

1. Summary information					
School	Holy Trinity C of E Primary School				
Academic Year	2017/18	Total PP budget	£57,280	Date of most recent PP Review	29-09-17
Total number of pupils	457	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS+ in reading, writing and maths	38%	67%
average progress score in reading	+3.5	0.33
average progress score in writing	+2.9	0.17
average progress score in maths	+3.4	0.28

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 level of pupils eligible for pupil premium with low English attainment and language skills
B.	LKS2 sustained progress and attainment , closing the gap, need to make increased progress to close gap
C.	Emotional/Social needs due to high number of previously Looked After Children
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Support with homework and engaging in out of school learning opportunities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	UKS2 increased progress in English in order to close the gap	Pupils with low English attainment to have made better than expected progress
B.	LKS2 sustained progress and attainment , closing the gap, need to make increased progress to close gap	Children to be at ARE and to have made better than expected progress in order to close the gap
C.	Emotional/Social needs due to high number of previously Looked After Children (children to access ELSA, SEAL groups, and TaMHS worker/Play therapist as required	Fewer incidents of behavioural/social issues reported
D.	Homework being completed regularly	Homework regularly completed with a high level of success

5. Planned expenditure					
Academic year	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.					
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	Power of Reading	The use of good quality texts engages readers and writers of all abilities and results in good progress	Through the tracking of individual /group attainment and progress	English Lead	Pupil progress meetings at the end of each term
A	Beanstalk Programme	Evidence shows that consistent and regular support with reading comprehension through the programme improves attainment	Through the tracking of individual attainment and progress	SLT	Pupil progress meetings at the end of each term
A	Involvement in Cluster Moderation sessions	Teachers to be able to share good practice with colleagues	Cluster programme in place – member of Cluster assessment team to be present at each sessions	Phase Leaders	After each moderation session
A	Specialist Intervention teacher support	Trained specialist intervention teacher employed to support pupils, as evidence from EEF toolkit suggests that specific targeted teaching has a positive impact on raising attainment	Through tracking of the impact of each group/individual intervention	SENCo	Pupil progress meetings at the end of each term
Total budgeted cost					

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?
B	Small group tuition	Evidence suggests that specific targeted small group tuition has positive impact on plugging gaps	Through tracking of the impact of each group/intervention - adjustments to be made if impact is not evident	SLT	Pupil progress meetings at the end of each term
B	Small group targeted intervention	Evidence suggests that specific targeted, time-limited interventions have positive impact on plugging gaps	Through tracking of the impact of each group/intervention - adjustments to be made if impact is not evident	SLT	Pupil progress meetings at the end of each term
B	Use of Fabulous Folders	Individual, targeted work that can be completed in spare times (such as registration) and at home to support regular consolidation	Through supporting teachers with the implementation of them and tracking their effectiveness through completion and progress	SLT	Pupil progress meetings at the end of each term
Total budgeted cost					
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?
C	ELSA	Previous success of ELSA program in school	Staff trained/sessions timetabled Pupil/Parent feedback	SENCo	6-8 weeks (at end of each program)
C	Play Therapy	Parents report huge impact on self-esteem of children and ability to control anger as a result of play therapy sessions	Feedback to be obtained from play therapist, parent/carer and pupil	HT	Termly
C	TaMHS Worker Sessions	Feedback obtained from children and parents accessing TaMHS support has proved to be positive. TaMHS worker has also been helpful in signposting other agencies to support families	Feedback to be obtained from TaMHS worker, parent/carer and pupil	HT/SENCo	Termly
D	Homework Club	Previous offer of homework club gave pupils a space and resources to complete homework activities	Feedback from teachers on the completion of homework tasks and feedback from parents	DHT	Termly

D	Parent Workshop	Inviting parents into school for targeted strategies in order to enable them to better support children at home	Feedback from parents on usefulness of workshop	DHT	After workshop
Total budgeted cost					
6. Review of expenditure					
Previous Academic Year		2016/17			
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	
KS2 progress for more able disadvantaged pupils (children to be specifically targeted for greater depth intervention)	1) Support from maths adviser for higher ability children 2) Targeted questioning and specific feedback 3) Involvement in Cluster Moderation sessions 4) Specialist Intervention teacher support	More able disadvantaged children in KS2 made at least expected progress, with some making greater than expected progress. Children were effectively targeted which clearly had a positive impact.	Continue to ensure that the more able disadvantaged are challenged and supported as necessary so that they make sustained progress.	£	
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	
LKS2 sustained progress and attainment , closing the gap, need to make increased progress to close gap	1) Small group tuition 2) Small group targeted intervention	Mixed: Individuals did make the desired progress but this was not the majority across the core subjects. Consistency of tuition and support needs to be ensured.	Targeted intervention certainly has proven to have an impact where regularly and consistently used. We will continue with small group and 1:1 tuition. We will also restructure our teaching assistant timetables and assign individual TAs focus subjects across the school. We will ensure they are fully trained in their given focus.	£19,000	

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
<p>1) Emotional/Social needs due to high number of previously Looked After Children (children to access ELSA, SEAL groups, and TaMHS worker/Play therapist as required)</p> <p>2) Attendance of PP to be in line with rest of school</p>	<p>1) ELSA 2) Enrichment Clubs 3) Music Lessons 4) Play Therapy</p> <p>1) Attendance Tea Party Celebration</p>	<p>High: observed progress in self-esteem, social interaction with peers and resilience in learning. Fewer incidents of behaviour/social issues reported. This could also be attributed to the new behaviour system in place.</p> <p>Attendance was closely monitored but tea parties were not held. In the majority of year groups attendance of PP children was either greater than, or in line with non-PP. In Year 4 & 5 attendance was lower.</p>	<p>ELSA and Play Therapy are highly successful interventions with highly positive feedback from pupils, staff and parents. They have played a large part in improving emotional resilience and we will continue with them next year.</p> <p>Did the tea parties take place? Were any PP present?</p>	£19,500