



## Pupil Premium Strategy Statement 2017/2018

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					
<b>School</b>	Holy Trinity CE Academy				
<b>Academic Year</b>	2017	<b>Total PP budget</b>	£191,260	<b>% of pupils eligible for PP</b>	70%
<b>Total number of pupils</b>	203	<b>Number of pupils eligible for PP</b>	143	<b>Date for next internal review of this</b>	SEP18

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	91%	9%
Reading progress measure	4.17	1.73
Reading scaled score	104	109
% of children attaining the expected standard in writing-cohort	67%	100%
Writing progress measure	0.60	-1.61
% of children attaining the expected standard in maths-cohort	76%	100%
Maths progress measure	6.56	0.83
Maths scaled score	106.9	108.5
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	The children have limited language skills this starts as they enter school many children have not had any access to free provision.	
B.	The children have a poor range of vocabulary due to lack of experiences with reading and oracy.	
C.	Although the children are taught good decoding skills their inference and deduction skills are limited.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Parents often have limited literacy and numeracy skills so supporting their children can be difficult without receiving support	
E.	Poor attendance and frequent lateness impacts on the teaching and learning of the children	

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve the percentage of children attaining expected level in Writing in KS2	2018 expected level attainment in line with National
B.	Extend and improve vocabulary, grammar and spelling to impact on effective reading	Writing and oracy demonstrated by children show they have a
C.	Improve inference and deduction skills through the use of the Reciprocal Reading Scheme	Comprehension and reading activities show children have a
D.	Bespoke parental workshops to support parents with strategies how they can help their children	Attendance at workshops indicate parental engagement. Outcomes
E.	Improve attendance SLA from LA.	Absence decreases to 4.3%

5. Planned expenditure					
Academic year		2017-2018			
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 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
80% of PP chn achieve expected standard at the end of KS2 I writing	<ul style="list-style-type: none"><li>• Reduce class size and increase adult support</li><li>• Data tracking meetings analyse the performance of all groups of children half termly</li><li>• Booster teacher to support Y6 teaching</li><li>• New curriculum introduced throughout the school to encourage engagement and inspire children to be more creative in their writing.</li></ul>	Evidence suggests that small group tuition by a qualified teacher leads to better attainment. (EEF)	Fortnightly Y6 meetings with Class Teacher Miss R Scott  Thorough robust data analysis – identifying chn at risk of underachievement  Monitor impact of intervention on a half termly basis	R.Scott R Swan	Meetings with Y6 teacher every two weeks.  Work scrutiny every two weeks.

Improved progress for high attaining pupils in Reading	Engagement in Reciprocal Reading initiative	EEF Toolkit states on average, reading comprehension approaches are more effective than phonics or oral language approaches for upper primary with regards to both short term and long term impact	Reciprocal reading initiative introduced Resources distributed All staff with relevant training.	R Scott	Half termly data review and intervention analysis.  Bi-annual performance management meetings
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85% Y6 PP children to meet expected outcomes in maths 2018	<p>Targeted differentiation, high quality marking and feedback and booster groups.</p> <p>Reduce class size and increase adult support</p> <p>Data tracking meetings analyse the performance of all groups of children half termly</p> <p>Booster teacher to support Y6 teaching</p>	Evidence suggests that small group tuition by a qualified teacher leads to better attainment. (EEF)	<p>Further development of Maths scheme throughout the school.</p> <p>Acquisition of maths scheme to support teaching and learning of maths throughout the school. Headstart and White Rose.</p> <p>Link with other schools to moderate and discuss progress and issues.</p> <p>Maths scheme adapted by Lead TA and support to meet the needs of LA and SEN chn.</p>	A.Spark	<p>Planning and work scrutiny as per monitoring cycle.</p> <p>Fortnightly Y6 meetings</p> <p>Data analysis</p>
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Improved progress for high attaining pupils in Reading, Writing and Mathematics.	CPD on providing stretch for high attaining pupils	The NFER report reiterates that this can lead to an improvement of 18.7%	<p>CPD evaluations and post training expectations i.e. work reflected in books, changes to practice in lesson observations etc.</p> <p>Performance management targets</p> <p>Challenge evident in all areas of learning. Children grouped to allow for small group tuition.</p>	<p>HT Asst HT A .Spark R.Scott</p>	<p>Implementation reviewed as part of the monitoring cycle.</p> <p>Performance management reviews Work scrutiny CPD audit Monitoring by SIA</p>
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<b>Total budgeted cost</b>					£35,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Support for children who are not meeting age related expectations through afternoon maths, reading and writing interventions and additional guided reading	One to one phonics Success at Arithmetic Power of 2 One to one Reading	NFER indicates that paired or small group additional teaching had an impact of 18.8%	TA training Regular work scrutiny Impact statements based on pupil observations and data analysis	J Allan	SLT meetings every two weeks.
<b>Total budgeted cost</b>					£35,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children and parent's to have early access to a range of services to meet their mental health needs. Parents to be able to access support with developing parenting skills. E.g Triple P partnership	Place2Be Counselling service introduced in school	Evidence suggests that chn are increasingly having un met 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.

Lateness reduced and attendance increases	SLA with LA development of role of Child Well Being Officer	Intervene at an earlier stage in the chn who are frequently late and whose attendance is giving cause for concern. Chn who do not attend school regularly or who are frequently late suffer from low self-esteem and disengage with learning.	Fortnightly meetings with Mrs S Wilson (CYPS) Daily communication with Child Well Being Officer Mrs Sharen Chow	Headteacher Sharen Chow Alison Spark S. Wilson (CYPS)	Daily
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. CPD and implementation of Friends for Life and Fun with Friends Initiative	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. Holy Island, Museum, Centre for Life, Discovery Museum	Attendance at After school clubs  Levels of pupil interest and engagement	Subject leaders to co-ordinate Appointment of new EVC	Termly
<b>Total budgeted cost</b>					£70,000