

Pupil Premium Strategy Statement

March 2018 - 2019

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 2017/18 the amount is £1,320 or £1,900 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, art therapy and additional psychologist hours, as well as financial support for school trips, residential trips and swimming.

1. Summary information

Total number of pupils on roll (R-Y6)	439
Total number of pupils eligible for Pupil Premium (including service child & 3 post looked after children)	71
% of pupils on pupil premium	16.17 %
% of pupils on non - pupil premium	83.83 %
Total amount of Pupil Premium received for 2017/18 (estimated)	£98100
Total amount of Pupil Premium spent for 2017/18	£98637
Date of next review	March 2019

2. Current attainment – based on 2016/17 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	78%	96%	77%
% achieving in writing	67%	92%	81%
% achieving in maths	81%	94%	80%

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

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
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 (issues which also require action outside school, such as low attendance rates)	
E	PPG attendance 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 PPG pupils in reading, writing and maths	PPG pupils make as much progress or better than their peers in Reading and Writing Nationally and in Reading, Writing and Maths as calculated 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 attendance for PPG pupils	PPG pupils have an attendance of 96% or above

5. Planned Actions and Expenditure 2017 - 18

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 SEN 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> <p>Equality of opportunity in regard to extra-curricular learning - PPG pupils given support for trips</p>
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 School Admin team</p>
Review of implementation	<p>Termly</p>
Expenditure	
Pupils on SEN support on EHCP pathway – LSAs x 1.5	£28260
KS1 additional teacher time for small groups	£1698
Additional TA in each KS1 cohort	£18840
Additional EP time	£6210
Trips, residential trips and swimming support for PPG pupils	£5707
Sub-total budget of budgeted cost	£60715
Desired Outcome B	
	<p>Higher rates of progress across KS2 for high attaining pupils eligible for PPG.</p>
Chosen action and approach	<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>Maths club offered for PPG KS2 pupils</p>

	Targeted support for Year 3 pupils – additional staff member (LSA) to support transition into year 3
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	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 Prior and finishing assessment data shows that progress has been made. Teachers planning and class pupil progress document indicates a clear understanding of the needs of PPG pupils PPG pupils making progress in line with or better than peers as shown on Target Tracker
Staff leading	Inclusion Manager, Maths Lead and SLT
Review of implementation	Termly
Expenditure	
Additional TA in Year 3 cohort for core learning	£9420
Maths club – teacher and LSA time	£2300
Sub-total budget of budgeted cost	£11720
Desired Outcome C	
Chosen action and approach	PPG Pupils improve oral language skills and vocabulary School Start to be piloted in Reception
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	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.
Staff leading	Inclusion Manager and Early years lead.
Review of implementation	½ yearly
Expenditure	
School Start	£100
SLC assessment tool	£102

Sub-total budget of budgeted cost		£202
Desired Outcome D		
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	<p>Art Therapist works with pupils each week on ELSA activities – giving feedback to class teachers and SLT</p> <p>Pastoral Mentor runs SEMH based interventions – Drawing and Talking, Volcano in my Tummy</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		
Art Therapist		£5700
Pastoral Mentor		£8600
Riverbank Trust		£11700
Sub-total budget of budgeted cost		£26000
Desired Outcome E		
Desired Outcome E	PPG pupils have an attendance of 96% or above.	
Chosen action and approach	<p>Making high attendance part of their ethos</p> <p>Being alert to patterns of poor attendance in their nurseries and addressing them as soon as they become concerned</p> <p>Termly traffic light letters</p> <p>Supporting parents to get to school through measures such as home visits</p> <p>Teaching parents to understand the difference between minor ailments and the kind of illnesses that warrant a day off school</p> <p>School works with EWO to support pupils who have low attendance</p>	
Evidence and rationale	The DFE report Improving attendance in schools 2014 says, 'One of the most effective ways that schools can	

	improve achievement is by improving attendance. Even the very best teachers struggle to raise the standards of children who are not in school regularly. Schools that relentlessly pursue good attendance also get better overall attainment and behaviour.'
Implementation	Attendance for PPG pupils will be above 96%
Staff leading	Inclusion Manager/ SLT /School Admin
Review of implementation	Weekly
Expenditure	In school cost
Sub-total budget of budgeted cost	
Total budgeted cost for PPG 2017-18 and rolling forward	£98637

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)*

EYFS attainment data for Pupil Premium pupils in 2017

	GLD
Holy Trinity PPG pupils	67 %
Holy Trinity NON PPG pupils	78 %
National average NON PPG pupils	71 %

Year 1 phonics screening check data for Pupil Premium pupils in 2017

Context: 7 pupils with PPG - the 1 PPG pupil who did not pass is on the SEN support register

	Met phonics screening check
Holy Trinity PPG pupils	86 %
Holy Trinity NON PPG pupils	95 %
National average Non PPG pupils	81 %

KS1 Attainment data for Pupil Premium pupils at end of Key Stage 1 Band 2 or above (Year 2 2017)

Context: 51 Pupils in total, 6 PPG pupils, 1 PPG pupil had an EHCP

	Reading, writing & maths
Holy Trinity PPG pupils	50 %
Holy Trinity NON PPG pupils	88 %
National average NON PPG pupils	65 %

KS2 attainment data for Pupil Premium children at end of Key Stage 2 Band 6 or above (Year 6 2017)

Context: 58 pupils in total, with 9 PPG pupils (2 of which on SEN support), 1 Non-PPG pupil with an EHCP

	Reading, writing & maths
Holy Trinity PPG pupils	67 %
Holy Trinity NON PPG pupils	81 %
National average NON PPG pupils	60 %