

Pupil premium strategy statement Holy Trinity CE Junior School 2017- 2018

1. Summary information					
School	Holy Trinity CE Junior School				
Academic Year	17-18	Total PP budget	£102,340	Date of most recent PP Review	July 2017
Total number of pupils	360	Number of pupils eligible for PP	76 (21%)	Date for next internal review of this strategy	Feb 2018

2. Current attainment		
	<i>Pupils eligible for PP at Holy Trinity (Ever 6)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected level in reading, writing and maths	46%	67%
% achieving greater depth in reading, writing and maths	4%	11%
Progress measure in reading	-1.17	+0.33
Progress measure in writing	-0.17	+0.17
Progress measure in maths	-.134	+0.28

3. 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.	Diminishing the difference further between children who are PP with SEN and the others
B.	Not enough PP children reach greater depth
C.	Behaviour for learning- retention, confidence, feeling safe, focus and concentration
D.	Low starting points in writing
E.	Ascertaining starting points for children on entry in year 3, particularly those who arrive on WTS
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Access to external services such as learning support, EP and CAMHS is harder to achieve.
E.	Children with ongoing Child Protection issues limit their readiness to learn.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The difference will continue to diminish between PP children and non PP children.	<ul style="list-style-type: none"> School internal data and validated data will show that the gap has narrowed. Books will show PP children are making expected, or accelerated progress,
B.	Increase the percentage of PP children reaching greater	PP data to be in line with national PP data, over a period of 2-3 years.

	depth in reading, writing and maths to be in line with national, over a period of 2-3 years.	<ul style="list-style-type: none"> • Target setting identifies children to meet Greater Depth. • Tracking of the children married with timely interventions across the year results in an increase in children reaching Greater depth in each cohort. (as measured from summer 17 to summer 18) <p>Cohort 2014 (year 6) data shows PP children reaching GD to be more in line with national.</p>
C.	Increase the progress of children who are PP with SEN so that an increased percentage in each cohort meets Age Related Expectations at the end of Summer 2.	<ul style="list-style-type: none"> • An increased percentage in each cohort meets Age Related Expectations at the end of Summer 2. PP data is closer in line to national. • Target setting identifies SEN children to meet expected standard. • Provision maps track outcomes of interventions for all SEN PP children. • Progress against gaps in prior learning in writing is tracked and is used to support progression. • A higher percentage of PP children with SEN met expected standard in cohorts 3-5 compared to prior ARE (summer 17 to summer 18). • Cohort 2014 SEN data at Expected standard is closer in line with national SEN data. • Where a SEN child doesn't meet expected standard, progress is still evident in their books against their starting points.
D.	Children will be supported so that they are engaged, ready to learn with good mental health.	<ul style="list-style-type: none"> • Lesson observations show good behaviour for learning. • Books show good quantity and quality of work. • Children will make good progress as they are able to apply themselves and focus so they understand the task.

5. Planned expenditure					
Academic year		2017- 2018			
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?
<p>B.Increase the percentage of PP children reaching greater depth in reading, writing and maths</p> <p>A The difference will continue to diminish between PP children and non PP children.</p>	<p>Target setting identifies children to reach greater depth, both PP and non PP.</p> <p>To support progress to reach this target for all: Dedicated weekly one hour teacher booster groups (STA covers the class teaching); blocked booster groups for year 6; termly writing moderation against school agreed GD expectations; high quality reading texts; wide range of reading for targeted children is expected;tracking of girls reading; setting for maths in year 4-6; TA support in class for core subjects; training for English, maths and assessment subject leaders which is shared across the school; complete Achievement for All.</p>	<p>The school, this year, is using the Fisher family Trust data analysis tool to support target setting. This is to ensure that target setting takes external factors into place (eg summer born children, ethnicity, EAL, SEN, attendance, school placements) and the historical outcomes of the school SATs data. Targets therefore remain aspirational and achievable. Teachers' being involved in the target setting ensures they all know the projected outcomes and work towards meeting them.</p> <p>Teacher boosters have shown positive outcomes across the school, particularly when they are blocked. Year 6 boosters in the Spring term had positive data outcomes. Data</p>	<p>Pupil progress meetings and half termly testing in maths and reading track progress and attainment and lead into adjusting provision.</p> <p>Ongoing monitoring of standards of teaching and learning.</p>	<p>HT DHT SLT curriculum</p>	<p>Half termly pupil progress meetings.</p> <p>Termly data for GD targets reported to governors.</p>
<p>B .Increase the percentage of PP children reaching greater depth in reading, writing and maths.</p> <p>C Increase the progress of children who are PP with SEN</p> <p>A The difference will continue to diminish between PP children and non PP children.</p>	<p>Where a teacher has identified a child's misunderstanding in learning in class during the morning using AfL (assessment for learning) opportunities will be provided in the afternoon sessions for TA to work with targeted children.</p> <p>For targeted SEN children track progress in writing against prior gaps in learning so progress is clear and builds the confidence of the child.</p>	<p>Formative assessment has been seen during teaching and learning monitoring and during external validation. Children are confident in talking about their learning and working with their talking partners. They are challenged to approach their work with a growth mindset.</p> <p>Targeted AfL learning opportunities in the afternoon will address misconceptions immediately so that the child is ready to move learning forward the next day.</p>	<p>Ongoing monitoring of standards of teaching and learning.</p> <p>For pupils of all abilities ensure consistent: level of challenge; pace; pupils involved in planning; peer marking; children responding to teachers comments.</p>	<p>DHT SENCO Teachers</p>	<p>Termly</p>
Total budgeted cost					£42,100

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?
<p>C Children will be supported so that they are engaged, ready to learn with good mental health.</p> <p>A The difference will continue to diminish between PP children and non PP children.</p>	Partnering all PP children in year 6 with a staff 'mentor' to develop emotional intelligence and metacognitive skills.	SLT liaised with other CofE schools to discuss what works well within their schools to raise PP attainment. This added adult relationship was a key feature in both schools.	SLT curriculum half termly meetings. Data analysis Monitoring parental involvement in reading and homework.	SLT ELSA	Termly- data review
<p>C Increase the progress of children who are PP with SEN</p> <p>WRITING</p> <p>A The difference will continue to diminish between PP children and non PP children.</p>	For targeted SEN children track progress in writing against prior gaps in learning so progress is clear and builds the confidence of the child.	An important element of formative assessment is tracking what children can do and what they need to do next. For the lower attaining children, in writing, it became evident during 16-17 that their smaller steps of progress weren't being celebrated and built upon; the tracking system needed refining. Allowing teachers time to work, at least termly, 1:1 with targeted children to celebrate success will boost confidence, develop emotional intelligence and aid progress.	SENCO tracks writing progress against Emerging, Developing and Secure markers. In addition to this, for targeted identified children progress against closing of gaps will also be monitored. Teaching and learning monitoring.	SLT- curriculum SENCO	Termly
<p>C Increase the progress of children who are PP with SEN</p> <p>WRITING</p> <p>A The difference will continue to diminish between PP children and non PP children.</p>	Precision teaching for targeted PP SEN children- spelling focus.	Writing attainment last year 16-17 was the weakest subject in 3 cohorts, with the teachers identifying spelling as a key barrier to making secure. Precision teaching training was carried out by learning support in 2016. Using carefully tracked data, the school can monitor the impact of precision teaching against children's progress in spelling.	Data SLT observe precision teaching Book looks	SENCO DHT	Termly
<p>C Increase the progress of children who are PP with SEN</p> <p>READING</p> <p>A The difference will continue to diminish between PP children and non PP children.</p>	Code X- reading scheme in year 3. NFER testing year 3- Autumn term and then Summer term. Inset on content domains List at back of reading homework books for range of genre; questions for parents to ask	Last year Code X data showed that all children made progress in phonics and at sentence level. PP children are given priority for the scheme which runs every afternoon led by a trained TA.	SENCO and DHT collect termly data. Drop ins to the intervention are led by SLT. NFER data will show progress against starting points.	SLT- curriculum SENCO	Termly- in line with the data drop period from the scheme.

<p>C Increase the progress of children who are PP with SEN</p> <p>MATHS</p> <p>A The difference will continue to diminish between PP children and non PP children.</p>	<p>On track maths intervention</p> <p>NFER testing year 3- Autumn term and then Summer term. Gaps identified Au17 New Maths scheme; guided groups in class make up gaps identified</p> <p>For the lowest attaining children, who arrived on PKF, additional tracking systems in place to show their smaller steps of progress, usually against previous ARE.</p>	<p>We aim to develop fluency, reasoning and problem solving for all children. In order to build fluency for the SEN children teachers identify, on a fortnightly basis, children who need to have a Key target reinforced. This target is then taught by a trained TA during assembly groups.</p>	<p>Books show that AfL has taken place. Test data improves for SEN Books looks Teaching and learning observations, including of the intervention. NFER data will show progress against starting points.</p>	<p>SLT- curriculum SENCO</p>	
Total budgeted cost					£38,300
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?
<p>C.Children will be supported so that they are engaged, ready to learn with good mental health.</p> <p>A The difference will continue to diminish between PP children and non PP children.</p>	<p>Part time ELSA and behaviour leader to: Ensure emotional literacy and behaviour for learning are well developed to enable optimum progress and attainment for individuals and groups of children</p> <p>Use of behaviour support services.</p>	<p>Emotional intelligence increases an ability to learn and retain. Children grow as individuals as well as academically. Children become more resilient and can apply learning skills in new environments and challenges.</p>	<p>Behaviour leaders reviews support plans in place and monitors recorded incidents of behaviour. ELSA targets are fed into Individual Provision Plans. ELSA reports termly to SLT.</p>	<p>Behaviour lead SENCo ELSA</p>	<p>Reports termly to P and C curriculum and SLT half termly meeting</p>
<p>C.Children will be supported so that they are engaged, ready to learn with good mental health.</p> <p>A The difference will continue to diminish between PP children and non PP children.</p>	<p>Play ground leaders; sports clubs; homework club</p>	<p>Structured playtime support ensures that pupils have their needs met and are ready to return to class with a positive mindset.</p> <p>Some parents find it difficult to support their child's learning through homework; homework club is to support vulnerable learners.</p>	<p>Behaviour for learning is good on returning to class from break time, as seen in drop ins.</p> <p>Teachers monitor the homework of children who attend homework club.</p>	<p>DHT</p>	<p>Termly</p>
<p>C.Children will be supported so that they are engaged, ready to learn with good mental health.</p>	<p>access to educational visits, clubs and internal 'events' for all</p>	<p>The school is committed to ensuring access for all children. However, it cannot fund all trips, including school journey for all PP children. Parents should speak in confidence to the headteacher should they need support in this matter.</p>	<p>School business manager monitors outgoing and reports to SLT.</p>		
Total budgeted cost					£24,600
Overspend of					£2660

6. Additional detail- Nature of support

See review of 16-17 strategy on the website

We ensure that day to day teaching is adapted and modified to meet the needs of all pupils and support good progress. Open differentiation of work (used in some lessons) allows the children to select the appropriate level of work to challenge themselves as this may vary between subjects.

Teachers have hourly booster group sessions to close gaps in understanding of children as identified in lessons using AfL (assessment for learning). Children in receipt of the PPG will be prioritised for these booster sessions.

Teaching Assistants daily support core lessons in all year groups. They know who the PP children are and of their individual needs. They receive training in the best ways to scaffold learning so children work in the zone of proximal development.

Children will be given opportunities to use their green pen to review, correct, consolidate or extend tasks throughout the week.

School data tracking and analysis identifies patterns, progress and attainment for classes, groups and individuals across the school, including those considered to be disadvantaged. This 'needs' analysis informs decision making on the nature of support and resources to be funded by pupil premium. Data tracking will be rigorous; analysis of data takes place on a half-termly basis and teachers attend pupil progress meetings to discuss individuals and groups in the class who are not making enough progress. The SENCo will closely monitor the progress of the lowest attaining children against their personalised provision map.

In considering provision for socially disadvantaged pupils, we also recognise that not all pupils eligible for PPG experience difficulties. In fact, some of these children may be exceeding age related expectations and so will be extended and challenged through extension and openly differentiated tasks. Higher attaining children will be tracked as a group ensuring that PP children make as much progress as their peers.

Allocation of funding will also reflect priorities identified in the school development plan.

Targeted interventions are closely monitored and refined to ensure they have a positive impact. TAs will target children for precision teaching and for opportunities to review work they did not fully understand in lesson.

Ongoing support is in place to ensure that all staff members are aware of the needs of all pupils and have the necessary skills and knowledge to address specific areas of both social and academic need.

To support children with their homework and ensure they have the expertise of staff and access to resources, a homework club is run for pupils who are eligible for the PPG.

An emotional support programme, ELSA, runs in the school. Children eligible for the PPG who need emotional support will be given access to it.

Playground leaders provide support for PP children during lunchtime to: ensure behaviour is good resulting in children being ready to learn during the afternoon session; ensure vulnerable pupils feel safe so they are ready to learn.

Children in receipt of Pupil Premium Plus are supported through: transition work across key stages and year groups and in everyday routines if needed; developing social skills through planned clubs with opportunities to practice social skills or facilitating friendships; emotional literacy and emotion regulation; improving executive functioning skills by providing coaching for those who struggle to plan and organise, and through key staff working in partnership with parents.

SLT support targeted PP children by meeting weekly with them to review their learning, discuss aspirations and to develop relationships between home and school.