

# HOLY TRINITY C of E PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2020-21

Summary information					
<b>School</b>	Holy Trinity C of E Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£64,455	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	451	<b>Number of pupils eligible for PP</b>	35	<b>Date for next internal review of this strategy</b>	Jan 2021

## Disadvantaged pupil progress scores for academic year 2018-19 (last published data available)

Measure	Score
Reading	1
Writing	-0.7
Maths	-4.7

## Disadvantaged pupil performance overview for academic year 2018-19 (last published data available)

Measure	Score
Meeting expected standard at KS2	20%
Achieving high standard at KS2	10%

At Holy Trinity we understand that, ‘children entitled to Pupil Premium encompass the full spectrum of needs and backgrounds in the school community, including white and minority ethnic pupils, looked after children, high attainers and those with special educational needs (SEN).’ We passionately believe that ‘each child in this diverse group is an individual; they need adults who take the time to understand and personalise provision, through quality first teaching (QFT), to help them to overcome barriers to learning through the systematic application of what works well.’ (National Strategies: Narrowing the Gaps)

The Pupil Premium is additional funding for schools in England given by the government to raise the attainment of certain pupils and close the gap between them and their peers. We continue to use the funding to support our Pupil Premium pupils to attain at least national expectations in order to give them the best start in life. Numbers of pupils eligible for Pupil Premium increase as you move up through the school and this is due to increased mobility in KS2. Of the 14 Y5 and Y6 pupils eligible in the academic year 2019-20, 9 joined the school during Key Stage 2. We have 12 pupils who are previously Looked After; developmental trauma and high emotional need affects their attainment and progress and we prioritise meeting the emotional needs for these pupils in order to remove some of the barriers to learning.

**At Holy Trinity we use current research (including from the Education Endowment Fund) and successes in other schools to ensure we:**

- Use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming and challenge those whose progress needs to accelerate (pupil attainment and progress tracking, pupil progress meetings and carefully structured interventions)
- Take time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils and apply it consistently and relentlessly (this ethos is stretched throughout our whole school)
- Evaluate, celebrate and share success
- Recognise and unlock potential, including identification of high attaining pupils eligible for Pupil Premium
- Intervene early and effectively, track progress and change approaches where necessary (early intervention and tracking in place)
- Focus on transition, one-to-one tuition and progressive development of language and literacy skills (Early Years support & Read, Write Inc. applied across Early Years Foundation Stage and Key Stage One; 1:1 tuition and team teaching in KS2)
- Search out the most effective ways of engaging parents and families, and listen to pupils and engage them in sustained dialogue about learning .

This year our Pupil Premium funding is £64,455. We are strategically targeting this funding to support all of our Pupil Premium pupils as such:

Identified need	Actions to be taken	Impact expected
<p>The attainment gap between pupils eligible for PP and age expected will likely have grown during the period of lockdown.</p>	<ul style="list-style-type: none"> <li>• Thorough baseline assessment conducted on PP pupils in September in English and Maths, in order to identify gaps and areas for focus.</li> <li>• 20 minute reading sessions before school to be offered.</li> <li>• Structured plan for each pupil not at age expected level to be put in place, with strategies such as 1:1 or small group tuition, quick, daily rehearsal sessions with TA, Fabulous Folder employed.</li> <li>• Workbooks to be provided for children to complete at set times in school.</li> </ul>	<p><b>Accelerated progress in English and Maths.</b></p>
<p>86% of our PP pupils are BAME and of those only 23% are working at expected level in Reading, Writing and Maths. Additionally, 33% of our BAME PP pupils are not working at expected level in any of the three core areas. Of the 33%, 90% joined the school after EYFS and 50% in KS2; and 60% have SEN.</p>	<ul style="list-style-type: none"> <li>• Evaluate strengths and weaknesses of support and interventions provided so far.</li> <li>• Daily 10-15 minutes reading sessions provided.</li> <li>• Intervention teacher to support with writing in class (as Inclusion Leader did in Y6 last year).</li> <li>• Weekly 1:1 Maths Tuition either through Third Space Learning or with Maths Lead to be priority.</li> </ul>	<p><b>Accelerated progress in English and Maths.</b></p>
<p>More Pupil Premium pupils to be 'Secondary ready' by achieving 'expected' (age-related) standards in Reading, Writing, Grammar and Maths by end of Key Stage 2. <i>This is crucial due to school closure for this cohort in summer term.</i></p>	<ul style="list-style-type: none"> <li>• 1-2-1 or small group tuition taking place led by Dyslexia Specialist Teacher and Maths Leader.</li> <li>• Targeted Booster classes for Y6 pupils in Maths.</li> <li>• Third Space Learning employed as a different vehicle for 1:1 tuition in maths.</li> </ul>	<p><b>Pupils have a more secure grounding in core maths concepts.</b></p> <p><b>Pupils see maths challenges in a variety of contexts.</b></p> <p><b>Pupils receiving a range of targeted support both in and out of lessons.</b></p> <p><b>More pupils reach expected standards at the end of Key Stage 2.</b></p>

<p>More Pupil Premium pupils reach expected standards across Key Stage 1 and in the Phonics Screening Check.</p>	<ul style="list-style-type: none"><li>• Read, Write Inc. applied across Key Stage 1 and Early Years Foundation Stage effectively.</li><li>• Staff highly trained for consistency and pupils make rapid progress under the programme.</li><li>• Regular and effective monitoring of teaching and learning by the Phonics Leader.</li></ul>	<p><b>More pupils reach the expected standard in Writing and Reading at the end of Key Stage 1.</b></p> <p><b>More pupils pass the Phonics Screening Check in Year 1.</b></p> <p><b>Pupils entering with a low baseline in Early Years Foundation Stage are quick to catch up to expected standards.</b></p>
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<p>The attainment and progress of Previously Looked After pupils is less than that of their peers</p>	<ul style="list-style-type: none"> <li>• The ELSA programme to be employed in cycles; PP and SEN pupils to be considered as a priority for consideration.</li> <li>• External Play Therapist to provide weekly or fortnightly sessions.</li> <li>• HT, Inclusion Leader and DHT to regularly liaise with school TaMHS Worker regarding PP and LAC pupils and families who would benefit from sessions.</li> <li>• Use of Theraplay as a strategy to address barriers to learning.</li> <li>• Regular liaising with families of LAC and previously LAC in regards to their emotional well-being, triggers and impact of strategies employed.</li> </ul>	<p><b>More previously Looked After pupils are achieving expected standard at the end of their current year group.</b></p>
<p>Pupil Premium pupils with special educational needs are often not achieving in relation to their peers.</p>	<ul style="list-style-type: none"> <li>• Ensuring Pupil Premium pupils with special educational needs are identified early and supported quickly.</li> <li>• Regular and effective communication between Inclusion Leader and Pupil Premium Leader.</li> </ul>	<p><b>Pupils with an additional need are identified and assessed early</b></p> <p><b>Pupil Premium Pupils with special educational needs are effectively supported in the classroom setting, and receive targeted intervention to enable them to access more of the learning and achieve more highly.</b></p>
<p>Ensuring children who have little support at home are able to understand and complete homework tasks</p>	<ul style="list-style-type: none"> <li>• Weekly Homework Club targeted at Pupil Premium pupils unable to work at home.</li> <li>• Liaising with parents to support them to support their child.</li> </ul>	<p><b>Homework is completed with support.</b></p>
<p>Support pupils' active lifestyle</p>	<ul style="list-style-type: none"> <li>• Priority, paid for club space for pupils receiving Free School Meals.</li> <li>• Support with funding for Y4 and Y6 residential trips.</li> </ul>	<p><b>Pupils are happy &amp; active.</b></p>

**Review of expenditure**

**Previous Academic Year** **2019-20**

**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
<p>Pupils have a more secure grounding in core maths concepts.</p> <p>Pupils see maths challenges in a variety of contexts.</p> <p>Pupils receiving a range of targeted support both in and out of lessons.</p> <p>More pupils reach expected standards at the end of Key Stage 2.</p> <p>More pupils reach the expected standard in Writing and Reading at the end of Key Stage 1.</p> <p>More pupils pass the Phonics Screening Check in Year 1.</p> <p>Pupils entering with a low baseline in Early Years Foundation Stage are quick to catch up to expected standards.</p>	<p>1-2-1 or small group tuition taking place led by Dyslexia Specialist Teacher and Maths Leader.</p> <p>Targeted Booster classes for Y6 pupils in Maths.</p> <p>Third Space Learning employed as a different vehicle for 1:1 tuition in maths.</p> <p>Inclusion Leader team teaching in Y6 classes every morning.</p> <p>Read, Write Inc. applied across Key Stage 1 and Early Years Foundation Stage effectively.</p> <p>Staff highly trained for consistency and pupils make rapid progress under the programme.</p> <p>Regular and effective monitoring of teaching and learning by the Phonics Leader.</p>	<p>High: Without end of KS2, KSI or Phonics data it is difficult to quantify the impact, however, it was clear before lockdown that the children identified were making good progress.</p> <p>Third Space Learning, tuition and team teaching were all very successful for Y6, giving them access to quality first teaching in class and 1:1. Gaps were being quickly identified and addressed as evident in progress made in Autumn and Spring terms.</p> <p>The Phonics Leader restructured the whole programme, re-training staff and ensuring the children who needed the most support were accessing quality first teaching.</p>	<p>Team teaching in Y6 classes was an extremely successful strategy for targeting multiple pupils. If staffing was to allow in the future this would be an excellent strategy to employ again.</p> <p>More regular assessments of pupils' attainment would be beneficial in order to track more effectively.</p>	<p>£31,620</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Pupils with an additional need are identified and assessed early</p> <p>Pupil Premium Pupils with special educational needs are effectively supported in the classroom setting, and receive targeted intervention to enable them to access more of the learning and achieve more highly.</p>	<p>Ensuring Pupil Premium pupils with special educational needs are identified early and supported quickly.</p> <p>Regular and effective communication between Inclusion Leader and Pupil Premium Leader.</p>	<p>Medium: more regular communication between PP and Inclusion Leads proved effective and ensured that provision was not disjointed and that the pupils' needs were being met in both contexts.</p> <p>4 of our PP pupils in KS2 were granted an EHCP this year and their in-class support increased.</p>	<p>Regular meetings between PP and Inclusion Lead to continue, to discuss and plan effective provision.</p> <p>It would be useful to track and compare PP pupils with SEN to see if there are any patterns or trends.</p>	£0
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>More previously Looked After pupils are achieving expected standard at the end of their current year group.</p>	<p>The ELSA programme to be employed in cycles; PP and SEN pupils to be considered as a priority for consideration.</p> <p>External Play Therapist to provide weekly or fortnightly sessions.</p> <p>HT, Inclusion Leader and DHT to regularly liaise with school TaMHS Worker regarding PP and LAC pupils and families who would benefit from sessions.</p> <p>Use of Theraplay as a strategy to address barriers to learning.</p> <p>Regular liaising with families of LAC and previously LAC in regards to their emotional</p>	<p>Medium: Many of our PP pupils continued to make progress in their emotional well-being and social skills which has had an impact on their behaviour and ability to access learning. These are obviously long-term strategies, not a quick fix, and so will continue to be used across the school.</p> <p>Use of 1:1 support for targeted individuals impacted on academic progress and decreased incidents of behaviour.</p>	<p>Pupils, parents and teachers' feedback is that the emotional interventions being provided are effective so will continue to employ.</p>	£24,865

<p>Homework is completed with support.</p> <p>Pupils are happy &amp; active.</p>	<p>well-being, triggers and impact of strategies employed.</p> <p>Weekly Homework Club targeted at Pupil Premium pupils unable to work at home.</p> <p>Liaising with parents to support them to support their child.</p> <p>Priority, paid for club space for pupils receiving Free School Meals.</p> <p>Support with funding for Y4 and Y6 residential trips.</p>	<p><i>High:</i> as a result of attending homework club many PP pupils were able to complete homework they would not have done otherwise.</p> <p><i>High:</i> The majority of pupils took up the offer of a club. Funding for residential trips not necessary as they did not go ahead.</p>	<p>Pupils thoroughly enjoy homework club and it is important that this continues.</p>	
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