

HOLY TRINITY C of E PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2019-20

Summary information						
School	Holy Trinity C of E Primary School					
Academic Year	2019/20	Total PP budget	£60,625	Date of most recent PP Review		Sept 2019
Total number of pupils	445	Number of pupils eligible for PP	39	Date for next internal review of this strategy		Jan 2020
End of Key Stage Attainment Academic Year 2018-19						
	Pupils eligible for PP outcomes (GD)			Pupils not eligible for PP outcomes (GD)		
EYFS (1 pupil)	0% of children achieved a Good Level of Development			82% of the children have achieved a Good Level of Development		
Phonics (6 pupils)	83% of Year 1 PP children achieved the threshold 100% (1 pupil) of Year 2 PP children who re-took/took for the first time achieved the threshold			88% of Year 1 children achieved the threshold 80% of Year 2 children who re-took/took for the first time achieved the threshold		
	Reading	Writing	Maths	Reading	Writing	Maths
KS1 (2 pupils)	50%	0%	50%	89% (46%)	81% (23%)	88% (40%)
KS2 (9 pupils)	67% (22%)	56% (11%)	33% (11%)	89% (55%)	86% (39%)	88% (59%)

At Holy Trinity we understand that, ‘children entitled to Pupil Premium encompass the full spectrum of needs and backgrounds in the school community, including white and minority ethnic pupils, looked after children, gifted and talented (G&T) children and those with special educational needs (SEN).’ We passionately believe that ‘each child in this diverse group is an individual; they need adults who take the time to understand and personalise provision, through quality first teaching (QFT), to help them to overcome barriers to learning through the systematic application of what works well.’ (National Strategies: Narrowing the Gaps)

The Pupil Premium is additional funding for schools in England given by the government to raise the attainment of certain pupils and close the gap between them and their peers. We have used this funding well in the past few years to support our Pupil Premium pupils to attain at least national expectations in order to give them the best start in life. Numbers of pupils eligible for Pupil Premium increase as you move up through the school and this is due to increased mobility in KS2. Of the 9 Y6 pupils eligible in the academic year 2018-19, 7 joined the school during Key Stage 2. We currently have 1 Looked After child (LAC) and 11 who are previously Looked After; developmental trauma and high emotional need affects their attainment and progress and we prioritise meeting the emotional needs for these pupils in order to remove some of the barriers to learning.

At Holy Trinity we use current research (including from the Education Endowment Fund) and successes in other schools to ensure we:

- Use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming and challenge those whose progress needs to accelerate (pupil attainment and progress tracking, pupil progress meetings and carefully structured interventions)
- Take time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils and apply it consistently and relentlessly (this ethos is stretched throughout our whole school)
- Evaluate, celebrate and share success
- Recognise and unlock potential, including identification of G&T pupils eligible for Pupil Premium
- Intervene early and effectively, track progress and change approaches where necessary (early intervention and tracking in place)
- Focus on transition, one-to-one tuition and progressive development of language and literacy skills (Early Years support & Read, Write Inc. applied across Early Years Foundation Stage and Key Stage One; 1:1 tuition and team teaching in KS2)
- Search out the most effective ways of engaging parents and families, and listen to pupils and engage them in sustained dialogue about learning .

This year our Pupil Premium funding is £60,625. We are strategically targeting this funding to support all of our Pupil Premium pupils as such:

Identified need	Objectives & Actions taken	Impact expected
<p>More Pupil Premium pupils to be 'Secondary ready' by achieving 'expected' (age-related) standards in Reading, Writing, Grammar and Maths by end of Key Stage 2. <i>There will be an emphasis on Maths as Pupil Premium pupils did not achieve as highly in this subject as their peers.</i></p>	<ul style="list-style-type: none"> • 1-2-1 or small group tuition taking place led by Dyslexia Specialist Teacher and Maths Leader. • Targeted Booster classes for Y6 pupils in Maths. • Third Space Learning employed as a different vehicle for 1:1 tuition in maths. • Inclusion Leader team teaching in Y6 classes every morning 	<p>Pupils have a more secure grounding in core maths concepts.</p> <p>Pupils see maths challenges in a variety of contexts.</p> <p>Pupils receiving a range of targeted support both in and out of lessons.</p> <p>More pupils reach expected standards at the end of Key Stage 2.</p>
<p>More Pupil Premium pupils to reach grading of Working at a Greater Depth.</p>	<ul style="list-style-type: none"> • Pupils working at the expected level and above to be provided with opportunities in school to challenge them, including Maths Club, Creative Writing Club and Reading Club. • Giving pupils working at or above opportunities to participate in external challenge events, including Maths Quiz Club and Challenge Days at other schools 	<p>Pupils understanding and knowledge of challenging texts and mathematical concepts is improved</p> <p>More pupils gain Working at a Greater Depth by the end of both Key Stage 1 and 2.</p>
<p>More Pupil Premium pupils reach expected standards across Key Stage 1 and in the Phonics Screening Check.</p>	<ul style="list-style-type: none"> • Read, Write Inc. applied across Key Stage 1 and Early Years Foundation Stage effectively. • Staff highly trained for consistency and pupils make rapid progress under the programme. • Regular and effective monitoring of teaching and learning by the Phonics Leader. 	<p>More pupils reach the expected standard in Writing and Reading at the end of Key Stage 1.</p> <p>More pupils pass the Phonics Screening Check in Year 1.</p> <p>Pupils entering with a low baseline in Early Years Foundation Stage are quick to catch up to expected standards.</p>

The attainment and progress of Previously Looked After pupils is less than that of their peers	<ul style="list-style-type: none"> • The ELSA programme to be employed in cycles; PP and SEN pupils to be considered as a priority for consideration. • External Play Therapist to provide weekly or fortnightly sessions. • HT, Inclusion Leader and DHT to regularly liaise with school TaMHS Worker regarding PP and LAC pupils and families who would benefit from sessions. • Use of Theraplay as a strategy to address barriers to learning. • Regular liaising with families of LAC and previously LAC in regards to their emotional well-being, triggers and impact of strategies employed. 	More previously Looked After pupils are achieving expected standard at the end of their current year group.
Pupil Premium pupils with special educational needs are often not achieving in relation to their peers.	<ul style="list-style-type: none"> • Ensuring Pupil Premium pupils with special educational needs are identified early and supported quickly. • Regular and effective communication between Inclusion Leader and Pupil Premium Leader. 	<p>Pupils with an additional need are identified and assessed early</p> <p>Pupil Premium Pupils with special educational needs are effectively supported in the classroom setting, and receive targeted intervention to enable them to access more of the learning and achieve more highly.</p>
Ensuring children who have little support at home are able to understand and complete homework tasks	<ul style="list-style-type: none"> • Weekly Homework Club targeted at Pupil Premium pupils unable to work at home. • Liaising with parents to support them to support their child. 	Homework is completed with support.
Support pupils' active lifestyle	<ul style="list-style-type: none"> • Priority, paid for club space for pupils receiving Free School Meals. • Support with funding for Y4 and Y6 residential trips. 	Pupils are happy & active. G & T pupils identified

Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased progress in writing in KS2 in order to close the gap All pupils to be at ARE across the three core areas	Effective use of differentiation in all lessons Teach Writing composition strategies through modelling and supported practice Use of White Rose Maths Hub across the school as a strong fluency and reasoning scheme Pupil Premium Champion to teach small groups across the school	<i>Medium:</i> Clear use of effective differentiation in planning and lessons to support PP pupils. Modelling of writing composition and use of WRMH resources in class has resulted in greater consistency across classes. Unfortunately, Pupil Premium Champion only worked in class and with groups for the Autumn term due to illness. Although the specialist dyslexia teacher continued to deliver some of the sessions.	Inclusion Leader and PP Lead to regularly liaise with teachers on attainment and progress of PP children. Experienced teachers to share and model good practice to colleagues.	£22,300
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All pupils to be at ARE across the three core areas	Small group tuition in both Maths and English lead by PP Champion Participation in the Beanstalk programme Small group targeted intervention lead by teaching assistants Use of Fabulous Folders	<i>Medium:</i> All interventions were employed and appropriate pupils selected and a great impact was seen in Y4 and Y6 classes but less across the rest of the school.	Classes where interventions are well organised, planned for and regularly reviewed saw greater progress in all three core areas. Important for those teachers to share their good practice and even mentor less experienced teachers. Small group tuition, TA lead interventions and the Beanstalk programme proving effective. Need to review the impact of Fabulous Folders next year.	£24,600

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Previously Looked After pupils feeling more settled and accessing learning</p> <p>Attendance and punctuality rates to be in line with the rest of the school</p>	<p>ELSA</p> <p>Play Therapy</p> <p>TaMHS Worker Sessions</p> <p>Theraplay</p> <p>Regular liaising with families where attendance is low</p>	<p><i>Medium:</i> Many of our PP pupils continued to make progress in their emotional well-being and social skills which has had an impact on their behaviour and ability to access learning. These are obviously long-term strategies, not a quick fix, and so will continue to be used across the school.</p> <p>Use of 1:1 support for targeted individuals impacted on academic progress and decreased incidents of behaviour.</p>	<p>Pupils, parents and teachers' feedback is that the emotional interventions being provided are effective so will continue to employ.</p> <p>Now need to ensure we are regularly reviewing the impact of these interventions as some pupils have been accessing an intervention for a long time, such as Play Therapy, and some pupil are revisiting interventions, such as ELSA.</p>	£14,400

