

Holy Trinity Catholic Primary School Pupil Premium strategy statement 2018/19

1. Summary information					
School	Holy Trinity Catholic Primary School				
Academic Year	2018-19	Total PP budget	£120,070.00	Date of most recent PP Review	Sept 2018
Total number of pupils	248	Number of pupils eligible for PP	83	Date for next internal review of this strategy	Sept 2019

2a. Current attainment July 2018 (ES = Expected Standard)		
Key Stage 1	PP /9chn	Pupils not eligible for PP /22chn
% achieving ES in reading, writing and maths	22%	64%
% achieving ES in reading	22%	64%
% achieving ES in writing	11%	36%
% achieving ES in maths	11%	50%

2b. Current attainment July 2018 (ES = Expected Standard)		
Key Stage 2	PP /17	Pupils not eligible for PP /14
% achieving ES in reading, writing and maths	47%	40%
% achieving ES in reading	59%	50%
% achieving ES in writing	59%	71%
% achieving ES in maths	41%	57%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The very youngest children in school (EYFS) continue to display low levels of oracy, communication and language skills on entry and struggle to communicate in an effective manner.
B.	The low levels of oracy, communication, language and often lack of reading materials outside the school environment contributes to the difficulty in PP children developing phonics knowledge and skills. Many PP children come from environments that lack books and where reading is not seen as a worthwhile pastime. Also purchasing books/visiting a library may not be a common occurrence. Lack of reading stamina. A key element in this year's School Development Plan is a whole school focus on reading.

C.	Lower than National average baselines for on entry to our school. A combination of poor oracy skills, local accent and colloquialisms contributes to PP children experiencing difficulties in being able to produce written EGP and S at the expected standard. Potential lack/willingness/ability of home support.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and punctuality continues to be a major barrier to PP children – if they're not in, they're not learning. Parents need to be fully aware of their role and duty to make sure their child/children attend school.	
E.	Many PP children have limited opportunities to access different environments, cultural activities, aesthetic or sporting visits which would enrich their experiential learning.	
F.	Many may experience a lack of ambition or aspiration from outside influences and high ability pupils need encouragement and guidance.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased levels in speech and language that then lead to improved achievement in reading and writing and development in early learning goals and achieve the age related expected standard by the end of Foundation Stage.	Raised attainment in speech and language in the earliest years, laying the foundation for their journey through school.
B.	Children develop age-appropriate reading stamina and an enjoyment of reading. Increase percentage of children achieving expected standard and greater depth across the board and especially by the end of KS2 (56% of PP chn achieved expected + in reading July 2018)	Improved reading attainment achieved by PP children following successful strategies and intervention.
C.	Good progress in oracy, communication and language from low baseline data. Increased success in PP children achieving Phonics standard at end of Year 1 (75% of PP children and 69% nonPP passed in summer 2018). Improvement in all year groups in GPS especially by end of KS2 (50% PP children and 59% nonPP at expected std)	Increased pass rate at end of Key Stages.
D.	Hard work on attendance matters by all staff to be continued. 2017/2018 overall school = 96.1%. PP =95% and Non PP =97% therefore gap of -2%	Continued improved attendance and punctuality. Aim to diminish the gap to less than -2%
E.	To include every (PP) child on every visit and provide the opportunity for all children to experience extra curricula activities including residential. Ensure cost or lack of equipment/resources does not hinder participation. Guarantee inclusion.	Every (PP) child offered the opportunity to partake in all school activities. Parents aware of arrangements in place.
F.	High ability ('gifted and talented') PP children are encouraged to succeed, their successes are celebrated. A focus ensures they are nurtured and their skills and talents are developed. Necessary resources (human or physical) are provided.	Child flourishes despite a negative or unsupportive home background. Child is aspirational.

3. Planned expenditure					
Academic year	2018-19				
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 well?	Staff lead	When will you review implementation?
Increase progress and attainment in reading – particularly reluctant PP children. (Barrier B, Desired outcome B)	Focus on daily guided read. Class novels DEAR – Drop Everything And Read. Timetabled library time. Intervention groups. Reading miles challenge.	At age expectation reading in KS2 in particular significantly below LA and national average for last 3yrs: 56% in 2018 (75% nat), 50% in 2017 (71%) and 41% in 2016(66%)	Guided read lesson observations. Regular learning walks. Provide sufficient resources and staff. Monitor progress made by pupils. TA support in every classroom.	MO'N	Termly – pupil progress meetings will inform impact.
Focus on quality delivery of Grammar, Punctuality, Spelling and Phonics. (Barrier C, desired outcome C)	Timetabled phonics sessions in KS1 – non negotiable. Trained staff deliver. Relevant physical and online resources available to all staff through subscriptions.	KS1 phonics 76% in 2018 (nat .83%) and KS2 GPS 59% (nat. 77%) – fallen from 72% in 2017	Ensure all staff have received sufficient training and monitor via book scrutiny/learning walks/assessments that progress is being made. Tracking in place.	LC	Summer term 2019
Total budgeted cost					£26,000

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?
Progress in Speaking and Listening, Maths and English (Reading + Writing in Reception and Year 1 (Barrier A + Desired outcomes A, B + C)	Dedicated TA support (PT) – 1:1 and small PP focus group support in Rec. and Y1	Low baseline and GLD (62% in 2017/18) below LA (66%) and National(72%)	Ensure delivery happens consistently. Tracking progress made over each half term and responding accordingly to data.	AC and LC	Half termly
Support in Y1 for PP Chn with phonics, number recognition and spelling. (Barrier C and Desired outcome	Extra hours for personnel (DG) to deliver dedicated support to focus group.	Historic data of PP chn suggests that they experience barriers to their learning and either do not achieve the phonics standard or just ‘scrape’ it.	Trained member of staff. Monitor input and track progress of pupils	RG and LC	Half termly
Additional support for specific pupils to ensure strong progress (according to particular area of need) in Reading , Writing and Maths	Every class to have full time TA support. 1:1 and/or additional small group learning support for PP chn who are not attaining ARE and/or meeting their own expected potential (including more able learners). Extra support provided in afternoons by range of interventions.	Tracking flags up those PP children not making required progress especially compared to prior learning. Increased opportunity for early intervention. Benefit of targeted interventions. Individualised learning programmes where appropriate.	Impact monitored and evaluated by class teachers and discussed during pupil progress meetings. SENCO reviews. Monitor intervention provision map.	Class teachers TAs SENCO	Pupil progress meetings. Termly reviews.
Total budgeted cost					£72,000

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?
Improve attendance and punctuality of all PP children and particularly persistent absentees.	Free breakfast club places for PP chn to encourage early attendance in school and provide a good start to the day. First day response and offer of collecting child if necessary. Attendance and punctuality given high profile on newsletter and rewarded.	Gap of -2% between PP and non PP chn attendance (95% and 97% respectively). If chn not in school they're not learning. Often parents are not aware of impact of missing 'a few days here and there'.	Continue to monitor patterns of attendance across the school. Check inputs are having desired effect. Is attendance gap between PP and non PP chn diminishing?	LW LS RB	Termly
Subsidise educational visits and residential	Targeted children to access a range of educational visits and residential	All targeted children offered opportunity to access residential and school visits that incur a charge. This ensures equality of opportunity offered to all children ensuring economic disadvantage will not prevent involvement.	Headteacher and Deputy will ensure that targeted families are aware of support available, deal with in confidence and monitor uptake and involvement.	H. Raley-Williams R. Berndt	Ensure all eligible children have taken part in visits and have been offered assistance with residential.
Focus on Health and wellbeing in Y4 particularly targeted PP chn.	Everton in the Community to deliver a programme of Health and Wellbeing through the year including classroom sessions, p.e. sport and visits.	Class with particular relationship issues and numerous barriers to learning.	Monitor input of EIC coaching staff. Pupil voice.	MO'N	Termly

PP children's mental health and wellbeing supported	Sue Fitzgerald 'Exploring Minds' to hold workshops and work individually with (mainly Y5 and Y6) children as a whole and as and when the need arises.	Older children more likely to be experiencing 'issues'. Large Y6 cohort presenting ongoing issues with PP chn heavily involved an requiring necessary guidance and support.	Feedback from Sue Fitzgerald. Feedback from children. A reduction in incidents and an understanding by chn of to better deal with incidents/emotions/feelings	HR-W, MH, GC,LW	Termly
Broaden children's experiences, introduce them to the world of theatre.	Partnership with the Everyman/Playhouse to deliver workshops, organise visits arrange activities.	School committed to applying for Artsmark. Targeted PP children invited to take part to broaden horizons, inspire, open up new creative learning opportunities. Focus group/class can shift depending on inputs.	Monitor input from Everyman/Playhouse – pupil voice, improvements in creative/reflective attitude.	MO'N	July 2019
Increase in reading standards across the school.	Purchase of the resource 'Active Learn'. All children have a log in and online resource can be used in school and at home. Teachers set up levelled books for children.	Reading is a key focus across the school. End of KS2 data at end of 2018 indicates that 56% of all children in Y6 achieved the expected standard in reading (50% of PP chn) and 63% of all KS1 chn (% of PP chn).	Teachers and TAs trained in how to use 'Active Learn'. Teachers track books read online. Records kept od successes and progress.	All staff	Summer term 2019
Total budgeted cost					£22,070

Final total budgeted cost (i + ii + iii above): £120,070