



Pupil Premium Strategy Statement 2018/2019

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	2018	Total PP budget	£191,260	% of pupils eligible for PP	70%
Total number of pupils	203	Number of pupils eligible for PP	143	Date for next internal review of this	SEP19

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.	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	2019 expected level attainment in line with National
B.	Extend and improve vocabulary, grammar and spelling to impact on effective reading	Comprehension and reading activities show children are making progress and are developing their inference and deduction skills.
C.	Encourage more chn to develop a love of reading through the refurbishment of the library and introduction of more reading for pleasure clubs	More chn accessing the library increased attendance at reading clubs
D.	Improve punctuality through the development of the role of the Additional Needs Manager and Child Well Being Officer	Lates to decrease by 50%

5. Planned expenditure					
Academic year		2018-2019			
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
80% of PP chn achieve expected standard at the end of KS2 in writing.	<ul style="list-style-type: none">• Reduce class size and increase adult support• Data tracking meetings analyse the performance of all groups of children half 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)	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	Meetings with Y6 teacher every two weeks.

Improved progress for all PP pupils in Reading across the school	<ul style="list-style-type: none"> School part of Puffin Book initiative Library to be refurbished and new books bought 	Chn need to be encouraged to develop a love of reading. Chn need a quiet place to read and a rich variety of texts.	Library refurbished. Excess books distributed to the chn on a loan basis Books replenished Reading clubs established Home school reading monitored	R Scott A McMahon L Phinn	Half termly data review Use of library
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Improve the number of PP girls achieving the higher level in Maths at the end of KS2 2019	<ul style="list-style-type: none"> 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 Second experienced teacher support Y6 teaching 	Evidence suggests that small group tuition by a qualified teacher leads to better attainment. (EEF)	Further development of Maths scheme throughout the school. Use of Mathletics computer resource. Extra booster sessions offered to pupils.	R Scott	Planning and work scrutiny as per monitoring cycle. Weekly meetings Y6 team Data analysis
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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?
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.
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?
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	Further development of role of Child Well Being Officer and Additional Needs Manager	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.	Daily communication with Child Well Being Officer Mrs Sharen Chow	Head teacher Sharen Chow Julie Allan	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. 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	Attendance at After school clubs Levels of pupil interest and engagement	Subject leaders to co-ordinate	Termly
Total budgeted cost					£70,000