

## Disadvantaged Pupil (DA) strategy statement: The Market Weighton School

The pupil premium grant is provided to schools to enhance the learning of students identified as Disadvantaged. We use this funding in the ways described in this document to support the lives of these pupils and enhance the learning experience of all pupils at our school

1. Summary information					
School	The Market Weighton School				
Academic Year	2020/21	Total DA budget (expected)	<b>£123,400</b>	Date of most recent DA Review	Spring 2018
Total number of pupils	520	Number of pupils eligible for DA	<b>114</b>	Date for next internal review of this strategy	March 2021

2. Current attainment & Analysis of difference from previous year.						
	2019-2020 Results DA Pupils	2019-2020 Results Non DA	Gap	2018-2019 Results DA Pupils	2018-2019 Results Non DA	Gap
Progress 8 score average -	<b>-0.18</b>	<b>0.00</b>	<b>0.18</b>	-0.721	-0.132	0.589
Attainment 8 score average –	<b>41.13</b>	<b>54.96</b>	<b>13.83</b>	35.83	49.65	13.82

The attainment gap between DA Pupils and Whole Cohort has closed significantly for progress 8. The total average attainment gap remains 13.8 however the overall attainment of DA pupils has risen by over 5 points on average.

3. Barriers to future attainment (for pupils eligible for DA including high ability)	
In-school barriers ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	[Academic] On entry, literacy skills (especially reading) are generally lower for pupils eligible for DA than for other pupils, which prevents them from making good progress in Year 7.
B.	[Academic] Progress of DA students in English and Maths is not rapid enough, preventing students from making the required progress at the end of KS4
C.	[Pastoral] DA students require additional support within school to be organised, and prepared for lessons.
D.	[Financial] DA students can find it difficult to access all the required resources and visits due to a lack of funding available at home.
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	[Attendance] Attendance rates for Disadvantaged pupils is low, we have introduced strategies to improve this.

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 DA.	Pupils eligible for DA 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 DA and Non DA students in Maths and English.	Pupils eligible for DA, as well as Non DA 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 DA Students and where possible Non DA students have access to a Mentor who will meet with them, at least once per half term to offer support. Self Esteem and Mental Health support as necessary based on PASS Data.	Data tracking showing regular Mentoring visits, (using provision map) Mentors will also keep a log of discussions, and assistance given. DC will monitor and meet regularly with mentors to offer support. PASS Test baseline will show improvement when retested (Y7)
D.	DA students have the same access to trips and learning resources than that of Non-DA	DA students will be able to access all resources and trips that Non-DA students can access with support from the DA Funding.
E.	Increased attendance rates for pupils eligible for DA.	Overall attendance among pupils eligible for DA improves to be in line with whole school attendance.

5. Planned expenditure					
Academic year		2020/2021			
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 Metacognition training given to all staff via CPD (KWO / JMO)					
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
			GL Assessment Tests to be used to show baseline on entry and progress to be tracked when retested at end of Y7.	SLT	At end of Cycle.
<i>Total budgeted cost</i>					<b>£ 9350.00</b>

<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 DA and Non DA students in Maths and English.	<p>Additional Targeted small group teaching in English and Maths.</p> <p>Lexia Software</p> <p>Star Maths</p> <p>Holiday Revision sessions in all subjects</p>	<p>We have found that smaller targeted groups are very successful. In maths, this will be formed within the staff teaching team.</p> <p>In English &amp; Maths, we have a dedicated specialist who works with smaller groups to accelerate progress with targeted groups.</p> <p>GL Assessment tests in English &amp; Maths to be used to identify where support is required.</p> <p>Lexia is a valuable tool for improving pupils literacy skills, after research into this area we have chosen this approach. Since Apr 2019.</p> <p>We have chosen to include StarMaths to support numeracy skills.</p> <p>As in previous years this very successful approach will be made available to all students with DA targeted and incentivised.</p>	<p>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.</p> <p>Students who require further intervention may be referred to the Intervention group.</p> <p>Monitoring through MER Cycle</p> <p>Monitoring though MER Cycle</p> <p>Monitoring by EHC &amp; MER Cycle</p> <p>Monitoring by Heads of Year.</p>	<p>AWA – English EHC – Maths</p> <p>SLT</p> <p>AWA</p> <p>EHC</p> <p>HOY/SLT</p>	At Data Points throughout the year.

<p>C All DA Students and where possible Non DA students have access to a Mentor who will meet with them, at least once per half term to offer support</p>	<p>All DA students and identified non-DA students to be offered access to a mentoring appointment at least once per half term.</p>	<p>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.</p> <p>Year 11 will be allocated a member of SLT to be their Senior Academic Mentor throughout Year 11.</p>	<p>Meetings with DC at regular points to discuss mentoring program with mentors.</p> <p>Progress leaders for KS3/4 will work closely with this team.</p> <p>SLT will report on SAM Pupils periodically at SLT Meetings.</p>	<p>DC</p>	<p>Termly</p>
<i>Total budgeted cost</i>					<b>£102,850</b>

*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>
<p>D. DA students have the same access to trips and learning resources than that of Non-DA</p>	<p>DA students can apply for a reduction in the price of educational visits. Learning Resources will be provided as necessary</p>	<p>DA 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. We will offer a scaled approach to supporting access to educational visits based on need and the trip.</p>	<p>All DA support is managed centrally by DC with assistance from HOY.</p>	<p>DC</p>	<p>Termly.</p>

E . Increased attendance rates for pupils eligible for DA.	Targeted Breakfast club	<p>Pupils with an unsettled start to the morning are more likely to have poor attendance, this breakfast club gives students a stable start to the day and ensures they are fed and able to approach the day correctly.</p> <p>There is a renewed focus on attendance school wide with Spot prizes as well as inter form attendance competitions.</p>	Attendance Tracking.	DC/JMO/KWO	Termly
<i>Total budgeted cost</i>					<b>£4500.00</b>

<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>
FocusFirst Strategy	Focusfirst is a new variation on our successful DAFirst strategy. Due to the Covid19 Absence teachers now have more freedom to select who is their Focus Group, whilst this will be predominantly DA Pupils, staff may choose to add pupils to this group based on individual need.	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 DA and non DA 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
<i>Total budgeted cost</i>				<b>£ 6700.00</b>

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?
This funding ended at the end of the 2019-2020 Academic Year					
Year 7 Literacy and Numeracy Funding budgeted for this year. £4400.00 which is used within our existing literacy and numeracy approaches above and ensures identified pupils have access to small group support.					

Service Pupil Premium – 8 Pupils currently eligible at TMWS.					
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?
Pastoral support for Service Children	Pastoral Mentoring for pupils who are in service to help with the transition caused by parents need to move location as part of their role.	Eligible schools receive the SDA so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. Mobility is when a service family is posted from one location to another, including overseas and within the UK. Deployment is when a service person is serving away from home for a period of time. This could be a 6 to 9 month tour of duty, a training course or an exercise which could last for a few weeks.	Regular monitoring by Lead Staff with outcomes at data points.	DC	Ongoing as required with the students involved.
<i>Service Premium for 20/21</i>					<b>£ 2480.00</b>



F. Review of expenditure 19/20				
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:	Lessons learned (and whether you will continue with this approach)	Will this continue?
A. Improved Y7 Literacy Progress	Using Accelerated reader as part of the English Curriculum to encourage all students to read.	Impact - Medium Success criteria – Partly Successful	Despite the fact that we lost a lot of teaching time to Covid, Y8+9 still scored slightly better in Sept 2020 than Dec 2019. Accelerated Reader is now fully embedded and is used in library lessons in Y7-9. STAR data is shared with forms and used to inform interventions in English as well as with form tutors.	Yes
	Use of Foundation Support Group to support weakest students	Impact - High Success criteria – Successful	The FLG in English is fully embedded with our Literacy HLTA teaching 4/5 groups and a HoY with primary English experience teaching the Y8s. We have a flexible curriculum for these students – last year we entered the Y11 FLG for the AQA English Step-up course but this year have moved to Functional Skills to allow more opportunity to access a wider range of qualification levels. This is because there is such a wide variety of ability within every FLG group and this offers the opportunity to achieve a qualification from Entry Levels 1, 2 and 3 through to Level 1 and 2. It is anticipated that the current Y10 FLG will be entered for GCSE English Language and Literature.  [Impact statement prepared by Mr A Warner – Head of English / SLT Lead for Teaching and Learning]	Yes

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for DA, if appropriate.	Lessons learned (and whether you will continue with this approach)	Will this continue next academic Year?
B. Improved rates of progress by DA and Non DA students in Maths and English.	<p>Additional Targeted small group teaching in English and Maths.</p> <p>Holiday Revision sessions in all subjects</p>	<p>English Impact – Medium Success criteria – Successful</p> <p>Maths Impact – Student confidence in maths has improved. Student outcomes at GCSE have improved.</p> <p>Success criteria – Exam performance improved across the subject. GCSE grade 9-4 increased from 75% to 78%. GCSE grade 9-5 increased from 45% to 48%. DA students performed on average equally to non-DA (DA residual -0.187, non-DA -0.186)</p>	<p>English This year - 2020 - saw our best ever GCSE English outcomes and a rise for both DA and non DA students.</p> <p>We now have timetabled intervention lessons for small groups in Y11 who work on common weaknesses e.g. writing skills on rotations of 8-10 weeks.</p> <p>This year we have introduced small group guided reading with a member of staff for the weakest students in Y7. This takes place in library lessons and is possible because we have double-staffed these lessons.</p> <p>[Impact statement prepared by Mr A Warner – Head of English / SLT Lead for Teaching and Learning]</p> <p>Maths Well organised and shared with students in advance lead to higher attendance rates than previously. Working with other departments to decide lists.</p> <p>[Impact Statement prepared by Mrs E Carter – Head of Maths]</p>	<p><b>Yes</b></p> <p><b>Yes</b></p> <p><b>Yes</b></p>

<p>C All DA Students and where possible Non DA students have access to a Mentor who will meet with them, at least once per half term to offer support</p>	<p>All DA students and identified non-DA 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 DA 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 DA Students also benefit from the mentoring system as mentors will meet with Non DA students as well as DA Students.</p>	<p>Mentoring continues to be an essential part of our supporting DA approach. This service is available to all students, but specifically DA.</p> <p>We have increased capacity with Year 11 being mentored by our Head of Year, but also building in Senior Academic Mentoring which allocates a named member of SLT to each Year 11 pupil.</p> <p>We have ELSA trained staff, and the support that mentoring provides is very valuable to our school. This will continue.</p>	<p>Yes</p>
<p>D. DA students have the same access to trips and learning resources than that of Non-DA</p>	<p>DA 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>This continues to be successful allowing access to all visits for DA Students.</p>	<p>As in previous years, this continues to be a valuable use of the funding allowing students greater access to the same school experience as none DA pupils</p> <p><i>Not all parents would like the support on these visits, many are willing to pay the full amount and so as to not offend parents we offer discrete support should they request it.</i></p> <p><i>For academic essential visits we can offer a reduction of 50% to all DA students who request the support, this is on a case by case basis.</i></p> <p><i>For UK residential and non curriculum essential visits we will offer a reduction of up to 33% to all DA students who request the support.</i></p>	<p>Yes</p>

<p>E. Increased attendance rates for pupils eligible for DA.</p>	<p>Close tracking of attendance data by DC and incentives for DA students to attend.</p>	<p>Impact Evaluation: High Success Evaluation: Moderate</p>	<p>DA attendance is now monitored centrally by all pastoral staff. It is discussed in assemblies as well as having central rewards for attendance. Pupils with 100% attendance are awarded a badge which they must wear, this allows them to 'jump the queue' at Lunchtime. This gives them additional kudos in school and raises the profile of attendance as a whole school focus.</p> <p>For pupils who have poor attendance we involve the Education Welfare Officer who conducts support visits and offers encouragement to attend school</p>	<p>Yes</p>
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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 DA, 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	Miss Joshi has managed the Epraise shop this year and has enhanced the products on offer. This continues to be a very successful high impact strategy.	Yes
PPFirst	The PP First Ethos of always putting DA First in whatever we do	Impact Evaluation: HIGH Success Evaluation: HIGH	Due to the Covid 19 Pandemic we have changed this group to be FocusFirst. More details are included in this years plan.	Yes but with changes to Focus First
Late Bus Provision	Provide transport for students to attend extra-curricular and intervention sessions after school	Impact Evaluation: HIGH Success Evaluation: SUCCESSFUL	Due to the Covid 19 Pandemic this has been enhanced to allow the provision of a 'Period 6' on Tuesday, Wednesday and Thursday. This will allow additional access to tuition and some extra curricular activities for all students.	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 Poulston. [jpoulston@tmws.co.uk](mailto:jpoulston@tmws.co.uk) 01430 873450

#### Version History

- 1.0 – October release 1 2020-2021 Academic Year version.
- 1.1 – October release 2 financial update from School Business Manager
- 1.2 – October release 3 evaluation update from English & Maths
- 1.3 – November release 1 – Current version.