

Pupil premium report 2020

(Data is based on teacher assessments; pupil predictions for summer 2020 prior to Covid lockdown.

There is no statutory requirement to formally assess at the end of Key Stage in 2020)

- Please check that you have published all of the information required.

Pupil premium spending 2019/2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	3.2.20	Date of next pupil premium review:	TBC
Total number of pupils:	192	Total pupil premium budget:	£113,652.50
Number of pupils eligible for pupil premium:	84.50 (43.90%) National average 15.8% - January 2019	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT

At Holy Trinity CE Primary Academy, we are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and intervention takes place where necessary. Pupil Premium makes up 43.90% of the school population (15.8% National in 2019) and funding is used to ensure that pupils receive quality first teaching, additional support and are provided with as many opportunities as possible to enhance their learning and a love of learning.

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within our school. We are committed to closing the attainment gap between vulnerable pupils and their peers; the Pupil Premium provides a vital part of this process. This funding helps to remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

Assessment information

EYFS (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)			
	Pupils eligible for pupil premium (PP) 10 pupils	Pupils not eligible for PP	
		School Average	National average 2019
Good level of development (GLD)	60%	73%	72%
Reading	60%	73%	
Writing	60%	73%	
Number	60%	73%	
Shape	55%	82%	

YEAR 1 PHONICS SCREENING CHECK (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)

Pupils eligible for PP 17 pupils	Pupils not eligible for PP	National average 2019
76%	75%	82%

END OF KS1 (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)

	Pupils eligible for PP 19 pupils	Pupils not eligible for PP	
		School average	National average 2019
% achieving expected standard or above in reading, writing and maths	67%	64%	
% making expected progress in reading	67%	73%	75%
% making expected progress in writing	67%	64%	69%
% making expected progress in maths	72%	73%	76%

END OF KS2 (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)

	Pupils eligible for PP 14 pupils	Pupils not eligible for PP
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END OF KS2 (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)

		School average	National average
% achieving expected standard or above in reading, writing and maths	50%	48%	65%
% making expected progress in reading	63%	63%	73%
% making expected progress in writing	50%	52%	78%
% making expected progress in maths	63%	63%	79%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Boys are underperforming when compared to girls in reading, writing and maths.
B	22% of Pupil Premium pupils have SEND and as a result have low levels of reading writing and maths.
C	A number of pupils are new to country and have limited English which impacts on their ability to develop reading, writing and maths skills as quickly as we would like.
D	Social/emotional issues as a result of safeguarding concerns to support self-regulation, independence and self-esteem.

ADDITIONAL BARRIERS

External barriers

E	A number of pupils have a lack of support at home to help them develop reading, writing and maths skills.
F	Some children have a poor access to cultural and social experiences which would enhance their skills, knowledge and understanding due to financial pressures at home.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	The attainment gap between boys and girls to close in reading writing and maths.	<p>The attainment gap between boys and girls to close.</p> <p>All staff to be aware of the underperforming boys in their class and adapt teaching/curriculum accordingly to engage and develop a love of learning.</p> <p>Class teachers to identify gaps and in learning and support teaching assistants in delivering interventions.</p>
B	Improve progress and attainment of pupils who are both Pupil Premium and SEND so that they reach their full potential.	<p>Inclusion Manager to work with staff to ensure that Pupil Premium children with SEND have the correct provision.</p> <p>Monitoring to take place during Pupil Progress Meetings.</p> <p>The attainment gap between SEND and non-SEND to close.</p> <p>SEND children to make at least good progress over the year.</p>

C	To ensure that newly arrived children are given opportunities to learn English on entry to school so that they are able to access the curriculum at an age appropriate level	<p>Newly arrived children with EAL are baselined on entry.</p> <p>Children are grasping English through planned interventions.</p> <p>Attainment gap between newly arrived children and non is decreasing rapidly during pupils time in school.</p>
D	To improve pupils well-being by increasing their confidence, social skills, self-esteem, oral language and aspirations.	<p>Disadvantaged pupils to be confident and for there to be an improvement in self-esteem scores.</p> <p>Pupils will be ready for learning quicker and engaged in lessons for longer, having strategies to support their emotions.</p> <p>Pupil voice to demonstrate impact.</p>
E	Assist families to become more confident with supporting their children at home which in turn will help them engage more in school.	<p>Parents are supported and empowered to improve their own skills and therefore be able to support their children at home.</p> <p>Pupil and parent voice to demonstrate impact.</p>
F	Provide a greater range of educational experiences for pupil premium funded children, both in the classroom and beyond the classroom.	<p>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.</p>

Planned expenditure for current academic year

ACADEMIC YEAR	
	Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
Children who are not on track to be identified quickly and intervention to be put in place. Staff held to account – performance management targets linked to FFT targets.	All children to make at least expected progress in reading, writing and maths. End of Key stage FFT Aspire Pupil Premium predictions are met.	EEF toolkit states that small group tuition can add an extra 4 months' progress.	Half-termly Pupil Progress Meetings will ensure the progress of pupils is being measured and those that aren't making progress are being targeted for intervention. Regular monitoring and moderation.	PB/JS	£20,777	Pupil Progress Meetings – half-termly.
Quality first teaching across the school.	Teaching is at least good across the school and children are making at least expected progress.	Spending on improving teaching might include professional development, training and support for early career teachers and for those others who need it and recruitment and retention. Ensuring an effective teacher is supported to keep improving, is the key ingredient of a successful school.	Relevant CPD for all staff. Coaching and mentoring. NLE support.	PB/JS	£4,000	Throughout the year.
Total budgeted cost:					£24,777	
Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?

Teaching staff, including TAs – small group interventions, including EYFS	To diminish the difference between disadvantaged and non-disadvantaged pupils in reading, writing and maths.	Some children require targeted support to enable them to catch up. The EEF toolkit suggests that small group interventions with high quality teaching have a significant impact on children’s learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills. 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. This is to be discussed at Pupil Progress Meetings. 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/JS/MT	£36,610	Termly
Pastoral Manager to work with targeted pupils to build confidence (personal and academic) resilience and positive growth mind-set.	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.	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. The EEF Toolkit suggests that social and emotional learning interventions ‘have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average impact of four months’ additional progress on attainment.’	Boxall profile results before and after targeted support.	MT/KE	£23,566	Termly
Total budgeted cost:					£60,176	
Other approaches						
Action	Intended outcome	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead	Individual Cost	When will you review this?

<p>Educational visits and new opportunities through residential are subsidised.</p>	<p>To raise self—esteem, team building skills, life experience opportunities and motivation for disadvantaged pupils</p>	<p>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.</p> <p>The EEF Toolkit states: ‘Overall studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.’</p>	<p>Encourage Pupil Premium children to take part in residential at a reduced rate. Pupil voice after trips/ residential</p>	<p>PB</p>	<p>£2,000</p>	<p>Ongoing. Hopefully trips will take place from Spring term</p>
<p>Grow to Learn sessions with targeted disadvantaged pupils</p>	<p>To raise self—esteem, team building skills, life experience opportunities and motivation for disadvantaged pupils.</p>	<p>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.</p>	<p>Pupil voice through class and student council.</p>	<p>PB</p>	<p>£5000</p>	<p>At the end of the Summer Term</p>

<p>Increased pupil confidence, social skills, self-esteem and aspiration. This will lead to the difference between disadvantaged and non-disadvantaged closing.</p>	<p>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>	<p>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.</p> <p>Evidence from the EEF Toolkit suggests that parental engagement activities could add an additional three months' additional progress on attainment.</p>	<p>Inclusion Manager to monitor the work of the Pastoral Manager and feedback to SLT as part of Performance Management.</p>	<p>MT</p>	<p>£11,783</p>	<p>Termly</p>
<p>Purchase curriculum resources and text books to ensure that all disadvantaged pupils are accessing the curriculum.</p>	<p>To diminish the difference between disadvantaged and non-disadvantaged pupils in reading, writing and maths.</p>	<p>As part of changes with the curriculum pupils need access to high quality resources.</p>	<p>Learning walks to ensure that resources are used effectively.</p>	<p>PB/JS</p>	<p>£3,000</p>	<p>Termly</p>

Purchase high quality intervention resources for maths and writing to ensure that the attainment gap is closed.	To diminish the attainment gap between disadvantaged and non-disadvantaged pupils in maths and writing.	Some children require targeted support to enable them to catch up. The EEF toolkit suggests that small group interventions with high quality teaching have a significant impact on children's learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills. Early intervention is key to enhancing oral, social and emotional skills.	Learning walks to ensure that interventions are being taught effectively. Baseline and exit assessments at the start and end of intervention	PB/MT	£6,916.50	Termly – dependent on the length of the intervention.
Total budgeted cost:					£20,783	

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £104,280				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost

<p>Specialist staff training in maths especially with using equipment to support all learners, 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 choosing and using the appropriate equipment to support in maths.</p>	<p>High quality teaching and learning. Children are able to learn through appropriate stages of concrete , pictorial and abstract which will lead to a greater understanding of mathematical concepts and more children working at ARE</p>	<p>DATA FROM SPRING: 75% of PP pupils were at expected standard in maths in Year 1. 76% of PP pupils were at expected standard in maths in Year 2. 18% of PP pupils were at expected standard in maths in Year 3. 45% of PP pupils were at expected standard in maths in Year 4. 27% of PP pupils were at expected standard in maths in Year 5. 21% of PP pupils were at expected standard in maths in Year 6.</p>	<ul style="list-style-type: none"> • This data is based on part of the year due to lockdown. The full year impact was not seen. • Changes of staffing in Year 3 and Year 5 had an impact on those pupils. • Closer moderation with staff needs to take place throughout the year. This was hindered this academic year due to lockdown. 	<p>£1500</p>
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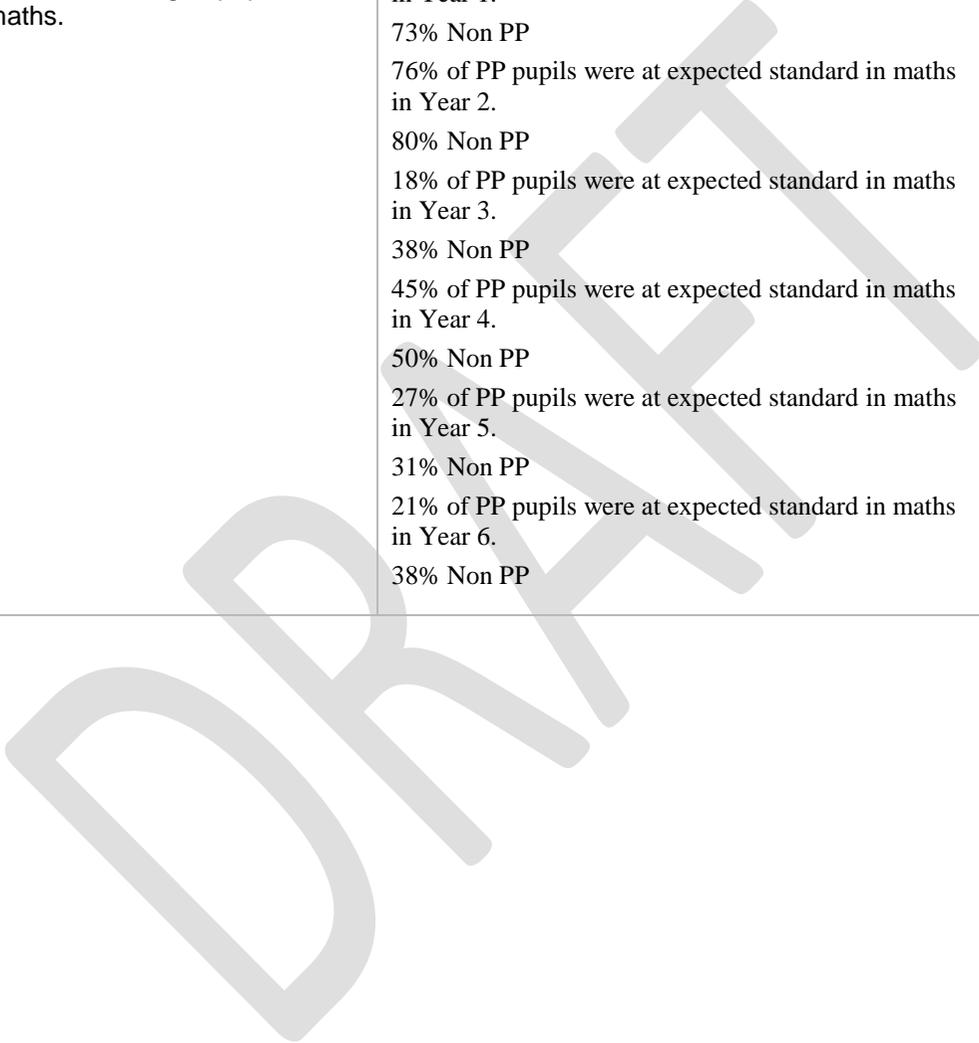


<p>Professional development focused on improving pupil outcomes maths.</p>	<p>High quality teaching and learning. Staff are confident to deliver appropriate maths lessons to support</p>	<p>DATA FROM SPRING: 75% of PP pupils were at expected standard in maths in Year 1. 76% of PP pupils were at expected standard in maths in Year 2. 18% of PP pupils were at expected standard in maths in Year 3. 45% of PP pupils were at expected standard in maths in Year 4. 27% of PP pupils were at expected standard in maths in Year 5. 21% of PP pupils were at expected standard in maths in Year 6.</p>	<ul style="list-style-type: none"> • This data is based on part of the year due to lockdown. The full year impact was not seen. • Changes of staffing in Year 3 and Year 5 had an impact on those pupils. <p>Closer moderation with staff needs to take place throughout the year. This was hindered this academic year due to lockdown.</p>	<p>£1000</p>
<p>Targeted support</p>				
Action	Intended outcome	Impact	Lessons learned	Cost

<p>Designated SEN support from SEN Team targeted to meet the specific needs of pupils in developing English language through targeted interventions and class based support.</p>	<p>Newly arrived children will be assessed and appropriate intervention put in place so the pupils can acquire English language so that they can access the curriculum at an age appropriate level.</p>	<p>9 children joined our school who were new to country at different points throughout the academic year. Out of the 9 pupils, 2 of them were PP. By Spring, when the school locked down, none of the 9 EAL pupils were working at ARE.</p>	<p>The EAL group provision that was taking place was essential for our newly arrived pupils to access the curriculum. All of the 9 pupils were making progress at the point of lockdown. Due to the high numbers of newly arrived children into the school with EAL this is a strategy that needs to continue but from SEN time and not from Pupil Premium spend.</p>	<p>£30,000</p>
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<p>Teaching staff, including TAs – small group interventions, including EYFS</p>	<p>To diminish the difference between disadvantaged and non-disadvantaged pupils in maths.</p>	<p>DATA FROM SPRING: 75% of PP pupils were at expected standard in maths in Year 1. 73% Non PP 76% of PP pupils were at expected standard in maths in Year 2. 80% Non PP 18% of PP pupils were at expected standard in maths in Year 3. 38% Non PP 45% of PP pupils were at expected standard in maths in Year 4. 50% Non PP 27% of PP pupils were at expected standard in maths in Year 5. 31% Non PP 21% of PP pupils were at expected standard in maths in Year 6. 38% Non PP</p>	<p>There is still a gap between PP and Non PP at ARE in mats. This data is only from 2/3 of the academic year. Year groups where the gap is greater tend to have more SEND PP children. More work still needs to be done on closing the attainment gap between PP and non PP.</p>	<p>£40,000</p>
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<p>Both Pastoral Manager & Inclusion Manager to work with targeted pupils to build confidence (personal and academic) resilience and positive growth mind-set.</p>	<p>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.</p>	<p>DATA FROM SPRING</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td colspan="3">Year 1</td> </tr> <tr> <td>PP 69% ARE</td> <td>63% ARE</td> <td>75% ARE</td> </tr> <tr> <td>Non PP 73% ARE</td> <td>73% ARE</td> <td>73% ARE</td> </tr> <tr> <td colspan="3">Year 2</td> </tr> <tr> <td>PP 72% ARE</td> <td>67% ARE</td> <td>76% ARE</td> </tr> <tr> <td>Non PP 80% ARE</td> <td>70% ARE</td> <td>80% ARE</td> </tr> <tr> <td colspan="3">Year 3</td> </tr> <tr> <td>PP 20% ARE</td> <td>0% ARE</td> <td>18% ARE</td> </tr> <tr> <td>Non PP 31% ARE</td> <td>0% ARE</td> <td>38% ARE</td> </tr> <tr> <td colspan="3">Year 4</td> </tr> <tr> <td>PP 36% ARE</td> <td>36% ARE</td> <td>45% ARE</td> </tr> <tr> <td>Non PP 41% ARE</td> <td>33% ARE</td> <td>50% ARE</td> </tr> <tr> <td colspan="3">Year 5</td> </tr> <tr> <td>PP 40% ARE</td> <td>36% ARE</td> <td>27% ARE</td> </tr> <tr> <td>Non PP 38% ARE</td> <td>38% ARE</td> <td>31% ARE</td> </tr> <tr> <td colspan="3">Year 6</td> </tr> <tr> <td>PP 36% ARE</td> <td>7% ARE</td> <td>21% ARE</td> </tr> <tr> <td>Non PP 31% ARE</td> <td>19% ARE</td> <td>38% ARE</td> </tr> </tbody> </table>	Reading	Writing	Maths	Year 1			PP 69% ARE	63% ARE	75% ARE	Non PP 73% ARE	73% ARE	73% ARE	Year 2			PP 72% ARE	67% ARE	76% ARE	Non PP 80% ARE	70% ARE	80% ARE	Year 3			PP 20% ARE	0% ARE	18% ARE	Non PP 31% ARE	0% ARE	38% ARE	Year 4			PP 36% ARE	36% ARE	45% ARE	Non PP 41% ARE	33% ARE	50% ARE	Year 5			PP 40% ARE	36% ARE	27% ARE	Non PP 38% ARE	38% ARE	31% ARE	Year 6			PP 36% ARE	7% ARE	21% ARE	Non PP 31% ARE	19% ARE	38% ARE	<p>There is still a gap between PP and non PP. Sometimes this gap is 1 or 2 pupils, but this still needs to be addressed across the school. Staff changes in Year 3 and Year 5 have impacted upon the attainment of pupils.</p> <p>The Pastoral Manager had a period of absence due to illness which has impacted on this target area. We are fully aware that our pupils need to build confidence and resilience and feel that this needs to be a target again for next academic year.</p>	<p>£13,000</p>
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<p>Educational visits and new opportunities through residential are subsidised.</p>	<p>To raise self—esteem, team building skills, life experience opportunities and motivation for disadvantaged pupils</p>	<p>High impact. All pupil premium children were able to attend subsidised trips during the academic year 2019-2020. 11 children from year 5 and 6 had the opportunity to attend a week long residential at a reduced price. 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 creative curriculum topics to provide different hands on experiences for the children.</p>	<p>£2000</p>
<p>Grow to Learn sessions with targeted disadvantaged pupils</p>	<p>To raise self—esteem, team building skills, life experience opportunities and motivation for disadvantaged pupils.</p>	<p>No impact. Due to Coronavirus this action was not able to take place as all sessions would normally start in Spring 2.</p>	<p>Previous years outcomes have shown that this action does have a medium impact and we would like to continue this action into next academic year if social distancing guidelines allow us.</p>	<p>£5000</p>

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<p>Increased pupil confidence, social skills, self-esteem and aspiration. This will lead to the difference between disadvantaged and non-disadvantaged closing.</p>	<p>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>	<p>Medium impact. The Pastoral Manager did work with a number of families in the Autumn term. Unfortunately, due to staff illness in the Spring term and then the school lockdown this didn't continue in the other two terms.</p>	<p>We are aware that our parents do struggle with confidence to come into school and support their children at home. This has been further noted during the lockdown period when phone calls have been made home and parents have indicated that they have been struggling to support their children with the home learning. Dependent on social distancing guidelines, this would be something that we would like to continue next academic year.</p>	<p>£16,000</p>
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