

## Holy Trinity Pupil Premium Spending Plan 2016/17

<b>Amount of pupil premium funding received in 2016-17</b>	<b>£186,768</b>		
<b>Number of eligible pupils in 16/17</b>	FSM:138 pupils(42%)	LAC:1 pupils	Service families: 0
<b>Pupil premium spent on</b>	<b>Focus</b>	<b>Desired Outcomes</b>	<b>Amount spent (% salary)</b>
<ul style="list-style-type: none"> <li>High quality feedback throughout lessons including Pink to Think - feedback studies tend to show very high effects on learning.</li> <li>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</li> </ul>	Gap between Disadvantaged and peers nationally and in school in Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>Higher rates of progress and attainment for PP across EYFS, KS1 and KS2.</li> <li>Gap between attainment of PP and non PP narrows significantly.</li> </ul>	10,000
<ul style="list-style-type: none"> <li>Pre teaching/Flip learning</li> <li>Peer Mentoring</li> <li>Maths Whizz Intervention</li> </ul>	Attainment and progress of More Able pupils eligible for Pupil Premium Funding in Reading, Writing and Maths	<ul style="list-style-type: none"> <li>Higher rates of progress for More Able PP pupils across KS1 and KS2</li> <li>Higher percentage of More Able PP pupils achieve Greater Depth in Reading, Writing and Maths</li> </ul>	2800 (licence) 3500 (delivery)
<ul style="list-style-type: none"> <li>NFER identifies addressing attendance as a key area for attainment - first day calling - JD monitor attendance and punctuality.</li> <li>Attendance certificates and prizes</li> </ul>	Increased attendance rates - continue to build on the success of previous years	<ul style="list-style-type: none"> <li>Higher rates of engagement/enjoyment from pupils</li> </ul>	1000 (software package) 2,500 (0.1) 750
<ul style="list-style-type: none"> <li>REAL for EYFS</li> <li>Parent Literacy Workshop</li> </ul>	Improved language and communication skills across school.  Improve parental support and knowledge of expectations	<ul style="list-style-type: none"> <li>Number of parents engaging in pupils' learning increases, including home readers and engagement in homework</li> </ul>	1,500
<ul style="list-style-type: none"> <li>Behaviour rewards as established to continue</li> <li>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</li> </ul>	Improved behaviour throughout school including learning behaviours within lessons	<ul style="list-style-type: none"> <li>Improved behaviour during break and lunchtimes</li> <li>Established Reward system for learning behaviours in place</li> </ul>	4420 (0.1) 500
Premiership Reading Scheme - Evidence shows that boys respond positively to books well matched with their hobbies and interests.	Increase engagement and enjoyment of reading and writing for group of UKS2 boys	<ul style="list-style-type: none"> <li>Higher rates of progress and attainment for boys in Reading and Writing</li> </ul>	600
Nurture Groups	Improve social, emotional learning and behaviour through highly focused and well planned nurture groups.	<ul style="list-style-type: none"> <li>Higher rates of progress and attainment for PP and identified vulnerable pupils.</li> <li>Pupils confidence increases</li> <li>Pupils understanding of staying safe increases</li> <li>Pupils are ready to learn</li> </ul>	22,100 (0.5)
Forest school Trips School Visitors	Broaden pupils' experiences by providing extra-curricular activities and wider learning opportunities.	<ul style="list-style-type: none"> <li>Broaden pupils experiences by providing extracurricular activities and wider learning opportunities.</li> <li>Pupils enjoyment and love of learning increases</li> </ul>	3,180 (0.1)
Breakfast Club	Encourage and develop healthy eating, social development, and fun through play.	<ul style="list-style-type: none"> <li>Improved punctuality</li> <li>Improved readiness for learning</li> </ul>	6,000
Pre teaching using Seesaw	Greater confidence for pupils when learning new skills.	<ul style="list-style-type: none"> <li>Higher rates of progress for Middle and Lower attaining pupils.</li> </ul>	10,000
CTG teacher release time	Focused learning for specific pupils - plugging gaps in learning to attain at expected level	<ul style="list-style-type: none"> <li>Improved attainment and progress for ARE and GDS.</li> </ul>	27,000
Intervention Accountability SLT time to cost out interventions and support	In school research - evaluating impact of intervention against cost.	<ul style="list-style-type: none"> <li>Accountability for teaching staff to track interventions.</li> </ul>	9,000 4500
DHT release time - data analysis/PP tracking/ Assessment development SENCo release time - assessment development	Developing a system to track	<ul style="list-style-type: none"> <li>Targeted pupils tracked robustly</li> <li>Good understanding across school of strengths and areas for development for PP pupils</li> </ul>	10,200 4500
Soft start activities	Early start to the day for pupils to read, complete gap tasks, prepare for the day ahead.	<ul style="list-style-type: none"> <li>Improved punctuality and attendance</li> <li>Improved learning behaviours</li> <li>Impact on standards and achievement</li> </ul>	10000
Family Support Worker	To offer practical help and emotional support to families who	<ul style="list-style-type: none"> <li>Good relationships and communication between parents and school</li> </ul>	15,600 (0.6)

	are experiencing short or long term problems. Offer language and further education/learning courses	<ul style="list-style-type: none"> <li>Improved confidence in parents with regard to behaviour of children , parenting, social and linguistic skills</li> </ul>	
Staff training - interventions, policy/procedures	Upskill staff in relevant areas.	<ul style="list-style-type: none"> <li>Quality first teaching throughout school</li> </ul>	6000
English and Maths homework books			4000