

Pupil premium strategy statement Holy Trinity CE Junior School 2018- 2019

1. Summary information					
School	Holy Trinity CE Junior School				
Academic Year	2018-2019	Total PP budget	£99,940	Date of most recent PP Review	July 2018
Total number of pupils	358	Number of pupils eligible for PP	70	Date for next internal review of this strategy	Feb 2019
	Number of PP pupils with SEND: 39 Number of PP pupils with EAL: 24 Number of PP pupils with EAL and SEN: 8				

2. Current attainment		
	<i>Pupils eligible for PP at Holy Trinity (Ever 6)</i>	<i>Pupils not eligible for PP at Holy Trinity</i>
% achieving expected level in reading, writing and maths	59%	83%
% achieving greater depth in reading, writing and maths	6%	11%
Progress measure in reading	-1.01	-0.39
Progress measure in writing	2.22	0.83
Progress measure in maths	-2.26	0.51

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.	In maths, children who do not meet A.R.E. have not cemented the building blocks to learning. Learners need to cement: recall of number bonds, place value, times table facts.
B.	High percentages of PP children who also have SEND.
C.	Analysis has shown that children, including those targeted for greater depth, are not using all the required strategies in the moment of reading which together allow the child to fully comprehend the text.
D.	Low starting points in writing – in lower school, lack of sentence structure, poor vocabulary, poor phonics, inability to spell year 1 and 2 high frequency words, fine motor skills and poor pencil grip are barriers to handwriting. Poor vocabulary and phonics are a barrier to understanding spelling, punctuation and grammar rules.
E.	Children need support to develop and sustain emotional literacy and well-being: confidence, feeling safe, focus and concentration, metacognition skills (children need to learn how to learn) social skills in and out of the classroom, managing behaviour and managing friendships
F.	Lack of parental support for some PP children in reading
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Access to external services such as learning support, behaviour support, EP and CAMHS is harder to achieve.
B.	Children with ongoing safeguarding concerns limit their readiness to learn.

C.	Attendance rates for some pupils eligible for PP are lower than the expected 96%. This reduces their school hours and causes them to fall behind.
D.	Children are not always identified as PP on entry to school

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"> On entry to year 3, early identification of the lower attaining pupil premium children who are working below expected standard ensures that provision is adjusted to meet needs and the child can close gaps in learning. Data is used to project which children are targeted to meet secure by end of year 3, despite low starting points and communication skills. Target setting shows an increase in PP children projected to meet, and meeting, secure and greater depth as the cohort progresses through the school. Pupil progress meetings and data track progress and provision to ensure children are on track to meet targets. Books will show PP children are making expected, or accelerated progress towards their projected targets Code X data shows progress in reading for the lowest attaining PP in lower KS2. School data will track the percentages of PP children on track to meet ARE and on track to meet their targets. School data will identify those off track which will feed into pupil progress meetings. NFER tests track year on year progress for each PP child. Progress trends on for the disadvantaged group continue to show improvements in percentile rankings and quintile measures. (ASP)
B.	Increase the percentage of PP children reaching greater depth in reading, writing, maths and combined	<ul style="list-style-type: none"> Target setting identifies children to meet Greater Depth as they journey through school. Children who arrive with a greater depth standard will be supported to sustain this level of understanding. In addition to this, careful data analysis and understanding of our PP children's journey through school allows identification of children whose targets could be increased to GDS so the difference can diminish. Provision is in place to support the child to meet the aspirational target. Targets of children meeting GD increases within each cohort year on year showing quality of teaching for all. Progress scores in KS2 SATs increases for PP children over a three year trend. Three year trends show improvements of PP outcomes, subject to cohort variation.
C.	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. Incidents of TO and minutes lost are reduced for targeted PP children 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. ELSA support in place for children who need it- Targets and soft data measure progress. LAC are supported and make progress Incidents of behaviour on the playground are reduced Safeguarding is effective
D.	Attendance for the pupil premium group will improve.	<ul style="list-style-type: none"> 2017- 2018 Pupil premium attendance was 94% across the year. (NB two had leukaemia) September 2018-2019: A considerable number of pupil premium children have been admitted from other schools with concerns over attendance, particularly in Year 3. We aim to sustain and improve PP attendance across the year to 96%, in line with the rest of the school.

5. Planned expenditure

Academic year

2018- 2019

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>Children are set targets at the beginning of the year. Targets are aspirational to ensure that children are challenged to achieve full potential. The projected total of children targeted to meet GD and secure is increased each year. Additional support in place, funded by the PPG, which will support children to meet the targets.</p>	<p>The school uses 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>This year the percentage of children who are targeted for GDS has been increased .</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>Monitoring of data.</p>	<p>HT DHT SLT curriculum</p>	<p>Half termly pupil progress meetings.</p> <p>Termly data reported to governors.</p>
<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>Core subject leaders are afforded time to network, explore and plan to share best practice across the school.</p> <p>Teachers are given opportunities to share best practice with each other across the school so that all staff use AfL effectively.</p>	<p>Sutton is a high performing Borough. Staff training allows teachers to understand best practice and disseminate it whole school. This year we are working with other schools to embed maths mastery across the school.</p> <p>Within the school we have a wealth of outstanding teaching and learning. STA cover (and SLT support) allows the teachers to observe each other and share best practice. Sharing best practice will ensure that pupils of all abilities have consistent: opportunity to embed skills and knowledge, scaffolding where necessary, level of challenge; pace; pupils involved in planning; peer marking; children responding to teachers' comments.</p>	<p>Book looks with a PP focus in core subjects Half termly for staff new to the school this year; termly for those who understand and already meet expectation)</p> <p>Learning walks with AfL PP focus.</p> <p>External audits (3 per year) for maths linked to the mastery approach that we are developing.</p> <p>Termly writing moderation against school agreed GD expectations focusing on PP children.</p> <p>Data collection</p>	<p>DHT AE, CB, HM, SG, AC</p>	<p>Termly- data</p>
<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>Staff training in teaching reading so that quality first teaching is evident in reading throughout the school in lessons and targeted groups.</p> <p>External trainer, Tony Whatmuff, to lead on reading for understanding so that staff are able to successfully teach children the skills needed to fully comprehend texts I the moment of reading.</p> <p>INSET time assigned to developing the training throughout the year.</p> <p>Teachers use their boosters to work with</p>	<p>DHT attended a reading course in March 2018. Following this, analysis was undertaken in the summer term 2018 showing that the children were not using all the skills needed to comprehend, based on wealth of research.</p> <p>PPG funded external training for all staff to develop whole school understanding in supporting children in comprehension.</p>	<p>Baseline data has been collected for children which will be reviewed at the end of the year.</p> <p>Children will meet their aspirational targets.</p> <p>Summative NFER tests show progress for all.</p> <p>Reading audit check January 2019 and June 2019</p>	<p>DHT English leaders</p>	<p>Half termly pupil progress meetings.</p> <p>SLT curriculum meetings.</p>

	children to fully understand what kind of readers targeted PP children are so they know how to support their learning. Individual PP readers are supported and targeted to develop their reading				
Total budgeted cost					£9,000
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?
<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>	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>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 via planned drop-ins and formal observations. For targeted SEN children track progress in writing and maths against prior gaps in learning so progress is clear and builds the confidence of the child.</p> <p>AfL in evidence in PP books – half termly book looks</p>	DHT SENCO Teachers	Termly

<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>Booster groups/ support groups led by teachers.</p> <ul style="list-style-type: none"> - Dedicated weekly one hour teacher booster groups. Teachers focus on children targeted to meet secure and those targeted to meet greater depth. (STA covers the class teaching) - Daily maths booster groups for targeted year 6 children in the spring term (8-10 week block) - Small group English lessons for the PP children arriving in year 3 on PKF in writing (6-8 week blocked) - Maths and English leader leads AfL/ booster groups one afternoon per week. (Autumn 2- targeted as required.) - Year 6 PP children targeted for greater depth work with the maths leader in the Spring term. <p>(These are not exclusively for PP children and provision will vary throughout the year)</p>	<p>Teacher boosters have shown positive outcomes across the school, particularly when they are blocked.</p> <p>Year 6 boosters in the Spring term had positive data outcomes.</p> <p>TA support in core subjects helps targeted children to maintain focus and supports them to work in the proximal zone of development.</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>DHT tracks provision for all PP children.</p> <p>NFER annual testing- reading and maths</p>	<p>DHT, SENCo, HM, CB,</p>	<p>Termly data</p>
<p>A The difference will continue to diminish between PP children and non PP children.</p>	<p>Precision teaching for targeted SEN children- spelling focus.</p> <p>Word aware groups for targeted children pre teaches vocabulary.</p> <p>A spelling review will be carried out for whole school focus in AU2018</p>	<p>Writing attainment in cohort 2018 (new year 3) is low (53% secure on entry). During early assessments, teachers identified spelling, lack of applications of phonics and work ethic of checking work as key barriers to targeted children making secure.</p> <p>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.</p>	<p>Data for precision teaching and word aware- at end of each block.</p> <p>SLT observe precision teaching and word aware groups. (NB PT is now available only in Year 3 due to fewer support staff)</p> <p>Children apply their skills in books- spellings/ words highlighted where this happens.</p>	<p>SENCo</p>	<p>Termly</p>
<p>READING</p> <p>A The difference will continue to diminish between PP children and non PP children.</p>	<p>Code X- reading scheme in lower key stage. This scheme teaches phonics, decoding and simple comprehension. Children who enter the school below ARE with low standardised test scores are targeted for the intervention.</p>	<p>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 is led by a trained TA.</p>	<p>SENCo collects termly data. (Code X data)</p> <p>Drop ins to the intervention are led by SLT.</p> <p>NFER data will show progress against starting points.</p>	<p>SLT- curriculum SENCo</p>	<p>Termly- in line with the data drop period from the scheme.</p>

<p>MATHS A The difference will continue to diminish between PP children and non PP children.</p>	<p>On track maths intervention- led by TA during assembly times.</p> <p>In year three, this intervention is run by the maths leader.</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 looks (half termly for staff new to the school and termly for those who know and meet the expectations). Teaching and learning observations, including of the intervention. NFER data will show progress against starting points.</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>SLT- curriculum SENCO</p>	
Total budgeted cost					£78,000
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?
<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 funded by PPG and % of behaviour leader to:</p> <p>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.</p> <p>ELSA targets are fed into Individual Provision Plans. ELSA reports termly to SLT.</p>	<p>AHT 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>Use of two free FFS places for targeted PP children due to the provision being at HT</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>AHT</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' - % of the total cost.</p>	<p>To support parents in budgeting to save for trips. There is a limited budget per cohort per year. Support for children who qualify for free school meals only.</p>	<p>School business manager monitors outgoing and reports to SLT.</p>	<p>SBM DHT</p>	
<p>C.Children will be supported so that they are engaged, ready to learn with good mental health.</p>	<p>Training for all staff in effects of domestic violence and how to support families January 2019</p>	<p>One of the biggest safeguarding issues that the school supports with is domestic violence.</p>	<p>Staff will know how to support families and which agencies are available to help.</p>	<p>DHT</p>	

<p>D Attendance for the pupil premium group will improve.</p>	<p>Use of office employee to monitor pupils and follow up quickly on absences. First day response provision. Attendance prizes in place. Safeguarding team working with families and professionals to support in improving family outcomes eg housing, debt management, finance, relationships, parenting.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Social needs for families cause stress and non engagement in education, housing affects attendance through journey and health.</p>	<p>PP coordinator, data absence manager, head, governors, safeguarding team, will collaborate to ensure provision and standard school processes work smoothly together.</p>	<p>DHT HT Safeguarding team</p>	<p>DHT shares safeguarding news monthly and reports to governors.</p>
Total					£22,600
Total budgeted cost					£109,600
Overspend of					£9,660

6. Review of expenditure