

Pupil Premium Strategy Statement

Spring 2019 - 2020

The pupil premium is additional government funding for pupils who are eligible for free school meals (FSM) as of the January Census, or at any time in the previous six years, as well as pupils who have been looked after continuously for at least six months. In 2019 the amount is £1,320 or £2,300 for looked after children.

The school uses the funds for additional provision which aims to support the attainment for the most vulnerable pupils. These include interventions and targeted support with teachers and teaching assistants, emotional and social support through family outreach, pastoral mentoring, drawing and talking, small group forest school intervention, and additional psychologist hours, as well as financial support for school trips, residential trips and swimming.

NB the data in this document was updated in September 2019 to include end of year data for the 2018-19 period.*

1. Summary information

Total number of pupils on roll (R-Y6) as of March 2019	409
Total number of pupils eligible for Pupil Premium (including service child & 3 post looked after children) as of March 2019	46
Projected total number of pupils eligible for Pupil Premium (including service child & 3 post looked after children) as of September 2019	33
% of pupils on pupil premium	11.2 %
% of pupils on non - pupil premium	88.8 %
Total amount of Pupil Premium received for 2018/19 (£98100 estimated)	£95113 (actual)
Total amount of Pupil Premium spent for 2018/19	£98637
Projected total income for 2019/20 as of March 2019	£60720
Projected total income for 2019/20 incorporating adjustments for reduction in September	£49280
Current projected total spend for 2019/20 (estimated)	£51151.95
Date of next review	April 2020

2. Current attainment – based on 2018/19 end of year performance data

	Pupils eligible for PPG (Holy Trinity)	Pupils not eligible for PPG (Holy Trinity)	Pupils not eligible for PPG (national average)
% achieving in reading	71%	95%	77%
% achieving in writing	71%	93%	81%
% achieving in maths	92%	96%	80%

3. Barriers to future attainment (for pupils eligible for PPG, including high ability)

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Quality First Teaching for PPG pupils is evident in school but access to additional groups and interventions is inconsistent. SEN PPG pupils are doing better than the non-SEN PPG group – they have consistent level of intervention and support.
B	Aspirational and personal targets for able PPG pupils are set, but not consistently followed up and evaluated across the school.
C	PPG pupils are identified as having poorer oral language skills – which impacts reading and writing.
D	PPG pupils are identified as needing more support socially and emotionally to be ready to learn and demonstrate poorer emotional literacy skills.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E	Engagement of PPG parents with their children's class teacher to participate and be involved in their child's learning is lower than the non-PPG group attendance

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Increased progress for all SEN and Non-SEN PPG	PPG pupils make as much progress or better than their peers in Reading and Writing Nationally and in Reading, Writing and Maths as calculated

	pupils in reading, writing and maths	using the criteria in Holy Trinity CE Primary School Assessment Policy.
B	Higher rates of progress across KS2 for high attaining pupils eligible for PPG.	Pupils eligible for PPG identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in maths, reading and writing.
C	PPG Pupils improve oral language skills and vocabulary	Pupils will make as much progress or better in oral language and vocabulary skills. This will positively impact reading and writing progress.
D	Develop emotional literacy for PPG pupils to ensure they are ready to learn	Social and emotional barriers to learning for PPG pupils are reduced and the PPG pupils are able to access the learning across the curriculum enable them to make accelerated progress
E	Higher level of engagement of parents with PPG pupils	Parent engagement where 95% of parents with pupils eligible for PPG pupils have a structured conversation in a parent teacher meeting with their child class teacher.

5. Planned Actions and Expenditure 2019 - 20

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.

Desired Outcome A	Increased progress for all PPG pupils in reading, writing and maths
Chosen action and approach	<p>The progress and attainment of the vulnerable children is closely monitored and interventions are planned and delivered to support these pupils where appropriate. Training for teachers to develop their strategies to use within the classroom to accelerate the progress of PPG pupils. Funding staff members to attend appropriate training.</p> <p>Teachers and TAS/LSAs are observed and receive prompt feedback to ensure that Quality First Teaching is provided throughout the school following on from the training.</p> <p>Extra interventions in KS1 for literacy. Teaching assistant in each classroom</p>

	Equality of opportunity in regard to extra-curricular learning - PPG pupils given support for trips
Evidence and rationale	<p>PPG pupils are not making sufficient progress in comparison to their peers. The Sutton Trust research provides evidence that Quality First Teaching has a positive impact of the attainment of PPG pupils.</p> <p>Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs leads to greater progress. (Education Endowment Foundation - EEF)</p> <p>Specific support and information is gained from the EP and this is used to support the pupils. This is over and above the allocated EP time and is used specifically to support the PPG pupils.</p>
Implementation	<p>Pupil progress meetings and appraisal meetings Evaluation cycle Observations of lessons with a focus on the progress of PPG pupils, book looks with a PPG focus</p> <p>School Admin team familiar with PPG group and processes for trips and residential trips</p>
Staff leading	<p>Head, Deputy, Inclusion Manager – SLT team</p> <p>School Admin team</p>
Review of implementation	Termly
Expenditure	
Pupils on SEN support on EHCP pathway – LSAs x 1	£18840
Additional EP time	£6210
Trips, residential trips and swimming support for PPG pupils	£3852.5
Sub-total budget of budgeted cost	£28902.5
Desired Outcome B	Higher rates of progress across KS2 for high attaining pupils eligible for PPG.
Chosen action and approach	Teachers and TAs/LSAs are observed and receive prompt feedback to ensure that Quality First Teaching is

	<p>provided throughout the school following on from the training.</p> <p>Extra opportunities for those with poor access to ICT at home</p> <p>Maths club offered for PPG KS2 pupils</p> <p>Targeted support for KS2 pupils to extend cultural capital</p>
Evidence and rationale	PPG pupils are not making sufficient progress in comparison to their peers. The Sutton Trust research provides evidence that Quality First Teaching has a positive impact of the attainment of PPG pupils.
Implementation	<p>Pupil progress meetings and appraisal meetings</p> <p>Evaluation cycle</p> <p>Observations of lessons with a focus on the progress of PPG pupils, book looks with a PPG focus</p> <p>Prior and finishing assessment data shows that progress has been made.</p> <p>Teachers planning and class pupil progress document indicates a clear understanding of the needs of PPG pupils</p> <p>PPG pupils making progress in line with or better than peers as shown on Target Tracker</p>
Staff leading	Inclusion Manager, Maths Lead and SLT
Review of implementation	Termly
Expenditure	
Maths club – teacher and LSA time	£2300
Sub-total budget of budgeted cost	£2300
Desired Outcome C	
Chosen action and approach	School Start to be piloted in Reception; vocabulary enrichment throughout the school, introduction of Latin classes across KS2 to enrich vocabulary and cultural capital – linking to the literacy curriculum. 1 day of teacher time each week to focus on vocabulary and cultural development
Evidence and rationale	Speech Language and Communication Trust evidences that a child's language ability at 5 is the best indicator of reading ability at 7. Improvement of language and vocabulary skills, with opportunities for oral rehearsal of language benefits reading and writing (a whole school improvement aim- but particularly the PPG group)

Implementation	<p>SLC intervention targeting Early years and year 1. The assessment tools purchased from the Speech Language and Communication Trust will establish a base line materials will establish language ability.</p> <p>SLC intervention targeting KS2 pupils. Teacher to work with pupils (1 day per week) to build vocabulary and offer targeted support and enrichment opportunities – such as theatre trips, for KS2 PPG pupils to extend cultural capital</p> <p>KS2 studying Latin 1 x 30 mins a week following training delivered by Classics for All.</p>
Staff leading	Inclusion Manager and Early years lead. Designated PPG teacher
Review of implementation	½ yearly
Expenditure	
Teacher time (1 day per week)	£8262
Latin training	Free (Classics for All charity)
Latin teaching resources	Free (Classics for All charity)
School Start	£100
SLC assessment tools KS2	£102
Sub-total budget of budgeted cost	£8464
Desired Outcome D	Develop emotional literacy for PPG pupils to ensure they are ready to learn
Chosen action and approach	Increase access to Social Emotional Interventions for PPG group
Evidence and rationale	EEF Toolkit suggests that there is evidence that targeted social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself
Implementation	Pastoral Mentor 1 x 3.5 hours per week runs SEMH based interventions – Drawing and Talking, Volcano in my Tummy

	<p>Forest School teacher to deliver intervention each Thursday afternoon - 1x 3.5 hours per week to support emotional literacy, to build emotional resilience and build group work skills</p> <p>Riverbank Trust works with pupils in school and families out of school</p> <p>Pupils are observed using strategies taught to remain calm and incidents of PPG pupil inappropriate behaviour reduces</p> <p>Staff are observed using strategies to improve the mental health of pupils enabling the pupils to be ready to learn</p> <p>Parents report that they are more equipped to support pupils with their emotional health</p>
Staff leading	Inclusion Manager / School Admin staff
Review of implementation	Termly
Expenditure	
Forest School teacher	£5193.45
Pastoral Mentor	£2392
Riverbank Trust (grant covers Summer and Autumn, will reapply – so possibly £0 for Spring 2020)	£3900 (grant covers Summer and Autumn)
Sub-total budget of budgeted cost	£11485.45
Desired Outcome E	Parent engagement where 95% of parents with pupils eligible for PPG pupils have a structured conversation in a parent teacher meeting with their child class teacher.
Chosen action and approach	<p>Making clear that high engagement is part of our ethos at Holy Trinity, with an 'open door' approach</p> <p>Being alert to patterns of poor engagement in their nurseries and addressing them as soon as they become concerned</p>
Evidence and rationale	'Supporting children to maximise the impact of pupil premium' (Jan 2017) by Prof' Sonia Blandford, a report commissioned by DFE, found that 'improved parental engagement through structured conversations' is a key impact area for raising pupil attainment.
Implementation	Class teacher knows who all the PPG pupils are in their class and offers opportunities to meet and make appointments additional to the routine parent mail.

Staff leading	Inclusion Manager/ SLT
Review of implementation	Termly following
Expenditure	In school cost
Sub-total budget of budgeted cost	
Total budgeted cost for PPG 2019-20 and rolling forward	£51151.95

6. Additional Information – impact/data/performance

'The attainment of the disadvantaged pupils has improved over the last three years and the gaps in attainment with their class mates and other pupils nationally have narrowed considerably since 2012. The school's current assessment information and work in pupils' books confirm that disadvantaged pupils are making similar exceptional progress to their class mates across the year groups.' *Ofsted Report July 2015. (Ofsted Inspection Dashboard Autumn 2015)*

PPG Register 2018-19, March 2019										
Year	PPG EHCP	PPG SEN Support	PPG SEN Monitoring	Total PPG SEN	Non SEN PPG	Total PPG	Total In Year	% Total SEN PPG	% Non SEN PPG	% Total PPG
N	-	-	-	-	1	1	52	0.0%	1.9%	1.9%
R	-	1	-	1	1	2	56	1.8%	1.8%	3.6%
1	-	1	1	2	4	6	59	3.4%	6.8%	10.2%
2	-	-	2	2	1	3	60	3.3%	1.7%	5.0%
3	-	1	1	2	6	8	59	3.4%	10.2%	13.6%
4	-	2	1	3	4	7	57	5.3%	7.0%	12.3%
5	2	2	2	6	1	7	58	10.3%	1.7%	12.1%
6	1	3	4	8	5	13	60	13.3%	8.3%	21.7%
Total Incl. Nursery	3	10	11	24	23	47	461	5.2%	5.0%	10.2%
Total exc. Nursery	3	10	11	24	22	46	409	5.9%	5.4%	11.2%

EYFS attainment data for Pupil Premium pupils in 2019

Context: 2 pupils with PPG

	GLD
Holy Trinity PPG pupils	50 %
Holy Trinity NON PPG pupils	72.7 %
National average NON PPG pupils	71.8 %

Year 1 phonics screening check data for Pupil

Premium pupils in 2019

Context: 6 pupils with PPG

	Met phonics screening check
Holy Trinity PPG pupils	83.3 %
Holy Trinity NON PPG pupils	77.6 %
National average Non PPG pupils	81.9 %

KS1 Attainment data for Pupil Premium pupils at end of Key Stage 1 at Expected or better (Year 2 2019)

Context: 60 Pupils in total, 3 PPG pupils, 0 PPG pupil had an EHCP

	Reading, writing & maths
Holy Trinity PPG pupils	66.6 %
Holy Trinity NON PPG pupils	77.7 %
National average NON PPG pupils	64.9 %

KS2 attainment data for Pupil Premium children at end of Key Stage 2 at Expected or better (Year 6 2019)

Context: 60 pupils in total, with 14 PPG pupils (3 of which on SEN support and 1 on SEN Monitoring), 1 PPG pupil with an EHCP

	Reading, writing & maths
Holy Trinity PPG pupils	71.4 %
Holy Trinity NON PPG pupils	91.1 %
National average NON PPG pupils	60 %