

# Pupil premium strategy statement: Holy Trinity Church of England Junior School

1. Summary information					
School	Holy Trinity Junior School				
Academic Year	2016/17	Total PP budget	£107,931	Date of most recent PP Review	Sept 2016
Total number of pupils	358	Number of pupils eligible for PP	72	Date for next internal review of this strategy	09 Feb 2017

2. Current attainment		
Cohort 2016 SATs data	<i>Pupils eligible for PP (28 pupils) – SATs 2016</i>	<i>Pupils NOT eligible for PP- (60 pupils) SATs 2016</i>
% of pupils achieving the expected standard in reading, writing and maths	32% (of the 28 pupils)	62% (of the 60 pupils)
reading progress score	-2.14	-2.10
writing progress score	1.46	0.37
maths progress score	-0.84	0.23
<b>Comparison against <u>national disadvantaged</u> attainment and <u>school disadvantaged</u> attainment</b>	Attainment: WRITING is 18% above national at secure and 1% below at greater depth READING: 10% below at secure and 1% above at greater depth MATHS: 4% above at secure and 5% below at greater dpeth	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
A.	32% of PP children also have SEN, 4 with ECHP
B.	Low starting points in writing
C.	Many pupils unsupported by parents at home with reading. (just under 50% as recorded Nov 2016)

<b>D.</b>	Starting points on entry to KS2
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A</b>	Children who are also being monitored under child protection (34% of the PP children Nov 2016)
<b>B</b>	Children who have a high level of emotional needs (20% of the PP children Nov 2016)
<b>C</b>	

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve the progress rates of the lowest achieving PP children (those with SEN) so that the difference between the groups diminishes.	Progress scores between PP, PP SEN, SEN and the 'others' begin to diminish the difference
<b>B.</b>	Improve the rate of attainment for Higher Able pupils eligible for the grant achieve the higher standard in all subjects.	Pupils eligible for PP identified by high prior attainment make at least the same progress as 'other' pupils identified as high ability so that both groups meet the 'greater depth attainment.' At least 20% of PP children will attain the higher standards in 2017 in each subject.
<b>C.</b>	Improve rates of attainment for middle prior attainers in all subjects	At least 60% of PP children achieve combined score.(Inline with RAISE national disadvantaged comparison.) In writing at least 3 middle PP attainers are targeted to achieve greater depth.
<b>D.</b>	Increase the progress of those eligible for PP in reading across Key Stage 2 but particularly for children with SEN	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make targeted progress in reading across Year 3 and Year 4. Each cohort has at least 71% of PP children meeting ARE (inline with national RAISE 2016)
<b>E.</b>	Increase the attainment of those eligible for PP in maths	At least 75% of PP children meet ARE in each cohort (Inline with national RAISE 2016)
<b>F.</b>	Improve formative assessment and summative assessment across the school, including marking and feedback, leading to rapid progress for PP children	A higher % of children on track or above increases for all PP children so all cohorts begin to diminish the difference.
<b>G.</b>	Pupil premium Plus and LAC children meet attainment targets	Children are supported emotionally and academically. Projected attainment targets are met.

5. Planned expenditure					
Academic year	2016/17				
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?
Improve the progress rates of the lowest achieving PP children (those with SEN) so that the difference diminishes between the groups.	Achievement For All is a programme which is proven to raise attainment for the lowest achieving children. Appointment of teaching and learning SEN leader	Achievement for All data from 2011 to 2105 shows that participating schools raised progress and attainment in targeted groups. The school mentor will provide clear pathways to improve the progress for the lowest attainers based on an evaluation of teaching and learning and a complete school pupil premium review.	Evaluation of data collections School champion will lead with MLT informed at each step Governor involvement Linked to SDP £4000 aside for funding needs as identified by the mentor.	SLT SENCO- AC GS MLT	Feb 2017
Increase the attainment of those eligible for PP in maths	Improve the opportunities for mathematics CPD for all teachers. Purchase maths expert to work with teachers to ensure all barriers to learning are addressed and that the school has a holistic approach to teaching maths, ensuring that all children have excellent teaching which enables them to succeed in fluency, reasoning and problem solving.	Last academic year we were supported by a writing expert and results increased in all cohorts.  Many of the children are identified as having 'gaps' in their learning, in maths, on entry to year 3. These are children who (old curriculum) arrived on 2b and (new curriculum) meeting Age Related Expectations. Audit of processes and procedures to evaluate the impact of current practice has identified greater need for gaps to be addressed in class teaching in addition to 'plugging the gaps' in small groups outside of the classroom. Teachers need guidance as to best practice.  Year six timetable to include additional daily arithmetic sessions for 20 minutes in addition to the maths lesson.	Scheduled time for each teacher to work with maths expert. Team teaching with expert, SLT regularly updated Evaluation of data collections Monitoring teaching and learning- formal observations and weekly learning walks. Increased % of children on track and above, discussed in pupil progress meetings. Maths audits- termly	SLT Maths leader SENCO	Feb 2017
Improve the rate of attainment for Higher Able pupils eligible for the grant so more	Focused additional TA support for all top maths sets. Focused additional TA	With the new raised expectation of the curriculum it is as much a challenge for the higher attainers to achieve as the lower. 2016 RAISE shows that PP achieving higher	Pupil progress meetings Observations. Core subject audits Data collections	SR SG MLM MLT	

achieve the higher standard in all subjects.	<p>support for all English lessons. Ensure sufficient planned challenge and pace in lessons. Ensure starts have adequate challenge and are modelled by staff when necessary. Teacher booster AfL groups: STA cover class teachers. Additional TA in year 6. Booster groups for year 6 term targeted at PP children achieving higher standard.</p> <p>Maths leader mentoring NQT +1 for 6 weeks</p> <p>Support teacher in year six once weekly. Additional TA in year 6 to allow for more AfL opportunities.</p>	standards was close to the others in writing but considerably below the others in maths and reading and below national in all three. Additional TA support will allow the teacher to support higher attainers at least once weekly for targeted guided group work.	Evaluation of before and after measures to identify best practice.	Boosters	
Increase the progress of those eligible for PP in reading	<p>Pinpoint the barriers to learning for learners at all levels. High quality guided reading texts purchased Improve data collection and moderation across the school. Evaluate quality of GR and children's ability to show evidence of higher level content domains. Reading reward incentives.</p>	<p>PP children are behind the others in all cohorts in reading attainment and progress.</p> <p>Engaging with achievement for all programme will provide opportunities for establishing specific barriers to learning and increasing parental involvement. PP leader to train staff on structured conversations so as a staff we have a better understanding of the needs of all learners.</p> <p>Other schools with high reading progress and attainment run successful reading incentives to encourage reading at home and therefore parental engagement.</p>	<p>Parental surveys before and after structured conversations. Pupil surveys before and after structured conversations. Increase in children making enough progress to get back on track in all cohorts. Data collections are consistent and robust across all year groups giving clearer indications of children's next steps.</p> <p>Term on term more PP children are included in the reading rewards.</p>	SR AE CB SENCo team	Feb 2017
Further improve formative assessment and summative assessment across the school leading to rapid	Whole school CPD training- Shirley Clark course training then internal INSET.	Prior training based on Shirley Clark saw an improvement in teaching and learning across the school. Schools that embrace her methodology report that children "love the challenge of learning and are resilient to	Training will be implemented to all staff. Learning walks will monitor the impact of training Teaching and learning will be at least good PP children progress and attainment rises	SR Dedicated team	Feb 2017 Following training

progress for PP children	Ensure consistent: level of challenge; pace; pupils involved in planning; peer marking; children responding to teachers comments.	failure”	Effectiveness of teaching, learning and progress will be assessed during Teaching and Learning reviews, learning walks and pupil progress meetings.		
Pupil premium Plus and LAC children meet attainment targets	Whole school understanding on the barriers to learning for these children and strategies in place to address them. Staff training to raise awareness. Provision in place to make children feel safe at all times.	The school has seen an increase in children on role who have experienced trauma at various levels, including PP children who have significant CP issues. Research clearly indicates that children do not learn unless they feel safe. Data has indicated that progress is off track for these children.	Children will be able to stay in the classroom. Play time is structured for targeted children so they feel safe and return to class ready to learn. All staff know who these vulnerable children are and key strategies in place for them. Learning mentor to support in class during targeted time. Data is monitored	SR SENCo team Learning mentor SG	Half termly review
Improve the quality of homework and opportunities to extend learning	Homework club targeted at PP children. STA and TA to support children in their learning.	Structured time for children to organise their learning will begin to improve executive functioning skills; focused tasks based on what is learnt in class improve retention of facts. Children understand and manage their own learning, in order to develop inquisitive, self-motivated learners.	TA to monitor the quality of work and sign the diary. Extension tasks available using technology. Children complete homework and are not raised as cause for concern at pupil progress meetings.	STA TA SR	Termly
<b>Total budgeted cost</b>					£35194

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase the progress of those eligible for PP in reading across Key Stage 2 but particularly for children with SEN	Reading interventions- Code X, Read write inc year 3 and 4  External training delivered to TAs to lead small group interventions. Year 5 and 6	Code X research and data shows that children who completed the intervention made an average Reading Age gain of 12 months after 4.5 months of support by trained teaching assistants – almost 70% more than the gain achieved without training. Their comprehension scores rose by 70% – over twice the gain achieved without training. This is a programme targeted at SEN readers. Read, write , inc is the upper KS2 equivalent	TA training by accredited teachers Target children identified. Start and end data gathered. SENCo team monitor and evaluate Increase in progress and attainment data of targeted children.	SENCO team Trained TA	<b>Termly</b>

		targeted at SEN readers TA focus, where properly trained through CPD, is effective at raising attainment.			
Increase the attainment of those eligible for PP in maths	Maths intervention-success at arithmetic, year 3 and 4. Small group intervention by trained TA to targeted children with specific barriers to learning.	This intervention has proven positive results. With the gaps on entry that we encounter this intervention allows us to close them. Small groups of 3 allow learner to achieve. TA focus, where properly trained through CPD, is effective at raising attainment.	Target children identified. Start and end data gathered. Maths leader monitor and evaluate Increase in progress and attainment data of targeted children. Data shows those targeted for intervention make progress termly.	Maths leader Trained TA	
Increase the attainment of those eligible for PP in maths Increase the progress of those eligible for PP in reading To continue to raise standards in writing.	Support teacher, funded by PP 1 day weekly, to lead smaller group teaching of core areas as guided by class teacher.  STAs to cover class teachers to lead own boosters 2 hours weekly per teacher.	Initially additional teacher support will be focused in year 6 due to internal data for this year group being below where it needs to be by SATs. Those children who need targeted support to catch up will have this need met by an experienced teacher.  Teachers are best placed to close the gaps for children who are off track. STAs will release them to allow this learning to happen, in small groups or 1:1.	Pupil progress meetings will identify children in need of this support, with first preference always going to pupil premium children.  In pupil progress meetings targets will be set in relation to the boosters and reviewed.	SG SR Teachers	Half termly
Improve the progress rates of the lowest achieving PP children (those with SEN) so that the difference between the groups diminishes.	SEN specialist learning support	1:1 targeted support from SEN Learning Support specialist	Progress measured against targets and measured by internal tracking.	SENCO	Blocked sessions
					£482017
<b>iii. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All children are made to feel safe at all times	Planned structured break time activities for children identified as needing them. Playground leaders on duty and visible presence engaging with groups of children. For some children	Behaviour incidents are lowered when targeted children have structured play times. Children's voice reported that children didn't feel safe at lunchtimes.	Behaviour incidents continue to reduce. Behaviour leader working with support staff to ensure a shared understanding of outcomes. Pupil voice of children feeling safe increases. Children approach their work in a calm, positive manner.	JS	Termly

	breaktimes planners will be established.  1:1 playtime support for most vulnerable children.				
Children who are identified as needing emotional support have access to ELSA and targeted interventions.	ELSA worker timetabled to support target children as needs arise.	There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people. Evaluation has been carried out in a variety of ways yielding both qualitative and quantitative evidence of its effectiveness. Sutton feedback from ELSAs, schools and parents has been overwhelmingly positive, and both Sutton and Merton Educational Psychology Services are committed to supporting the ELSAs with training, supervision and development of resources. Drama therapy for targeted vulnerable children.	Progress of children who receive ELSA sessions will be monitored as a 'group' of children. Tracking of children's targets. Parental feedback.	VS SG AC	Termly
Vulnerable families are supported by family support worker.	More families are requiring specialised support that the school cannot offer alone; families dealing with mental health problems, difficulties with parenting or with their own relationship, domestic abuse, children with behavioural difficulties, problems engaging in education, emotional or physical welfare issues, supporting older members of the family, and financial and material hardship.	Families who work with the support worker establish a safe, healthy home environment. Where additional agency support is needed the support worker will allow them to access it. Attendance will be high with less 'late' to school recorded. Children will be better supported, will feel safe and be able to access learning.	Liaison between family support worker and the school. Teachers have a better understanding of how to support targeted children, Families who are supported have good attendance. Children make progress.	FSW SR	Weekly contact, half termly review.
Access to educational visits, clubs and internal 'events' for all	To ensure that all children are able to participate in trips and organised school events which require parental funding.	This universal benefit allows all children access to all learning opportunities.	Take up of this subsidy will be monitored by the School Business Manager.	TG	April 17
<b>Total budgeted cost</b>					£24512