



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 techidrenical 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