

Pupil premium strategy statement (primary)

1. Summary information					
School	Market Harborough CE Academy				
Academic Year	2017-2018	Total PP budget	£70,000	Date of most recent Governor review meeting	June 17
Total number of pupils	401	Number of pupils eligible for PP/Ever 6	53	Date for next internal review of this strategy	Dec 17

2. Current attainment						
	Pupils eligible for PP (your school)			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving expected or above in reading, writing and maths at KS1	22%	33%	22%	85%	71%	80%
% achieving expected or above in reading, writing and maths KS2	43%	29%	43%	86%	78%	74%
% making at least expected levels of progress in reading, writing and maths at KS2	100%	62.5%	62.5%	87%	74%	70%

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.	Disadvantaged children identified as behind in EYFS and KS1 are not catching up with their peers in all areas, including oracy and vocabulary development
B.	Inconsistency to approaches and investment in reading opportunities, vocabulary development across EYFS, KS1 and KS2
C.	Assessment not used effectively enough currently, to identify gaps and inform teaching especially for those children working outside of their programme of study
D.	Intervention is not yet delivered effectively enough to ensure rapid progress and is not always based on research informed practice
E.	Challenges of a transient group in the form of the Traveller Community and their attendance impact on their progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Low starting points of some disadvantaged children compared with the 'other' groups e.g. lack of oracy, reading opportunities and lack of home support
G.	Lack of family engagement with school, lack of parental support with learning [some disadvantaged families]

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between our disadvantaged pupils and non-disadvantaged pupils (along with non-disadvantaged who are behind) will close over the course of the year	PP children in EYFS, KS1 and KS2 make rapid progress, so that all PP pupils with no other barriers meet age related expectations A clear programme for oracy is implemented across EYFS and KS1 to develop language skills and this has an impact on the CLL strand of EYFS.
B.	All children will have weekly guided reading sessions, individual reading sessions, peer reading sessions, RWI phonics (EYFS/KS1) and access to the school library over the course of the academic year	90% of Y1 children [who have been in school consistently since reception] achieve expected level on end of Y1 phonics screen PP children make accelerated progress, so that all PP pupils with no other barriers meet age related expectations
C.	Those children working outside their programme of study will be accurately assessed with specific gaps identified and targeted both in the classroom and by the intervention team, resulting in accelerated progress	All PP children make accelerated progress within the programme of study they are assessed to be working within e.g. 1Y to 2G Targeted children are identified and given specific intervention to close the gaps in their learning and the intervention through pre and post assessments shows an impact on progress. Monitoring shows effective use of LSAs and high impact interventions
D.	Provide a specific adult to enable effective support of Traveller community.	Use an EWO to support with issues related to attendance. Attendance has improved amongst the Traveller Community from 79% to 85% An effective induction programme is in place for all members of the Traveller Community and accurate assessment ensures rapid catch up.
E.	Attendance rates for pupils eligible for PP, who are also part of the traveller community, will be improved	Unless stated as travelling, this particular group of children will be achieving an attendance of 85%+
F.	Disadvantaged pupils who are starting from lower points than their peers will be identified promptly and appropriate support will be put in place, as well as opportunities for enrichment to develop their oracy skills and knowledge (park/library etc.)	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 All PP children will have experienced some sort of enrichment opportunity [including specific visits out] by the end of the academic year
G.	The newly appointed family support worked will establish relationships with identified vulnerable families, to provide support with home issues (e.g. Fun in Families) and establish a more positive home-school link	Targeted families will have engaged with in-school support through either parenting courses, parents' evenings, open mornings, or coming in to hear their child read

5. Planned expenditure

Academic year

2017-2018

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?
The gap between our disadvantaged pupils and non-disadvantaged pupils (along with non-disadvantaged who are behind) will close over the course of the year	<ul style="list-style-type: none"> • Early identification of vulnerable learners and specific gaps through clear assessments – use of end of year assessments / tests • Pre- intervention assessments carried out at the start of the academic year • To create a specific oracy programme across EYFS and Y1 in the beginning • Development of Assessment for Learning strategies, so teaching is well-matched to needs and responsive to children's progress • Slow writing programme 	<ul style="list-style-type: none"> • Children coming into EYFS and moving into KS1 are coming in as lower attainers and leaving each Key Stage as lower attainers • Language development has been identified as an issue, as identified children have much poorer and delayed vocabulary than their non-disadvantaged peers • Some discrepancy in starting points for those children who are lower attaining • EEF toolkit 	<ul style="list-style-type: none"> • Clear and regular assessments will be carried out (RWI / Baseline assessments / new SEN assessments etc) to monitor progress • Specific gaps will be quickly identified and appropriate intervention will be planned and delivered by members of the intervention team, as well as through quality first teaching • Oracy programme to be planned in to support the development of language • Pupil Progress meetings and performance management • Assessment will show progress for all learners • Coaching / Lesson Study to support the use of AfL • Lead member of staff to be released to put together a specific programme, prior to providing training and support in the delivery of Slow Writing in EYFS 	Head / Deputy	Continually through 2017-18 academic year linked to pupil progress meetings.

<p>All children will have weekly guided reading sessions, individual reading sessions, peer reading sessions, RWI phonics (EYFS/KS1) and access to the school library over the course of the academic year</p>	<ul style="list-style-type: none"> • Develop a specific guided reading approach across the Key Stages / school e.g. Book Talk in KS1 • Set up a peer reading programme, so all children get to support others • To continue with the RWI phonics scheme • Oracy – as above • Develop specific reading time across EYFS and KS1. • Use of Switched on Reading • Purchase of reading materials [1,000] 	<ul style="list-style-type: none"> • Current guided reading approaches are not consistent across the school, but there are pockets of good practice to be shared • EEF toolkit 	<ul style="list-style-type: none"> • Book Talk lead to deliver training and monitor implementation of the approach across EYFS / KS1 • English / Reading lead to deliver training and monitoring in the agreed guided reading approach to be implemented across KS2 • Lesson Study to support staff in delivery of guided reading • English / Reading lead to create a timetable of peer reading, which involves all children 	<p>English / Reading / Book Talk lead</p>	<p>To begin during September 2017</p> <p>To review October 2017 – are strategies implemented and in place.</p> <p>RWI phonics, whole class reading and individual reading in place in April 2018.</p>
<p>Those children working outside their programme of study will be accurately assessed with specific gaps identified and targeted both in the classroom and by the intervention team, resulting in accelerated progress</p>	<ul style="list-style-type: none"> • Development of Assessment Policy to standardise approach to those children working outside their programme of study • Assessment for Learning strategies developed, so individual children's gaps are identified and teaching and learning is well-matched in the classroom • Intervention is carefully planned and timetabled to be delivered by the intervention team 	<ul style="list-style-type: none"> • EEF Toolkit • Lower attaining children were previously assessed as below the expected standard, however this didn't identify clearly enough where the specific gaps were in their learning – by identifying this more carefully using small steps tracking, accelerated progress should be more clearly planned and achieved • The development of the intervention team for next academic year should help to facilitate this more effectively 	<ul style="list-style-type: none"> • Pupil Progress meetings • Coaching / Lesson Study with an AfL focus • Consistent Assessment files with non-negotiables of contents • Feedback from intervention leads • Pre- and post- assessments for all interventions • Assessment trackers for those children working outside their programme of study • Evidence of hot/cold tasks to identify starting points prior to planning 	<p>Head / Deputy</p>	<p>To begin during September 2017</p> <p>Pupil Progress Meetings throughout the year and coaching are used to identify gaps in learning.</p>
Total budgeted cost					£6,318.85

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?
Provide specific support to enable effective support of Traveller community.	<ul style="list-style-type: none"> To appoint a designated traveller liaison to support the children in the classroom, as well as supporting the families in engaging positively with school (to start officially Academic Year 2017-2018) 	<ul style="list-style-type: none"> It has been identified that many of the traveller children also fall into other categories, such as SEN / PP and therefore are lower attaining Attendance is often an issue and this has a significant impact on progress, so the aim is to identify those lower attainers who have the capacity to make accelerated progress and 'catch up' with their peers By supporting families, attendance and punctuality will hopefully improve 	<ul style="list-style-type: none"> Regular meetings with the Traveller Liaison Monitoring of targeted children's progress – pre/post assessments for all interventions Increased engagement with families 	Head / Deputy / Traveller Liaison	<p>To begin during September 2017</p> <p>Traveller Liaison Officer providing 1:1 support for identified children.</p>
Attendance rates for pupils eligible for PP, who are also part of the traveller community, will be more in line with 85%	<ul style="list-style-type: none"> To appoint an EWO to monitor and tackle poor attendance and punctuality Appointment of traveller liaison – see above Appointment of Family Support worker – see below 	<ul style="list-style-type: none"> To improve the children's attendance and therefore see an improvement in children's progress and attainment 	<ul style="list-style-type: none"> Increased attendance for the targeted group (97% target for those not travelling) Regular meetings with the Traveller liaison and EWO / attendance officer to identify and tackle issues early on 	Head / Deputy / Attendance Office / EWO / Traveller liaison	<p>To begin during September 2017</p> <p>EWO support has been used to support those children who are persistently absent. This has resulted in reduction to the number of children persistently absent.</p>

<p>Disadvantaged pupils who are starting from lower points than their peers will be identified promptly and appropriate support will be put in place, as well as opportunities for enrichment e.g. local visits (park/library etc)</p>	<ul style="list-style-type: none"> • The creation of an intervention team will be specifically used to target those children who are currently lower attaining with the aim of catching the children up • Pupil Premium meeting group to develop a programme of enrichment opportunities for children in EYFS and KS1, focussing on activities to develop language (e.g. visits etc) • Slow writing and training and implementation of further writing interventions (Switch-On Writing) • Target oracy strategies to support disadvantaged children 	<ul style="list-style-type: none"> • EEF Toolkit • Children with lower on-entry assessments and lower attainers on entry to KS1 have historically remained low – early assessments to identify specific gaps will help to close the gaps more swiftly, before they move into main school 	<ul style="list-style-type: none"> • Pupil Progress meeting • Pre- and Post- assessments before all interventions • RWI phonics and targeted catch-up for those immediately falling behind • ‘Registers’ of children offered and accessing enrichment opportunities • Lead member of staff to deliver training to the intervention team in the use of slow writing to raise the standards and quality of writing intervention 	<p>Head / Deputy</p>	<p>To begin during September 2017.</p> <p>Pupil Progress Meetings are used to identify children with low start points. Targeted support has been put in place to focus on gaps in learning.</p>
<p>The newly appointed family support worker will establish relationships with identified vulnerable families, to provide support with home issues (e.g Fun in Families) and establish a more positive home-school link</p>	<ul style="list-style-type: none"> • To appoint a designated Family Support Worker (Pastoral lead) to provide support for those families 	<ul style="list-style-type: none"> • In some circumstances, where there is limited support or engagement between home and school, the children are generally lower attaining • Parental involvement and contribution to school life also has an impact on the children's behaviour and motivation to learn 	<ul style="list-style-type: none"> • Increased attendance at parents' evenings and other special events • Increased number of parent questionnaires completed • Well attended parenting courses • Increase in involvement of target families in children's learning 	<p>Head / Deputy / Family Support Worker</p>	<p>To begin during September 2017</p> <p>Pastoral Worker role has been developed and training has been put in place. The school is now investigating a Nurture Provision.</p>
Total budgeted cost					£71,218.85

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	School wide focus on oracy project	<ul style="list-style-type: none"> The success criteria were not met due to other significant priorities 	To develop this strategy in 2017-2018, starting in EYFS and through the use of S&L interventions across EYFS and KS1
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	<ul style="list-style-type: none"> Interventions were more frequently delivered by identified staff Training in Switch on reading / inferential reading delivered to all LSAs DHT released and more specific tracking of PP children was carried out, as well as profile of PP children raised 	The more effective interventions were those that were published programmes or those delivered by class teachers – greater training required for those delivering future interventions. The restructure was only completed at the end of the academic year and therefore the impact from this has yet to be seen. A specific team targeting key children across the school should enhance the progress, along with more targeted training for LSAs in this team.
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	<ul style="list-style-type: none"> The target was fairly ambitious for the first year of delivery, however there was a significant improvement in the Y1 phonics scores with 74% achieving the phonics screen 83% of Y2 children have now passed the phonics screen with 58% passing the retest (out of the 24 children being retested) 72.9% achieved EXS+ in reading and 65% EXS+ in writing – a significant improvement on results from the end of academic year 2015-2016 	RWI phonics to continue in academic year 2017-2018, however only the phonics section will be delivered but not the writing – this will be delivered as a more formal English writing session, to provide the children with greater opportunities for sustained pieces of writing. The delivery of Book Talk in Y2 had an impact on children's reading and is to be developed and implemented across Y1.
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)

Children who are identified as behind in reading and writing catch up with targeted support	RW INC phonics Targets Intervention programmes purchased Switched on, Inference Training, NESSY, IPADS, Computer, Comprehension Boost	<ul style="list-style-type: none"> • See RWI impact above • Training in Switch On reading / inferential reading delivered in the Summer Term – were trialled by LSAs in certain year groups – staff felt confident and could see the benefits of the interventions • One Y3 teacher trialled Nessy, using 6 iPads – it was a successful resource that benefitted those children using it • Comprehension Boost was trialled in Y4 – again it was seen as beneficial and easy to use 	All interventions will be used with targeted children, based on end of year assessments and will run from the start of the academic year – this will hopefully have a greater impact than 2016-2017, as the implementation of the interventions (due to training and resourcing) did not start until the Summer Term
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'	<ul style="list-style-type: none"> • See comments above 	

iii. 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)
To effectively support the traveller community to ensure high quality support.	Review of LSA structure and ensure there is one person support.	<ul style="list-style-type: none"> • See comments above 	Although a Traveller Liaison role was created in the Summer Term, the LSA still had a class support commitment – this limited the impact that she could have with this learner group – this will be improved as the role is a more designated position
To increase attendance rates	Employ EWO and develop robust systems to monitor attendance.	<ul style="list-style-type: none"> • Systems are in place for tracking attendance and the stages of challenge (letters/meetings), however it is an area for further development 	The creation of a Family Support Worker and Traveller Liaison should support the tracking and improvement of attendance with two key learner groups A more formalised timetable of meetings with the school's attendance officer is required to ensure that particular children/families are monitored more regularly and effectively

<p>To provide greater opportunities for enrichment opportunities</p>	<p>Support cost of school uniforms</p> <p>Support families with the cost of school trips / residential visits</p> <p>Provide funding for access to music tuition</p> <p>Supporting parents with the cost of Breakfast Club</p>	<ul style="list-style-type: none"> • Breakfast Club has supported specific PP families who also had issues with attendance or punctuality – by covering / supporting the cost for these families, there has been an improvement • Children from different learner groups (PP/T) are now having opportunities to learn musical instruments and be part of performances in school • Access to trips / residential visits is accessible to all 	<p>To continue in year 2017-2018</p>
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