

Holy Trinity C of E Primary School: Pupil premium strategy statement - 2020 – 2021

School overview	
Metric	Data
School name	Holy Trinity C of E Primary School
Pupils in school	200
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£41,400.00 (including £6334.00 bf)
Academic year or years covered by statement	2020 - 2021
Publish date	October 2020
Review date	March 2021
Statement authorised by	Duncan de Gruchy (Headteacher)
Pupil premium lead	Louise Prew
Governor lead	Kath Lynch or Helen Morris
Date of most recent external Pupil Premium Review	
Date of most recent internal Pupil Premium Review of this strategy	July 2019
Date of planned Review of this strategy	July 2021

Our Philosophy

We aim for the use of the Pupil Premium Grant (PPG) to improve the outcomes and life-chances for our most vulnerable children, while recognising that there are other children, not eligible for PPG who are also vulnerable and could benefit. To ensure we can sustain the best provision, we will use the PPG in a range of short and long-term strategies. As such, it is aligned to our School Development Plan (SDP) to bring about wider school improvements, improve readiness to learn and pupil achievement.

To do this, we will focus on overcoming barriers to learning, which are many and varied. Each child will have different needs, so costs will differ depending on the different interventions required to overcome these barriers (e.g. individual programmes to small or larger group work, or even across the whole school). Therefore, it is not automatic that a child in receipt of PPG will be allocated a personal budget. To achieve the above, we have identified the following priorities:

- Ensuring high quality teaching in every class
- Improving outcomes for pupils by closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behavior and pastoral support.
- Ensuring that the PPG reaches the pupils who need it most

Summary

In previous years school has used the following strategies:

- Providing additional focussed adult (either Teacher or Teaching Assistant) support through individual or small group interventions
- Improving the quality of feedback (written and oral)
- Improving pupil's independence and readiness to learn through developing their resilience, 'growth mindset' and attitude to learning.
- Providing opportunities for increased participation in wider areas of school life (e.g. attending after school clubs, experiencing school visits/residential etc)
- Pastoral and well-being support, e.g. mentoring, equestrian and play therapy.

Current Aims

We aim to provide the best support through a 'tiered' approach:

1) Quality of Teaching

- Quality first teaching supported through providing effective feedback and well-researched pedagogical approaches to teaching (eg lesson design, Mastery approach and consistent Phonics teaching).
- High quality CPD to support Middle Leaders and Subject leaders in acquisition of coaching skills to leading others on SDP priorities (Behaviour, Curriculum development, Phonics and being part of the Assessment for All programme).

2) Targeted Support

- Adoption of researched and effective interventions that accurately match pupil's needs
- Training to deliver social and emotional and behaviour interventions

3) Wider Strategies

- Create capability to provide good quality and effective nurture and pastoral support
- Engagement of parents to support pupils at home with attendance and attitudes to learning.
- Involvement of other agencies to provide support beyond school's capabilities, e.g. e.g. mentoring, equestrian and play therapy.

Disadvantaged pupil performance overview for last academic year (2018-19)

End of KS2

Measure	Score
Attainment: Pupils Meeting Expected Standard at KS2	
Reading	100%
Writing	100%
Mathematics	67%
Achieving high standard at KS2	
Reading	0%
Writing	0%
Mathematics	0%
Progress: Average Progress from previous starting points (at KS1)	
Reading	-1.53
Writing	-2.28
Maths	-5.40

KS2 (Years 3 to 5)

Measure	Score
Attainment: pupils meeting Age-Related Expectations	
Reading	93%
Writing	71%
Mathematics	64%
Achieving Greater Depth (Secure +)	
Reading	-%
Writing	-%
Mathematics	-%

End of KS1

Measure	Score
Attainment: Pupils Meeting Expected Standard at KS1	
Reading	50%
Writing	50%
Mathematics	50%
Achieving high standard at KS1	
Reading	50%
Writing	0%
Mathematics	50%

Phonics

Measure	Score
Achieving Y1 Phonics Screening Test	
Y1	33%
Y2	N/A

KS2 (Years 3 to 5)

Progress: % of Pupils making expected progress	
Reading	85%
Writing	100%
Maths	71%

Strategy Aims for disadvantaged pupils

Aim 1 Quality of Teaching

- Quality first teaching supported through providing effective feedback and well-researched pedagogical approaches to teaching (eg lesson design, Mastery approach and consistent Phonics teaching).
- High quality CPD to support Middle Leaders and Subject leaders in acquisition of coaching skills to leading others on SDP priorities (Behaviour, Curriculum development, Phonics and being part of the Assessment for All programme).

Measure	Strategy	Barriers to learning these priorities address	Desired Outcome	Actions and Targeted support
Priority 1	<p>Improve Reading Progress</p> <p>Improve Phonics (in EYFS & KS1)</p>	<ul style="list-style-type: none"> • Secure phonics knowledge in KS1 • Parental support with independent reading at home • Comprehension skills • Vocabulary acquisition • Consistent approach to quality phonics teaching • Access to quality teaching materials and resources to support phonics teaching 	<p>By July 2021</p> <ul style="list-style-type: none"> • All KS2 children to make at least 6 steps of progress per year • Reduced gap between progress of PP pupils and national data, and between PP and non-PP pupil groups • Improve the % of PP pupils working at age related expectations in Reading • 80% pass children to pass Y1 Phonics test • 100% of pupils to pass Phonics test by end of KS1 	<ul style="list-style-type: none"> • Access high quality CPD through: <ul style="list-style-type: none"> ○ Participation of Mangotsfield English Hub and Somerset Literacy Network. ○ AFA coach – supporting improving quality of teaching and developing middle leaders through coaching skills • Develop ‘Star Reads’ for each class • Engagement with parents so they can support reading with children at home • All KS1 & EYFS staff receive high quality CPD for Floppy Phonics • Embed the restructure of phonics teaching • Continue to resource phonics training with carefully matched texts.
Priority 2	Improve Writing Progress	<ul style="list-style-type: none"> • Learning behaviours 	By July 2021	<ul style="list-style-type: none"> • Access high quality CPD through:

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		<ul style="list-style-type: none"> • Pupil's resilience, independence and growth mindset, attitude to learning. 	<ul style="list-style-type: none"> • All KS2 children to make at least 6 steps of progress per year • Reduce gap between progress of PP pupils and national data, and between PP and non-PP pupil groups. • Improve the % of PP pupils working at age related expectations in writing. 	<ul style="list-style-type: none"> ○ Participation of Mangotsfield English Hub and Somerset Literacy Network ○ AFA coach – supporting improving quality of teaching and developing middle leaders through coaching skills • Review key objectives required to achieve age-related expectations • Promote purpose for writing and awareness of audience through providing more cross-curricular extended writing opportunities • Focus teaching of Year group spelling words • Focus on 'vocabulary acquisition' across curriculum areas • Ensure planning is in small manageable steps to help with embedding understanding and the recovery curriculum. • 1:1 T or TA support to consolidate learning and give feedback.
Priority 3	Improve Mathematics Attainment and Progress	<ul style="list-style-type: none"> • Learning behaviours • Pupil's resilience, independence and growth mindset, attitude to learning. 	<p>By July 2021</p> <ul style="list-style-type: none"> • All KS2 children to make at least 6 steps of progress per year • Reduce the gap between progress of PP pupils and national data between PP and non-PP pupil group. 	<ul style="list-style-type: none"> • Access high quality CPD through: <ul style="list-style-type: none"> ○ Participation local Maths Hub (GlowMaths & Balcarras Teaching Partnership) ○ AFA coach – supporting improving quality of teaching and developing

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			<ul style="list-style-type: none"> • Improve the % of PP pupils working at age related expectations in Mathematics 	<p>middle leaders through coaching skills</p> <ul style="list-style-type: none"> • Links with secondary school to streamline the transition of teaching Maths within both schools. • All staff to plan using consistent lesson structure. • Implement the CanDoMaths resource to support planning and teaching. • Ensure small manageable steps in learning to help with embedding understanding and the recovery curriculum. • Maths on Track (MOT) sessions taking place during the day with either T or TA to iron out misconceptions and keep children on track.
<p>Projected Spending = £30,000</p>				
<p>Breakdown of costings for Quality of Teaching:</p> <ul style="list-style-type: none"> • £20,000 (TA classroom focussed support) • £10,000 (Additional TA/Teacher 'guided intervention sessions') 				
<p>Review of Aim 1:</p>				

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Strategy Aims for disadvantaged pupils				
Aim 2 Targeted Support				
<ul style="list-style-type: none"> • Adoption of researched and effective interventions that accurately match pupil's needs • Training to deliver social and emotional and behaviour interventions 				
Measure	Strategy	Barriers to learning these priorities address	Desired Outcome	Actions and Targeted support
Priority 4	Improve readiness to learn	<ul style="list-style-type: none"> • Pupil' behaviour, social and emotional difficulties (eg pupil's difficulties to self-regulate behaviour, or anxieties caused by a range of factors) • Pupil's resilience, independence and growth mindset, attitude to learning. 	By May 2021 <ul style="list-style-type: none"> • Decrease in number of disruptive behaviour incidents • Pupil's feel well supported and identify reduced levels of anxiety • Pupil's levels of independence and resilience improve 	<ul style="list-style-type: none"> • Staff to receive high quality CPD to cover: <ul style="list-style-type: none"> ○ Behaviour (Restorative Practice, Emotion Coaching, Autism Awareness Tier 1, ELSA) ○ Developing coaching skills (through AFA support) • Improve parental engagement and support through setting up 'Structured conversations' with targeted vulnerable children. • Adapted Timetable and interventions to support individual child.

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				<ul style="list-style-type: none"> • Working with Cleeve Secondary School to embed Anti-bullying Ambassadors and work towards becoming an Anti-bullying school • AFA CPD support with implementing structured conversation and engaging Parental involvement. • CPD on Zippy's friends, Passport intervention. • Create a 'safe space' for children to go to when necessary. • Organise and/or work with: <ul style="list-style-type: none"> ○ Child mentoring support ○ Emotional literacy ○ Inspire ○ Teens in Crisis ○ Equestrian therapy ○ Play therapy
<p>Projected Spending = £12,488</p>				

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Breakdown of costings for Targeted Support:

- £4150 (Achievement for All (AFA) Subscription)
- £1393 (Emotional Well-being Programme – Partnership for Children)
- £500 (Small Group Pastoral/Emotional wellbeing interventions)

Review of Aim 2:

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Strategy Aims for disadvantaged pupils

Aim 3 Wider Strategies

- Create capability to provide good quality and effective nurture and pastoral support
- Engagement of parents to support pupils at home with attendance and attitudes to learning.
- Involvement of other agencies to provide support beyond school's capabilities, e.g. e.g. mentoring, equestrian and play therapy.

Measure	Strategy	Barriers to learning these priorities address	Desired Outcome	Actions and Targeted support
Priority 5	Improve the attendance of vulnerable children	<ul style="list-style-type: none"> • Pupil's family circumstances and social and emotional difficulties (e.g. parents health and pupil's anxieties cause by a range of factors). 	By July 2021 <ul style="list-style-type: none"> • Increased rates of attendance for identified children (aiming for at least 95%) 	<ul style="list-style-type: none"> • Regular structured conversation with family and actions drawn up to support them. • Liase with EHCo (Early Help Coordinator) and LA Inclusion Advisor to support meeting with parents and planning effective support strategies • Monitor/analyse attendance figures regularly (at least termly) • Adapted Timetable and interventions to support individual child. • Promote good attendance with pupils and parents through publishing regular updates and advice. • Organise and/or work with:

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				<ul style="list-style-type: none"> ○ Child mentoring support ○ Emotional literacy ○ Inspire ○ Teens in Crisis ○ Equestrian therapy ○ Play therapy
Projected Spending = £6445				
Breakdown of costs for Interventions for outside agencies:				
<ul style="list-style-type: none"> • £1540 (Play Therapy) • £2505 (Equine Assisted Therapy) • £1200 (CMAS Mentoring Support) 				
Review Of Aim 3:				

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