

Holy Trinity Church of England Primary School

Pupil Premium Report 2016

Pupil Premium, which is additional to main school funding, is given by the Government to schools to support children eligible for Free School Meals, Looked After Children, those who have previously been Looked After, or for children whose parent/s are serving in the Forces. The purpose of the premium is to raise attainment so that the gap between eligible pupils and the rest of their cohort is narrowed. The premium can also be used to provide valuable enrichment activities and funds for uniform or resources.

£34,561.46 was allocated in 2015-2016. This money was used for the following purposes:

Need	Action	Impact	Cost
Emotional	1:1 sessions with TaMHS worker	Children were able to share concerns with an adult, feel listened to and consequently more able to focus in class. Referrals to additional outside agencies were made to further support families.	7800.00
Emotional	ELSA staff trained to run ELSA groups	Examples of areas covered in the ELSA groups were: Social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship. Parental comments received by the SENCo reported that their child benefitted greatly from the ELSA sessions that they attended. This had had a beneficial effect on their home life and ability to cope in school.	1404.00
Therapy	Play Therapy run by a specialist therapist	Some children accessed this support at home. Parents were so positive about the impact the therapy was having on their children that they asked for additional sessions in school.	1589.00
Tuition	1:1 Tuition by qualified teachers in English and/or maths	Of the children receiving 1:1 maths tuition 50% made expected progress or above.	3652.43
Curriculum Support	1:1 TA support within the classroom	Children were more able to focus in lessons	12,687.00
Reading	1:1 reading with a trained adult from Beanstalk	A Beanstalk volunteer comes in to school twice a week to listen to children read on a 1:1 basis. Children not only benefitted from the 1:1 time with an adult but reading progress was enhanced. Children in KS2 made 3.8 points progress in reading by the end of KS2.	214.00 to Beanstalk charity
LBL Support	Support from Merton's LBL team	Merton's LBL team came in to school to offer advice regarding a pupil eligible for PPG, and to assess them, to enable targeted provision to be implemented	250.00
Enrichment Clubs	Up to 2 clubs per term	Children accessed a wide variety of clubs which added enjoyment, but also helped to develop the children's social skills and peer interactions.	1896.50
Holiday Camp	Sports Camp in school holidays	The child benefitted from attending the sports camp during a school holiday.	100.00

Music Lessons	Individual or group music lessons	Children developed their musical ability.	627.50
Wrap around care	Payment for Breakfast/After School Club	Families supported to enable them to work	1914.00
Financial support	Uniform purchased Support with funding for extra-curricular trips/activities Purchase of iPads	Children's self-esteem raised as they are not perceived as being different to their peers	1427.03
Curriculum	Resources	Resources were purchased to support the teaching of literacy to enhance the rates of progress in both reading and writing (End of KS2 progress in reading was 3.8 and writing 2.0)	1000.00

Use of the Pupil Premium in 2016-2017

A thorough audit of all provision for children eligible for Pupil premium will be conducted by the Senior Leadership Team early in the Autumn term 2016. Using evidence from this audit, and evidence from The Oxford School Improvement report about what works best for schools in helping to close attainment gaps for eligible pupils, Holy Trinity are adopting the following practices to support children eligible for Pupil Premium:

What works for schools	What Holy Trinity is doing and expected impact	Cost
Effective feedback on learning	Staff meeting to focus on effective marking and feedback. Children to be given time in lessons to respond to marking which will enable children to improve on what they have done and enhance rates of progress.	
Metacognition and self-regulation - children plan, monitor and evaluate their own learning	Use of marking ladders helps children to self-assess their progress and know what their next steps are to progress even further Whole school focus on developing reasoning in maths to enable children to articulate their thinking. It is expected that this will enhance children's self-esteem and passion for learning	Staff training on maths mastery
Early Intervention	Early referrals to the TaMHS worker – children eligible for PPG to be given priority Children who would benefit from an emotional literacy group to be identified as early as possible. Reading/Phonics meeting for new Reception parents to explain how Holy Trinity teaches reading and showing available resources for use at home and school. Pupil Progress meetings clearly identify the needs of the children and targeted intervention programs put in place to close the gap Developing early speaking and listening skills through use of role play and small world areas in EYFS.	TaMHS worker 3 x ELSA sessions per week for the year TA intervention

	Regular use of role play areas in KSI to encourage speaking and listening skills.	
One to One Tutoring	Employment of experienced staff to focus on giving 1:1 support to identified children 1:1 Volunteer readers who target eligible children	Staff costs
ICT	Purchase of IT resources to enable children to use the programs at home	IT costs
Phonics	Reading/Phonics parent meeting for Reception parents giving advice on how to support their children in reading at home. Production of Phonics resources to support teaching in class and during early work Training for staff on teaching of SPAG in Autumn term Focus on reading for enjoyment – purchase books 1:1 Reading support given to identified children Specialist teachers used to teach phonics to identified children at both KSI/2.	Resources Merton Literacy Adviser time Gifts of books
Parental Involvement	Reading meeting for Reception parents Phonics meeting for Year 1 parents Maths Parent meetings for invited parents (targeting parents of FSM children)	
Extended schools and other support, including personal, social and emotional support	Funding Breakfast/Afterschool club and enrichment clubs Supporting parents in their choice of secondary schools by visiting with them and completing paperwork with them Mindfulness lessons Lunchtime provision of a play leader to support positive play Practical support including buying school uniform, shoes, PE kit and funding school trips and residential visits	Club costs External provider costs Play leader Costs of uniform/trips
Effective use of Teaching Assistants	Focus on effective TA training in order to enhance the rates of progress of children Use of TAs to pre-teach key vocabulary specifically with EAL children	Training costs