

Pupil premium strategy statement

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	The Market Weighton School
Number of pupils in school	545
Proportion (%) of pupil premium eligible pupils	22% [122] 99 – FSM 4 – LAC 9 – PLAC 10 – SC
Academic year/years that our current pupil premium strategy plan covers	1 Year
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard Harrison
Pupil premium lead	Jason Poulston . Clare Breen from January 2022
Governor / Trustee lead	Matt Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,700
Recovery premium funding allocation this academic year	£16,115
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£132,815

Part A: Pupil premium strategy plan

Statement of intent

At The Market Weighon School we want DA pupils to have the same opportunities as their peers. We use the Pupil Premium Grant to ensure the appropriate support is in place for these pupils.

Our Key Principles are **EASE**

E – Equality – all pupils regardless of socioeconomic background should have the same access to quality education, educational experiences and opportunities

A – Achievement – there should be no barriers to learning as a result of a pupil being eligible for DA support. We will ensure pupils receive the necessary academic direction to maximise their outcomes.

S – Support – some DA pupils have an unsettled home life; our pastoral services will create stability for pupils to thrive in school.

E – Enjoyment – access to the co-curricular events which make up the learning journey enrich the academic experience of pupils, as such it is essential that DA pupils are able to access these events. We will use appropriate funding to ensure these life experiences are not missed.

This plan has identified 5 barriers to learning which are faced by most DA students, these barriers are addressed by numerous strategies designed to ensure our EASE principals are met.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	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.
2	Progress of DA students is not rapid enough leading to a gap of more than 1 grade at the end of KS4.
3	DA students require additional support within school to be organised, and prepared for lessons.
4	DA students find it difficult to access all the required resources and visits due to a lack of funding available at home.
5	Attendance rates for DA students is not in line with peers resulting in missed days of learning which negatively impact outcomes.

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
Literacy skills for DA pupils are in line with the peers.	Accelerated Reader Data will show DA pupils achievement is at least in line with their peers. End of Year 7 Data will show at least 50% of DA pupils have exceeded expected target with 100% having achieved their expected target.
Improved rates of progress for DA Pupils.	A reduction in the Gap, with the target of no gap between DA pupils and their peers, based on SPI.
DA pupils will be more organised, attending lessons with the correct equipment ready to learn.	All DA pupils will attend the correct lesson on time and in the right frame of mind to learn.
DA Pupils will have access to co-curricular experiences as well as the necessary academic equipment.	Funding will be used appropriately to support co-curricular experiences, academic equipment and uniform so all DA pupils are able to have the same experiences as their peers.
DA attendance will be in line with peers	Attendance of 96% or above for all DA pupils, or in line with Non DA Pupils, whichever is the higher.

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

Budgeted cost: £45,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Targeted small group teaching.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ In previous years we have found this approach to be successful.	1, 3, 5
Metacognition Training	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ We have engaged in metacognition training and metacognitive strategies for many years and have found this to be one of the most effective approaches. This year we have appointed an Associate Assistant Headteacher who is leading our whole school CPD Research Project focussing on Metacognitive Strategies.	1, 2

Targeted academic support

Budgeted cost: £16,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ Lexia lesson during tutor time has shown to be successful in previous academic years, and the evidence from EEF Supports the use of digital technology.	1, 2
Star Maths	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/	2



	Star Maths has been used extensively as a support to Maths lessons. Pupils have found the system to be both enjoyable and academically rewarding.	
Holiday and Period '6' Additional Learning Time	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/ Evidence suggests that DA Pupils can make up to 3 months more progress by accessing these additional support sessions.	1, 2
Provision Map	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ Provision map is an extensive tracking tool allowing staff to have a detailed picture of the needs of every pupil and monitor the impact of any support which has been implemented.	1, 2, 3, 5
FocusFirst Strategy	TMWS developed strategy which underpins the work we do for DA pupils, which has been expanded due to the Covid-19 Pandemic to encapsulate all pupils. FocusFirst encourages a focus on pupils who most need our support and offers a framework for alerting the appropriate services to ensure the support is put in place.	1, 2, 3, 4, 5
Senior Academic Mentoring	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ This is essentially one to one tuition with a member of the Senior leadership team who will work with pupils to encourage their engagement in learning, brokering appropriate academic support and working with the pupil to prepare them for examination. This has worked well in school in previous years.	2, 3

Wider strategies

Budgeted cost: £70,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
DA Mentoring	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/ Whilst the EEF have found mentoring to be high cost for minimal impact we have found mentoring to be very successful. In a very challenging few years due to the covid-19 pandemic our mentoring has been essential to support our most vulnerable students.	4, 5
Access to resources and co-curricular experiences	In school evidence of these strategies have shown that equipment and co-curricular experiences enrich the self esteem of DA pupils allowing them to feel equal to their peers.	3, 4



Targeted Breakfast Club	We have successfully used Breakfast Club as a vehicle to engage students in attending school and accessing mentoring support for many years.	5
Support of EPraise Rewards System	https://www.epraise.co.uk/index.php?view=testimonials Our rewards system motivates all pupils to attend school and achieve. We support the purchase of the system and the cost of rewards which are given to students via the epraise shop.	1, 2, 3, 4, 5
Late Bus Provision	Access to co-curricular events and period 6 additional teaching time is essential for DA pupils who otherwise would not be able to participate. Our experience has shown that attendance at any co-curricular event is severely affected when the late bus provision is not available.	2, 4

Total budgeted cost: £132,815

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.

Last year was one of the most challenging years for pupils due to the Covid-19 Pandemic and the uncertainty around examinations. Pupils and staff worked extremely hard to ensure all pupils received the grades they deserved.

You will note that we have made very few changes to our strategy for this academic year, not least due to the fact that our DA Review said we had a strategy that was fit for purpose and would only need minor adjustments each year, but moreover that we feel we have a supportive strategy which helps individuals to thrive, providing the appropriate support and encouragement.

20-21 Elements from our pupil premium strategy.

A. Improved Y7 Literacy Progress [Impact – High]

STAR tests from September 2020-July 2021 show a significant increase in DA reading with all year groups making progress. In Y7 DA reading progress measured by an increase in scaled scores was slightly lower than non- DA (growth of 64 as opposed to 77) but Y8 was slightly higher (93 as opposed to 84) and Y9 significantly higher (179 as opposed to 82).

B. Improved rates of progress by DA and Non DA students in Maths and English [Impact – High]

Maths

Intervention for underachieving DA students has been a priority this year. The introduction of an HLTA to lead the intervention has increased the capacity in the department and allows a larger number of Year 7 and 8 to access personalised intervention in small groups using Star Maths data reports.

Overall in exams this year Progress 8 in maths has improved, however figures are 0.229 for DA students but a disappointing -0.803 for DA students. This shows that DA have progressed less than their non-DA peers despite interventions we put in place throughout the year including access to the hegarty maths online learning platform, targeted morning intervention, and after school interventions.

English

Intervention for DA students continues to be a priority in English. In Y11 underachieving DA students were prioritised for writing intervention during core PE at different times in the year and also in Y7-9 with Lexia intervention. As the STAR reading tests show this appears to have a big impact in KS3. However, the interventions with Y11 were less successful overall with a significant gap in English P8 (0.3 for the cohort; -1.0 for DA). This can be partially explained by the minority of DA students who either refused intervention or had very low attendance.

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.

[Impact – High]

As in previous years the support of our mentors has been essential. Sadly, towards the end of the academic year a student tragically took their own life, this had a huge impact on the whole school community, especially the more vulnerable DA students. Thankfully our mentoring team were able to support students. Mentoring in our school has a huge impact in the pastoral care and academic outcomes of pupils.

D. DA students have the same access to trips and learning resources than that of Non-DA [Impact – High]

Using the Pupil Premium grant to ensure DA pupils have equity of experience throughout school is not only essential for their personal wellbeing, it also creates an even playing field for academic achievement which allows the perceived barriers to be broken down. All pupils have the right to a first-class education and we have successfully supported students using the Pupil Premium funding.

E. Increased attendance rates for pupils eligible for DA [Impact – Medium]

Attendance last year was affected significantly by the Covid-19 Pandemic and made this area even more challenging, nonetheless we supported students with their attendance. Throughout periods of 'lockdown' our most vulnerable students, and the children of keyworkers attended school consistently. Regular contact was made with Disadvantaged pupils by our mentors as well as providing laptops, and internet connections to ensure pupils were able to access remote lessons.

Other strategies:

FocusFirst is a minimal cost strategy which allows staff the time to consider which pupils are most in need of support. It is the vehicle by which all our interventions and DA support is delivered, it allows the identification and support to be put in place for pupils and will remain as the driving force behind our DA approach. **[Impact – High]**

Support of EPraise Rewards system epraise continues to be a very effective way of motivating students, it is also a very powerful teaching tool which puts data at the fingertips of teaching staff. **[Impact – High]**

Provision of Late Bus attendance at co-curricular activities is significantly affected when the late bus is not available therefore this is an essential element of our approach to improving outcomes for all pupils. **[Impact – High]**

Provision Map continues to develop, we now have more expert staff who are using more of the system to produce detailed support and tracking systems for pupils, whilst there are still more features which could be employed the impact of this system on pupils continues to grow. **[Impact – Medium]**

Service pupil premium funding

£2,480

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support.
What was the impact of that spending on service pupil premium eligible pupils?	The funding allowed mentoring support for these students which would have been otherwise unavailable.