

# Pupil premium strategy statement - HOLY TRINITY HW

1. Summary information					
School	Holy Trinity CE Primary Academy				
Academic Year	2017/2018	Total PP budget	£122,760	Date of most recent PP Review	May '17
Total number of pupils	209	Number of pupils eligible for PP	93	Date for next internal review of this strategy	

2. Current attainment				
KS2	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected and above in reading, writing & maths	50%	50%		
% achieving expected and above in reading	50%	50%	%	
% achieving expected and above in writing	93%	58%	%	
% achieving expected and above in maths	71%	58%	%	
KS1				
% achieving expected and above in reading	69%	85%		
% achieving expected and above in writing	54%	69%		
% achieving expected and above in maths	62%	69%		
EYFS				
GLD				
Reading	70%	70%		
Writing	70%	70%		
Maths	70%	75%		

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Pupil Premium pupils start our Nursery/Early Years Unit with very poor social, emotional, language and communication skills.	
<b>B.</b>	Many of our Pupil Premium pupils have very limited outside experiences and therefore display low self-esteem, confidence, resilience and aspirations	
<b>C.</b>	Many of our Pupil Premium pupils receive little or no support at home and have very poor basic English and Maths skills	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Engagement of parents	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	<p>To increase and maintain the percentage of children working at age related expectations and above that are eligible for PP funding, starting in EYFS and moving up through school.</p> <p>This will be measured by comparing our PP funded pupils with other pupils nationally.</p>	<ul style="list-style-type: none"> <li>- Ensure pupils eligible for PP in Nursery and Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</li> <li>- 65% of pupils in each class and year group to achieve ARE in Reading, Writing and Maths.</li> <li>- Disadvantaged pupils to make accelerated progress.</li> <li>- The attainment of significant groups will be in line with national averages and the differences between them diminished.</li> <li>- EYFS, Y1 phonics, KS1 and KS2 data will be in line or exceed national averages.</li> </ul>

<p><b>B.</b></p>	<p>To improve pupils well-being by increasing their confidence, social skills, oral language and aspirations.</p> <p>This will be measured by comparing self-esteem scores before and after the interventions.</p>	<ul style="list-style-type: none"> <li>- Disadvantaged pupils to be confident and for there to be an improvement in self-esteem.</li> <li>- Higher level of pupil confidence in class measured by teacher observation and pupil voice through class council and circle time.</li> </ul>
<p><b>C.</b></p>	<p>Parents are able to support their children through greater understanding of what is required of homework tasks and National Curriculum expected standards in each year group.</p>	<ul style="list-style-type: none"> <li>- Diminish the gap between PP pupils and national others achieving ARE at the end of each key stage.</li> </ul>
<p><b>D.</b></p>	<p>Improve parental engagement</p> <p>This will be measured by comparing attendance at all parental events (Parents evening/curricular workshops/class assemblies etc) with attendance previously.</p>	<ul style="list-style-type: none"> <li>- Improved parental participation in school events e.g. class assemblies.</li> <li>- Increased amount of parents attending curricular events e.g. INSPIRE Workshops, curricular workshops, parents evening etc.</li> </ul>

**5. Planned expenditure**

**Academic year**                      **2017-2018**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A	All staff to receive Phonics training (PI) that will impact on pupil skills in decoding within reading and segmenting in spelling across the school.	New staff have not had the opportunity for external Phonics training. Reading is the main focus in the SDP. Children need to secure knowledge of decoding as early as possible in order that they can build firm comprehension skills particularly where they have EAL.	Classroom observations. Phase Leader Monitoring. Staff training feedback to address any concerns.	JP With SR & JB	End of Spring term/beginning of Summer term.

<b>Total budgeted cost</b>					<b>£3000</b>
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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A and B	Teaching staff, including TAs – small group interventions, including EYFS	Some children require targets support to enable them to catch up. The EEF toolkit suggests that small group interventions are some of the most effective strategies. Early intervention is key to enhancing oral, social and emotional skills.	Use MIS to track Pupil Premium group and individual progress, in each class half-termly. Observations of smaller group intervention. Intervention logs to be monitored by Inclusion Manager. Analyse the data entered each half-term to monitor progress. Review each intervention each half-term and hold adults to account when meeting to discuss pupil progress.	PB, JP & MT	Ongoing half-termly Final annual MMT review July '18
A and B	Designated SEN support from SEN Team targeted to meet the specific needs of 18 pupils (October '17) through targeted interventions and class based support.	Disadvantaged pupils, who also have SEND require often individualised programmes of support to be able to close the gap between themselves and non-disadvantaged nationally	Designated SEN TAs and the Inclusion Manager to devise programmes of tailored support for pupil with SEN/PP. These will monitored on a 3 weekly basis by the Inclusion Manager to ensure the effectiveness in pupil progress at expected or accelerated rates	MT	Half-termly Final annual MMT review July '18
B	Both Pastoral Manager & Inclusion Manager to work with targeted pupils to build confidence (personal and academic) resilience and positive growth mind-set.	Many of our disadvantage pupils exhibit barriers to learning due to diminished self-esteem and self-belief. Children need to learn the skills to challenge themselves and to build upon their own achievements.	Boxall profile results before and after targeted support.	MT & KE	Termly

**iii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C	Each class to hold 'open days' to which parents will be invited to gain first-hand experience of the requirements of the National Curriculum. Staff to target all parents	Parents often have low expectations with regard to their child's education and the levels they can achieve when working in partnership with school.	Observations and keep log of all attending parents Parent feedback and questionnaires Compare numbers of children completing all homework to a good standard, with previous records. Reduced number of children in homework detention	PB, JP, LCy & JB + all class based staff	At the end of Autumn term.
D	Pastoral Manager to support targeted families of Pupil Premium children to improve parental confidence in coming into school and supporting their children with their education.	Many of our parents have encountered difficulties in their own education in the UK and often lack confidence in coming into school due to their own low self-esteem. Research and experience have proven that we have greater success in accelerating pupil progress where parents are fully on board and comfortable. This can often be achieved through developing links that support with family issues e.g. housing or provide a social meeting point within school for the school community.	Inclusion Manager to monitor the work of the Pastoral Manager and feedback to SLT as part of Performance Management.	MT	Termly

B	Educational visits and new opportunities through residential are subsidised.	Many of our disadvantaged children have very few opportunities to experience a wide range of experiences which can expand their mind-set and develop both specific and general skills for life.	Encourage Pupil Premium children to take part in residential at a reduced rate. Pupil voice after trips/ residential	PB & LCI	Ongoing. (Residential Spring Term)
B & D	Grow to Learn sessions with targeted disadvantaged pupils working alongside parents.	Research shows that all pupils benefit therapeutically by having opportunities to learn within the outdoor environment. This is particularly true for our disadvantaged pupils, many of whom do not have access to a safe environment outdoors at home. This work also promotes healthy eating and understanding of nutrition.	Pupil voice through class and student council.	PB & JP	At the end of the Summer Term.
<b>Total budgeted cost</b>					<b>£30,700</b>

6. Review of expenditure				
Previous Academic Year		2016/2017		
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

Pupils will attain knowledge of synthetic phonics securely at earlier time points throughout Reception and KS1.	All staff trained/refreshed in Phonics International strategies.	A higher % of pupils left Reception with a greater and more secure knowledge of Phase 3 Letters and Sounds. All Pupil Premium pupils, except for those on the SEND register achieved a pass score at Year 1 Phonics Screening. All children at Year 2 retake passed the Phonic Screening, apart for one child who has a high level of medical needs and was new to country in 2016.	We will continue to use the approaches applied during the last academic year. Also phonics training is planned for all staff, including those new to school this academic year. A more intense focus on Phase 5 Letters and Sounds will begin earlier in Year 1.	£4000
Improved use of vocabulary for all disadvantaged pupils, including higher ability pupils	All staff trained in linking vocabulary targeted Guided Reading strategies with techniques to enhance cross-curricular writing.	Medium impact, because we still need to ensure that we are tracking this carefully in order to take into account cohort differences.  Pupil Premium pupils have made greater progress than non PP in Reading across the school (6.17 compared to 5.97).	We will continue to track Pupil Premium pupils and compare with non PP during all progress meetings.  We need to continue to half-termly tack and quickly identify where Pupil Premium pupils are making less progress than their non-disadvantaged counter-parts.	£7000
D. Parents attend phonics/Reading Workshops and are more confident to support children's reading at home.	Workshops for parents and pupil Reception-Y2.	Medium impact  Workshops were held across the school and were attended well by parents, including those who hadn't previously had information about phonics from school.	A review of reading across the school from the SDP has identified the need for further work with parents and their understanding of the benefits in shared reading at home in the development of greater vocabulary. Staff to also focus on language use as well as decoding in line with the simple view of reading, Phonics International Training will also focus on language development.	£9000

## 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
Improve rate of phonics acquisition and increase the percentage of pupil attaining threshold at Y1 and Y 2.	Children that are encountering difficulties are targeted for additional 1 to 1/small group interventions.	Medium-High impact  All Pupil Premium pupils in Year 1 passed the phonic screening, apart from 3 pupils who are on the SEND register. In Year 2 all Pupil Premium pupils taking the retake passed, apart from one pupil who was new to country and has a high level of medical needs.	Small group work, including precision teaching (sparkly folders) will continue to support disadvantaged pupils with phonics/reading skills. Also booster intervention groups will be put in place where gaps between Pupil Premium and non PP are identified. We will begin small group interventions earlier.	£37,894
Improved use of vocabulary for all disadvantaged pupils including higher ability pupils.	Weekly small group/1 to 1 intervention sessions in writing for disadvantaged pupils. A focus to be on the higher ability children.	Medium impact  Pupil Premium pupils have made greater progress than non PP in Writing across the school (5.95 compared to 5.71). This still needs to be built upon to ensure greater numbers of pupils are reaching/exceeding age related expectations.	Small group interventions for more able learners have been effective. This input now needs to become an integrated part of whole class teaching.	£40,682

## 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
Behavioural issues addressed, specifically in Y5 and disaffection is prevented.	Targeted intervention by Pastoral Manager, employed full time at the Academy. Family support also to be provided by Pastoral Manager to ensure consistency both at home and at school.	<p>Medium – High impact.</p> <p>Pastoral manager has targeted a range of negative pupil's behaviours. Where parental engagement has been fully evidenced, pupils have been able to address these issues and to transfer them within class. All pupils involved in targeted groups/1to1 have benefitted and have grown in confidence and emotional resilience. The pupils who were in Year 5 last year have returned to school this academic year with a positive focus. Pastoral manager has also supported families with issues such as housing/health/finance and this has had a positive effect on pupils through providing greater security, stability and consistency.</p>	Parental engagement clearly makes a positive difference to the overall outcomes for pupils. We will continue with this targeted approach and the involvement of the Pastoral Manager as well as making parental engagement a focused area for 2017/18 SDP.	£31,206
Improved parental support in reading	Targeted 'Family Learning' sessions with a focus on supporting reading at home.	<p>Low impact</p> <p>Unfortunately, take-up by targeted parents was minimal and inconsistent.</p>	We will continue to consider ways in which we can engage our hard to reach parents, including opportunities to come in to school and observe and work alongside their children in class. We will also investigate opportunities for parents to take part in family learning in a non-academic format.	£2700

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.