

Pupil Premium Strategy Statement Market Harborough CE Academy

The pupil premium is additional money which is given to state schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Contextual Information

Within Market Harborough CE Academy, the nature of disadvantage and vulnerability is a complex picture. Pupils who are in receipt of pupil premium funding [PPF] make up 14% of the whole school population. Of the 50 children who are in receipt of PPF, 34% [18 children] are on the SEN register. PPF children represent 32% of our SEN register. The attendance of our PPF children is 90.68% compared with 95.06% for the whole school. These figures include attendance percentages for children with a traveller heritage. Our school catchment area covers the town of Market Harborough and we do have some children who come from towns and villages outside of this area. The vast majority of the children who qualify for pupil premium are of white British heritage.

Why we spend the money the way we do?

As a school we have been analysing the various significant factors which can impact on an individual child's outcomes through discussion with parents, governors children and staff. In the academic year 2018-19, we also developed bespoke tracking systems which enabled us to monitor much more carefully what was and what was not having an impact on the attainment and progress of our disadvantaged group of learners. This evaluation has enabled us to target the spending of funds more effectively to improve outcomes.

It is clear that the factors that make our PPF children vulnerable, also apply to other children in school who may not be in receipt of this funding. So although we do target PPF for specific resources and activities for individual pupils who qualify, we also use the funds to expand whole school provision and develop research informed strategies to raise the attainment of all children.

Our Governor monitoring/discussions last year showed that:

- Carefully developed Impact Trackers which identified 'bespoke' support for disadvantaged individuals which took account of their specific context were powerful tools. The use of smart targets in these tracker enabled progress to be easily measured. Consequently, the impact of individuals and programmes could be more easily measured. This enabled bespoke training and changes to interventions to be made. Although in its initial stages, these trackers have enabled a much more precise and forensic analysis of support and intervention to take place.
- Support across the school was still variable. Where high quality resources were used, expectations were high and staff were clear about what they were required to do and worked closely with teachers, outcomes were better. Where staff required additional training and received less guidance from teachers, outcomes were less good.
- The developing Inclusion Team [SLT staff, SENCO and Pastoral Leader] were developing systems and processes to evaluate impact of interventions, provide training and ensure staff were being held to account for progress of disadvantaged learners whom they taught.
- Early intervention strategies [additional support in early years] has a huge benefit in helping to close gaps early.
- The role of the Pastoral Leader was developing well and her support was proving invaluable at engaging the 'harder to reach' families.

Our discussions/feedback from parents suggests:

- Parents can sometimes find it challenging to know what and how to support their children at home and appreciate additional guidance the school gives.

Factors which affect the achievement of our disadvantaged children [and other vulnerable learners] -

- Attendance
- Early opportunities for learning especially vocabulary and oracy development
- Learning Behaviours
- Emotional health and wellbeing
- Additional educational needs which affect progress and attainment
- Parental experience of education and involvement in their own child's education

Summary Information about the School					
School	Market Harborough CE Academy				
Academic Year	2019-20	Total PP budget	£72,000	Date of most recent Governor review meeting	July 2019
Total number of pupils	357	Number of pupils eligible for PP/Ever 6	50	Date for next internal review of this strategy	July 2020

Our aim is to close the attainment gap between those children who receive PPF and those who do not

Current attainment at the end of July 2019						
	<i>Pupils eligible for PPF</i>			<i>Pupils not eligible for PPF [others]</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
% achieving expected or above in reading, writing and maths at KS1 [5 children]	63%	38%	75%	84%	79%	93%
% achieving expected or above in reading, writing and maths KS2 [8 children]	44%	61%	67%	88%	90%	83%
National data 2019 [like for like]	61%	68%	67%	78%	83%	84%

Value added across Key Stage 2 for PPF children compared with all children at MHCE.			
	Reading	Writing	Mathematics
School VA 2017 All pupils	3.1	1.1	0.2
Disadvantaged 2017	-3.5	-2.7	-3.2
School VA 2018 All pupils	3.24	2.92	2.30
Disadvantaged 2018	5.34	5.92	3.63
School VA 2019 All pupils	3.5	3.3	2.39
Disadvantaged 2019	2.79	5.12	2.99
National disadvantaged 2019	-0.62	-0.50	-0.71

Key Stage 2 Outcomes													
	Pupil Premium Children					Other Pupils							
	MHCE children at expected standard+				National	MHCE				National			
	Com	R	W	M	Com	Com	R	W	M	Com	R	W	M
2017	29%	43%	29%	43%	48%	63%	86%	78%	73%	67%	77%	81%	80%
2018	63%	75%	75%	63%	51%	66%	75%	78%	79%	67%	77%	81%	80%
2019	39%	44%	61%	67%	----	76%	88%	90%	83%	65%	73%	78%	79%
2019-no additional complexity		55%	82%	91%									
Change from 2017- 19	+10%	+1%	+32%	+24%		+13%	+2%	+12%	+10%				

This data continues to show a strong picture of progress for disadvantaged children. Academic progress is strong for this group of learners and reflects the impact of the strategies being used in school to support this group. Attainment of the disadvantaged group at the end of Key Stage 2 continues to be complicated by multiple barriers. Those children who do not have SEN tend to achieve a higher standard. Outcomes at the end of KS1 and EYFS were stronger in 2019 due to improvements in target support and earlier identification of barriers.

Barriers to Future Attainment (for pupils eligible for PP) 2019-20		
Barriers in our school		
A.	The effectiveness of interventions is variable and this is, partly, due to variability in the quality of staff delivery. This can sometimes be a training need or lack of strong communication between key staff working with the child.	
B.	Continuing to develop quality first teaching with the highest expectations for all [within the context of a mastery approach to learning].	
C.	The complexity of multiple barriers facing some children e.g. SEN issues, attendance, SEMH	
External Barriers		
E.	Low starting points on school entry for some disadvantaged children compared with the 'other' groups e.g. smaller vocabulary, less exposure to print and broader enrichment experiences.	
F.	Lower levels of home support and engagement with school during the primary years.	
G.	Low levels of attendance for some children.	
Desired Outcomes		
	Objective [specifically for PP children[]]	Success criteria
A.	In line with our current data, to continue to close the gap between disadvantaged children and others and accelerate the progress of this group.	PP children in EYFS, KS1 and KS2 make rapid progress, so that all PP pupils with no other barriers meet age related expectations.
B.	All children [including those working outside their year group POS and those higher attaining disadvantaged children] have their needs successfully met through quality first teaching and make good progress.	Disadvantaged children make good progress from starting points including those facing a range of barriers. Where children are behind, there is evidence of accelerated progress. Monitoring shows effective teaching strategies in the classroom. Lesson Studies focus on disadvantaged children within the context of the study
C.	To continue to develop effective, time limit, high quality interventions for children in reading, writing and Maths to ensure accelerated progress. To ensure staff [including LSA] are delivering effective support and are making a difference to the children they support	Interventions have a visible impact on the learning of disadvantaged children and good progress can be seen within the intervention and overtime. Monitoring of delivery of interventions show high quality delivery and clear liaison between key staff involved with the child.

D.	<p>To ensure opportunities to develop oracy, vocabulary and early reading are embedded through</p> <ul style="list-style-type: none"> • Developing a structured approach to 'Book Talk' across EYFS • Developing purposeful teaching of oracy and vocabulary • Developing 'bespoke' enrichment opportunities for children who have not experienced many early enrichment opportunities. 	<p>PP children in EYFS and KS1 make rapid progress, so that all PP pupils with no other barriers meet age related expectations at the end of EYFS, KS1 and KS2.</p> <p>All disadvantaged children make good progress from Baseline to end of EYFS, EYFS to end of KS1 and KS1 to end of KS2. Where disadvantaged children are working at a low level of attainment, that acceleration is seen in reading e.g. 1Y to 2G.</p> <p>Soft data shows an impact of the practice in school.</p>
E.	<p>To continue to 'measure' wellbeing of all children in school in order to establish vulnerabilities and offer target support.</p>	<p>Soft data indicates that children have made good progress as a result of intervention and support.</p>
F.	<p>To offer our disadvantaged children opportunities for richer curriculum experiences [e.g. Extra-curricular support, payment for curriculum visits]. To provide Breakfast and After School provision as required.</p>	<p>High levels of PP involvement in broader curriculum experiences.</p>
G.	<p>To successful support parents of disadvantaged children to engage with school and support with their child' learning through workshop sessions, coffee mornings and individual support.</p>	<p>Soft data shows key parents feel comfortable and supported at school. Parents are more involved in learning in and out of school and have ideas of how they can support more effectively.</p> <p>Evidence shows parents are supporting children more effectively.</p>
H.	<p>Attendance rates for disadvantaged pupils is accelerating towards the attendance rates for all other children.</p>	<p>The tracking of all children who are disadvantaged shows improved attendance compared with last year [unless there are particular reasons identified].</p> <p>Where attendance is a concern, it is clear that action is being taken to solve the problem.</p>

Actions to be taken Sept 2019- July 2020 to close the attainment gap

The overall aim is to close the attainment gap between **NATIONAL** non PP and PP children in our school and to accelerate the progress of the disadvantaged group.

Section 1 – Quality of teaching for all

Objective / Desired outcome	Success criteria	Strategies	Cost	Staff lead	Monitoring	Evaluation [ongoing] and Impact Completed July 2020	Lessons learned Completed July 2020
<p>To ensure that quality first teaching sessions ensure teaching is well matched to the needs of all children and good progress [accelerated where necessary] is made by all children.</p>	<p>Identified PP children make accelerated progress from starting points, where necessary to get back on track. Identified PP children make good progress to move from EXS to GDS in core subjects.</p>	<ol style="list-style-type: none"> 1. Ensure the progress of disadvantaged children is identified as a target in Performance management targets. 2. Continue to focus coaching on ensuring good progress by all learners in lessons. 3. Lesson Study to focus on PP children to evaluate the impact of changes to practice for this group of learners. 4. Continued LSA training on how to support effectively in the classroom and impact of LSAs to be a key feature of performance management 	<p>nil</p> <p>Coaching cover through CPD budget</p> <p>£5,000 cover costs for Lesson Study over the year.</p> <p>[£200 training x 10 sessions= £2000 and £23,000 of LSA salaries which is 14% of total LSA class support cost]</p>	<p>ET</p> <p>SLT</p> <p>SB</p> <p>SB</p>	<p>Performance Management Lead to ensure staff are on track with targets.</p> <p>SLT coaching lead and SLT to review impact of coaching.</p> <p>Monitoring of Lesson Study weekly and review at the end of each cycle.</p> <p>SENCO/SLT to monitor impact at key points through the year.</p>	<p>Coaching in place by SLT</p> <p>2 Lesson Studies over the year – focus on writing with lower attainers and maths.</p> <p>LSA restructure – COVID impact in training in new roles. – although lots of training opportunities accessed remotely.</p>	<p>Coaching to be more focused and rigorous.</p> <p>Lesson Study MUST link to coaching/SD priority to allow for joined up thinking – less is more.</p>
<p>To ensure that disadvantaged children have rapid opportunities to develop oracy skills, broaden their vocabulary to ensure this is not a barrier to their learning.</p>	<p>All disadvantaged children [unless there are exceptional circumstances] will leave EYFS having achieved a GLD. Good progress will have been made by all disadvantaged</p>	<ol style="list-style-type: none"> 1. To enlist the support of an SLT to support with provision for children with low speech, language and communication skills on entry. 2. To develop a training programme for LSAs and EYFS/KS1 teachers to support early language development for those children who require additional support. 	<p>£1,000</p> <p>£1,000 for training package</p>	<p>EB</p> <p>EB/SB</p>	<p>SENCO to monitor impact termly and PPM used to monitor progress.</p> <p>Monitoring through regular coaching by SLT</p>	<p>SLT in place and screened all EYFS children.</p> <p>Training completed for staff to support early language development.</p>	<p>Speech and Language Therapist is a highly valuable resource and work needs to continue on early oracy.</p>

	children in EYFS in CLL, Lit and Maths	<p>3. To develop a school wide approach to Oracy through working with School 21 in London</p> <p>4. Lesson Study with focus on Vocabulary/oracy learning</p>	<p>Cover costs - £750.00 6 x day release sessions</p> <p>15 weeks of Lesson Study, 2 members of staff out each week- £3,000</p>	<p>ET/NM</p> <p>ET/NM</p>	<p>Lesson Study monitored weekly and evaluated at the end of the study.</p>	<p>School wide approach to oracy – 2 staff meetings, shared strategies and allowed staff to ‘play with ideas’. Still needs significant development. Lesson Study with a focus on vocabulary was not completed due to COVID</p>	<p>Vocabulary and oracy are fundamental and this still needs to be coherently woven through our teaching and learning. Focus on how this links to word study. This area continues to be a big priority next year.</p>
To ensure children are confident, competent, engaged readers when they leave MHCE	Outcomes at the end of EYFS, Y2 and Y6 for disadvantaged children are accelerating towards the progress of school and national others. There is evident the gap has closed.	<p>1. Reading Team to review early reading in EYFS to ensure there is a wide range of opportunities and children are heard to read regularly.</p> <p>2. Purchase reading books for Y4,5 and 6 in line with book bands</p> <p>3. Develop and implement a schoolwide reading programme for individual reading across the school</p>	<p>Nil</p> <p>£3,000 for the purchase of reading materials [matched by PTA and purchased through ORT</p> <p>£300 for materials</p>	<p>NL/RN/ET</p> <p>NL</p> <p>NL/RN/ET</p>	<p>Reading team to monitor termly to see impact of actions</p>	<p>All books purchased. Top 20 reads in place. EYFS developed a system to ensure reading each day.</p> <p>Reading was a high priority and this was reflected in data outcomes to April. Complicating factors of SEND/PP result in lower outcomes and this will need to be a continued focus.</p>	<p>Reading must remain a high priority. The challenge is time. Considering the idea of each pupil having a mentor who will commit to 2x 10 mins reading per week.</p>
Total budgeted cost for section 1 £16,000 [not including LSA costs of 14% of total bill]							

Section 2 – Target Support

Objective / Desired outcome	Success criteria	Strategies	Cost	Staff lead	Monitoring	Evaluation [ongoing] and Impact Completed July 2020	Lessons learned Completed July 2020
To ensure that staff see each disadvantaged child as an individual and bespoke support is put in place. To ensure that only high quality, impactful interventions are used and staff are well trained to deliver them.	Impact trackers are well used as ongoing documents to support vulnerable learners. The impact of the interventions can be seen and the vast majority of targets are achieved by the children.	<ol style="list-style-type: none"> Continue to embed the Impact Trackers with SMART, bespoke and challenging targets. Alongside proven interventions, develop PIXL as an intervention and continue to investigate interventions which are proven to have an impact on learners [use EEF information] Coaching support/training opportunities to be provided to intervention leads and progress of children linked to PM targets 	<p>Nil</p> <p>£3000 for PIXL</p> <p>LSA training as outlined above.</p>	<p>ET/EB</p> <p>EB/GN</p> <p>EB</p>	<p>SLT/SENCO through PPM to review impact. SENCO to monitor termly</p> <p>As above</p> <p>SENCO to monitor weekly as part of support for intervention leads.</p>	<p>Impact Trackers were replaced with Provision Map software and this has not yet been used for PP. PIXL has been developed and is being rolled out across the school. Impact still to be seen. Coaching of LSAs had begun but new structure had only just gone in place at lockdown – still to be developed.</p>	<p>Provision Map is an excellent resource and needs to be developed to support PP tracking in a manageable way. PIXL needs to continue to be a focus and DHT has taken this on to share with staff. SENCO to find more time to coach LSAs in intervention.</p>
To improve attendance of the disadvantaged group of learners	PP children attendance to be in line with national [excluding travellers] Traveller [PP] attendance to continue to show an upward trend	<ol style="list-style-type: none"> Continue to develop robust systems of tracking and managing absence including the continued appointment of EWO to challenge poor attendance. To provide support for identified PP families to support with attendance issues [Pastoral Leader] 	<p>£1,000 EWO</p> <p>Salary of Pastoral Leader</p>	<p>TM/ET</p> <p>SI/EB/ET</p>	<p>Monthly meeting with Attendance Leader and HT to review attendance. Weekly Inclusion Team meeting to review actions</p>	<p>Attendance continues to be a challenge for specific families.</p>	<p>Continue all action in place.</p>
To ensure children are 'emotionally ready' and able to learn, and support is in place to help those children with social, emotional	Soft data indicates improved behaviour and mental well-being for target children Identified children are more ready to learn.	<ol style="list-style-type: none"> Update school Wellbeing Tracker and use as a basis to support interventions Develop wellbeing toolkit [TAMHS] and appropriate interventions to support children 	<p>As above</p> <p>1,000 for CPD</p>	<p>Inclusion Team</p> <p>Inclusion Team</p>	<p>As above</p>	<p>School wellbeing tracker to be reinstated after COVID. Pastoral leader currently training in Mindfulness and is building up a</p>	<p>Need to ensure 3-tier approach. 1. Whole school wellbeing 2. Identified children/groups</p>

and mental health needs.						repertoire of support strategies. Whole school approach to wellbeing is key through PSHE curriculum which has been developed.	3. Extreme support.
To reach out and actively support key parents[PP] to build strong relationships to support their child's learning.	Soft data shows parents are more engaged with home/school learning. Key parents are more engaged with the school and able to support their children	<ol style="list-style-type: none"> 1. Identify key parents to support 2. Review current approach to developing home learning and agree next steps for each family 	Nil	SI/EB Teaching staff and Inclusion team	As above and PPM where Impact Trackers will be reviewed.	Care for the Family group run at school. Families identified for parent group sessions 2x a week. COVID support significant and has helped to build trust.	This support needs to have a greater impact. It can result in over-reliance and not building parent's resilience. Consider how we will work this going forward.
To provide targeted children with broad enrichment opportunities and access to similar opportunities as their peers. e.g. local visits (park/library etc.).	PP children are able to access all additional opportunities.	<ol style="list-style-type: none"> 1. Share info with PP parents that their children can access- one club a term, 5 pieces of uniform per year and full cost of all trips and visits. 	£9.500 based on last year's costing	TM/Office	Termly meeting with Business Manager and Office staff to review current costs.	Opportunities in place to provide support and this will continue.	No change although, in future years, this may be capped.
Total budgeted cost for section 2 £14,000 [not including Pastoral Leader salary cost]							
Total Cost £30,000 not including LSA costs, Pastoral Leader cost, Intervention Team costs							