



Holy Trinity C of E Primary School Pupil Premium Strategy Statement 2018/2019



1. Summary Information

Academic Year	Total PP Budget	Total Number of Pupils	Number of Pupils Eligible for PP
2018-2019	£178,780	482	130 5 LAC

2. Current Attainment

EYFS 2018	HT Pupils Eligible for PP	Figure for National Other (2016)
% Achieving GLD	63%	74%

End of Key Stage 1 2018	HT Pupils Eligible for PP	Figure for National Other (2016)
% at ARE or above in RWM	47%	69%
% Achieving GDS in RWM	5%	13%
% Achieving Expected Standard Reading	47%	79%
% Achieving GDS Reading	16%	29%
% Achieving Expected Standard Writing	47%	74%
% Achieving GDS Writing	5%	18%
% Achieving Expected Standard Maths	58%	79%
% Achieving GDS Maths	16%	24%
% Achieving Expected Standard Phonics	81%	85%

End of Key Stage 2 2018	HT Pupils Eligible for PP	Figure for National Other (2016)
% at ARE or above in RWM	63%	70%
% Achieving GDS in RWM	0%	12%
% Achieving Expected Standard Reading	60%	80%
% Achieving GDS Reading	13%	32%
% Achieving Expected Standard Writing	60%	79%
% Achieving GDS Writing	0%	23%
% Achieving Expected Standard Maths	67%	81%
% Achieving GDS Maths	20%	28%
% Achieving Expected Standard Grammar, Punctuation and Spelling	73%	82%
Overall Progress Score Reading	-1.7	0.3
Overall Progress Score Writing	-2.8	0.1
Overall Progress Score Maths	-0.3	0.2

3. Barriers to future attainment for pupils eligible for PP

A	Inward mobility with a large 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.
B	Communication & Language and Physical Development skills in EYFS are lower for PP pupils than for other pupils which can impact adversely on reading and writing in subsequent years.

C	Low baseline of attainment on entry to EYFS which results in accelerated progress needing to be made in following year groups.
D	Poor basic skills for some pupils due to background and life experiences.
E	Limited opportunities for pupils to learn at home due to poor home environments.
F	High number of safeguarding issues 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 from 1 to 5.
G	Attendance of identified pupils. Less time spent in school results in less progress being made and lower attainment in many cases.
H	Socio-economic factors such as poor housing conditions, financial difficulties, etc result in poor parental involvement in some 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. :

	Desired Outcomes	Success Criteria
A	Improve outcomes for Vulnerable group (Pupil Premium Plus) in Reading, Writing and Maths	Higher percentage of these pupils meet the expected standard in each year group.
B	Improve Reading and Writing skills in Early Years.	Higher percentage of pupils meet the expected standard at the end of EYFS. The gap between PP and Non PP Pupils is narrowed by the end of reception. GLD for disadvantaged pupils is in line with National
C D	Improve basic skills in Reading, Writing and Maths for identified pupils.	Improved basic skills across school. Gap in attainment reduced between PP and non PP pupils. % of PP pupils attaining at the expected level increases by at least 15% in reading, writing and maths in Y2, Reading and Writing in Y6 and by at least 10% in maths at the end of Y6. % of Y2 PP pupils attaining Greater Depth increases by at least 10% in R, W and M % of Y6 PP pupils attaining Greater Depth increases by at least 15% in R, W and BY 10% n M

E	<p>Improve opportunities for home learning.</p> <p>Number of parents engaging in pupils' learning increases, including home readers and engagement in homework,</p> <p>Continue to improve attendance at Parents' Evenings.</p>	<p>% of PP pupils attaining 2 in reading and writing is in line with others Nationally</p> <p>% Attainment at expected level in reading, writing and maths increases in Y1</p> <p>GLD for disadvantaged pupils is in line with National</p> <p>PP pupils make progress at least in line with non PP pupils nationally.</p> <p>% of parents contributing to EYFS learning platform increases</p> <p>% of parents attending parents workshops/IMPACT workshops improves</p>
F & H	<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>	<p>Higher rates of progress for those PP pupils identified as vulnerable (with regard to safeguarding and emotional well-being)</p> <p>Pupils talk positively about school</p> <p>Trips and visits are used to enhance learning in the classroom</p> <p>Positive improvements seen on all Boxall Profiles</p> <p>Increase the number of pupils attending Breakfast club and participating in after school activity clubs.</p>
G	<p>Improve attendance of targeted pupils.</p>	<p>PP attendance is at least 96.5%</p>

Quality First Teaching for all			
<u>Desired Outcomes</u>	<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>
A,D,H	HT Halos introduced - Halo Exchange shop weekly for pupils to 'spend' halos	Good behaviour in and around school leads to better outcomes for pupils - raising aspirations	Behaviour Records Attendance at behaviour parties
B	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
C, D,E,H	Guided reading Resources - Bug Club/Pearson for EYFS/KS1 and KS2 Bug Club - online reading resources	Home learning has some positive impact on pupil progress. Computer based learning has is attractive to pupils and is quite easily accessible on phones and tablets which the majority of parents have access to.	Check online usage weekly Learning Walk monitoring

A,C,D,E,H	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
A,C,D, E	Close the Gap/Pre teaching	Some pupils who have gaps in their learning are able to keep with the ARE when pre teaching occurs. This has had a positive impact on pupils, giving them confidence to contribute during lessons having had a shortburst activity/teaching prior to whole class teaching. 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
A,B,C,D	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

A,B,C,D,	Cooperative and collaborative learning - peer mentoring/coaching and support - Kagan approach	Extensive research has shown that this has a positive impact on pupils learning for very little cost	Lesson obs Pupil conferencing
F,G,H,	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
D,F,G,H,	Forest school	Boys learn particularly well in active environments - providing further life experiences for pupils	Pupil progress meetings Pupils outcomes
A,B,C,D,E,	Word Aware - 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

Targeted Support

<u>Desired Outcomes</u>	<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>
A,D,E,F,H,	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
A,C,D,E.G.	Targeted Intervention	Some pupils need targeted help with some areas of the curriculum. Pupils 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
E,H,	Resources/ trips and further support for MA pupils	Fewer PP pupils reach GDS in Reading, Writing and Maths than other pupils. Providing them with further opportunities to reach the higher standard will improve progress and attainment for this identified group.	Pupil conferencing Pupil progress

Other Approaches

<u>Desired Outcomes</u>	<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>
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E,F,H,	Breakfast Club	Pupils who eat breakfast show signs of improved concentration.	Registers Attendance rates Pupil progress of group
E,F,H,	After School Activity Clubs	Providing support for families and parents with extended hours at a subsidised cost.	
F, G	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
F, G	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
E,F,G,H,	Contribution to school trips, residential visits and visitors	Enables pupils to experience further learning opportunities, providing support to parents and families.	
Total Budgeted Cost			£178,780