

Market Harborough CE Academy

Pupil premium strategy statement 2020-21



School overview

Metric	Data
School name	Market Harborough CE Academy
Pupils in school	355
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£70,296
Academic year or years covered by statement	2020-21
Publish date	1 st September 2020
Review date	30 th June 2021
Statement authorised by	Emma Tayler [HT]
Pupil premium lead	Emma Tayler and Inclusion Team
Governor lead	Leila Wilson

Disadvantaged pupil progress scores for last academic year. This data refers to academic year outcomes 2018-19 due to Covid 19.

Measure	Score
Reading	+2.79 [nat -0.52]
Writing	+5.12 [nat -0.50]
Maths	+2.99 [nat 0.71]

Measure	Score [increase from 2017 scores]
Meeting expected standard at KS2	
Reading	44% [+10%]
Writing	61% [+32%]
Maths	67% [+24%]
Combined	39%
Achieving high standard at KS2	
Reading	28%
Writing	22%
Maths	22%
Combined	17%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>Quality First Teaching for all</p> <p>To ensure assessment for learning principles [D William 5 key strands] are embedded in classroom practice.</p> <p>To embed Rosenshine Principles of instruction in whole class teaching.</p> <p>To put the teaching of vocabulary as a central school aim through broader curriculum, reading and word study.</p>
Priority 2	Developing the highest quality EYFS provision with a focus on early language development -communication and language/ vocabulary.
Priority 3	<p>For PP children with SEND to make accelerated progress towards non- SEND children.</p> <p>Individualising support for vulnerable learners and developing robust monitoring through use of Provision Map.</p>
Priority 4	Developing the use of PIXL to support whole class and individualised intervention.
Priority 5	To continue to develop 'reading culture in school' through increased provision of TTR, graded reading scheme, increased time allocation for reading and mentoring
Barriers to learning these priorities address	<p>Priority 1 - Ensuring staff use evidence-based whole-class teaching strategies which are identified as having a significant outcome on learning.</p> <p>Priority 2 – Offset the impact of lower language and communication skills for vulnerable children on entry to reception.</p> <p>Priority 3 – rise expectations of SEND pupils/vulnerable learners. Identify PP children as individual and look at these barriers rather than a homogenous group.</p> <p>Priority 4 – to ensure evidence based, high quality intervention.</p> <p>Priority 5 – To support reading which is key to raising attainment.</p>
Projected spending	<p>SLT coaching [14,478]</p> <p>Word study resources/cover [1,000]</p> <p>Guided Reading CPD [1,000]</p> <p>PIXL [2,700]</p> <p>LSAs in class [8,932]</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Progress in reading continues to be above the national average score in KS2 by, at least, +1	June 2021
Progress in Writing	Progress in writing continues to be above the national average score in KS2 by, at least, +1	June 2021
Progress in Mathematics	Progress in reading continues to be above the national average score in KS2 by, at least, +1	June 2021
Phonics	To ensure in PS resits 100% of PP children pass in year 2.	June 2021
Other	Improve attendance of disadvantaged pupils to be in line with all children in school.	June 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	Quality First Teaching for all To ensure assessment for learning principles [D William 5 key strands] are embedded in classroom practice. To embed Rosenshine Principles of instruction in whole class teaching. To put the teaching of vocabulary as a central school aim through broader curriculum, reading and word study.
Priority 2	To continue to develop 'reading culture in school' through increased provision of TTR, graded reading scheme, increased time allocation for reading and mentoring
Barriers to learning these priorities address	Priority 1 - Ensuring staff use evidence-based whole-class teaching strategies which are identified as having a significant outcome on learning. Priority 2 – To support reading which is key to raising attainment.
Projected spending	Coaching [as above] Reading resources [1,600]

Targeted academic support for current academic year

Measure	Activity
Priority 1	Developing the highest quality EYFS provision with a focus on early language development -communication and language/ vocabulary.
Priority 2	Developing the use of PIXL to support whole class and individualised intervention, linked to CPD for key staff involved in delivery. Individualising support for vulnerable learners and developing robust monitoring through use of Provision Map.

	Providing mentors for all identified children who will read with them for 20 mins per week.
Barriers to learning these priorities address	<p>Priority 1 – Offset the impact of lower language and communication skills for vulnerable children on entry to reception.</p> <p>Priority 2 – rise expectations of SEND pupils/vulnerable learners. Identify PP children as individual and look at these barriers rather than a homogenous group. Recognise reading as being a significant driver in raising achievement. Careful monitoring of impact of interventions using Provision Map.</p>
Projected spending	50% of LS salary [2,402] PIXL [as above] Intervention LSAs [12,678] Pastoral Leader [20,519] S and L therapist [1,000],

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance of disadvantaged learners
Priority 2	Develop work with vulnerable families to ensure it is impact driven and does not result in over reliance on staff e.g. run specific workshops and then step back to allow parental ownership of their child's learning. SENCO and Pastoral Leader to develop a programme of support.
Barriers to learning these priorities address	Higher attendance is linked with better outcomes for children. Parental engagement is key but we need to promote autonomy and not over reliance so that the behaviours we are teaching continue at home.
Projected spending	Pastoral Leader [as above] Traveller Support Salary [500] Tracey M [2516] EWO [1000]

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	In the current climate, continuing coaching/Lesson Study and providing effective CPD will be a challenge.	Trust wide response being considered. In school, staff meetings will be used to focus on T and L as a main strand. Coaching outside of bubbles.
Targeted support	Inclusion Team/staff to have enough time to learn about PIXL. SENCO to have enough time to support staff in delivering interventions	Inclusion Meeting to focus on building 1 session per week for coaching of Intervention staff in line with coaching systems in school. PIXL whole school strand in staff meetings
Wider strategies	Effective engagement of families – the balance between empowering and over -reliance.	Pastoral leader to develop clear boundaries in Parent Groups. What is the aim of the group and how she can enable it to self-run to enable her to develop other groups?

Review: last year's aims and outcomes

Please see the previous year's action plan for full review.

Aim	Outcome
To close attainment gap between disadvantaged and others	March 2020 indicated that the gap was closing with non-SEND PP children. However, the barrier of SEND continues to be a complicating factor. COVID 19 resulted in partial school closure from March 2020
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	PIXL introduced to support intervention. Provision Map introduced to support with monitoring of impact. CPD for staff in use of both systems. LSA restructure completed in Feb 2020 which impacted on CPD for staff. Work begun in all these areas but needs to continue.
To ensure opportunities to develop oracy, vocabulary and early reading are embedded through <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. 	Learn AT EYFS curriculum group formed to review EY curriculum. Oracy Lead appointed who led staff meetings [2] on using the School 21 Oracy Framework. This project was still in its infancy and will require more work this year now EYFS curriculum has been re-planned.
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.	After school groups in place [before COVID] and greater engagement with our disadvantaged parents. However, this has become more about over reliance than empowering and work needs to be done to empower this group.
Attendance rates for disadvantaged pupils is accelerating towards the attendance rates for all other children.	Still continues to be a challenge impacted by Traveller community. COVID 19 has meant that last year's data is not a reliable measure.