

## Market Harborough CE Academy Pupil premium strategy and recovery premium funding statement 2021-24

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 Harborough CE Academy
Number of pupils in school	370 [67PP]
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	September 2021- July 2024
Date this statement was published	December 2021
Date on which it will be reviewed	30 <sup>th</sup> June 2022
Statement authorised by	Emma Tayler
Pupil premium lead	Emma Tayler [HT]
Governor / Trustee lead	Leila Wilson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,160
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,555
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## Part A: Pupil premium strategy plan

### Statement of intent

At Market Harborough C of E Academy, we intend for all children to achieve the best possible outcomes, irrespective of their background or the challenges they face. We want all our children to make good progress and achieve high attainment across all subject areas. In addition, we want our children to be exposed to a wide range of experiences in a broad range of subjects. This provides them with the cultural capital and rich tapestry of understanding to support them as they progress through education and beyond.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Evidence supports this view that high-quality first teaching has a significant impact on the outcomes for this group. Assessment for learning is key within the context of the classroom to ensure the individual misconceptions/challenges are quickly noted and addressed using Learning Mentors where necessary.

Central to our approach is the recognition that learning happens at different speeds and that some children do not/have not accessed the same early and future learning experiences as others. In addition, we recognise some children's education has been more significantly impacted during the COVID pandemic. Our strategy ensures that support is provided by learning Mentors to those whose education has been worst affected, including non-disadvantaged pupils.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' 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
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. This can be a combination of challenges with early phonics and limited early reading experiences at home.
3	Internal and external assessments indicate that disadvantaged pupil attainment is below that of non-disadvantaged peers. This gap has widened during the pandemic. Although, this group is not homogenous and the data represent multiple issues, is an area of significant concern.  Internal data shows 77% EXS+ for reading [PP 51%], 75% EXS+ for writing [51% PP] and 97% EXS+ for maths [58% PP]

4	<p>Our attendance data over time indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Currently 34% of PP children are persistently absent compared with 20% of the whole school.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified the challenges of parenting in the current climate. Many of our disadvantaged families have challenges around low literacy levels at home, low generational aspirations, difficulties with parenting and setting boundaries and wellbeing challenges which make supporting learning a lower priority.</p>

**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 and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the number of disadvantaged children achieved EXS+ is in line with non -disadvantaged.
Improved maths attainment for disadvantaged pupils at the end of KS2.	
Improved writing attainment for disadvantaged pupils at the end of KS2.	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly.</li> <li>Persistent absentees are in line with national at 8.5% percentage of all pupils. Disadvantaged pupils' figures are in line with this.</li> </ul>
To ensure high levels of parental engagement with their child's education through wider support for families.	<p>Pastoral leader has successfully run Family Learning Clubs or signposted parents to support groups [homework, reading] which has resulted in higher levels of trust in the school, greater engagement in learning, higher aspirations for their children and stronger pupil outcomes</p> <p>.</p>

### 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: £ 4,000- Sounds Write Scheme and professional development, Coaching- £30,000 [costs of 2.5% of leadership time], Standardised tests -£2,800 = £36,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of standardised diagnostic assessments.</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2,3 and 4
Purchase of a Sounds Write Phonic Scheme to secure stronger phonics teaching for all pupils.  Training to support all staff in developing understanding of the new scheme.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,3
Embedding oracy activities and vocabulary development across our curriculum through continued development of our oracy principles and systematically developing work knowledge in the broader curriculum.  Ongoing teacher training through the curriculum development and release time for Subject leader to develop this.	There is a strong evidence base that suggests oral language interventions have a strong impact on pupils' outcomes for a low cost.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2,3,4
Incremental Coaching will be used to support quality first teaching for most teachers. This will focus on the lowest 20% progress in each class, use Rosenshine Principles of Instruction and AFL as the main foci.	The best available evidence indicates that great teaching is the most important lever schools must improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	

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

Budgeted cost: Learning Mentor Salaries -£22,849, Pastoral Leader salary £21,338 [leading NELI], PIXL- £2,700= £46,887.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of Learning Mentor Programme to provide target support to those children who require additional support to accelerate their progress. This may include additional phonics, opportunity for developing fluency and retrieval.</p> <p>Cost of PIXL programme which is used to support targeted interventions and training for Learning Mentors</p>	<p>Support 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:</p> <p><u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u></p> <p>And in small groups:</p> <p><u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>2,3,4</p>
<p>Continued implementation of the NELI [early language programme] to improve language skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early language intervention has great potential to narrow the gap.</p> <p><u><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=nuff">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=nuff</a></u></p>	

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: Pastoral Leader [as above] -Office Attendance -£3,000, EWO- £2,000, Traveller LSA- £500, Wider support - £6,000= £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <u><a href="#">Improving School Attendance</a></u> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>

	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	
Pastoral Leader will run a series of Homework /Reading Clubs after school to support children and families. Pastoral Leader to provide support to identified children and families who require additional aid. 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.	Parental /carer engagement is key, but some parents find it difficult to know how to support their children and require some help in this area. We know that parental engagement with children's learning helps build aspiration and academic progress. Education Endowment Foundation (2018),	5
Money to support with wider experiences and raised self esteem including uniform, 50% of trips, payment for one additional club and reduced rates for extended services.	It is crucial that disadvantaged children have access to the same opportunities as other pupils to expand their cultural capital and raise their aspirations. It is a human right that children can attend school in the right clothes to feel accepted a part of the community.	5

**Total budgeted cost: £ 95,187**

**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.

**Review: last year's aims and outcomes**

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

Aim	Outcome
<p><b>Quality First Teaching for all</b></p> <ol style="list-style-type: none"> <li>1. To ensure assessment for learning principles [D William 5 key strands] are embedded in classroom practice.</li> <li>2. To embed Rosenshine Principles of instruction in whole class teaching.</li> <li>3. To put the teaching of vocabulary as a central school aim through broader curriculum, reading and word study.</li> <li>4. To continue to develop 'reading culture in school' through increased provision of TTR, graded reading scheme, increased time allocation for reading and mentoring</li> </ol>	<ol style="list-style-type: none"> <li>1. Coaching was limited due to continued challenges of COVID. Development of self - assessment cards, cups, developing of PPM through evaluation of summative tests and using this information to inform planning has helped staff to continue to recognise that AFL is crucial for pupil progress. Teacher assessment indicates that, despite challenges of the last 18 months overall data is stronger. However, PP children is significantly lower than other in most year groups. SEND is a factor, travellers cohort and parents struggling with lockdown.</li> <li>2. As above, coaching has been limited due to lockdown. Priorities shifted to supporting staff in learning how to teach remotely/blended.</li> <li>3. Review of guided reading continued curriculum work with a vocabulary focus. Word study in spelling approach has been implemented this year. No clear impact can be seen yet.</li> <li>4. All strategies continued. DD in reading and data [exception of year 4] shows PP reading as strongest of 3 subjects. Relentless focus on reading has been prioritised especially for lower attainers.</li> </ol>
<p><b>Targeted Academic Support</b></p> <ol style="list-style-type: none"> <li>1. Developing the highest quality EYFS provision with a focus on early language development - communication and language/ vocabulary.</li> <li>2. Developing the use of PIXL to support whole class and individualised intervention, linked to CPD for key staff involved in delivery.</li> <li>3. Individualising support for vulnerable learners and developing robust monitoring through use of Provision Map.</li> <li>4. Providing mentors for all identified children who will read with them for 20 mins per week.</li> </ol>	<ol style="list-style-type: none"> <li>1. Part of NELI project has resulted in targeted work and rapid intervention in EYFS. This will be rolled out across KS1. However. 66% of PP children did not achieve GLD.</li> <li>2. PIXL continues to be embedded. Used to support gaps analysis, although this will need to be developed. Used for intervention. Currently it is difficult to see the impact on PP. In terms of general 'catch up', progress from Spring to Summer was strong for all cohorts. Challenge of time to explore the site and no clear lead has resulted in the resource being underused to a degree.</li> <li>3. Provision map continues to be developed as a resource. Staff are confident with the programme, but IEPs continue to be narrow and unambitious. Therefore, targets are achieved but are not 'stretching' the children. This will be addressed next year.</li> <li>4. Mentors were in place from Sept- Dec to support identified learners through CGP and reading. Lock down Jan – March made this challenging to continue as staff priorities</li> </ol>

	<p>changed. This was not continued in the Summer Term. The strategy looks successful, so roles have been developed for next year 'Learning Mentors' to support key children with pre and post teach.</p>
<p><b>Wider Strategies</b></p> <ol style="list-style-type: none"> <li>1. Improve attendance of disadvantaged learners</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Changes made to monitoring attendance. New systems have resulted in a more robust strategy and more specific monitoring of PP children with poor attendance. Improvement can be seen in attendance since this system has been in place.</li> <li>2. This has not happened due to challenges of lockdown and the time constraints of the Pastoral Worker. However, it appears that this strategy was successful when implemented pre-COVID. Reading outcomes of children who were in this group are good where there are no SEND issues.</li> </ol>

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Nuffield Early Language Intervention	Nuffield
PIXL Programme	PIXL

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*