

Pupil premium strategy statement - HOLY TRINITY CE PRIMARY ACADEMY

1. Summary information					
School	Holy Trinity CE Primary Academy				
Academic Year	2016-17	Total PP budget	132,000	Date of most recent PP Review	
Total number of pupils	228	Number of pupils eligible for PP	100	Date for next internal review of this strategy	July '17

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	47%	50%	
% achieving expected and above in reading	53%	60%	71%
% achieving expected and above in writing	65%	60%	79%
% achieving expected and above in maths	59%	60%	75%
KS1			
% achieving expected and above in reading	57%	81%	
% achieving expected and above in writing	43%	81%	
% achieving expected and above in maths	57%	81%	
EYFS			
GLD	40%	65%	
Reading	40%	65%	
Writing	40%	65%	
Maths	40%	65%	

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Slow progress with phonics.	
B.	Low levels of oral, written vocabulary which impacts negatively on pupils writing attainment.	
C.	Behaviour and socialisation issues for a small group of year 5 pupils (mostly eligible for PP) that is having a detrimental effect on their academic progress and on their peers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of parental support in reading.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved progress in phonics and reading for all eligible children in Y1 + 2	Increased percentage of PP pupils to achieve phonic screening thresholds in June 2017.
B.	Improved use of vocabulary, within all written work, for all disadvantaged pupils, including higher ability.	To close the 17% gap from Autumn 1 assessments, Across the school, so that all PP children are meeting personal targets and a greater number are achieving at least Age Related expectations.
C.	Behavioural issues addressed in Year 5.	Fewer incidents referred to SLT/logged in incident reports. Higher levels of engagement in all lessons.
D.	Improved parental support in reading.	Children will be reading frequently and diaries will be completed regularly (collaboratively with parents and pupils).

5. Planned expenditure					
Academic year		2016/2017			
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					
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?

A. Pupils will attain knowledge of synthetic phonics securely at earlier time points throughout Reception and KS1.	All staff trained/refreshed in Phonics International strategies.	Phonics International is our whole school approach and needs to be consistently delivered. We therefore wish to invest pupil premium funding to achieve this.	Training to be of high quality (INSET Day Jan '17) Observations regularly undertaken	JL/SR/JP	Spring Term 1
B. 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.	There is a gap between attainment of PP children and non PP in writing. This gap needs to be closed.	INSET Day (Jan '17) Literacy lead observations SLT observations	English Lead	End of Spring Term '17
D. Parents attend phonics/Reading Workshops and are more confident to support children's reading at home.	Workshops for parents and pupil Receptio-Y2.	Identified need for support for disadvantaged pupils with phonics and Reading.	Advertised through Newsletter/text reminders. Opportunities for parents to seek weekly support from Deputy Headteacher. Targeted family learning support (Phonics Y1 and Y2)	JP rolling out to English Leads.	March and May '17

Total budgeted cost £20,000

ii. Targeted support

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?
A. 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.	Some of the pupils need targeted support to catch up with phonic acquisition and close the gap (2016 10% at Y1 and 8% at Y2).	Observations by Inclusion Manager and class teachers. Discussions at Pupil Progress Meetings	JP/MT	May 2017
B. 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.	Autumn 1 data shows a gap in attainment between PP and non PP. Higher ability children who are PP aren't performing as well as non PP in writing.	Observations by Inclusion Manager Discussions at Pupil Progress Meetings Children's are more confident in using a wider range of vocabulary.	MT	May 2017

Total budgeted cost					£78,500
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. 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.	A small number of pupils have been referred to the Pastoral Manager due to difficulties with concentration and engagement in class. This is resulting in a detrimental effect on the academic progress of other PP children and that of their peers.	Feedback from Pastoral Manager to SLT Evaluation forms - compiled by Pastoral Manager from class teachers and parents. Evidence of greater progress in books. Greater participation in lessons.	KE PB	June 2017
D. Improved parental support in reading	Targeted 'Family Learning' sessions with a focus on supporting reading at home.	Parents aren't engaging with reading at home with their children. This can be seen by limited or no comments in Reading Diaries across the Academy.	Monitoring of Home Reading Diaries show an increase of parents supporting reading at home. Improved progress in reading, phonics and comprehension.	English Leads	Monitored half-termly
Total budgeted cost					£34,000