

Pupil premium strategy statement (primary)

1. Summary information					
School	Market Harborough CE Academy				
Academic Year	2016-2017	Total PP budget	£72,000	Date of most recent Governor review meeting	Nov 16
Total number of pupils	401	Number of pupils eligible for PP/Ever 6	54	Date for next internal review of this strategy	Feb 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National</i>
% achieving expected in reading, writing and maths	11%	60%
Progress in reading from KS1 to KS2	-3.2 [average compared to national picture]	0
Progress in writing from KS1 to KS2	-2.9 [average compared to national picture]	0
Progress in maths from KS1 to KS2	2.1 [average compared to national picture]	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Effective early intervention strategies to ensure that children identified as behind in EYFS and KS1 have an opportunity to catch up.
B.	Initial observation suggest poor oral language skills and literacy skills slow progress across EYFS and KS1.
C.	Use of Learning Support Assistants including linked to training.
D.	Challenges of a transient group in the form of the Traveller Community
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low starting points of the children compared with the 'other' groups e.g. lack of oracy, reading opportunities
F.	The disproportionate amount of time spent on working with families of a specific group in school on attendance and other issues.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Improve oral language skills for those children eligible for PP across EYFS and KS1.	Clear strategy in place based on research model. This has been shared across the school. EYFS has a clear oracy based strategy including effective support for those children who are identified as behind.
B.	Improve effective intervention across KS1 to ensure children 'keep up' and the need for extensive 'catch up' across KS2 is reduced.	A higher proportion of children achieved expected level on end of Y1 phonic assessment. Clear monitoring systems ensure that children are identified early where they fall behind and additional support is put in place. This additional support is seen to have an impact.
C.	Restructure the LSA provision including review of training provision and skills audit.	LSA restructure is complete and a clear job descriptions link to role. Jobs are put in place. Training to support effective use of LSAs are in place. Monitoring shows effective use of LSAs
D.	Provide specific support to enable effective support of Traveller community.	Use an EWO to support with issues related to attendance. Attendance has improved amongst the Traveller Community An effective induction programme is in place for all members of the Traveller Community.

5. Planned expenditure

Academic year

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?
Improved oracy skills across the school	School wide focus on oracy project	We believe that children who can speak well are able to write well later on. Oracy is a core skill and the foundation of literacy skills.	Contact School 21 and organisations that develop oracy in school.	NL/ET/JT	July 17
Effective use of all adults in school	Restructure LSA use in school and ensure staff have effective training Release of DHT from class responsibility to drive PP strategy	Evidence has shown that LSAs are more effectively used when they are working on target interventions, are highly trained. Important of senior leadership driving improvement	Ensure more effective training packages. Review data. Monitoring of provision Dedicated time, clarity of discussion, focused pupil progress meeting.	JT/ET	April 17 July 17 [75% of salary]
95% of children to leave Year 1 with secure phonic knowledge which ensure fluent reading and spelling skills can be developed	To introduce effective consistent phonics teaching across the whole of EYFS and KS1	Evidence has shown that systematic, effective and consistent phonic provision has a considerable impact on reading and writing skills in school. RWINC scheme provides a consistent whole school approach with evidence showing good impact.	Regular review of phonic progress by children. Appointment of RW INC lead.	RN	Every 6 weeks across the year. [TLR for Phonics Lead 2.000] Phonic resources [3,000]

Total budgeted cost £41,000

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?
------------------------	-------------------------------	--	--	-------------------	---

Children who are identified as behind in reading and writing catch up with targeted support	RW INC phonics Targets Intervention programmes purchased {500} Switched on, Inference Training, NESSY, IPADS, Computer, Comprehension Boost [3000]	Evidence has shown that systematic, effective and consistent phonic provision has a considerable impact on reading and writing skills in school. RWINC scheme provides a consistent whole school approach with evidence showing good impact.	Regular review of phonic progress by children. Appointment of RW INC lead.	JT/RN	Every 6 weeks across the year. {3.500}
Children who are identified as behind in reading and writing catch up with targeted support	Review of Support Staff structure and a focus on implementing high quality intervention and training. Target Intervention adults working with identified children to support 'catch up'	EEF shows a range of interventions that do make an impact. Effective use of LSAs is based on high quality interventions and clarity of their role.	Senior Leadership to monitor and review provision termly. Clarify lines of communication between Senior Leadership and the team. Pupil progress meetings to review progress, Development of effective assessment systems to ensure effective and accurate next steps.	JT/HG/ET	Each term during PPM Intervention Support Staff [21,500] 33% of intervention time
Total budgeted cost					£19.500
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?
To effective support the traveller community to ensure high quality support.	Review of LSA structure and ensure there is one person	The Traveller community is very transient and movement in and out has an impact on the learning within the class. Through providing more intensive and structured support, we are able to ensure that systems are effective and there is clarity amongst the Traveller Community regarding expectations in the school.	Discussion with member of the Traveller community regarding impact of changes. Improvement in attendance and progress of Traveller learners in school. Behaviour amongst older Traveller children improves.	ET/JT	July 17 [4,500]
To increase attendance	Employ EWO and develop	We need the children in school, to improve	Through regular monitoring of	ET/JT	Ongoing review Jan

rates	robust systems to monitor attendance.	attainment. This was a key action point from an internal review last year.	attendance in school and taking appropriate action.		17- July 17 {500}
To provide greater opportunities for enrichment opportunities	Support cost of school uniforms Support families with the cost of school trips / residential visits Provide funding for access to music tuition Supporting parents with the cost of Breakfast Club	Our disadvantaged pupils require support in feeling part of the school community and being offered all the same opportunities as non-disadvantaged pupils For some, punctuality has been an issue, so by supporting with the cost of breakfast club, not only can we ensure children have a breakfast, we have been able to improve punctuality		JT	Regular monitoring
Total budgeted cost					£6,500

6. Review of expenditure			
Previous Academic Year		2016-2017	
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)
Improved oracy skills across the school.	Schoolwide focus on oracy	Greater emphasis on use of talk partners and RW INC phonics has supported this. Developing approach to guided reading [Book Talk] and Inferential reading training has supported this.	This will need to be developed as a schoolwide focus on vocabulary, early intervention and reading across the school.
Effective use of adults in school	Restructure LSA and effective training	LSA restructure complete and clarity of job descriptions going forward. Interventions LSAs in place and focused on vulnerable learners. Work has been impact driven due to regular monitoring and PPM. Focus on training and research to develop interventions Attainment and progress across KS2 has improved. KS1 continue to require a focus .	Importance of training and use of effective interventions. Teacher's impact as opposed to TA impact being significantly higher. Using research to ensure commercial programmes are delivered of high quality Clarity of job description and new intervention team will ensure more focused work.
95% of Y1 children to achieve Year 1 phonic screening pass rate.	RW INC for consistency	74% of Y1 [+17% on previous year]. 83% of Y2 have now passed. [58% have passed resits]	EYFS children need to be targeted quickly. Predominantly children who are still behind in EYFS are travellers. The factor affecting them is mainly attendance. Traveller Liaison Officer needs to focus on traveller community as a priority.
ii. 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)

