



Pupil Premium Strategy Statement 2016/2017

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	2016	Total PP budget	£193,620	% of pupils eligible for PP	71%
Total number of pupils	199	Number of pupils eligible for PP	141	Date for next internal review of this	APR 17

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% of children attaining the expected standard in reading-cohort	42	100
Reading progress measure	-2.3	-2.0
Reading scaled score	98	103
% of children attaining the expected standard in writing-cohort	85.7	100
Writing progress measure	1.4	2.5
% of children attaining the expected standard in maths-cohort	54	83
Maths progress measure	-0.6	-4.2
Maths scaled score	100	101
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 (issues which also require action outside school, such as low attendance rates)		
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 reading and maths	2017 - 85% PP children achieving expected level in reading and maths
B.	Extend and improve vocabulary, grammar and spelling to impact on effective reading	Writing and oracy demonstrated by children show they have a wider range of vocabulary
C.	Improve inference and deduction skills by direct teaching from EYFS to Y6	Comprehension and reading activities show children have a greater in depth understanding of text
D.	Bespoke parental workshops to support parents with strategies how they can help their children	Attendance at workshops indicate parental engagement. Outcomes for their children increase.
E.	Improve attendance SLA from LA.	Absence decreases to 4.3%

5. Planned expenditure					
Academic year		2016-2017			
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
85% Y6 PP children to meet expected outcomes in reading 2017	• Reduce class size and increase adult support • Data tracking meetings analyse the performance of all groups of children half termly • Booster teacher to support Y6 teaching • DHT to teach SEN/LA chn in small group	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 KJohnson (Data)	Meetings with Y6 teacher every two weeks. Work scrutiny every two weeks.

Improved progress for high attaining pupils in Reading	Reading Comprehension Assessment Scheme purchased	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	Achieve 3000 Quality First Wave Teaching Additional Class support 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 2017	Targeted differentiation, high quality marking and feedback and booster groups. Reduce class size and increase adult support Data tracking meetings analyse the performance of all groups of children half termly Booster teacher to support Y6 teaching	Evidence suggests that small group tuition by a qualified teacher leads to better attainment. (EEF)	Acquisition of maths scheme to support teaching and learning of maths throughout the school. (White Rose)	R.Scott	Planning and work scrutiny as per monitoring cycle. Fortnightly Y6 meetings Data analysis
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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%	CPD evaluations and post training expectations i.e. work reflected in books, changes to practice in lesson observations etc. Performance management targets Challenge evident in all areas of learning. Children grouped to allow for small group tuition.	Head teacher K Johnson R Scott A Spark	Implementation reviewed as part of the monitoring cycle. Performance management reviews Work scrutiny CPD audit Monitoring by SIA
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Total budgeted cost					£35,000
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?
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.
Improve the percentage of children attaining expected standard in reading	Quality first teaching CPD for teaching of inference and deduction skills Parental workshops throughout school Whole school book focus weeks Targeted interventions as above	Data shows reading is main school focus. Phonics good throughout school data shows and children can decode. Children's skills in inference and deduction need to increase	Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis	R Scott	Half termly- and as part of the monitoring cycle Data reviews
Total budgeted cost					£35,000

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?
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
Total budgeted cost					£50,185