

# Pupil premium strategy statement (primary)

1. Summary information					
School	Holy Trinity CE Primary School				
Academic Year	2018-19	Total PP budget	£92,700	Date of most recent PP Review	
Total number of pupils	256	Number of pupils eligible for PP	68	Date for next internal review of this strategy	Jan 2019

2. Current attainment (Summer data 2017-18)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	49.2%	70%
% making progress in reading	78.5%	
% making progress in writing	71.2%	
% making progress in maths	86.2%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	High ability PP pupils are not making expected progress by end of Key Stage 2 when compared with Non-PP pupils. This effects overall PP attainment at the end of KS2.
B.	While the gap in closing in some year groups, there is still a significant gap in attainment between PP and Non-PP. We aim to close this gap.
C.	Low resilience skills have been noted in PP children.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Continue to improve attendance – trend that PP is lower than Non-PP (apart from 2015-16, but attendance across school was lower) 2017-18 PP 96.9%, Non-PP 97.7% 2016-17 PP 95.6%, Non-PP 97.4% 2015-16 PP 88.9%, Non-PP 86.5%

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase in the % of more able pupils reaching GDS, including pupils that achieved Level 2A/3 at KS1 to reach 'Greater Depth' by the end of Key Stage 2.	More pupils that achieved Level 2A/3 reach GDS at the end of KS2. More able chn across the school to reach GDS or show accelerated progress.

<b>B.</b>	Close the gap in attainment between PP and non-PP in targeted cohorts across the school.	PP pupils in targeted cohorts to make accelerated progress to close the attainment gap with non-PP pupils.
<b>C.</b>	PP pupils that demonstrate low resilience are more able to attempt challenges in their learning and show more confidence in their abilities.	Pupil books show children attempting learning they find challenging and that books show progress. Pupil voice shows improved self-esteem and confidence in themselves.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2018-19				
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. Increase in % of more able pupils reaching GDS, including pupils that achieved Level 2A/3 at KS1 to reach 'Greater Depth' by the end of Key Stage 2.	<p>Staff INSETs on Greater Depth, focusing on how to provide opportunities for more able pupils.</p> <p>Leaders to attend external training, including partnership training on Greater Depth.</p> <p>Data tracking of more able children and discussed at pupil progress meetings.</p> <p>Jan review – Materials purchased to support moderation of Greater Depth.</p> <p>Cost – Materials £150 Training – BPSI hours</p>	Data shows that a whole school focus is needed on Greater Depth to support more able pupils in achieving their potential.	CPD/courses are selected using evidence of effectiveness. Use INSET days to deliver training on teaching for Greater Depth. Peer observation of attendees' classes after the course, to embed learning. Monitoring of data to ensure more able pupils are on track for GDS. Monitoring of books to ensure pupils are given opportunities to demonstrate greater depth.	DHT	<p>Half termly – including when mapping out INSETs and reviewing training opportunities</p> <p>Termly monitoring</p>
B. Close the gap in attainment between PP and non-PP in targeted cohorts across the school.	Thorough analysis of data using SPTO and Route Map to track pupil progress and review with staff at termly pupil progress meetings.	'Supporting the attainment of disadvantaged pupils- Briefing for school leaders' November 2015 states a whole school ethos for 'attainment for all' is key to support disadvantaged pupil achievement. As a school, we ensure that our data analysis is thorough and impactful across all year groups, with actions set from the findings.	Detailed discussion during pupil progress meetings to evaluate current strategies and set new actions to support pupils identified. Evidence of progress and achievement is celebrated through the environment, data, pupil progress meetings and moderation processes.	HT and DHT	Each term, at each data drop
B. Close the gap in attainment between PP and non-PP in targeted cohorts across the	Continuing 2 <sup>nd</sup> year with Achievement for All, receiving support from Paddy McCaffrey,	Evidence from impact reports on how pupil premium data has improved. Also proven impact on leadership, with coaching support to analyse data, track pupils and evaluate	KN to work with an achievement coach to review PP data termly to measure impact. Monitored through PP focused	DHT	Termly

school.	achievement coach  <i>Cost - £4150</i>	interventions and spending of funds. NfER found success comes from whole school ethos of attainment for all. EEF research proves significant impact of mastery teaching on pupils' attainment.	learning walks.		
B. Close the gap in attainment between PP and non-PP in targeted cohorts across the school.	School improvement priority linked to achievement in writing – use of Power of Reading texts and planning from the teaching sequences.  <i>Cost - £600</i>	'Power of Reading' texts will expose all children to high quality literature, support them to become fluent and confident readers and help them to develop an extensive vocabulary which will support their reading comprehension skills and knowledge to apply to their own writing. Power of Reading implemented last year based on impact research and feedback from other schools.	Monitoring of books and planning when necessary. Use of data to review progress of pupils.	DHT – English subject lead	Termly
B. Close the gap in attainment between PP and non-PP in targeted cohorts across the school.	Take part in the 'Schools Partnership Programme'. Our data shows that Pupil Premium will be part of the focus from the review.  January review – marking and feedback was identified as an area to focus on. Policy was reviewed by staff in a workshop, developed by SLT and is now being implemented.	Programme is funded and supported by the EEF. Peer reviews are effective in reviewing current practices and learning from each other.  EEF found that feedback to children has high impact at low cost. As a school, we have refined the marking for clarity for staff and pupils to ensure feedback is given effectively in a timely manner. 'Supporting the attainment of disadvantaged pupils' 2015 found successful schools have developed marking schemes which identify each pupil's strengths, areas to focus on and next steps. Pupils have time allotted during the lesson or tutor time to respond to the feedback and discuss it with teachers.	Progress during review is monitored throughout the process, including a follow-up visit following our school review.  Monitoring of books to review the implementation of the revised marking policy.	HT & DHT	One review a year
C. PP pupils that demonstrate low resilience are more able to attempt challenges in their learning and show more confidence in their abilities.	Whole staff training from the Educational Psychologist on resilience in Autumn term  Training from AFA coach Paddy on resilience in Spring term  <i>Cost - £6000 Ed Psych hours</i>	If children develop their resilience when faced with a challenge in their learning, they will be better prepared to take on that challenge and succeed. Some PP pupils have challenges at home that can affect their learning in school – we want to equip them with the skills needed to overcome challenges and reach their potential.	Pupil voice before and after strategies implemented, monitoring of learning of pupils to look at impact on their learning.	DHT	Termly

<b>Total budgeted cost</b>					£10,900
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Increase in % of more able pupils reaching GDS, including pupils that achieved Level 2A/3 at KS1 to reach 'Greater Depth' by the end of Key Stage 2.	<p>Pupils in Year 6 targeted for support in after school GDS writing group</p> <p>Pupils in Year 2 maths targeted for GDS support</p> <p><i>Cost - £10,000 teacher and SLT support</i></p>	All pupils, regardless of backgrounds, should be supported to reach their full potential. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Monitoring of progress in books and data.	DHT	Termly

<p>B. Close the gap in attainment between PP and non-PP in targeted cohorts across the school.</p>	<p>Pupils in all year groups will receive additional support from teachers and TAs if they are identified as not currently on track for meeting the standard in writing or maths. These interventions include: social skills, lego therapy, power of 2, spelling and handwriting programmes, phonics and reading support, rapid reading.</p> <p>Senior leaders and class teacher will lead breakfast and after school booster clubs for maths for Year 6.</p> <p>Teachers and support staff will support PP pupils in lessons who are not on track for ARE.</p> <p><i>Cost - £33,000 TA and Teacher support</i></p>	<p>All pupils, regardless of backgrounds, should be supported to reach their full potential. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Observations of staff leading interventions. Tracking of data for pupils in interventions. Staff to keep a record of pupils that join interventions lead by themselves or support staff, to keep a record of support given outside timetabled interventions. Monitoring of progress in books.</p>	<p>DHT</p>	<p>Half termly/termly</p>
<p>B. Close the gap in attainment between PP and non-PP in targeted cohorts across the school.</p> <p>C. PP pupils that demonstrate low resilience are more able to attempt challenges in their learning and show more confidence in their abilities.</p>	<p>Targeting particular Pupil Premium families to take part in 'Structured Conversations.</p> <p>Particular pupils targeted for support from FLO, including timetabled sessions, groups &amp; ad hoc support when needed.</p> <p><i>Cost – £20,000 Flo Hours £10,000 DHT Hours</i></p>	<p>'Supporting the attainment of disadvantaged pupils' 2015 found that successful schools worked towards developing parental engagement. Action research by AFA found structured conversations work well to engage parents and target setting with pupils and parents in the meetings have led to progress being made.</p> <p>Pupil wellbeing is key in order for pupils to make progress.</p>	<p>Termly review of Structured Conversation targets being set. Pupil voice used to measure impact of targets that other than academic. Monitoring of books and data.</p> <p>Behaviour plan reviews.</p>	<p>DHT &amp; FLO</p>	<p>Termly</p>

<b>Total budgeted cost</b>					73,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates for pupils eligible for PP.	<p>Family liaison officer and admin staff to monitor pupils and follow up quickly on absences.</p> <p>Quick response by admin team to make calls when children are not present in school.</p> <p>Working with the Educational Welfare Officer Services for persistent absences</p> <p><i>Cost – £15,000 Flo hours £825 EWO hours £1330 TA morning hours</i></p>	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Continue with rewards systems to improve attendance (punctuality parrot & attendance trophy), inc publishing in the weekly newsletter.	HT, DHT & FLO	Jan 2018
<b>Total budgeted cost</b>					£17,155

## 6. Pupil Premium - Review of expenditure

Previous Academic Year 2017-18

### 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
Closing the gap between PP and Non-PP pupils	Receiving support over 2 years from the Achievement for All programme  Mastery teaching in maths	Medium-high: whole school focus on PP with dedicated insets for all staff and non-teaching staff raising the profile of PP. Parents engaging well, having an impact on communication with these parents.  Medium: quality first teaching in mixed ability in maths supports some PP children. Success criteria: partially met in some classes, gap closing at end of Key Stages	1 year into the project with AFA. Structured Conversations working well to engage parents. TA training on S&L worked well to develop practice. Continuing with AFA next year. Continuing with Structured Conversations. Moving on to reliance training, linked to SIP.	£4150 a year
Higher rates of progress for boys eligible for PP.	Boys selected for particular interventions from data analysis, projects based on content that interests boys, collaborative learning, pre-teaching groups  Staff INSET on effective strategies to target particular learning styles.	Medium: PP pupils were supported across a range of interventions, including reading support, writing support, spelling support etc. Pre-teaching was targeted in particular year groups. Teachers plan with boys in mind, with creative curriculum topics. Success criteria: PP boys making good progress in some classes but not all, partially met.	Closer tracking of pupils that are supported in teacher interventions, separate to SEN interventions. Monitor the pupils that join support groups and how often.	HLTA hours 10 sessions a week, £180 a week = £6300  Additional TA hours in bulge year – 15 hours a week, £210 a week = £7980  Additional TA hours for support in class & interventions – 15 hours a week, £210 a week = £7980



Close the gap between PP and Non-PP Summer born children meeting ARE in all areas.	Pupils targeted and tracked through interventions. Peer tutoring set up to target pupils.	Medium: peer tutoring - pupils work well with pupils in a different year group and it has been shown to increase the confidence of older pupils when explaining to younger pupils. Success criteria: partially met	Currently peer tutoring occurs as part of buddy reading, in the form of reading and maths support. This can be further developed through the use of support materials for pupils to use when tutoring. Also, for the tutoring to take place outside of buddy reading, more directly linked to current learning in class.	No cost
Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils in different curriculum areas  Moderation between schools on judging 'greater depth'	Low-medium: some high ability pupils on track for GDS, other pupils need further opportunities. Success criteria: partially met	Some staff have been attending courses that include providing for GDS. This has been included in training in school, catering for GDS in maths. Teachers are embedding these mastery techniques in maths teaching following a focus over the last 2 years. Continue to focus on GDS in other areas of the curriculum, including writing.	Maths courses for teachers – approx. £1000
Improve feedback given to children	Review marking and feedback policy  Monitor the use of feedback marking  Assertive mentoring	Medium: teachers are developing marking techniques, with some children developing a more consistent style of dialogue with the teacher in response to marking. When used well, this is showing a positive impact on their learning and progress is evident. Success criteria: partially met	Continue to monitor marking and feedback between staff and children and how marking moves children's learning on. Ensure teachers are aware of PP children when marking and mark their books first, giving more detailed feedback when needed.	No cost
<b>Total cost</b>				£27,410
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Close the gap in attainment between PP and non-PP for targeted pupils in KS2.	'Dragon Hunters' writing project lead by support staff member	Low-medium: a small group of pupils (4 children) are targeted with this resource. The TA was used to target these pupils. The children were able to demonstrate some skills within the group and some pupils were starting to transfer some of these skills outside the group, into class.	The intervention was stopped as the time required for the TA with the 4 children selected, meant that the rest of the class were missing their TA at key points in the morning. Revising use of materials and how to carry out the project in order to capitalise on the physical resources and the resource of a skilled TA in that year group.	£499 + 7 BPSI hours  Additional TA support 3 x 40min sessions a week, £28 a week = £1054
Target more able to pupils to reach GDS, including pupils recognised as 'Exceeding' at the end of Early Years to reach 'Greater Depth' at the end of Key Stage 1.	Target groups in Maths and English (over the year) for high-attaining pupils with experienced teacher, in addition to standard lessons.	High: additional support from teachers and support staff has had a positive impact on those pupils and progress has been seen. Success criteria: partially met – some pupils have achieved GDS. While the numbers of pupils achieving GDS has increased, it is still below national in some areas.	Continuing with strategy, to look at how else to support pupils in making progress.	Additional TA hours in bulge class – 15 hours a week, £210 a week = £7980 (cost already accounted)
Raising attainment of PP chn at the end of KS2	Booster sessions before and after school, additional TA in maths  Use of teaching staff members to target particular groups and pupils	High: PP outperforming national statistics in all areas. Success criteria: met	Continue to focus booster sessions on PP pupils to target accelerated progress. Continue to start booster sessions earlier in the year to address gap filling from previous learning before moving children on. KS2 pupils targeted in interventions will continue as pupils made good progress or better progress to reach ARE at the end of KS2.	HLTA in class support and booster before school, approx. £108 a week = £3780  Additional sessions with DHT, during school hours & before school sessions = £10,000
Raising attainment of PP pupils across the school	Power of 2 (Maths), rapid reading, colour semantics, maths booster, lego therapy, social skills group	Medium: Intervention groups showing impact on pupils, however pupils are not making accelerated progress to close gap with non-PP in terms of attainment (reaching ARE) Success criteria: partially met	Continue to monitor effectiveness of interventions and impact in class.	Additional support staff in afternoons, £105 a week = £3675
<b>Total cost</b>				<b>£19,008</b>

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
Increased attendance rates for pupils eligible for PP.	<p>Family liaison officer to monitor pupils and follow up quickly on absences.</p> <p>Quick response by admin team to make calls when children are not present in school.</p>	<p>High: attendance improved across the school and for PP pupils.</p> <p>Success criteria: met</p>	<p>Continue with rewards systems to improve attendance (punctuality parrot &amp; attendance trophy), inc publishing in the weekly newsletter. Continue with robust systems in the office to follow up on non-attendance.</p>	<p>FLO hours - £45 a week = £1710</p> <p>TA time to support in the morning for late pupils - £35 a week = £1330</p>
Ensure all PP pupils receive the same experiences in school as non-PP	<p>Subsidy for access to to chargeable extra-curricular activities, educational visits and child care within and outside of normal school hours</p>	<p>High: pupils do not miss out on opportunities due to finances at home. Funding to support breakfast and after school club also supports families and has a positive impact on attendance.</p> <p>Success criteria: met</p>	<p>Continue to use funding to support families with additional costs for extracurricular visits and clubs.</p>	<p>£100 per child = £5600</p> <p>£2500 towards swimming &amp; residential trips</p> <p>£7000 to support afterschool activities, after-school and breakfast club</p>
<b>Total cost</b>				<b>£18140</b>

## 7. Additional detail

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

Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)

### Additional spending linked to Pupil Premium

Free School Meals checking service £449

Materials to support Quiet Room at lunch playtimes £100

Additional HIST hours – approx. £3000

HEWs cost – approx. £6000

Educational Psychologist – approx. £6000

Educational Welfare Officer time - £825, supports many pupil premium families with attendance

**Total: £12,375**

**2017-18 Funds allocated = £76,560**  
**Grand total of spending 2017-18 = £80,933**