



Holy Trinity C of E Primary School Pupil Premium Strategy Statement 2019/2020



1. Summary Information

Academic Year	Total PP Budget	Total Number of Pupils (N-Y6)	Number of Pupils Eligible for PP
2019/2020	£190,380	458	129 (6 LAC)

2. Current Attainment

EYFS 2019	HT Pupils Eligible for PP	Figure for National Other ()
% Achieving GLD	63%	74%

End of Key Stage 1 2019	HT Pupils Eligible for PP	Figure for National Other
% at ARE or above in RWM	71%	69%
% Achieving GDS in RWM	5%	13%
% Achieving Expected Standard Reading	71%	79%
% Achieving GDS Reading	29%	29%
% Achieving Expected Standard Writing	76%	74%
% Achieving GDS Writing	5%	18%
% Achieving Expected Standard Maths	81%	79%
% Achieving GDS Maths	24%	24%
% Achieving Expected Standard Phonics	79%	85%

End of Key Stage 2 2019	HT Pupils Eligible for PP	Figure for National Other
% at ARE or above in RWM	45	70
% Achieving GDS in RWM	0	12
% Achieving Expected Standard Reading	52%	80
% Achieving GDS Reading	31%	32
% Achieving Expected Standard Writing	55%	83
% Achieving GDS Writing	10%	23
% Achieving Expected Standard Maths	79%	81
% Achieving GDS Maths	21%	28
% Achieving Expected Standard Grammar, Punctuation and Spelling	72	82
Overall Progress Score Reading	-0.73	
Overall Progress Score Writing	-2.94	
Overall Progress Score Maths	-0.50	

3. Barriers to future attainment for pupils eligible for PP

A	Whole School Communication and Language assessments evidence that expressive and receptive language and storytelling is very low - Spoken Language - 39%, Vocabulary - 52%, Storytelling - 25%. This impacts negatively on attainment in Reading and Writing and other areas of the curriculum.
B	Inward mobility with a number of pupils having English as an additional language. In addition to this many pupils are New Arrivals to the country having not had previous schooling in some cases - in most cases despite being a vulnerable group their status in the country prevents them from being eligible for Pupil Premium Funding. Currently these pupils make up approximately 8% of the school.

C	Poor basic skills for some pupils due to background and life experiences.
D	Limited opportunities for pupils to learn at home due to poor home environments. Socio-economic factors such as poor housing conditions, financial difficulties, etc result in poor parental involvement in some cases.
E	High number of safeguarding issues, including Domestic Abuse and emotional barriers to learning which means pupils are not ready to learn until these barriers are addressed. Increase in the number of LAC pupils - risen to 6.
F	Attendance - 36% of persistent absentees are Pupil Premium (35% of Pupil Premium pupils have attendance less than 95%). Less time spent in school results in less progress being made and lower attainment in many cases.

After considering evidence from The Sutton Trust (ST), the DfE's Supporting the Attainment of Disadvantaged Pupils, Ofsted's The Pupil Premium: an Update, expenditure has been planned to address the following:

4. :

(SIP ref)	Desired Outcomes	Success Criteria
A, B (1a, 1b, 1c, 1e, 3a)	Improved quality of provision in reading and writing Improved communication and language skills across all year groups Improved outcomes for vulnerable group Improved progress for vulnerable group	<ul style="list-style-type: none"> End of KS2 reading data improves by at least 10% at EXS and is in line with national for GDS. The percentage of all pupils attaining EXS in writing at the end of Y6 improves by at least 10% and at least 5% for GDS The percentage of Y1-6 PP pupils attaining EXS in reading and writing improves by at least 10% overall. The percentage of PP pupils attaining age related standardised scores in NFER reading and maths tests improves by at least 6 APS The percentage of pupils at age related standards for communication and language increases across the year. The teaching of reading and writing is judged as at least good in 100% of classes and outstanding in at least 26% (Non NQTs) Planning demonstrates that possibilities is a key driver to widen pupils' experiences and raise aspirations Pupil conferencing demonstrates that pupils enjoy learning and articulate their knowledge and understanding in relation to themselves

		<ul style="list-style-type: none"> • Cross curricular application of skills demonstrates age related expectations consistently • The range of wider curricular opportunities offered to pupils is broad • Planning for the wider curriculum evidences that it is under pinned by the 3 drivers - spirituality, possibilities and questioning • Pupils take part confidently in public speaking i.e. debates, presentations, performances
C (1a, 1b, 1c, 1d, 1e)	Improve Basic skills in reading, writing and maths.	<ul style="list-style-type: none"> • The percentage of Y1-6 PP pupils attaining EXS in reading, writing and maths improves by at least 10% overall. • Monitoring evidences that improvements in basic skills are seen in the wider curriculum areas.
D & E (2a, 3a, 4c)	<p>Improve opportunities for home learning. Number of parents engaging in pupils' learning increases, including home readers and engagement in homework, Continue to improve attendance at Parents' Evenings.</p> <p>Safeguarding and well-being concerns are identified and dealt with quickly and effectively.</p> <p>Broaden pupils experiences by providing extracurricular activities and wider learning opportunities.</p> <p>Pupils enjoyment and love of learning increases</p>	<ul style="list-style-type: none"> • Reduce the gap in boys attainment to less than 7% at KS2 and less than 9% at KS1. • Reduce the gap in progress for boys /girls • Behaviour incidents recorded for boys (and PP boys) is reduced. • Planning demonstrates that possibilities is a key driver to widen pupils' experiences and raise aspirations • Pupil conferencing demonstrates that pupils enjoy learning and articulate their knowledge and understanding in relation to themselves • Cross curricular application of skills demonstrates age related expectations consistently • The range of wider curricular opportunities offered to pupils is broad • Planning for the wider curriculum evidences that it is under pinned by the 3 drivers - spirituality, possibilities and questioning • Reduce the number of behaviour incidents across the academic year (yellow cards, red cards and behaviour recovery) • Reduce the number of fixed term exclusions to under 1% • Pupil conferencing allows pupils to talk about learning behaviours and how they are used across all subjects • Staff follow behaviour policies and procedures consistently, intervening quickly to prevent any incidents of bullying, peer on peer abuse or discrimination occurring. • Pupils are able to recognise injustice, both in school and outside of school, and feel confident enough to challenge it • Transition is carefully planned and PHSE teaching provides activities to ensure pupils are ready to succeed in each new stage of their education.

		<ul style="list-style-type: none"> Diversity is celebrated and pupils demonstrate their respectful understanding of others Pupil conferencing and evidence scrutinies demonstrate pupil awareness that opportunities and possibilities in life can be achieved through hard work and resilience
F (1a, 1b, 1c, 1d, 1e, 4c)	Improve attendance of PP pupils.	<ul style="list-style-type: none"> The percentage of PP pupils whose attendance is below 95% is reduced by at least 10% across the year. Whole school boys' attendance is above 96%

<u>Approaches</u> <i>Evidence/research what works, training needs, short term/long term? Regular pupil progress.</i>		<u>Monitoring</u> <i>How will you ensure it is implemented well?</i>
Trinity Ten Learning behaviours linked to Halos Metacognition - learning to learn. Bronze, Silver, Gold Learning behaviour rewards.	Evidence and research shows that pupils who are in control of their learning make significant gains	Award Tracking/data analysis
English and Maths homework books	EEF shows that homework and parental support has a positive impact on learning and pupil progress.	Monitoring Cycle - books Pupil Progress Meetings
Pre teaching	Some pupils who have gaps in their learning are able to keep within ARE when pre teaching occurs. This has had a positive impact on pupils, giving them confidence to contribute during lessons Enables pupils to 'catch up' in order to meet ARE in Reading, Writing and Maths Enables More Able pupils to access further challenge in order to meet GDS	Monitoring Cycle - books Pupil Progress Meetings Pupil Conferencing
High quality feedback throughout lessons	Pupils respond well to immediate feedback, helping to identify areas for development in a timely and effective way. Feedback studies show very high positive effects on learning.	Lesson obs Book scrutiny Pupil conferencing Pupil progress data
Cooperative and collaborative learning - peer mentoring/coaching and support	Extensive research has shown that this has a positive impact on pupils learning for very little cost	Lesson obs Pupil conferencing

Soft Start	Extending the school day - beginning earlier - has had a positive impact on families. Parents welcome the earlier start, gives opportunities for pupils to access learning right at the beginning of day, sets children up to begin lessons as they are settled Has shown to help improve punctuality and attendance.	Monitoring - learning walks Attendance/punctuality records
Forest school	Boys learn particularly well in active environments - providing further life experiences for pupils	Pupil progress meetings Pupils outcomes
Learning Mentors	Research has shown that learning mentors can help to improve pupil behaviour, increase their self-confidence and motivation, and improve their classwork, relationships with teachers and personal organisation skills. Learning Mentors can impact positively on pupils by providing support and guidance to children and young people who are experiencing difficulties in learning due to social, emotional or behavioural problems or other issues.	Pupil questionnaires Behaviour reports
Vocabulary focus	Develop the vocabulary of pupils to increase the number of pupils at ARE and GDS in reading and writing across school.	Monitoring - planning, lesson obs Pupil progress meetings Data Analysis Book scrutinies
Nurture Groups	Improving social and emotional learning and behaviour improves confidence and wellbeing and ensure pupils are ready to learn this, in turn improves rates of progress and attainment for PP and identified pupils.	Boxall Profiles Learning Walk Pupil conferencing
Targeted Intervention	Some pupils need targeted help with some areas of the curriculum. Pupil progress meetings will help to inform provision for these pupils on a regular basis - ensuring they have access to the most effective intervention for their needs.	Pupil progress meetings Data analysis Strand analysis
Breakfast Club	Pupils who eat breakfast show signs of improved concentration.	Registers Attendance rates Pupil progress of group
After School Activity Clubs	Providing support for families and parents with extended hours at a subsidised cost.	
Admin staff tracking and monitoring attendance and punctuality	Improvements in Attendance and Punctuality Parents take more responsibility in ensuring pupils attend school regularly and on time.	Attendance and punctuality reports

Welfare and Safeguarding Officer involvement with families	Good relationships between parents and school enables pupils to make better progress and improves outcomes - raises aspirations.	Concern forms Records of families supported Attendance Parental involvement
Contribution to school trips, residential visits and visitors	Enables pupils to experience further learning opportunities, providing support to parents and families.	