

# Pupil premium strategy statement Holy Trinity CE Junior School 2020-2021

1. Summary information					
School	Holy Trinity CE Junior School				
Academic Year	2020-2021	Total PP budget: <b>£104,185</b>		Date of most recent PP Review	September 2020
Total number of pupils	358	Number of pupils eligible for PP	68	Date for next internal review of this strategy	April 2021

LAST RECORDED DATA (JULY 2019) No 2020 data due to COVID-19.			
	<i>Pupils eligible for PP at Holy Trinity</i>	<i>National data- Non PP pupils</i>	<i>Pupils not eligible for PP at Holy Trinity</i>
% achieving expected level in reading, writing and maths	50%	71%	
% achieving greater depth in reading, writing and maths	5%	13%	
Attainment in reading	68%	78%	78%
Attainment in writing	64%	83%	96%
Attainment in maths	68%	84%	84%
Progress measure in reading	0.42 (2018 was -1.01)	0.32	-0.41
Progress measure in writing	-0.1 (2018 was 2.22)	0.27	1.19
Progress measure in maths	-1.45 (2018 was -2.26)	0.37	-0.88

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Weak number understanding of basic skills and application including poor conceptual understanding. Weak arithmetic skills including place value, times tables
<b>B.</b>	Poor understanding of vocabulary leads to poor reading comprehension. This is particularly a barrier for children who have English as an additional language or those who in the earliest stage of English acquisition.
<b>C.</b>	Low starting points in writing – in lower school, lack of sentence structure, weak vocabulary, lack of phonics application, 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.
<b>D.</b>	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. This is a particular focus in 2020 due to the experiences of some of our children during lockdown.
<b>E.</b>	Gaps in knowledge and skills as, for a variety of reasons, some children did not access any home learning throughout the school closure (most PP children did not qualify for a school place as a child of a key worker.)

<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)		
<b>A.</b>	Access to external services such as learning support, EP, parenting classes, early help and CAMHS is harder to achieve. (All services that are still accessible have long waiting lists.)	
<b>B.</b>	Children with ongoing safeguarding/ mental health concerns (including parents mental/ physical health) impacts on well being and parental engagement.	
<b>C.</b>	Attendance and punctuality rates for some pupils eligible for PP are lower than the others. This reduces their school hours and causes them to fall behind on average.	
<b>D.</b>	Children are not being supported at home and/ or don't have the technology to access the set learning (with particular consideration to home learning- lockdown, isolation.)	
<b>E.</b>		
<b>3. Desired outcomes</b>		
	<i>Desired outcomes – how will it be measured?</i>	<i>Success criteria</i>
<b>A.</b>	<p>Desired outcome- To diminish the difference between Pupil Premium children meeting expected standard in reading and maths when compared with other non PP children in the school and others nationally.</p> <p>How it will be measured:</p> <ul style="list-style-type: none"> <li>Books and tests will show PP children are making expected, or accelerated progress towards their projected targets (Through moderation and test outcomes.) Children meet their projected targets and IPP targets.</li> <li>Targeted interventions show improvements in data outcomes (start and end data)</li> <li>Lowest attaining children show progress through IPP targets.</li> <li>SATs data- three year trends.</li> </ul>	<ul style="list-style-type: none"> <li>On entry to year 3, assessment allows for the early identification of the lower attaining pupil premium children (Quest testing, NFER testing, phonics testing, reading fluency testing, spelling)</li> <li>Pupil progress meetings and data track progress and provision to ensure children are on track to meet targets.</li> <li>Impact of interventions are seen in books (eg vocabulary from WCR in books being applied; phonics being applied in spelling; reading diaries show engagement with parents; including focus on vocab; AfL is seen in books and results in moving subsequent learning forward; guided groups are evidenced and scaffold learning whilst allowing children to work in proximal zone of development; children access layered learning through use of scaffolds.)</li> <li>Interventions facilitated through technology show measured progress. (when we purchase them)</li> <li>Pupil premium children access and complete the home learning successfully using technology.</li> <li>Lesson observations show teachers applying Rosenshine's principles in their lessons with a particular focus on questioning and reviewing learning. (eg questioning of children ensures understanding of concepts for all children and provide feedback and corrections. Teachers use a range of questioning techniques depending on the curriculum content being taught. Opportunities to review material are planned for, varied, efficient and explicit in lessons. Children are able to retrieve their learning verbally, through completion of work or through quizzing.)</li> </ul>
<b>B.</b>	<p>Desired outcome- Targeted children will reach Greater Depth standard in reading, writing, maths and combined</p> <p>How it will be measured:</p> <ul style="list-style-type: none"> <li>Children who arrive with a greater depth standard should make progress from their starting points and at least sustain this level of understanding. This will be measured through NFER testing in reading and maths.</li> </ul>	<ul style="list-style-type: none"> <li>In writing, books show that children are writing at the school agreed standards for greater depth throughout the year. Vocabulary studied in reading is applied in their writing and continues to do so across the year. Reduced use of scaffolds in books. AfL evidenced when required. Children can independently edit their work.</li> <li>In reading journals, children are able to provide the detail in questions needed as modelled by the class teacher. They apply the vocabulary learnt in their answers. Reduced use of scaffolds in books.</li> <li>In maths books, children who are working at greater depth complete all fluency, continue through the layers and have evidence of 'diving deeper'. AfL is evidenced when a child makes an error.</li> <li>Pupil premium children access and complete the home learning to a high standard using technology. Where this is not the case staff support the child and family to improve.</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> <li>SATs data- three year trends.</li> </ul>	
<b>C.</b>	<p>Desired outcome: Children will be supported so that they are engaged, ready to learn with good mental health.</p> <p>How it will be measured:</p> <ul style="list-style-type: none"> <li>Lesson observations show good behaviour for learning. Children will make good progress as they are able to apply themselves and focus so they understand the task.</li> <li>Children who are looked after are supported and make progress</li> <li>Safeguarding is effective</li> <li>ELSA and mentoring targets are met.</li> </ul>	<ul style="list-style-type: none"> <li>Children feel welcomed and safe in school and are equipped with strategies to regulate</li> <li>Children are given support to reflect and repair.</li> <li>Books show good quantity and quality of work.</li> <li>ELSA support in place for children who need it- Targets and soft data measure progress.</li> <li>Mentoring is in place for targeted children and reports show progress towards outcomes.</li> <li>Referrals are timely and monitored; resulting in positive changes for children.</li> <li>Staff receive the appropriate training to be able to support mental health.</li> </ul>
<b>D.</b>	Attendance for the pupil premium group will improve.	<ul style="list-style-type: none"> <li>In 2018- 2019 at 94.7%      2019- 2020 (Sept – March only ) PP attendance was 92.8%</li> <li>We aim to improve PP attendance across the year to 96%</li> <li>Attendance for PP children is in line with other groups.</li> </ul>

4. Planned expenditure					
Academic year		2020- 2021			
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>A</b> To diminish the difference between Pupil Premium children meeting expected standard in reading when compared with other non PP children in the school and others nationally.</p>	<p>Continued training and investment in whole class explicit teaching of reading with a particular focus on improving vocabulary through modelling and supported practice.</p>	<p>Structured questioning will help children to develop their thinking. Evidence suggests that developing vocabulary increase reading comprehension. (Isabel Beck) EEF have extensive evidence showing high impact. EEF research is that developing teaching strategies that improve the literacy capabilities of the whole less decrease the need for additional support.</p> <p>Providing lead teachers opportunities to attend training ensure that as a school we are using and applying best practice.</p>	<p>Learning walks. Reading journals Evidence of vocabulary in reading journals books – termly audit Staff training and review of practice. Half Termly release time for English leader. Half termly SLT curriculum meetings.</p>	<p>SLT English curriculum leader  HT DHT</p>	<p>Half termly pupil progress meetings.</p> <p>Termly data reported to governors.</p> <p>Termly reading audit.</p>
<p><b>A</b> To diminish the difference between Pupil Premium children meeting expected standard in reading when compared with other non PP children in the school and others nationally.</p>	<p>Highly effective teaching for all pupils.</p> <p>Structured and sustained staff training and development on Rosenshine's principles (following Tom Sherrington's 'Principles in action.)</p> <p>Summative testing supports teaching and learning and target setting.</p>	<p>EEF evidence indicates that great teaching is the most important lever schools have to improve outcomes for pupils (EEF: A tiered approach to learning 20-21) Evidence shows that explicit instruction, scaffolding, questioning and cognitive and meta cognitive strategies are key components of high quality teaching. Standardised tests are the best way to track progress from starting points against the curriculum.</p>	<p>Each strand of Sherrington's principles will be developed with staff and the focus of planned learning walks, book looks and peer support . Staff will reflect on their learning which will feed into appraisal systems.</p> <p>NFER tests show progress over time.</p>	<p>DHT HT SENCo</p>	<p>First strand-questioning- October Second stand-retrieval – Jan</p> <p>Revisit first strand- Feb Third strand- explicit instruction- April</p>
<p><b>A</b> To diminish the difference between Pupil Premium children meeting expected standard in reading when compared with other non PP children in the school and others nationally.</p> <p><b>B.</b>Increase the percentage of PP children reaching greater depth in reading, and maths</p>	<p>Investment in digital technology (chrome books and dongles) so that all PP children can access homework that is set, and in the event of a lockdown will be able to access the home learning. The technology will also ensure the children have the digital skills they require within the technological world they live in.</p> <p>Investment in staff training to deliver effective remote learning</p>	<p>It is a disadvantage if PP children cannot access learning at home due to lack of technology.</p> <p>Digital technology will support interventions, adjust learning pathways and provide opportunity for 1:1 tutoring. It may also enhance engagement and enthusiasm.</p>	<p>SBM ensure most cost effective equipment. Safeguarding measures are in place Staff are trained in google classroom and continue to receive updates in best practice throughout the year Home school agreements in place Liaison with families to ensure technology is accessible</p>	<p>SBM DHT HT Computing lead Curriculum SLT</p>	<p>Dec- ensure that all children have access to remote learning. Ensure staff and children can use remote learning access effectively.</p> <p>April- review homework provision and use of software</p> <p>June- Measure impact using start/</p>

					<b>end data/ pupil engagement.</b>
<p><b>B.</b>Increase the percentage of PP children reaching greater depth in reading, writing and maths</p> <p><b>A</b> To diminish the difference between Pupil Premium children meeting expected standard in reading and maths when compared with other non PP children in the school and others nationally.</p>	<p>Core subject leaders are afforded time to network, explore and plan to share best practice across the school. (taking into account COVID restrictions)</p> <p>Teachers are given opportunities to plan together (in addition to PPA) to share best practice with each other across the school.</p> <p>Training opportunities provided for lead staff to disseminate knowledge to staff.</p> <p>TA support in class in for core subjects for targeted children.</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 through the maths hub.</p> <p>Within the school we have a wealth of outstanding teaching and learning. STA cover allows the teachers to plan together and share best practice. Sharing best practice will ensure that pupils of all abilities have consistent: level of challenge; pace; pupils involved in planning; peer marking; children responding to teachers comments.</p> <p>Our support staff are skilled and are trained alongside teaching staff to support teaching and learning.</p>	<p>Book looks with a PP focus in core subjects.</p> <p>Learning walks with AfL PP focus.</p> <p>Termly writing moderation against school agreed GD expectations focusing on PP children.</p> <p>Data collection</p> <p>Summative NFER tests show progress for all.</p> <p>Staff INSET.</p>	<b>SLT curriculum</b>	<b>Termly- data Termly- impact of TA (AfL, 1:1 readers, intervention review)</b>
<p><b>MATHS</b></p> <p><b>A</b> To diminish the difference between Pupil Premium children meeting expected standard in <b>maths</b> when compared with other non PP children in the school and others nationally.</p>	<p>Daily arithmetic sessions dedicated to counting, place value, addition, subtraction, multiplication and division facts.</p> <p>TA support in class in for core subjects.</p>	<p>Gap analysis shows us that the children not meeting ARE have gaps in their fluency.</p> <p>Support staff demonstrate good subject knowledge and quality teaching.</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>Books looks</p> <p>Teaching and learning observations, including of the intervention.</p> <p>NFER data will show progress against starting points.</p> <p>Arithmetic test results.</p> <p>End of unit test results.</p>	<b>Maths leader SLT</b>	<b>Termly – data AfL opportunities</b>
<b>Total budgeted cost</b>					£44,500
<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>

<p><b>B</b> .Increase the percentage of PP children reaching greater depth in reading, writing and maths.</p> <p><b>A</b> To diminish the difference between Pupil Premium children meeting expected standard in reading and maths when compared with other non PP children in the school and others nationally.</p>	<p>Same day intervention: 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>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>AfL in evidence in PP books – half termly book looks</p> <p>Children are accessing learning in a sequence of lessons. Books indicate when a child has had support from a teaching assistant. Scaffolds are used purposely to aid progress which can be seen in books.</p>	<p>DHT SENCO Teachers</p>	<p>Termly- DHT and SENCO- Maths and English leaders in audits.</p>
<p><b>B</b>.Increase the percentage of PP children reaching greater depth in reading, writing and maths</p> <p><b>A</b> To diminish the difference between Pupil Premium children meeting expected standard in reading and maths when compared with other non PP children in the school and others nationally.</p>	<p>Booster groups/ support groups led by teachers. (Due to COVID this is harder to facilitate but something that we endeavour to sustain)</p> <ul style="list-style-type: none"> <li>- 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)</li> </ul> <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. They are blocked for half a term with targeted children as research proves this has the most impact. The learning outcomes for the booster groups are identified and reviewed at pupil progress meetings.</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 and outcomes for all PP children. Tracking shows interventions have summative impact.</p> <p>NFER annual testing- reading and maths to show progress and attainment.</p>	<p>DHT, SENCO, HM, CB,</p>	<p>Pupil progress meeting- review</p>

<p><b>A</b> To diminish the difference between Pupil Premium children meeting expected standard in <b>reading</b> and when compared with other non PP children in the school and others nationally.</p>	<p>Other interventions: Third space learning: 1:1 online maths tutoring for targeted children.</p> <p>Early readers intervention, year 3. (Phonics and fluency focus)</p> <p>Reading support focus- fluency, vocab development. (TA targets 3 PP children to make sustained progress from starting point.)</p> <p>IPP support – for those on the SEN register with personalised targets depending on need. (TA focus)</p> <p>(We know that we will use technology to facilitate other interventions when we identify the best platform for this.)</p>	<p>The interventions we deploy are linked to classroom curriculum learning. Interventions will be targeted to close gaps in prior learning and then will allow the children to apply skills into their classroom learning. IPP targets are linked to individual needs. Support may be individual or in groups if children have similar needs.</p>	<p>Start and end data for the interventions show progress.</p> <p>Evidence of the learning in interventions can be seen in books</p> <p>Drop ins to the intervention are led by SLT.</p> <p>NFER data will show progress against starting points..</p>	<p>SLT AE/ CB/HM</p>	<p>Termly (Due to the focus on COVID safety and wellbeing in Autumn term, intervention data will be available in the Spring term.)</p>
<b>Total budgeted cost</b>					£39,900
<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>
<p><b>C.</b>Children will be supported so that they are engaged, ready to learn with good mental health.</p> <p><b>A</b> The difference will continue to diminish between PP children and non PP children.</p>	<p>Part time ELSA to ensure emotional literacy. (Prioritised for children who need specific support in relation to trauma, bereavement, safeguarding.)</p> <p>Mentoring for targeted children through Kick London. Targets address behaviour for learning to enable optimum progress and attainment for individuals and groups of children</p> <p>Safeguarding and use of referrals is effective.</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 leader 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>SLT ELSA Kick London.</p>	<p>Reports termly to P and C curriculum and SLT half termly meeting</p>
<p><b>C.</b>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>Annual</p>

<p><b>D</b> 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, 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 and attendance news monthly and reports to governors.</p>
<b>Total</b>					<p>£21,480</p>
<b>Total budgeted cost</b>					<p><b>£104,500</b></p>