

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	Market Field School
Number of pupils in school	317
Proportion (%) of pupil premium eligible pupils	46%
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 on which it will be reviewed	September 22
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	£
Recovery premium funding allocation this academic year	£ 36,380
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	£

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

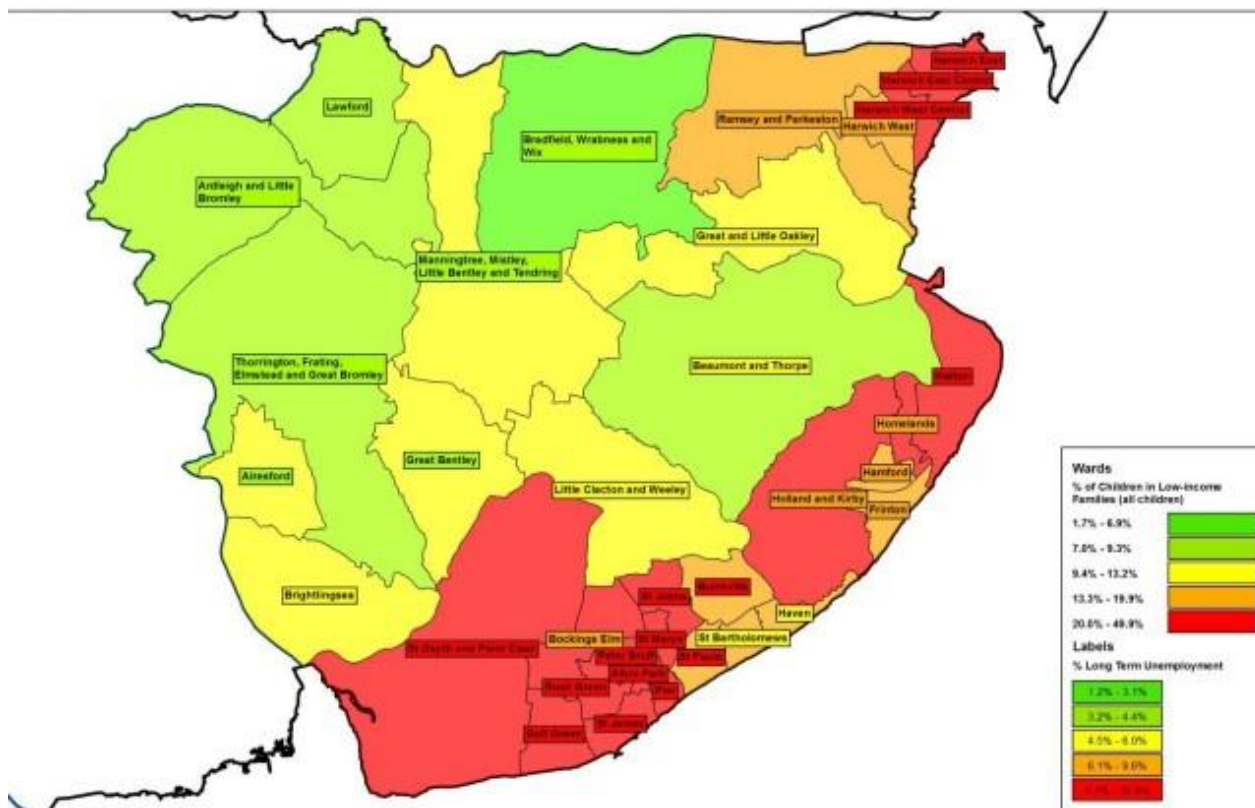
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision 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.

Although the catchment for Market Field is diverse, with children coming from Colchester, mid-Essex and Suffolk, the predominant amount of children come from Tendring.

The map below shows the percentage of children in low income families compared to long-term unemployment (those claiming Job Seekers Allowance for more than 12 months). The bandings are based on the data across all wards in Essex and the map shows that Tendring has multiple areas of significant child poverty when compared to the rest of the county plus a number of other wards that show above average child poverty or long-term unemployment. A significant number of our children come from the red shaded areas, where child poverty and long term unemployment are at their highest figures.



(Source, A Profile of People Living in Tendring April 2016)

In addition, the Wards of St Osyth and Point Clear, Golf Green, Alton Park and Pier, all within Clacton, have significantly worse health indicators than other parts of England with higher levels of deaths (all causes) being recorded, higher levels of deaths by circulatory disease in under 75's, coronary heart disease in under 75's, cancer in under 75's, higher rates of adult obesity and adult binge drinking.

The most deprived neighbourhood in England according to the 2019 Indices of Deprivation is Jaywick, where a large proportion of our students live.

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: £ *[insert amount]*

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 Visual Stress Assessors.	<p>Visual stress assessors will work within classes to perform assessment on children and reduce visual stress, leading to a better learning experience and improved outcomes.</p>	3,4,5

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

Budgeted cost: £ *[insert amount]*

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
The recruitment and retention of an additional wellbeing team member.	Children will have access to resources to support their social, emotional and mental health needs and build resilience.	1,4,5
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: £ *[insert sum of 3 amounts stated above]*

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 2021-22 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 has now completed her level 4 training. She is working with small groups and individual students, primarily in year 10 and 11. She has supported 3 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 a new year 9 learner in from another special school, supporting him to learn his alphabet as well as his initial phonic sounds. This has led to him</p>

	being able to write his own name for the first time in his life.
Visual Stress Assessors	14 staff from school site and 2 staff from college site undertook visual stress training in April 2022. Time is needed for these staff to embed their training before the impact can be seen in class.
Weekly Zones of Regulation lessons	<p>Strengths and Difficulties analysis questionnaire data for 56 learners indicates that 36 of these have made positive progress</p> <p>Analysis of CPOMS data indicates that incidents of behaviour from episodes of dysregulation are down across the school compared to the last 'full' school year (2018-19) although the school roll has increased significantly in this time</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>
Strategic deployment of specialist LSAs within Autism bases.	<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 Acorn have made very good progress, with one learner being able to move from Seedling to Style for 2022 and 3 learners from Style being able to move over to Holly class or MLD classes in KS2.</p> <p>Similar progress has been demonstrated by learners in the Oak classes, B and S, with learners in B and S starting to use communication devices to support their communication.</p>

<p>The recruitment of an additional wellbeing team member.</p>	<p>Strengths and Difficulties analysis questionnaire data for 56 learners indicates that 36 of these have made positive progress</p> <p>Resilience groups have enabled a larger number of children to be supported with their mental health needs, in particular anxiety and anger.</p> <p>Coffee mornings have been able to resume for parents, leading to increased engagement.</p>
<p>Financial support, residentials and trips</p>	<p>We have purchased uniform to allow children to feel fully included, we have supported xx children through residential trips, providing an opportunity which would not have been available otherwise.</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>Whilst Covid-19 meant that we did not offer breakfast club outside of classes this year, children in all 28 classes have benefitted from breakfast club and in particular, the opportunity for milk and fruit, which will reinforce good health habits.</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

Further information (Covid Catch Up premium - £36,380)

This money was used to ensure that all our learners had the opportunity to swim this academic year, at a cost of £9,600 -with an additional £1,123.20 being spent on fuel to transport to and from swimming lessons (based on 40p per mile and mileage being 4.5 miles each way).

We also used it to recruit and retain a sports coordinator, who provides PE lessons but also physical exercise intervention. This has cost