

Holy Trinity CE Primary School

Pupil premium spending 2019/20 - 2021/22

SUMMARY INFORMATION

Date of most recent pupil premium review:	April 2019	Date of next pupil premium review:	8 th November 2019
Total number of pupils:	300	Total pupil premium budget:	£117,850.00
Number of pupils eligible for pupil premium:	77	Amount of pupil premium received per child:	£1320.00

STRATEGY STATEMENT

Pupil Premium funding will continue to be used by the school to address any underlying inequalities and gaps between pupils in receipt of PPI funding and those who are not. We will continue to ensure that:

- identified funding reaches those pupils for whom it is intended and addresses areas of need for pupils who most need it
- that where identified, teaching and learning opportunities (in school and extra curricula) are there to meet the needs of all pupils
- through communication, assessment and correspondence - identified individuals and groups, including: underperforming, vulnerable (other agencies maybe involved) or socially disadvantaged pupils have appropriate decisions made re supporting their provision

We continue to reserve the right to allocate the Pupil Premium funding to support pupils or groups the school has identified via its allocation routes; including a needs assessment. Due to the nature of the funding and the needs identified by the school, not all pupils in receipt of Free School Meals will have access to interventions each term. Allocations for support will be undertaken on a termly basis, and will reflect a range of summative and formative assessments which will then direct interventions aimed at accelerating the progress of pupils to be working at age related expectations. Any and all interventions will always ensure pupils have access to a rich, broad and balanced curriculum.

The Overall Aims of our Pupil Premium Strategy are:

- To diminish the gap between PP pupils and their peers (within school and nationally)
- To ensure that all pupils have equal access to the curriculum and the range of experiences built into it – ensuring that it is broad, creative and balanced
- To ensure that all pupils have the opportunity to make expected progress within the year groups they are in; to be working at least in line with their peers
- To minimize and remove barriers to learning, including (but not exclusively) attendance, access to extended day provision, holiday provision, resourcing, external agency involvement and accommodation pressures (experienced by families).

Assessment information

You can use this report to share results for specific groups of pupils (not just those eligible for pupil premium) if you wish.

Ofsted won't expect you to compare pupils eligible for pupil premium against their peers, this is especially true if you have few pupils eligible. If you have large numbers of pupils who are eligible for pupil premium, you may wish to include this comparison.

EYFS			
	Pupils eligible for pupil premium (PP) 9 pupils	Pupils not eligible for PP 36 pupils	
2019		School Average	National average
Good level of development (GLD)	89%	84%	72%
Reading	89%	84%	77%
Writing	89%	84%	74%
Number	89%	91%	80%
Shape	89%	91%	82%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP – 12 pupils	Pupils not eligible for PP – 29 pupils	National average
83%	97%	82%

END OF KS1

	<i>Pupils eligible for PP – 10 pupils</i>	<i>Pupils not eligible for PP – 14 pupils</i>	
		<i>School average</i>	<i>National average</i>
<i>% achieving expected standard or above in reading, writing and maths</i>	80%	79%	65%
<i>% making expected progress in reading</i>	80%	83%	75%
<i>% making expected progress in writing</i>	80%	83%	69%
<i>% making expected progress in maths</i>	80%	79%	76%

END OF KS2

	<i>Pupils eligible for PP - 11 pupils</i>	<i>Pupils not eligible for PP – 13 pupils</i>	
		<i>School average</i>	<i>National average</i>
<i>% achieving expected standard or above in reading, writing and maths</i>	45%	50%	65%
<i>% making expected progress in reading</i>	64%	71%	73%
<i>% making expected progress in writing</i>	64%	79%	78%
<i>% making expected progress in maths</i>	45%	54%	79%

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	SEND – the school has significantly increased the number of pupils (58) with SEND (an increase of 18 pupils from 2018) with pupils in receipt of an ECHP being 6 pupils (10.3% the NA is 1.3%) with 5 further ECHP applications pending. Of those pupils with an ECHP, the majority are for pupils with ASD and complex needs. Whole School SEND 19.4% (NA 14.9%).
B	Wellbeing – An increasing number of pupils (and families) are demonstrating greater social, emotional and mental health needs. This requires a range of bespoke support including pastoral, external services, SENDCo, CP and SLT. Some of the issues presented include (but not exclusively): behaviour, sibling relationships, family relationships, bereavement, general parenting capacity, mental health (pupils and parents) and accommodation (overcrowding and temporary settings).
C	Numeracy – timetables and place value knowledge for identified PP children is lower as pupils struggle with recall and fluency of these key facts. This limits their mathematical responses to more complex equations and word problems.

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Linked with B above – some parents require additional support in being able to support their child’s learning – so work to support them in becoming a “partner of learning” is facilitated by a range of school leaders and teachers.
E	<p>Whole school and cohort diversity:</p> <p style="padding-left: 40px;">Ethnicity: African and Black Caribbean: 67% (201 children)</p> <p>English as an additional language (EAL): 43% (130 children)</p> <p>Summer Born: 40% (121 children)</p>

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To ensure that pupils identified with SEND narrow gaps and are working at (or above) the age expected (AE) level where possible; or demonstrate progress towards end of year outcomes where working towards.	Pupils are working at EXS or above in comparison with peers (school and nationally) where possible.
B	To induct a well-being leader and develop clear strategies for all staff to use to support pupils and families with social, emotional and mental health and well-being needs.	<ul style="list-style-type: none"> Well-being leader identified and has attended WAMHS training. Pupils with SEMH make good or better progress in all areas including attendance. Parents engage well with school and or other agencies.
C	To ensure that all lessons are pitched accurately and that assessment is used well to inform gaps in learning which is addressed through school-based lessons, bespoke homework, interventions and family support.	<ul style="list-style-type: none"> Pupils are working at or above end of year expectations for number and place value. Pupils (Year 4) are in line or above the pass mark for the new timetables assessment (June 2020).
D	Enhancing parental engagement in the school and working with pupils.	<ul style="list-style-type: none"> Parents identified through interventions for pupils, attend all subject training delivered by the school to support their child's learning at home. Increase participation by hard to reach or seldom seen parents in the broader life of the school i.e. class assemblies, fund raising events and sports events.
E	To ensure irrelevant of identified vulnerability (diversity, SEND or PP) that all pupils make targeted progress and attain in line with peers *. That they (pupils) and families are supported re access to external agency support services and that alongside school support this ensures pupils (and families) reach their full potential and are active and engaged members of our community.	<ul style="list-style-type: none"> Good progress and attainment seen for targeted groups. Outcomes from any specialist services demonstrate progress and impact made across the year.

Planned expenditure for current academic year 2019/20

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To ensure quality first teaching across all key stages.	Improved outcomes for all; including PP and other identified groups in all years.	<p>School and subject leaders to support where the need is identified; release provided to facilitate learning looks, coaching and mentoring and modelled lessons.</p> <p>Subject led CPD – staff meeting and INSET days.</p> <p>The EEF toolkit for pupil premium suggests that quality first teaching is the key to improving outcomes for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Monitoring of books – including whole school and LA moderation tasks. • Learning walks • Learning Environment • Data (formative and summative) • Pupil Voice • Parental Engagement 	YB CT AH PC	Half termly

To ensure that children are exposed to and use a range of strategies to meet end of year outcomes.	To improve pupils' number and place value knowledge and skills.	The Sutton Trust report "Potential for Success" states that students from disadvantaged backgrounds are less likely to be in the top 10% for attainment in Math's (& English) at the end of primary school – referred to as high attainers PP are three times less like to be in this high attainers group than non-PP peers.	<ul style="list-style-type: none"> Monitoring of books – including whole school and LA moderation tasks. CPD undertaken for improving teaching of number and place value. Learning walks Learning Environment Data (formative and summative) Pupil Voice Parental Engagement (workshops) Homework 	CT	Termly
Total budgeted cost:					£40,000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Identified groups will receive weekly targeted intervention (from leaders) to address under achievement & gaps in learning.	To diminish gaps and accelerate progress for identified pupils.	The EEF toolkit for pupil premium states that linking structured one-to-one or small group intervention to classroom teaching, is likely to be an effective key component within a schools PP strategy.	Termly Pupil Premium meetings; looking at impact via data and outcomes from QFT and interventions.	YB CT AH	Termly

<p>Targeted SEND support, within the EYFS and up - to include:</p> <ul style="list-style-type: none"> • S&L • CAMHs • OT • EP 	<p>To improve the outcomes for identified pupils including planned external agency support.</p>	<p>The EEF toolkit for pupil premium states that linking structured one-to-one or small group intervention to classroom teaching, is likely to be an effective key component within a schools PP strategy.</p> <p>The EEF report “The Attainment Gap” states that the attainment gap is largest for children and young people who claim free school meals, and for those with special educational needs; the gap begins in the early years and grows at every stage of education, so that by the end of secondary school, it is 19.3 months. This means that it is crucial that we intervene early and continue to attend to the needs of these groups</p>	<p>Termly Pupil Premium meetings; looking at impact via data and outcomes from QFT and interventions.</p> <p>External Agency report showing impact.</p> <p>Parent and pupil voice.</p>	<p>AH</p>	<p>Termly</p>
<p>To enhance partnership work already in place with children and families.</p>	<p>To improve engage and wellbeing of identified pupils and families; to improve outcomes for pupils</p>	<p>The EEF toolkit has a range of recommendations with supporting partnerships between school and families an identified area for improving the social and emotional needs for learning in primary.</p>	<ul style="list-style-type: none"> • Parent and Pupil Voice • Attendance of Parent/s at arrange of school events • External agency reports and assessments • Learning looks • Data and outcomes • School Communication 	<p>YB CT AH PC</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>50,000</p>

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Training and Development of Well-being Leader.	To develop school systems for supporting WAMHS and induct all staff.	<p>The EEF toolkit for Social and Emotional Learnings suggests that:</p> <ul style="list-style-type: none"> • Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. • On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. 	<ul style="list-style-type: none"> • Leader has attended WAMHS training. • An action plan is in place outlining areas of development, staff induction etc. • Staff CPD has taken place (minuted). • Behaviour monitoring. • External agency reports • Parent and Pupil voice 	AH – SENDCo & Well-being Lead CW – PSHCE co-ordinator	

<p>To provide targeted homework; including provision with ASC.</p>	<p>To ensure all pupils have access to support and a working space to facilitate learning through BSC and ASC provision.</p>	<p>The EEF toolkit for pupil premium states: “that research indicates pupils make two additional months’ progress per year from extended school time and in particular through the targeted use of BSC & ASC programs (on average).</p>	<ul style="list-style-type: none"> • Impact on outcomes – seen in data, books and scores (AR, IXL) • Termly raising attainment meetings • Pupil voice 	<p>YB CT AH PC</p>	
<p>To continue to plan for and provide a range of enrichment programs and provision for all key stages; to include (but not exclusively):</p> <ul style="list-style-type: none"> • Shakespeare In School • Dance Lessons • Music Provision • Specialist Art Days • World Book Days • Coding Week • Speaking and Performing Opportunities • Exploration of national places of interest (Museums/ Galleries) 	<p>To provide opportunities to enrich and develop cultural capital for all pupils.</p>	<p>A Sutton Trust report found that a number of factors including:</p> <ul style="list-style-type: none"> • pupils benefited from pre-school education, especially of higher quality • having had enrichment and supportive home learning environments from a young age, including reading books and going on educational outings during the early years of secondary school. <p>Made it significantly more likely that pupils would attain well at GCSE.</p> <p>In addition the report states that schools should also provide more opportunities for able students to undertake academic enrichment activities where these are not available at home, including through structured ‘gifted and talented’ programmes, and monitor their progress more effectively.</p>	<ul style="list-style-type: none"> • SLT • Teachers and support staff • Specialist teachers • Performances • Reflections in work – learning looks • Pupil voice 	<p>YB CT AH PC</p>	<p>End of Financial Year</p>
<p style="text-align: right;">Total budgeted cost:</p>					<p>27,850.00</p>

