



Pupil Premium Strategy Statement 2019/2020

Pupil premium funding is additional funding, given to publicly funded schools so schools can extend their support to disadvantaged pupils in order to help close the attainment gap between these children and their peers. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. It is paid to schools according to the number of pupils who have been registered as eligible for free school meals (FSM) at any point in the last six years.

| 1. Summary information | | | | | |
|---|---|----------------------------------|-------------------------------|---------------------------------------|-------|
| School | Holy Trinity CE Academy | | | | |
| Academic Year | 2019/20 | Total PP budget | £195,360 | % of pupils eligible for PP | 64% |
| Total number of pupils | 232 | Number of pupils eligible for PP | 148 | Date for next internal review of this | SEP20 |
| 2. Current attainment | | | | | |
| | | | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | |
| % of children attaining the expected standard in reading-cohort | | | 60% | 60% | |
| Reading progress measure | | | -2.20 | -2.08 | |
| Reading scaled score | | | 101.8 | 102.7 | |
| % of children attaining the expected standard in writing-cohort | | | 80% | 90% | |
| Writing progress measure | | | 1.34 | 2.87 | |
| % of children attaining the expected standard in maths-cohort | | | 75% | 60% | |
| Maths progress measure | | | -1.73 | -0.43 | |
| Maths scaled score | | | 106.5 | 102.1 | |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | | | |
| In-school barriers | | | | | |
| A. | The children have a poor range of vocabulary due to lack of experiences with reading and oracy. | | | | |
| B. | Although children are taught good decoding skills their inference and deduction skills are limited. | | | | |
| C. | Children do not have a love of reading or of books – mainly due to the impact of techchildrenal devises | | | | |
| D. | Children lack the skills to use and apply their knowledge of mathematics | | | | |
| External barriers (issues which also require action outside school, such as low attendance rates) | | | | | |
| D. | The children have limited life experiences which also impacts on their vocabulary and understanding | | | | |

| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) |
|--|--|---|
| A. | Improve the percentage of children attaining the higher level in mathematics at the end of key stage 2. | 2020 expected level of attainment/GD at least in line with National |
| B. | Encourage more children to develop a love of reading through the introduction of more opportunities to experience story reading and story telling | 2020 end of year data for each year group shows 15% + working at GD for reading |
| C. | Develop comprehension skills across the school through the introduction of more demanding, relevant reading books and online resources i.e. reading plus. | 2020 end of year data for each year group shows 15% + working at GD for reading/ 70% exp level. |
| D. | Increased opportunities for children to visit places of work to raise awareness of the use of mathematics in the workplace and to develop their career expectations. | 2020 in year data show 15%+ children are working |

| 5. Planned expenditure | | | | | |
|---|--|---|---|------------|---|
| Academic year | | 2019/20 | | | |
| 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 and learning for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented | Staff lead | When will you review implementation |
| 2020 expected level of attainment/GD at least in line with National KS2 in mathematics | <ul style="list-style-type: none"> Reduce class size and increase adult support Data tracking meetings analyse the performance of all groups of children termly Teacher to support Y6 teaching New curriculum introduced throughout the school to encourage engagement and inspire children to be more creative in their writing | Evidence suggests that small group tuition by a qualified teacher leads to better attainment. (EEF) | <p>Fortnightly Y6 meetings with Class Teacher Miss R Scott</p> <p>Thorough robust data analysis – identifying children at risk of underachievement</p> <p>Monitor impact of intervention on a half termly basis</p> | R Scott | Meetings with Y6 teacher every two weeks. |
| | | | Total Budgeted Cost | | £65,000 |

| 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? |
| Encourage more children to develop a love of reading through the introduction of more opportunities to experience story reading and story telling | More opportunities for children to read through the provision of reading clubs, story time, peer to peer reading, Reading café. Access to re-furbished library for children and parents. Visits to libraries, book stores and Seven Stories. Spending of World Book Day tokens at bookstores to be arranged for one class from each Key Stage. | Evidence suggests that parents do not spend enough time reading with their children. In this electronic age there is much more focus on digital devices | Discussions with children. Meetings with staff Parent questionnaires Data analysis Analysis of reading records | R Scott | SLT meetings every half term |
| Additional intervention for children who are at expected to move to GD in Reading and Mathematics through afternoon maths and reading interventions and additional reciprocal reading | One to one reading Maths booster Reading plus Reasoning materials | NFER indicates that paired or small group additional teaching had an impact of 18.8% | Data analysis Maths and English planning Regular work scrutiny Conversations with children | J Allan R Scott | SLT meetings Key Stage meetings Termly pupil progress meetings. |
| Total budgeted cost | | | | | £20,000 |

| 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? |
| Children and parent's to have early access to a range of services to meet their mental health needs. | Place2Be Counselling service introduced in school | Evidence suggests that children are increasingly having unmet mental health issues, this impacts on their attainment. | Regular meetings with HUB Manager. Analysis of attendance at Place 2 Be sessions. Feedback from parents. | T Murphy A Spark | Termly with HUB manager. |
| Give families eligible for pupil premium and those on low incomes additional financial and emotional support from the school. | Reduced residential and off-site educational visit costs. | Provide extra support to promote positive mental wellbeing and parental involvement with regards to the children's learning. The connection between parental involvement and academic success is well established – EEF Toolkit. Look for more opportunities for parental engagement with children. | Regular, clear communication with parents. An open-door policy within school. Access to all staff. Educational Visits budget Social and Emotional support group intervention implemented on a regular basis. | Headteacher Sharen Chow Alison Spark | Termly |
| Give children increased real life experiences which will enhance their learning. | Supporting after school clubs School trips and curriculum to broaden experiences | Successful last academic year and further developed to incorporate real life experiences e.g. Centre for Life, Discovery Museum, Alnwick Gardens, visits to the Theatre, boat trips. Children to have non-negotiable experiences through their time in Holy Trinity. | Attendance at After school clubs Levels of pupil interest and engagement | Subject leaders to co-ordinate | Termly |
| Total budgeted cost | | | | | £70,000 |