

Pupil premium strategy statement

1. Summary information					
School	Holy Trinity CE Primary Academy				
Academic Year	2018/19	Total PP budget	£100,320	Date of most recent PP Review	May '17
Total number of pupils	186	Number of pupils eligible for PP	76	Date for next internal review of this strategy	Spring '19

2. Current attainment			
KS2	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected and above in reading, writing & maths	46%	64%	
% achieving expected and above in reading	77%	64%	52%
% achieving expected and above in writing	85%	71%	52%
% achieving expected and above in maths	54%	64%	52%
KS1			
% achieving expected and above in reading	38%	57%	78%
% achieving expected and above in writing	50%	43%	78%
% achieving expected and above in maths	63%	57%	78%
EYFS			
GLD	63%	71%	70%
Reading	56%	71%	70%
Writing	56%	71%	70%
Maths	56%	71%	70%

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.	A limited number of pupils have a good understanding of concepts, leading to them struggling to reach age related expectations.	
B.	A limited number of pupils have sufficient support at home to help them develop reading, writing and maths skills as rapidly as we would like.	
C.	Social/emotional issues as a result of safeguarding concerns to support self-regulation, independence and self-esteem.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Financial – Some children have less access to cultural and social experiences which would enhance their skills, knowledge and understanding.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To improve the percentage of pupil premium funded pupils working at age related expectations and above to diminish the difference between the attainment of disadvantaged and other pupils across the school.	At least 60% of pupils in each class to achieve ARE in reading, writing and maths. Disadvantaged pupils to make accelerated progress. The attainment of significant groups will be no more than 5% difference to national averages and the difference between them diminishing.
B.	Improve parental engagement. This will be measured by comparing attendance at all parents' evenings, workshops, assemblies. Parents will also fill out a questionnaire following events.	Improved parental participation in school social events such as assemblies and Christmas events. Increased amount of parents attending curricular events such as parents evenings, focused workshops, open mornings.
C.	To improve pupils well-being by increasing their confidence, social skills, self-esteem, oral language and aspirations.	Disadvantaged pupils to be confident and for there to be an improvement in self-esteem scores. Pupils will be ready for learning quicker and engaged in lessons for longer, having strategies to support their emotions. Pupil voice to demonstrate impact.
D.	Provide a greater range of educational experiences for pupil premium funded children, both in the classroom and beyond the classroom.	All children are being involved in a greater range of educational experiences both in the classroom and beyond and are able to use these experiences to enhance their learning opportunities.

5. Planned expenditure					
Academic year	2018-2019				
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?
High quality teaching and learning.	Specialist staff training in maths especially reasoning for all stakeholders to address areas for development relevant to disadvantaged pupils and their barriers to learning. This will include staff inset with a focus on misconceptions.	2017-2018 end of KS2 data shows a dip in maths. Widening of the gap between disadvantaged and non at expected standards.	Robust and regular monitoring. Staff performance management Pupils will make better progress in maths due to improved reasoning skills.	PB/LCy	Termly
High quality teaching and learning	To provide additional resources for teacher to lead maths lessons effectively	2017-2018 end of KS2 data shows a dip in maths. Widening of the gap between disadvantaged and non at expected standards.	Lesson observations/learning walks/book scrutinies Pupil progress meetings	PB/JP/LCy	Termly
High quality teaching and learning	Professional development focussed on improving pupil outcomes in reading, writing and maths.	2017-2018 end of KS2 data shows a dip in maths. 2017-2018 end of KS1 data shows a dip in all areas. Widening of the gap between disadvantaged and non at expected standards.	Robust and regular monitoring. Staff performance management Pupil progress meetings	PB/JP	Termly

Total budgeted cost					£3000
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?
To diminish the difference between disadvantaged and non-disadvantaged pupils in reading, writing and maths.	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 '19
To diminish the difference between disadvantaged and non-disadvantaged pupils in reading, writing and maths.	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 '19

To diminish the difference between disadvantaged and non-disadvantaged pupils in reading, writing and maths. This is to be achieved by increasing pupil confidence, social skills, self-esteem and aspiration.	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
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Total budgeted cost £82,361.50

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?
Increased pupil confidence, social skills, self-esteem and aspiration. This will lead to the difference between disadvantaged and non-disadvantaged closing.	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

To raise self—esteem, team building skills, life experience opportunities and motivation for disadvantaged pupils.	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, JB & LCI	Ongoing. (Residential Spring Term)
To raise self—esteem, team building skills, life experience opportunities and motivation for disadvantaged pupils.	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.
To improve parental engagement with school	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.

To improve parental engagement with school	Staff to target parents to ensure that they attend various events in school including parents evenings, INSPIRE Workshops	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	PB, JP, LCy & JB + all class based staff	Termly
Total budgeted cost					£15,335.50

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
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.	Phonic training took place in January 2018. This led to the staff upskilling their knowledge in planning and teaching phonics across the school. 79% of pupils passed their phonic test in Year 1, compared with 71% in the academic year 2017-2018. More resources were purchased in order to deliver the high quality phonic sessions.	We will continue to use the approaches applied during the last academic year.	£3000
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
A and B	Teaching staff, including TAs – small group interventions, including EYFS	<p>Medium impact</p> <p>Pupil Premium children all made progress.</p> <p>The percentage of pupils reaching ARE varied from year group to year group but isn't consistently at 65% in all subjects in all year groups.</p> <p>Targeted children have seen an improvement in their self-esteem.</p>	<p>SLT have reviewed the strategy and feel that class based interventions need to be kept in place for the academic year 2018-2019. They will be rigorously monitored by the Inclusion Manager. The Inclusion Manager will also contribute to class based interventions within certain year groups.</p>	£26,985
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.	<p>Low impact.</p> <p>Children who are both SEN and PP on average made 5 progress points across the academic year. This is being challenged through performance management.</p> <p>The percentage of pupils reaching ARE varied from year group to year group but isn't consistently at 65% in all subjects in all year groups.</p>	<p>Those children who are on the SEN register will be expected to make the same amount of progress as those who aren't on the SEN register by all leaders, including the Inclusion manager. The school will no longer use the Continuums to track the progress of all SEN children, just those with more complex needs. All children who are on the SEN register will be tracked against the same objectives as those who aren't on the register. All members of the SEN team will be held accountable for the progress of those children who are on the SEN register.</p>	£35,769
B	Both Pastoral Manager & Inclusion Manager to work with targeted pupils to build confidence (personal and academic) resilience and positive growth mind-set.	<p>Medium impact</p> <p>Self-esteem amongst those children working with the Pastoral Manager has grown over the academic year 2017-2018. Evidence from Boxhall profile will support this.</p>	<p>This strategy is to remain in place over the academic year 2018-2019. It is clear to see that the self-esteem of the children worked with has grown. Evidence would suggest that there is a time gap in this being seen and accelerated progress being made by the pupils. The pupils who have received support during the academic year 2017-2018 will still be monitored by SLT and Pastoral Manager to ensure that the progress is seen.</p>	£26,842
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
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	<p>High impact.</p> <p>There was a very good turn out to the Open Days, particularly the first one. Parents made positive comments about the experience and about it 'opening their eyes' to the demands of the curriculum.</p>	<p>The first open morning was very well attended as we were able to target parents at parents evening. This will be implemented again during the academic year 2018-2019.</p> <p>Parents are still fearful of being able to offer the level of support that their children need and are reluctant to accept support from us.</p>	£1000
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.	<p>Medium impact</p> <p>There was a very good turnout for the first open morning of the year and positive feedback was given about the experience. The turnout for the second open morning wasn't as high but we now know the best time to target parents to sign up is during parents consultations.</p> <p>Parents are still fearful about coming into school for workshops as they doubt their own skills. The Pastoral Manager has worked hard over the year to build up positive relationships with parents in school for meetings that aren't all seen as academic.</p>	<p>It is best to get parents to sign up for open mornings during parents consultations as they all come into school at some point. We need parents to feel more confident to come in to school and possibly the best way forward is to have more 'social' events so that they begin to feel more comfortable, both in the building and with staff.</p>	£12,924
B	Educational visits and new opportunities through residential are subsidised.	<p>High impact.</p> <p>All pupil premium children were able to attend subsidised trips during the academic year 2017-2018.</p> <p>11 children from year 5 and 6 had the opportunity to attend a week long residential at a reduced price.</p> <p>This has led to improved self-esteem from all pupils, including the pupil premium children.</p>	<p>We will continue to subsidise trips and residential for pupil premium children. Trips will be linked in to the new creative curriculum topics to provide different experiences for the children.</p>	£11,252

B and D	Grow to Learn sessions with targeted disadvantaged pupils working alongside parents.	<p>Medium impact</p> <p>This is due to the number of changes within the one cohort that was withdrawn for Grow to Learn session</p> <p>The year 5 group, who had a stable year grew in self-esteem which in turn has led to greater than expected progress in writing and maths.</p>	<p>We will continue to withdraw pupil premium groups to attend Grow to Learn sessions.</p> <p>Those children will be a focus at pupil progress meetings throughout the year. A discussion to be had with the Pastoral Manager about profiling these children using the Boxhall Profile.</p>	£5,525
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7. Additional detail

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