



Pupil Premium Strategy Statement Spring 2020 – 2021

Our Vision

To have nurtured children to love learning, love one another and love God. We seek to provide a home for all within an inclusive and inspiring Christian community.

'Love the Lord your God with all your heart, soul, mind and strength and love your neighbour as yourself'

Children's Voice

'We would like to be able to welcome all children who live under the same roof so that they can go to the same school and share the same experiences.'

What others say about us

'The attainment of the disadvantaged pupils has improved over the last three years and the gaps in attainment with their class mates and other pupils nationally have narrowed considerably since 2012. The school's current assessment information and work in pupils' books confirm that disadvantaged pupils are making similar exceptional progress to their class mates across the year groups.' Ofsted Report July 2015. (Ofsted Inspection Dashboard Autumn 2015)

'Love and care for others are at the heart of Holy Trinity's work and ethos ... Staff, parents and pupils all feel supported and nurtured as part of a family... Support for vulnerable pupils is a strength ... This is a caring, nurturing school with a positive learning environment in which everyone flourishes. It enables all to love learning, love one another and love God.' Siams Inspection Report

Action Plan drafted by: Fiona Whiteside & April Owens

Date: March 2020 (Revised July 2020) Review: April 2021

The pupil premium grant is additional government funding for pupils who are eligible for free school meals (FSM) as of the **January Census**, or at any time in the previous six years, as well as pupils who have been looked after continuously for at least six months. In **2020** the amount is **£1,320** or **£2,300** for looked after children.

The school uses the funds for additional provision which aims to support the attainment for the most vulnerable pupils. These include interventions and targeted support with teachers and assistant teachers, emotional and social support through family outreach, pastoral mentoring, small nurture group forest school intervention, as well as financial support for school trips, residential trips and swimming.

1. Summary information

Total number of pupils on roll (R-Y6) as of March 2020	399
Total number of pupils eligible for Pupil Premium (including service child & 3 post looked after children) as of March 2020	39
Projected total number of pupils eligible for Pupil Premium (including service child & 3 post looked after children) as of March 2020	26
% of pupils on pupil premium	9.8 %
% of pupils on non - pupil premium	90.2 %
Total amount of Pupil Premium received for 2019/20	£66021
Total amount of Pupil Premium spent for 2019/20	£51151.95 tbc
Projected total income for 2020/21 as of March 2020	£42,420
Projected total income for 2020/21 incorporating adjustments for reduction in September	£45,000
Current projected total spend for 2019/20 (estimated)	
Date of next review	April 2021

PPG Register 2019-20, January Census 2020

Year	PPG EHCP	PPG SEN Support	PPG SEN Monitoring	Total PPG SEN	Non SEN PPG	Total PPG	Total In Year	% Total SEN PPG	% Non SEN PPG	% Total PPG
N	-	-	-	-	-	-	35	0.0%	0.0%	0.0%
R	-	-	-	-	6	6	59	0.0%	10.2%	10.2%
1	-	1	-	1	1	2	55	1.8%	1.8%	3.6%
2	-	1	1	2	4	6	55	3.6%	7.3%	10.9%
3	-	-	2	2	1	3	59	3.4%	1.7%	5.1%
4	-	1	2	3	5	8	53	5.7%	9.4%	15.1%
5	-	1	1	2	5	7	58	3.4%	8.6%	12.1%
6	2	2	2	6	1	7	60	10.0%	1.7%	11.7%
Total Incl. Nursery	2	6	8	16	23	39	434	3.7%	5.3%	9.0%
Total exc. Nursery	2	6	8	16	23	39	399	4.0%	5.8%	9.8%

Current attainment – based on 2018/19 end of year performance data

	Pupils eligible for PPG (Holy Trinity)	Pupils not eligible for PPG (Holy Trinity)	Pupils not eligible for PPG (national average)
% achieving in reading	71%	95%	77%
% achieving in writing	71%	93%	81%
% achieving in maths	92%	96%	80%

EYFS attainment data for Pupil Premium pupils in 2019

Context: 2 pupils with PPG

	GLD
Holy Trinity PPG pupils	50 %
Holy Trinity NON PPG pupils	72.7 %
National average NON PPG pupils	71.8 %

Year 1 phonics screening check data for Pupil Premium pupils in 2019

Context: 6 pupils with PPG

	Met phonics screening check
Holy Trinity PPG pupils	83.3 %
Holy Trinity NON PPG pupils	77.6 %
National average Non PPG pupils	81.9 %

KS1 Attainment data for Pupil Premium pupils at end of Key Stage 1 at Expected or better (Year 2 2019)

Context: 60 Pupils in total, 3 PPG pupils, 0 PPG pupil had an EHCP

	Reading, writing & maths
Holy Trinity PPG pupils	66.6 %
Holy Trinity NON PPG pupils	77.7 %
National average NON PPG pupils	64.9 %

KS2 attainment data for Pupil Premium children at end of Key Stage 2 at Expected or better (Year 6 2019)

Context: 60 pupils in total, with 14 PPG pupils (3 of which on SEN support and 1 on SEN Monitoring), 1 PPG pupil with an EHCP

	Reading, writing & maths
Holy Trinity PPG pupils	71.4 %
Holy Trinity NON PPG pupils	91.1 %
National average NON PPG pupils	60 %

3. Current Progress

Yr 1 – 6 Progress data for Pupil Premium from March 2019-March 2020

Context: 32 pupils in total as of 11.3.2020 (2 PPG pupils with an EHCP, 6 on SEN support and 8 on SEN Monitoring),



Progress Breakdown

11 March 2020

Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (32 pupils)

Spr2 2018-19 to Spr2 2019-20

All Pupils (32 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	12 (37.5%)	10 (31.3%)	10 (31.3%)	10.7 (33.3%)
Progressed by 5 steps	2 (6.3%)	7 (21.9%)	6 (18.8%)	5.0 (15.6%)
Progressed by 4 steps	11 (34.4%)	5 (15.6%)	5 (15.6%)	7.0 (21.9%)
Progressed by 3 steps	3 (9.4%)	5 (15.6%)	6 (18.8%)	4.7 (14.6%)
Progressed by 2 steps	0 (0%)	1 (3.1%)	1 (3.1%)	0.7 (2.1%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	4 (12.5%)	4 (12.5%)	4 (12.5%)	4.0 (12.5%)



Progress Breakdown

11 March 2020

Y1, Y2, Y3, Y4, Y5, Y6 - Not Pupil Premium (310 pupils)

Spr2 2018-19 to Spr2 2019-20

All Pupils (310 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	110 (35.5%)	101 (32.6%)	103 (33.2%)	104.7 (33.8%)
Progressed by 5 steps	42 (13.5%)	41 (13.2%)	42 (13.5%)	41.7 (13.4%)
Progressed by 4 steps	29 (9.4%)	32 (10.3%)	29 (9.4%)	30.0 (9.7%)
Progressed by 3 steps	35 (11.3%)	37 (11.9%)	38 (12.3%)	36.7 (11.8%)
Progressed by 2 steps	9 (2.9%)	13 (4.2%)	11 (3.5%)	11.0 (3.5%)
Progressed by 1 step	0 (0%)	1 (0.3%)	2 (0.6%)	1.0 (0.3%)
No steps progress	1 (0.3%)	1 (0.3%)	1 (0.3%)	1.0 (0.3%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	84 (27.1%)	84 (27.1%)	84 (27.1%)	84.0 (27.1%)

Over the last year, since the last strategy review, the percentage of PPG pupils making 4 points of progress or more, exceeds the Non-PPG group in Reading, Writing and Maths.

4. Attendance and Exclusion information for PPG group

% figures for academic year end 2018-19 Yr 1-6	Non – Pupil Premium Group	Pupil Premium Group
Attendance	97.2	96.9
Exclusion	0	0
% figures for period March 2019 –March 2020 (Midyear) Yr 1-6	Non – Pupil Premium Group	Pupil Premium Group
Attendance	96.5	95.6
Exclusion	0	0

Ofsted describe good attendance as above 95%. At the end of the academic year the PPG group % was slightly below the non PPG group. This % has decreased further at the end of the financial year and review point. Contextually we have one PPG pupil, who is on SEN support for SEMH, and currently on a pathway for EHCP, with Educational Psychology involvement whose attendance impacts the group average.

5. Planned Action and Expenditure Strategy to reduce barriers to future attainment (for pupils eligible for PPG, including high ability)

The purpose of the table below is to help demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

	Desired outcomes and how they will be measured	Success criteria	Chosen action and approach	Evidence and rationale	Implementation/ Staff leading/ Review of implementation	Expenditure action	Cost	Review and evaluation (Feb 2021)
A	Increased progress for all SEN and Non-SEN PPG pupils in reading, writing and maths	PPG pupils make as much progress or better than their peers in Reading and Writing Nationally and in Reading, Writing and Maths as calculated using the criteria in Holy Trinity CE Primary School Assessment Policy.	The progress and attainment of the vulnerable children is closely monitored and interventions are planned and delivered to support these pupils where appropriate. Training for teachers to develop their strategies to use within the classroom to accelerate the progress of PPG pupils. Funding staff members to	PPG pupils are not making sufficient progress in comparison to their peers. The Sutton Trust research provides evidence that Quality First Teaching has a positive impact of the attainment of PPG pupils. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or	Pupil progress meetings and appraisal meetings Evaluation cycle Observations of lessons with a focus on the progress of PPG pupils, book looks with a PPG focus School Admin team familiar with PPG group and processes for trips and residential trips	2 x AT's KS1 (inc. on costs 2 x 26,000) Trips, residential trips and swimming support for PPG pupils	£39,000 <i>TBC – projected 2000(revised to £750 due to Covid-19 impact on types of trips accessible to pupils)</i>	

			<p>attend appropriate training.</p> <p>Teachers and TAS/LSAs are observed and receive prompt feedback to ensure that Quality First Teaching is provided throughout the school following on from the training.</p> <p>Extra interventions in KS1 for literacy. Teaching assistant in each classroom</p> <p>Equality of opportunity in regard to extra-curricular learning - PPG</p>	<p>work which is more closely matched to learners' needs leads to greater progress. (Education Endowment Foundation - EEF)</p> <p>Specific support and information is gained from the EP and this is used to support the pupils. This is over and above the allocated EP time and is used specifically to support the PPG pupils.</p>	<p>Head, Deputy, Inclusion Manager – SLT team</p> <p>School Admin team</p> <p>Termly</p>			
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			pupils given support for trips					
B	PPG Pupils improve oral language skills and vocabulary	Pupils will make as much progress or better in oral language and vocabulary skills. This will positively impact reading and writing progress.	Vocabulary enrichment throughout the school, embedding of Latin classes across KS2 to enrich vocabulary and cultural capital – linking to the literacy curriculum. 1 term x 1 day of teacher time each week to focus on vocabulary and cultural development to end of academic year 2020.	Speech Language and Communication Trust evidences that a child's language ability at 5 is the best indicator of reading ability at 7. Improvement of language and vocabulary skills, with opportunities for oral rehearsal of language benefits reading and writing (a whole school improvement aim- but particularly the PPG group)	SLC intervention targeting Early years and year 1. The assessment tools purchased previously from the Speech Language and Communication Trust establish a base line materials will establish language ability. Teacher to work with pupils (1 day per week) in Summer term 2020 (completing previous year's implementation and extending it to end of academic year) to build vocabulary and offer targeted support and enrichment opportunities –	Teacher Time 1 day per week for 1 term Latin Support and resources	£2644 Free (Classics for All charity)	

					<p>such as theatre trips, for KS2 PPG pupils to extend cultural capital</p> <p>KS2 studying Latin 1 x 30 mins a week following training delivered by Classics for All.</p> <p>Inclusion Manager and Early years, KS1 and KS2 leads. Designated PPG teacher</p> <p>½ yearly</p>			
C	Develop emotional literacy for PPG pupils to ensure they are ready to learn	Social and emotional barriers to learning for PPG pupils are reduced and the PPG pupils are able to access the learning across the curriculum	Increase access to Social Emotional Interventions for PPG group	EEF Toolkit suggests that there is evidence that targeted social and emotional learning interventions have an identifiable and significant impact	Forest School teacher to deliver intervention each Thursday afternoon - 1x 3.5 hours per week to support emotional literacy, to build emotional resilience and	Forest School Teacher	£2644	

		enable them to make accelerated progress		on attitudes to learning, social relationships in school, and attainment itself	<p>build group work skills</p> <p>Riverbank Trust works with pupils in school and families out of school</p> <p>Pupils are observed using strategies taught to remain calm, such as 'Zones of Regulation' and incidents of PPG pupil inappropriate behaviour reduces</p> <p>Staff are observed using strategies to improve the mental health of pupils enabling the pupils to be ready to learn</p> <p>Parents report that they are more equipped to</p>	Riverbank Trust	£5400 <i>(funded through grant)</i>	
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					support pupils with their emotional health Inclusion Manager / School Admin staff Termly			
						Total	£ 45,038 <i>projected</i>	
						Deficit	£38 <i>projected</i>	