

Holy Trinity C of E Primary School: Pupil premium strategy statement - 2019 – 2020

School overview	
Metric	Data
School name	Holy Trinity C of E Primary School
Pupils in school	202
Proportion of disadvantaged pupils	15.3%
Pupil premium allocation this academic year	£36455.00 (including £2935.00 bf) £29,040 (based on 22 pupils from DFE document – Perspective Lite) Amount eligible: 25 x £1,320 (£33 000) + 2 x £ 2,300 (£4 600) + 4 x £300 (£1,200) = £38 800
Academic year or years covered by statement	2019 - 2020
Publish date	October 2019
Review date	March 2020
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	Not certain
Date of most recent internal Pupil Premium Review of this strategy	July 2019
Date of planned Review of this strategy	July 2020

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 and so costs will differ depending on the different interventions required to overcome these barriers (eg individual programmes to small or larger group work, or even across the whole school) and so the costs differ. 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 and behaviour
- 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 and 'growth mindset'
- Providing opportunities for increased participation in wider areas of school life (eg attending after school clubs, experiencing school visits/residentials etc)

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 Mastery Maths and Floppy Phonics)
- High quality CPD to support Middle Leaders and Subject leaders in acquisition of coaching skills to leading others on SDP priorities (Behaviour, Curriculum development and Phonics)

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
- Involvement of other agencies to provide support beyond school's capabilities

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			
Measure	Strategy	Barriers to learning these priorities address	Desired Outcome
Priority 1	Improve Reading Progress	<ul style="list-style-type: none"> Secure phonics knowledge in KS1 Parental support with independent reading at home Comprehension skills Vocabulary acquisition 	<p>By July 2020</p> <ul style="list-style-type: none"> All KS2 children to make at least 6 steps of progress per year Diminish 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
Priority 1a	Improve Phonics (in EYFS & KS1)	<ul style="list-style-type: none"> Consistent approach to quality phonics teaching Access to quality teaching materials and resources to support phonics teaching 	<ul style="list-style-type: none"> 80% pass Y1 Phonics test 100% of pupils to pass Phonics test by end of KS1
Priority 2	Improve Writing Progress	<ul style="list-style-type: none"> Learning behaviours Pupil's resilience, independence and growth mindset 	<p>By July 2020</p> <ul style="list-style-type: none"> All KS2 children to make at least 6 steps of progress per year Diminish 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
Priority 3	Improve Mathematics Attainment and Progress	<ul style="list-style-type: none"> Learning behaviours Pupil's resilience, independence and growth mindset 	<p>By July 2020</p> <ul style="list-style-type: none"> All KS2 children to make at least 6 steps of progress per year Diminish 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 Mathematics
Priority 4	Improve attendance of vulnerable children	<ul style="list-style-type: none"> Pupil's family circumstances and social and emotional difficulties (eg parents health and pupil's anxieties caused by a range of factors) 	<p>By July 2020</p> <ul style="list-style-type: none"> Increased rates of attendance for identified children (aiming for at least 95%)

Strategy aims for disadvantaged pupils			
Measure	Strategy	Barriers to learning these priorities address	Desired Outcome
Priority 5	Improve readiness to learn	<ul style="list-style-type: none"> • Pupils' behaviour, social and emotional difficulties (eg pupil's difficulties to self-regulate behaviour, or anxieties caused by a range of factors) • Pupil's resilience 	By May 2020 <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
Projected spending	Priority 1 Priority 2 Priority 3 Priority 4 Priority 5 Total Cost	£10,000 £10,000 £10,000 No cost £6,000 36,000	

Teaching priorities for current academic year		
Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> Improve average KS2 progress of PP children to >0 PP children across KS2 (ie Ys3-5) achieve at least 6 steps progress across the year 	July 2020
Progress in Writing	<ul style="list-style-type: none"> Improve average KS2 progress of PP children to >0 PP children across KS2 (ie Ys3-5) achieve at least 6 steps progress across the year 	July 2020
Progress in Mathematics	<ul style="list-style-type: none"> Improve average KS2 progress of PP children to >0 PP children across KS2 (ie Ys3-5) achieve at least 6 steps progress across the year 	July 2020
Phonics	<ul style="list-style-type: none"> 80% pass Y1 Phonics test 100% of pupils to pass Phonics test by end of KS1 	June 2020
Barriers to learning these priorities address	<ul style="list-style-type: none"> Secure phonics knowledge in KS1 Parental support with independent reading at home Comprehension skills Vocabulary acquisition Learning behaviours Pupil's resilience, independence and growth mindset 	
Projected spending	£30,000 (See Priorities 1-3 – Additional adult focussed and guided session support) Note, this amount is not in addition to detailed breakdown in 3 following sections	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Teaching Priorities for current academic year	
Measure	Activity
Priority 1 (Improving Reading) Priority 1a (Improving Phonics)	<ul style="list-style-type: none"> • Access high quality CPD through: <ul style="list-style-type: none"> ○ participation of Mangotsfield English Hub ○ 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 • Restructure phonics teaching • Resource phonics training with carefully matched texts
Priority 2 (Improving Writing)	<ul style="list-style-type: none"> • Access high quality CPD through: <ul style="list-style-type: none"> ○ participation of Mangotsfield English Hub ○ 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
Priority 3 (Improving Mathematics)	<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 middle leaders through coaching skills • All staff to plan using consistent lesson structure • All lessons to include ‘variation’
Barriers to learning these priorities address	See Table of Strategy Aims (p 4 & 5)
Projected spending	£1500 (10 days supply cover to attend training?) £500 (purchase of phonics matched texts)

Targeted academic support for current academic year	
Measure	Activity
Priority 1	<ul style="list-style-type: none"> Other adults (Teachers & TAs) to provide additional focussed support to individuals or small groups to close gaps in knowledge and skills Provide additional reading intervention 'guided sessions' Chatterbooks (tbc?)
Priority 2	<ul style="list-style-type: none"> Other adults (Teachers & TAs) to provide additional focussed support to individuals or small groups to close gaps in knowledge and skills Provide additional writing intervention 'guided sessions'
Priority 3	<ul style="list-style-type: none"> Other adults (Teachers & TAs) to provide additional focussed support to individuals or small groups to close gaps in knowledge and skills Provide additional maths intervention 'guided sessions'
Barriers to learning these priorities address	See Table of Strategy Aims (p 4 & 5)
Projected spending	<p>£20,000 (TA classroom focussed support)</p> <p>£10,000 (Additional TA/Teacher 'guided intervention sessions')</p>

Wider strategies for current academic year	
Measure	Activity
Priority 4 (Improve Attendance)	<ul style="list-style-type: none"> 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) Promote good attendance with pupils and parents through publishing regular updates and advice
Priority 5 (Improve readiness to learn)	<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
Barriers to learning these priorities address	See Table of Strategy Aims (p 4 & 5)

Projected spending	£4150 (AFA subscription) £1,000 (supply to cover for Structured Conversations)
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