely support for families experiencing issues that may prevent children from being at school or learning well at school e.g. attendance, routines, behaviour, etc. | The outcomes of this work are clearly confidential however there have been any successes. | We will continue with this valuable resource. | £7313 |

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| 1. **Additional detail** |
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