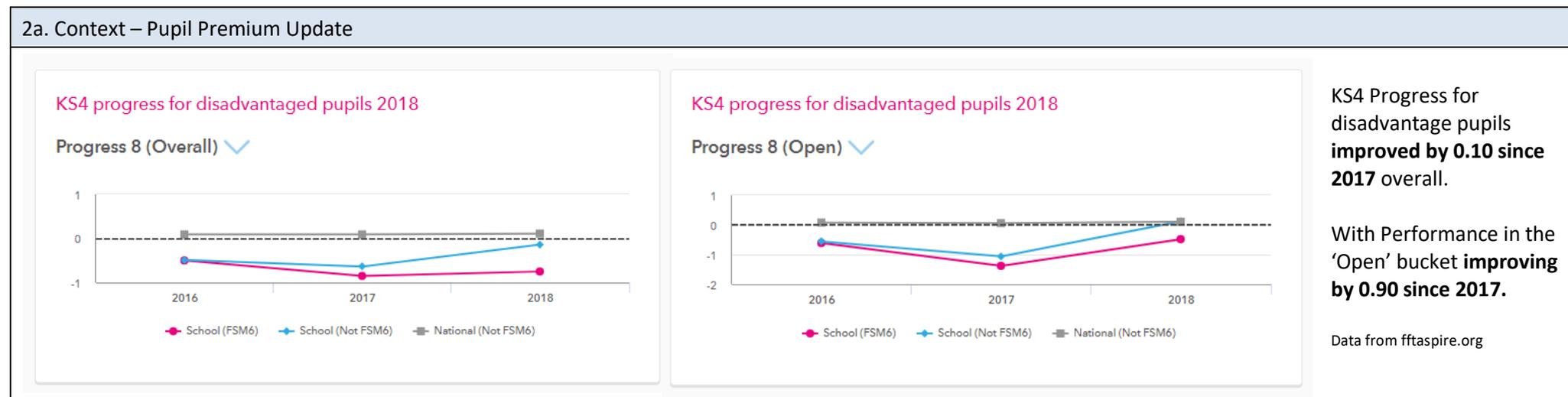


Pupil Premium strategy statement: The Market Weighton School

1. Summary information					
School	The Market Weighton School				
Academic Year	2018/19	Total PP budget (expected)	£87,700	Date of most recent PP Review	Spring 2018
Total number of pupils	494	Number of pupils eligible for PP	104 (21%)	Date for next internal review of this strategy	October 2019

2. Current attainment		
Based on 2017/18 Results	<i>Pupils eligible for PP (our school)</i>	<i>Whole School</i>
Progress 8 score average -	-0.75	-0.25
Attainment 8 score average –	30.17	45.1



3. Barriers to future attainment (for pupils eligible for PP including high ability)		
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>		
A.	On entry, literacy skills (especially reading) are generally lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.	
B.	Progress of PP students in English and Maths is not rapid enough, preventing students from making the required progress at the end of KS4	
C.	PP students require additional support within school to be organised, and prepared for lessons.	
D.	PP students can find it difficult to access all the required resources and visits due to a lack of funding available at home.	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
E.	Attendance rates for pupils eligible for PP is currently running 2.1% below non PP (as at 24.10). This reduced time in school causes gaps in their knowledge and thus impacts on their progress. Attendance is monitored Daily by AHT and EWO. Students are to be classified into Wave bands for Attendance Vs Progress. This is part of the SSIF Project which is run in partnership with South Hunsley School.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced using accelerated reader assessments and English written assessments in November, March and June.
B.	Improved rates of progress by PP and Non PP students in Maths and English.	Pupils eligible for PP, as well as Non PP identified as underachieving will by the end of this year have made progress in line with expectations with at least 20% of identified students exceeding expectations and 100% meeting expectations. This will be evidenced through data collections and where appropriate, student case studies. Students who do not meet this criteria will require further intervention.
C.	All PP Students and where possible Non PP students have access to a Mentor who will meet with them, at least once per half term to offer support	Data tracking showing regular Mentoring visits, (Available on Epraise) Mentors will also keep a log of discussions, and assistance given. Assistant Head will monitor and meet regularly with mentors to offer support.
D.	PP students have the same access to trips and learning resources than that of Non-PP	PP students will be able to access all resources and trips that Non-PP students can access with support from the PP Funding.
E.	Increased attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves to be in line with whole school attendance.

5. Planned expenditure					
Academic year		2018 / 2019			
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?
A. Improved Y7 Literacy Progress	Using Accelerated reader as part of the English Curriculum to encourage all students to read.	Evidence from the use of the AR System and the Foundation support group in previous academic years has shown a solid impact from these strategies.	AR is well managed and run by the English department and associated staff. This will continue to be monitored with data being supplied to DC.	AWA/MJ	Data 2 and Data 4
	Use of Foundation Support Group to support weakest students	Foundation support has been observed in LA Inspections to provide an excellent level of teaching for the weakest students.	Lesson monitoring and MER cycle will ensure FSG lessons are well led and managed.	SLT / DR	Through 360 Reviews
	Intervention group meetings to discuss students causing concern.	Intervention group meetings allow all key stakeholders to discuss the progress of all students. This ensures that staff are well aware of the students who need this additional support and receive it.	Intervention group meetings are led by senior staff with minutes kept and data disseminated to all staff	SLT / DC / PO	Half Termly
	Development of IMPACT to further engage students in the provision.	Impact is no longer a room but an ethos, encapsulating Breakfast Club, Learning Support and Homework support.	This has developed into a successful strategy following the trial last year. JMO will be leading on this for this year.	DC/KGE	Ongoing
<i>Total budgeted cost</i>					£31,200

<i>ii. Targeted support</i>					
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
B. Improved rates of progress by PP and Non PP students in Maths and English.	Additional Targeted small group teaching in English and Maths. Holiday Revision sessions in all subjects	We have found that smaller targeted groups are very successful. In maths, this will be formed within the staff teaching team. In English, we have a dedicated specialist who works with smaller groups to accelerate progress with targeted groups. Note that the lessons learned last year indicate that we must timetable this effectively to ensure maximum impact	Managed by the English and Maths department we will review at Data points and assess the impact of the work. Reassessing the target group as necessary. Students who require further intervention may be referred to the Intervention group.	AWA – English CBR – Maths	At Data Points throughout the year.
C All PP Students and where possible Non PP students have access to a Mentor who will meet with them, at least once per half term to offer support	All PP students and identified non-PP students to be offered access to a mentoring appointment at least once per half term.	Mentoring for the most vulnerable students is an essential part of developing the 'Whole Child' not all learning can be done in a classroom with a teacher. We feel that the mentoring provision can help students to realise their full potential. Students in the past have accessed Mentoring for a variety of academic and personal reasons.	Meetings with DC at regular points to discuss mentoring program with mentors. Newly appointed progress leaders for KS3/4 will work closely with this team. Senior Academic Mentoring to be introduced on trial from November 5 th for all Year 11 PP Students.	DC	Termly
<i>Total budgeted cost</i>					<i>£47,600</i>

iii. Other approaches – Linked to specific barriers.

<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
D. PP students have the same access to trips and learning resources than that of Non-PP	PP students can apply for a reduction in the price of educational visits. Learning Resources will be provided as necessary	PP students may find it difficult to be able to participate in all extra-curricular activities due to budget issues. We want all students to have access to the full school experience and will work with parents to ensure students have the same opportunities.	All PP support is managed centrally by the DC.	DC	Termly.
E. Increased attendance rates for pupils eligible for PP.	Using New SSIF Project tracking with Tiers Document.	SSIF Tiers project is a DFE Funded project which is using the link between attendance and achievement to generate appropriate layers of support	Monitored by the Project.	DC/JMO/KWO	Termly
<i>Total budgeted cost</i>					<i>£4,100</i>

<i>Other Approaches</i>					
<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>	
PP First Strategy	PP First is a schoolwide strategy to ensure PP students are in the forefront of our planning and marking. This will continue this year.	MER Cycle, Lesson Observations	DC	Termly	
Support of Epraise Rewards System	Epraise was very successful last year, we strongly believe that students should be rewarded for exceeding our expectations. This year students will be awarded for attendance as well as success in academic and extra-curricular activities. Having a well-stocked rewards shop is very important to the success of this system	DC manages the rewards system	DC	Termly	
Provision of Late Bus	The Late bus service (Wednesday) allows all PP and non PP students to access Extra-curricular activities, due to the rural location of our site it does prevent some students from being able to participate if we do not run a late bus.	Monitoring of use of bus service.	PO DC	Termly	

Provision Map Software	Tracking is one of the most important things we do to support the learning of students, this system allows staff to be more efficient in the tracking of students which allows more time to be working with students.	DC will monitor the use of Provision map and will ensure it is used effectively by staff to deliver improved outcomes.	DC/SENCO	Termly
Impact Room	In discussions with other East Riding Schools the Impact room idea was developed to create a safe space where students can work and socialise	In partnership with DR the DC will monitor the use and success of the room, developing and adapting as necessary. Launch date of this room is estimated as the first day back following Autumn Half Term. <i>Update: Welcome breakfasts to be continued by students who wish to access this, but IMPACT Room to be replaced by wellbeing centre.</i>	DR/JMO	Ongoing.
A proportion of the HTLA Salary to support the Foundation Learning Group is funded using the Catch Up Premium	Funding identified by government for this specific purpose.	Planned Foundation Learning support for targeted students. Regular monitoring of students achievement and ultimately the departure from this group into mainstream	Senco	Mar 17 Jun 17
Total budgeted cost				£ 4,800

Year 7 Catch Up Premium Funding					
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 Literacy and numeracy for Y7 Students	Eng: Intervention group support with KL. Maths: Intervention Group, Smaller Teaching Groups.	Students who require this support need 1.2.1 or small group support. The capacity in teaching means we are able to facilitate this approach. Students are identified as shown below and appropriate support implemented.	Regular monitoring by Lead Staff with outcomes at data points. Accelerated Reader and STAR Reading tests will results.	AWA/EHC/DC	At Data Points.
Catch Up Premium for 18-19					£3000

How are students identified for this provision:

Literacy

We have several ways of identifying these students in English.

- KS2 reading and writing scores
- Y7 CAT scores
- Y7 GL Baseline assessment
- STAR test reading test data
- Dyslexia screening test
- Teacher assessment

These are all taken into account in discussions that take place under the “Intervention” standing item in department meetings and students are then allocated intervention time with KL as well as benefiting from Wave 1 strategies in the classroom.

How are students identified for this provision:

Numeracy

Our ways of identifying these students in Maths are;

- KS2 Maths scores
- Y7 CAT scores
- Y7 GL baseline assessment
- Teacher assessment
- Information from primaries

These students are highlighted as needing support early in year 7 and identified in class lists and seating plans. These students are put in smaller teaching groups wherever possible. Small Group intervention sessions with CAS will be used to support these children during form time.

F. Review of expenditure 17/18				
Previous Academic Year		Here we review the work completed in the past academic year, celebrate success and learn lessons from what did not work to develop our practice for the coming year.		
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)	Will this continue next academic Year?
A. Improved Y7 Literacy Progress	<p>Using Accelerated reader as part of the English Curriculum to encourage all students to read.</p> <p>Use of Foundation Support Group to support weakest students</p> <p>Intervention group meetings to discuss students causing concern.</p> <p>Support of Homework Club to help all students</p> <p>Development of Impact room to provide calm area for all DC/PP to work and socialise.</p>	<p>Impact – moderate</p> <p>Success criteria – partially successful</p>	<p>Feedback from AWA (English)</p> <p>AR data shows Y7 mostly making expected progress and this is supported by Doodle data. The GL assessments show the current cohort are above national and have very strong reading skills with weaker writing skills. This will therefore be more of a focus with that year group over the coming year.</p>	Yes

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)	Cost
B. Improved rates of progress by PP and Non PP students in Maths and English.	Additional Targeted small group teaching in English and Maths. Holiday Revision sessions in all subjects	Impact – moderate Success criteria – partially successful	Feedback from AWA (English) It is difficult to arrange small class targeted intervention due to a lack of staff capacity. Some lunchtime, after school and holiday sessions went ahead and all have been fairly well attended. It may be that we need to specifically invite PP students to these sessions. However, there is also the issue that the sessions clash with sessions in other subjects and so students go where they feel they need most support.	Yes but with a revised timetable model. Note that next year the reduced class sizes in these subjects will not be funded by PP Spend.

<p>C All PP Students and where possible Non PP students have access to a Mentor who will meet with them, at least once per half term to offer support</p>	<p>All PP students and identified non PP students to be offered access to a mentoring appointment at least once per half term.</p>	<p>Impact Evaluation: High Success Evaluation: Successful</p> <p>Mentoring at TMWS is one of our strengths which has been identified at both the PP Review and in other monitoring and support visits. Students really value the work of our mentors and it helps them to achieve their potential at our school.</p> <p>Our school has been identified as one which bucks the trend of mentoring not delivering appropriate impact for the costs involved.</p> <p>Non PP Students also benefit from the mentoring system as mentors will meet with Non PP students as well as PP Students.</p>	<p>Mentoring is essential to the operation of our PP support at TMWS and we will continue this.</p>	<p>Yes</p>
<p>D. PP students have the same access to trips and learning resources than that of Non-PP</p>	<p>PP students can apply for a reduction in the price of educational visits. Learning Resources will be provided as necessary</p>	<p>Impact Evaluation: High Success Evaluation: Successful</p> <p>For all visits we allow students to apply for a reduction. For academic visits we may fully fund a visit if it has a direct impact on the curriculum. For extra curricular visits including overseas visits we offer up to a 50% reduction depending on the circumstances. This has been very popular and very successful.</p>	<p>Access to visits is essential for all students and this will continue to be used.</p>	<p>Yes</p>

E . Increased attendance rates for pupils eligible for PP.	Close tracking of attendance data by DC and incentives for PP students to attend.	Impact Evaluation: Moderate Success Evaluation: Moderate	We are now part of the SSIF Bid Project (Wolds teaching alliance) We will be working closely with this team as well as our EWO and newly appointed progress leaders.	Yes
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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)	Will this continue next year?
Supporting School rewards system	Funding for items of rewards in Epraise shop.	Impact Evaluation: HIGH Success Evaluation: SUCCESSFUL	The Epraise shop was very successful offering a number of stationary items, Sports items, uniform, itunes / gift cards and discounts for the school prom (Y11) . Students from all yeargroups engaged with this and helped to reward students for meeting our expectations. This will continue into 2018 - 2019	Yes
PPFirst	The PP First Ethos of always putting PP First in whatever we do	Impact Evaluation: HIGH Success Evaluation: HIGH	PPFirst is at the very heart of everything we do at TMWS and is a strategy that has zero cost, with significant impact on students. This will continue into 2018-2019	Yes
Intervention Group	Regular meetings to discuss students causing concern	Impact Evaluation: HIGH Success Evaluation: SUCCESSFUL	Intervention group data is shared regularly with key stake holders and relevant information on PP students is fed back to all staff though the Epraise PP groups. This is a very important set of data which gives a narrative on students who may be causing concern and any underlying issues which staff may need to take into consideration. This will continue into 2018-2019	Yes
Late Bus Provision	Provide transport for students to attend extra-curricular and intervention sessions after school	Impact Evaluation: HIGH Success Evaluation: SUCCESSFUL	This is another essential service to allow all students, including PP students to access the extra-curricular programme of events.	Yes

G. Additional detail

This is a working document with additional strategies being identified as the year progresses. For further information please contact the Disadvantaged Champion. Mr Jason Poulston. jpoulston@tmws.co.uk 01430 873450