

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Field School
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 21
Date this statement was updated	July 23
Date on which it will be reviewed	September 24
Statement authorised by	Ruth Whitehead
Pupil premium lead	Ruth Whitehead
Governor / Trustee lead	Gary Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 162,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£162,280

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Market Field School is an all-through special school in North East Essex, on the border of Colchester and Tendring. The school is broadly split into 3 cohorts of learners, a large moderate learning difficulty group, of which there are 248 learners. These form our 'Learning to Know' Pathway and are divided between 6 Junior classes and 13 Senior classes, a severe learning difficulty group of 38 learners, forming our 'Learning to Do' pathway and split between 3 classes (Key Stage 2, Key Stage 3 and Key Stage 4) and finally, our pathway for children with severe or complex Autism. This pathway has 41 children, split between 4 classes across the school.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged children using school internal data – academic, behaviour, communication reports and EHCP Annual Reviews.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Training and allocating an interventions ‘catch up’ Dyslexia specialist to work with individuals and small groups to overcome gaps in learning.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- Supporting the ongoing costs of the speech and language team as they work with children to develop communication skills and overcome gaps in learning.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to narrow the gap between themselves and their peers.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve
- Transition internally between classes and our year 11’s over to college site.
- Where necessary, pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software such as Clicker.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes affected by emotional regulation or emotional levels of literacy
2	Poor speech/language and communication skills
3	Higher rates of specific literacy difficulties (SpLD) and/or Dyslexia than in other pupils.
4	High anxiety/poor mental health which may result in challenging behaviours
5	Low self-confidence/resilience – not prepared to attempt work or engage in tasks, often resulting in or leading to poor attendance.

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
All students with identified speech and language difficulties will be seen by a therapist, targets set and shared with class teacher and LSA teams so that needs are known and progress can be made	Students with speech, language and communication needs have clear targets and strategies to support their needs to enable them to fully engage in the curriculum.
All students will take part in emotional literacy 'zones of regulation' lessons within class each week.	Students will be able to identify their 'zone' and will have developed strategies to support their regulation within this zone, enabling them to access lessons.
All students in Key Stage 3 and 4 with specific literacy difficulties will have support offered from a specialist intervention teacher.	Students with specific literacy difficulties have additional support to meet their needs, enabling them to close the gap within class and fully engage in their learning.
Through a range of therapeutic approaches and interventions, our pupils will be supported to manage their mental health, raise self-confidence, develop resilience and show appropriate behaviours for learning in order to engage in quality first teaching.	Increased attendance. Increased positive behaviour for learning. Academic progress through increased engagement in learning
All students have equal access to the curriculum and all enrichment activities.	All students are able to access trips / visits / residential. Self esteem and confidence raised.
Students who do not (for a variety of reasons) eat breakfast at home will receive a healthy meal at the start of the day.	Students are ready to access learning, without feeling hungry.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The retention of a speech and language therapist	<p>The speech therapist assesses pupils with specific speech, language and communication problems to enable them to communicate to the best of their ability. She will undertake specific assessments as well as providing staff training, plan programmes of work for individual pupils, create resources and meet with parents to support them with pupils' needs at home.</p> <p>She will deliver Makaton courses to parents to support them in communicating with their child at home.</p> <p>EEF – Retention and recruitment of teaching staff.</p>	2,4,5
The training of a Dyslexia specialist teacher.	<p>The specialist teacher is known to children, she will therefore have pre-existing relationships. She will work with class teachers to target specific intervention work at individuals and small groups as well as creating resources and raising awareness of Dyslexia amongst teaching staff.</p> <p>EEF – Professional development on evidence based approaches.</p>	3
The training of all staff in play	All staff will receive play training to enable playgrounds to be positive places to be where learning through play and risk taking happens.	1,2,3,4,5

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly zones of regulation/emotional literacy lessons for all classes</i>	Children will have access to specialist teaching approaches which support their emotional support and development, enabling them to regulate and be 'ready to learn'.	1, 4,5
Strategic deployment of Learning Support Assistants	6 strategic, focussed learning support assistants in classrooms to deliver literacy intervention to learners with the most severe autism.	2,3

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

Budgeted cost: £ 12,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support, residentials, uniform, trips	Ensuring all children have access to a full, broad and balanced educational experience so that outside learning experiences can support learning within the classrooms.	1,2,4,5
Breakfast club resources	Ensuring that all children are starting the day ready to learn, with a healthy breakfast and the opportunity to talk about their worries and concerns with trusted members of staff.	1,2,4,5

Total budgeted cost: £ 162,280

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 2022-23 academic year.

Summary	Impact of Spending
Speech and Language Therapist	<p>This specific speech and language therapist has worked across several classrooms, offering targeted support to students with identified SLCN. She has delivered Attention Autism and Bucket time sessions to classes, training staff members up to continue with these interventions.</p> <p>She has delivered Makaton classes to parents, enabling them to support their children at home. She has also delivered Makaton training to 12 Learning Support Assistants, ensuring that they are upskilled in their use of Makaton across the school.</p>
Training a Dyslexia Specialist	<p>Our Dyslexia specialist is working towards completing her level 5 training. She is working with small groups and individual students, primarily in year 10 and 11. She has supported 6 learners who were working below the level of Entry Level Assessments to achieve these Entry Level qualifications in English Reading and Writing, giving them a framework on which to build at college.</p> <p>She has worked with our year 7 new entry supporting students to learn alphabet as well as initial phonic sounds.</p>
Playground training	All staff undertook playgroup 'OPAL' training. This has led to a reduction in

	<p>behaviours at break and lunch with more structured playtimes.</p>
<p>Weekly Zones of Regulation lessons</p>	<p>School SDQ platform 'webs' has been established to pinpoint specific difficulties children are having.</p> <p>Children are able to tell you what zone they are in and what this zone means across all MLD classes, using language appropriate to their age to explain this.</p>
<p>Strategic deployment of specialist LSAs within Autism bases.</p>	<p>The specialist LSAs have been able to work alongside the speech and language therapist to ensure that the specific interventions are happening in class on a daily basis.</p> <p>Learners in the autism bases continue to make progress, with 6 children moving out of Autism bases and into the main part of the school for the 2023-4 academic year.</p>
<p>The recruitment of an additional wellbeing team member.</p>	<p>Coffee mornings have been able to resume for parents, leading to increased engagement.</p>
<p>Financial support, residential and trips</p>	<p>We have purchased uniform to allow children to feel fully included as well as sending a group of children to learn to ride a bike at Northern Gateway.</p> <p>Children have been supported to attend theatre trips in London, pantomimes in Chelmsford and year 11 leaving events. These opportunities have provided cultural enrichment and access for all.</p>
<p>Breakfast club resources</p>	<p>All our children have had access to milk, yoghurts, bread and cereal throughout the cost of living crisis.</p>

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
White Rose Charanga	White Rose Maths Charanga music
Phonics programme	Little Wandle
Tig-Tag Science	Tig-Tag
Assessment tracker	Evidence for Learning