

Pupil Premium report to parents 2015- 2016

Number of pupils and pupil premium grant (PPG and PPG+) received (based on the number of pupils recorded as eligible on the Jan 2015 School Census)	
Total number of pupils on roll at census date	358
Total number of pupils eligible for PPG and PPG+ at census date	77
Amount of PPG received per pupil for academic year 2015/2016	£1320
Total amount of PPG received in academic year 2015/2016	£103,840

Objectives: 'Wanting the best for every child'

At Holy Trinity we strive for quality first teaching and learning for all our pupils regardless of their background or circumstances. We have high ambitions and expectations for all our pupils and are determined all pupils are given the opportunity to reach their full potential. The main focus of using Pupil Premium Grant is to help disadvantaged children to make at expected or more than expected progress from their levels at KSI.

In order for children to achieve academically there may be a need for attendance or emotional issues to be addressed. Emotional support is available at Holy Trinity in a variety of forms. Work is carried out with individual children by ELSA specialist staff. There is also a clinical psychologist that has been helping certain children with very specialist needs. Access to enrichment or confidence boosting activities is supported. Attendance concerns are also addressed rigorously.

At Holy Trinity we work together to monitor children who are in receipt of the pupil premium budget and who are also registered SEN or EAL. Monitoring and tracking ensure that these children are offered the right tools to allow them to succeed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated based on need. Limited funding and resources means that not all children receiving free meals will be in receipt of pupil premium interventions at one time.

Funding Expenditure 2015- 2016

Item	Objective	Outcome
Funding for teacher to create fourth set to support children in maths and English in year 6 and maths in year 5.	To ensure that children become 'secure' in year group expectations by the end of the year.	Teacher assessment shows children in year 6 met progress targets set in maths and English. From starting points in writing, rapid progress was seen in 37% of the pupil premium group in year 6. In 2016 SATs percentages of pupil premium meeting expected was 43% in reading, 83% in writing and 61% in maths showing improvements need to be made, especially in reading. (unvalidated results) In year 5 maths 95% of PPG children met progress targets but only 44% met A.R.E showing further improvements are needed.
Funding for targeted group intervention, 1:1 intervention and booster groups.	Children meet their attainment targets and make good progress.	In year 3, progress measures indicate no significant difference between pupil premium children and the others. In year 4 more progress was made by non-pupil premium children and in year 5 measures were close in writing and maths but further work needs to be completed to close progress gaps in

		reading. (Measured against expected progress of three steps from starting point.) Attainment measures in all cohorts show improvements are needed in continuing to raise attainment of pupil premium children.
Emotional support (ELSA), Social Skills support	To provide emotional support for individual children and for small groups making them better equipped to learn.	2015- 2016 saw an increased demand in the need for ELSA sessions. Emotional support has supported children to ensure wellbeing.
Learning mentor	To aid children with their learning in the classroom so that they meet their attainment targets.	4 children were supported in class by the learning mentor for set periods throughout the year. 2 children were in year 6; one made expected standard in writing and whilst not making expected standard in maths and reading had positive value added scores in both. The other met expected standard in writing. Two children were in year four; both made more than expected progress from their starting points and one met age related expectations in all subjects.
Playtime Support Assistants	To build up the children's cooperative play skills to enable them to have successful break and lunchtimes, allowing them to return to class ready to learn. Incidents of negative behaviour are reduced.	Vulnerable children were targeted for playtime support; targeted behaviour plans were put in place as necessary. Behaviour incidents have been reduced in targeted children making them better equipped to learn on entry to class.
Teacher Development Training	To continue to develop teachers as individuals and year groups through working with each other. Quality first teaching drives good progress and attainment.	Training on formative assessment, growth mindset, scaffolding, data analysis and teaching mastery in the new curriculum was undertaken by all staff. There was an increase in the percentage of lessons judged as good or outstanding.
Funding for a proportion of attendance at Clubs, swimming and Year 6 residential trip including milk	Children attend clubs throughout the year to increase confidence and encourage social interaction. To meet standards expected in swimming.	The school was able to run a range of learning enhancement opportunities; all opportunities offered were taken. Confidence in swimming abilities has increased in most children.
Training for staff to deploy interventions in order to close gaps.	Children who participate in national interventions make rapid standardised progress.	Success at arithmetic (maths) , Code X and Read, Write, Inc (reading) were bought into by the school. All children who have undertaken success at arithmetic gained at least 11 months in standardised age tests taken before and after the intervention. Training for reading interventions was undertaken 2015-2016, the impact of which will be seen in 2016-2017.
Homework club	Children complete homework in a supportive environment. Adults supporting homework club make links between homework and class work to aid progress.	Parental feedback from homework club is positive. All children who attended completed all set homework which links to the progress measures.
Project management overhead including facilitating the LAC aspect, monitoring and evaluation of impact and reporting.	To implement the projects by co-ordinating with teachers, data assessment and measuring and reviewing outcomes. Progress across all year groups is 'good.'	2015-2016 had 3 Looked After Children on role with Personalised Education Plans which were monitored by the virtual schools. Detailed data collection and analysis allowed teachers to identify gaps in learning. Targets on plans were met.

SATS 2016 ATTAINMENT results		
Pupil premium = 31% of cohort		
	% achieving expected standard	% achieving Higher standard (greater depth)
READING ATTAINMENT		
Pupil Premium (disadvantaged)	43%	11%
Non Pupil Premium	68%	15%
WRITING ATTAINMENT		
Pupil Premium (disadvantaged)	82%	7%
Non Pupil Premium	87%	22%
MATHS ATTAINMENT		
Pupil Premium (disadvantaged)	61%	4%
Non Pupil Premium	82%	22%

SATS 2016 PROGRESS MEASURES	
Pupil premium = 31% of cohort	
READING PROGRESS MEASURES	
Pupil Premium (disadvantaged)	-2.14
Non Pupil Premium	-2.10
WRITING PROGRESS MEASURES	
Pupil Premium (disadvantaged)	1.46
Non Pupil Premium	0.37
MATHS PROGRESS MEASURES	
Pupil Premium (disadvantaged)	-0.84
Non Pupil Premium	0.23

PROGRESS AND ATTAINMENT MEASURES- Year 3- 5

PROGRESS MEASURES	Year group	Percentage of PPG children to have met progress target	Percentage of non PPG children to have met Age Related Expectations
Reading	Year 3	82%	87%
	Year 4	81%	97%
	Year 5	79%	96%
Writing	Year 3	99%	98%
	Year 4	87%	100%
	Year 5	95%	100%
Maths	Year 3	100%	100%
	Year 4	87%	100%
	Year 5	95%	100%

Attainment measures	Year group	Percentage of PPG children to have met Age Related Expectations	Percentage of non PPG children to have met Age Related Expectations
Reading	Year 3	52%	68%
	Year 4	89%	93%
	Year 5	56%	78%
Writing	Year 3	47%	63%
	Year 4	53%	81%
	Year 5	56%	78%
Maths	Year 3	64%	81%
	Year 4	73%	89%
	Year 5	44%	84%