



Holy Trinity C of E Primary School Pupil Premium Strategy Statement



1. Summary Information

Academic Year	Total PP Budget	Total Number of Pupils	Number of Pupils Eligible for PP
2016-2017	£186,768	426	138 2 LAC

2. Current Attainment

End of Key Stage 2 2016	HT Pupils Eligible for PP	Pupils Eligible for PP (National Average)	Figure for National Other
% at ARE or above in RWM	47%	39%	60%
% Achieving Expected Standard Reading	63%	53%	71%
% Achieving Expected Standard Writing	58%	64%	79%
% Achieving Expected Standard Grammar, Punctuation and Spelling	74%	61%	78%
% Achieving Expected Standard Maths	53%	57%	75%
Overall Progress Score Reading	0.88	-0.7	1.89
Overall Progress Score Writing	1.08	-0.3	1.72
Overall Progress Score Maths	-1.05	-0.5	2.90

3. Barriers to future attainment for pupils eligible for PP

In school barriers

A	The proportion of disadvantaged students at the end of KS1 working at expected standard in reading was 26% less than national non-disadvantaged students' average and in line with the national disadvantaged students' average. (HT 52% compared to 50% Dis Nat). The in school attainment gap was -9%.
B	The proportion of disadvantaged students at the end of KS1 working at expected standard in writing was 33% less than national non-disadvantaged students' average and 16% less than the national disadvantaged students' average. The in school attainment gap was -21%.
C	The proportion of disadvantaged students at the end of KS1 working at expected standard in maths was 40% less than national non-disadvantaged students' average and 24% less than the national disadvantaged students' average. The in school attainment gap was -15%.
D	The proportion of disadvantaged students at the end of KS1 working at greater depth in reading was 12% less than national non-disadvantaged students' average and 9% less than the national disadvantaged students' average.
E	The proportion of disadvantaged students at the end of KS1 working at greater depth in Writing was 9% less than national non-disadvantaged students' average.
F	The proportion of disadvantaged students at the end of KS1 working at greater depth in Maths was 13% less than non-disadvantaged students' average.
G	The reading overall KS1-KS2 progress score was 1.01 points less than the non-disadvantaged students' average and 1.58 points more than the national disadvantaged students' average. (School 0.88)
H	The writing overall KS1-KS2 progress score was 0.64 points less than the non-disadvantaged students' average and 1.38 points more than the national disadvantaged students' average. (School 1.08)
I	The maths overall KS1-KS2 progress score was 3.95 points less than the non-disadvantaged students' average and 0.55 points less than the national disadvantaged students' average. (School -1.55)

External barriers

J	<p>Well-being, attendance and punctuality and behaviour.</p> <p>Currently PP attendance is 95.6% (just below the target of 96%) We have worked hard to improve attendance across school and this needs to continue.</p> <p>93% of disadvantaged pupils attended the behaviour reward party Summer term. Current behaviour system is impacting positively. The 7% who did not attend are all boys - this will continue to be a focus.</p>
---	--

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	Increase reading attainment of disadvantaged pupils to be in line with that of other pupils throughout the school.	End of KS1 reading attainment to be above that of similar pupils nationally and at least a 10% decrease in gap between non disadvantaged . Current disadvantaged Y3 pupils to increase their attainment to bring it in line with that of non-disadvantaged pupils by the end of KS2.
B	Increase Writing attainment of disadvantaged pupils to be in line with that of other pupils throughout the school.	End of KS1 writing attainment to be above that of similar pupils nationally and at least a 10% decrease in gap between non disadvantaged . Current disadvantaged Y3 pupils to increase their attainment to bring it in line with that of non-disadvantaged pupils by the end of KS2.
C	Increase maths attainment of disadvantaged pupils to be in line with that of other pupils throughout the school.	End of KS1 maths attainment of disadvantaged pupils to be above that of similar pupils nationally and at least a 10% decrease in gap between non disadvantaged . Current disadvantaged Y3 pupils to increase their attainment to bring it in line with that of non-disadvantaged pupils by the end of KS2.

D, E, F	Increase the proportion of disadvantaged students working at greater depth in reading, writing and maths throughout the school.	Proportion of disadvantaged pupils working at greater depth to be above that of similar pupils nationally and in line with non-disadvantaged pupils in school by the end of KS1. % of Y6 PP pupils attaining Greater Depth increases by at least 8% in R, W and M % of Y2 PP pupils attaining Greater Depth increases by at least 8% in R, W and M
G, H, I	Increase the reading overall KS1-KS2 progress score to be in line with that of non-disadvantaged students' average and above the national disadvantaged students' average.	Overall KS1-KS2 progress score to be in line with that of non-disadvantaged students' average and above the national disadvantaged students' average in reading, writing and Maths.
J	<ul style="list-style-type: none"> ➤ Increase the attendance of disadvantaged pupils. ➤ Improve the behaviour of small group of disadvantaged boys. 	Attendance of disadvantaged pupils to be over 96% 5% increase in the number of Disadvantaged pupils attending behaviour parties.

<p align="center">Focus</p> <p align="center"><i>Current gaps in attainment within school and nationally</i></p>	<p align="center">Barriers to Learning</p> <p align="center"><i>What barriers do disadvantaged pupils face in Holy Trinity?</i></p>	<p align="center">Desired Outcomes</p> <p align="center"><i>Increased rates of progress/attainment, improving family engagement, improving attendance</i></p>	<p align="center">Success Criteria</p> <p align="center"><i>How will success be measured?</i></p>	<p align="center">Approaches</p> <p align="center"><i>Evidence/research what works, training needs, short term/long term? Regular pupil progress.</i></p>
<p>Gap between Disadvantaged and peers nationally and in school in Reading, Writing and Maths.</p>	<p>Currently more able PP pupils make less progress than other pupils.</p>	<ul style="list-style-type: none"> Higher rates of progress and attainment for PP across EYFS, KS1 and KS2. Gap between attainment of PP and non PP narrows significantly. 	<ul style="list-style-type: none"> % of PP pupils attaining at the expected level increases by at least 10% over the academic year. % of Y6 PP pupils attaining Greater Depth increases by at least 8% in R, W and M % of Y2 PP pupils attaining Greater Depth increases by at least 8% in R, W and M 	<ul style="list-style-type: none"> Quality First Teaching High quality feedback throughout lessons including Pink to Think - feedback studies tend to show very high effects on learning. Kagan approach to learning - Cooperative and collaborative learning; extensive research has shown that this has a positive impact on pupils learning for very little cost
<p>Attainment and progress of More Able pupils eligible for Pupil Premium Funding in Reading, Writing and Maths</p>		<ul style="list-style-type: none"> Higher rates of progress for More Able PP pupils across KS1 and KS2 Higher percentage of More Able PP pupils achieve Greater Depth in Reading, Writing and Maths 		<ul style="list-style-type: none"> Quality First Teaching Pre teaching/Flip learning Peer Mentoring Maths Whizz Intervention
<p>Increased attendance rates - continue to build on the success of previous years</p>	<p>Currently PP attendance is 95.6% (just below the target of 96%) We have worked hard to improve attendance across school and this needs to continue.</p>	<ul style="list-style-type: none"> Higher rates of engagement/enjoyment from pupils 	<ul style="list-style-type: none"> PP attendance is at least 96% 	<ul style="list-style-type: none"> NFER identifies addressing attendance as a key area for attainment.
<p>Language and communication skills in EYFS and Y1. Parental support and knowledge of expectations</p>	<p>High proportion of EAL pupils whose parents have limited English</p>	<ul style="list-style-type: none"> Number of parents engaging in pupils' learning increases, including home readers and engagement in homework 	<ul style="list-style-type: none"> % of PP pupils attaining 2 in reading and writing is in line with others Nationally % Attainment at expected level in reading, writing and maths increases in Y1 GLD for disadvantaged pupils is in line with National 	<ul style="list-style-type: none"> REAL for EYFS Parent Literacy Workshop Parent expectation meetings English and Maths homework books* Maths Whizz* Spellodrome* *For engagement of parents and involvement in child's learning
<p>Improved behaviour throughout school including learning</p>	<p>Small groups of disadvantaged boys currently make up the</p>	<ul style="list-style-type: none"> Improved behaviour during break and lunchtimes 	<ul style="list-style-type: none"> Number of Behaviour Recovery incidents halves 	<ul style="list-style-type: none"> Quality First Teaching AfL training

behaviours within lessons	numbers for behaviour recovery incidents. Expectations from staff need to be more consistent regarding conduct during non-routine times	<ul style="list-style-type: none"> Established Reward system for learning behaviours in place 	<p>over the academic year (less than 30 visits)</p> <ul style="list-style-type: none"> Behaviour is judged as outstanding 5% increase in the number of disadvantaged pupils attending behaviour reward party. PP pupils demonstrate good learning behaviours during lesson obs and learning walks. 	<ul style="list-style-type: none"> Behaviour rewards as established to continue Metacognition - learning to learn (established HT TEN need to become more high profile) Evidence and research shows that pupils who are in control of their learning make significant gains Bronze, Silver, Gold Learning behaviour criteria introduced. PP case studies Book scrutinies
Engagement and enjoyment of reading and writing for group of UKS2 boys	Disengagement from boys regarding reading and writing	<ul style="list-style-type: none"> Higher rates of progress and attainment for boys in Reading and Writing 	<ul style="list-style-type: none"> % of PP boys reaching the expected level in reading and writing increases to be in line with peers 	Premiership Reading Scheme - Evidence shows that boys respond positively to books well matched with their hobbies and interests.
Improve social, emotional learning and behaviour.	A number of PP and vulnerable pupils have family circumstances that effect learning.	<ul style="list-style-type: none"> Higher rates of progress and attainment for PP and identified vulnerable pupils. Pupils confidence increases Pupils understanding of staying safe increases Pupils are ready to learn 	<ul style="list-style-type: none"> 90% at least expected progress in reading, writing and maths for PP pupils attending nurture group Positive improvements on all Boxall Profiles 	Nurture Groups Breakfast Nurture Soft Start
Lack of 'out of school' experiences	Pupils experience limited extracurricular activities due to a number of reasons; Religion, family circumstances, financial circumstances, etc	<ul style="list-style-type: none"> Broaden pupils experiences by providing extracurricular activities and wider learning opportunities. Pupils enjoyment and love of learning increases 	<ul style="list-style-type: none"> Pupils talk positively about school Trips and visits are used to enhance learning in the classroom. Increase in the number of pupils 	Forest school Trips School Visitors Broaden pupils experiences by providing extracurricular activities and wider learning opportunities. After School Clubs - Sports (Sports Plus), cookery (Fresh - SIPS)
Punctuality for small groups of pupils.	Distance from school, lack of transport and some parents attitudes to punctuality impact negatively on some pupils punctuality.	<ul style="list-style-type: none"> Improved punctuality 	<ul style="list-style-type: none"> % of PP pupils using Breakfast Club doubles Pupils demonstrate good learning behaviours in lesson 	Breakfast Club Soft Start Governors Leave of absence meetings Governors Punctuality meetings Support from Attendance and Prosecution Service Admin staff tracking and monitoring attendance and punctuality FSW involvement with families

