

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

School- Holy Trinity CE Junior School			
Academic Year	2020- 2021	Total PP budget	£104,185
Total number of pupils	358	Number of pupils eligible for PP	68
	Number of PP pupils with SEND: 26 Number of PP pupils with EAL: 19 Number of PP pupils with EAL and SEN: 9		

Review September 2020 – July 2021

The difference will continue to diminish between PP children and non PP children- This is the over-riding desired outcome which underpins all of the strategies below.

There is no KS2 SATs data this year. The test scores we have measured progress and attainment from are NFER standardised tests. *Reading progress for the lowest attainers is measured in fluency, comprehension and book bands*

Desired outcomes and how they will be measured	Strategy - How was the PPG been used to diminish the difference?	Annual review – What was the impact of the PPG?															
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>Reading</p> <ul style="list-style-type: none"> Targeted 1:1 reading for the lowest attaining readers focusing on fluency and vocabulary. Year 3- targeted phonics intervention. TA in class support for targeted children. % funding of chrome books Subject leader release time to monitor the standard of teaching and learning Training for support staff – reminders of Whatmuff training <p>Maths</p> <ul style="list-style-type: none"> Training for maths leader and 2 other teachers led by the maths hub Daily arithmetic sessions led by the class teacher and supported by support staff. TA support for targeted children AfL opportunities led by support staff in the afternoon allow children to address any misconceptions straight away. Training in spaced learning and opportunities for retrieval. % funding of chrome books 	<p>Reading</p> <p>1:1 fluency/ Vocab intervention- 24 children targeted (22 of whom PP), all made progress with their fluency.</p> <p>Reading intervention- Phonics (year 3): 6 children (5 of whom PP) completed phase 6 letters and sounds and all made progress in book bands and spelling.</p> <p>2 children (1 of whom PP) moved from phase 2 phonics into phase 5.</p> <p>PP children meeting expected standard compare to non PP children.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Pupil premium</td> <td>39% (7:18)</td> <td>79% (11:14)</td> <td>61% (11:18)</td> <td>57% (12:21)</td> </tr> <tr> <td>Non Pupil Premium</td> <td>80% (57:71)</td> <td>79% (56:71)</td> <td>80% (57:71)</td> <td>87% (60: 69)</td> </tr> </tbody> </table> <p>Maths</p> <p>Targeted white rose intervention (closing gaps on prior ARE so they can access current ARE learning.)</p> <p>Year three- 6 children targeted, 3 of whom PP. All made progress.</p> <p>Year four- 2 children targeted, one of whom PP. Both made progress.</p>	Reading	Year 3	Year 4	Year 5	Year 6	Pupil premium	39% (7:18)	79% (11:14)	61% (11:18)	57% (12:21)	Non Pupil Premium	80% (57:71)	79% (56:71)	80% (57:71)	87% (60: 69)
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	<ul style="list-style-type: none"> Targeted intervention for children working below A.R.E 	<p>Year five- 4 children targeted, two of whom PP. Once made progress. Year six- Three children targeted 2 of whom PP, both made progress.</p> <p>PP children meeting expected standard compare to non PP children.</p> <table border="1"> <thead> <tr> <th>MATHS</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Pupil premium</td> <td>44% (6::15)</td> <td>57% (8:14)</td> <td>63% (12:19)</td> <td>57% (12:21)</td> </tr> <tr> <td>Non Pupil Premium</td> <td>71% (51:72)</td> <td>73% (52:71)</td> <td>80% (56:70)</td> <td>84% (58:69)</td> </tr> </tbody> </table>	MATHS	Year 3	Year 4	Year 5	Year 6	Pupil premium	44% (6::15)	57% (8:14)	63% (12:19)	57% (12:21)	Non Pupil Premium	71% (51:72)	73% (52:71)	80% (56:70)	84% (58:69)																														
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<p>Targeted children will reach Greater Depth standard in reading, writing, maths and combined.</p>	<ul style="list-style-type: none"> Maths leaders and three other staff attended training led by the maths hub. Targeted training to develop GDS in maths mastery. AfL opportunities led by support staff in the afternoon allow children to address any misconceptions straight away. NFER testing to ensure progress and identify any areas for development. % funding of chrome books 	<p>Reading</p> <table border="1"> <thead> <tr> <th colspan="2">Number of PP children GDS on entry</th> <th>Number of PP children currently GDS</th> </tr> </thead> <tbody> <tr> <td>Cohort 2020</td> <td>No KS1 data.</td> <td>1:18</td> </tr> <tr> <td>2019</td> <td>2:14</td> <td>2:14</td> </tr> <tr> <td>2018</td> <td>8: 19</td> <td>6: 19</td> </tr> <tr> <td>2017</td> <td>8:19</td> <td>6:19</td> </tr> </tbody> </table> <p>Writing</p> <table border="1"> <thead> <tr> <th colspan="2">Number of PP children GDS on entry</th> <th>Number of PP children currently GDS</th> </tr> </thead> <tbody> <tr> <td>Cohort 2020</td> <td>No KS1 data.</td> <td>1:18</td> </tr> <tr> <td>2019</td> <td>0:18</td> <td>0:18</td> </tr> <tr> <td>2018</td> <td>8:19</td> <td>6:19</td> </tr> <tr> <td>2017</td> <td>6:14</td> <td>5:19</td> </tr> </tbody> </table> <p>Maths</p> <table border="1"> <thead> <tr> <th colspan="2">Number of PP children GDS on entry</th> <th>Number of PP children currently GDS</th> </tr> </thead> <tbody> <tr> <td>Cohort 2020</td> <td>No KS1 data.</td> <td>1:18</td> </tr> <tr> <td>2019</td> <td>2:14</td> <td>1:14</td> </tr> <tr> <td>2018</td> <td>8</td> <td>6</td> </tr> <tr> <td>2017</td> <td>6:18</td> <td>5:19</td> </tr> </tbody> </table>	Number of PP children GDS on entry		Number of PP children currently GDS	Cohort 2020	No KS1 data.	1:18	2019	2:14	2:14	2018	8: 19	6: 19	2017	8:19	6:19	Number of PP children GDS on entry		Number of PP children currently GDS	Cohort 2020	No KS1 data.	1:18	2019	0:18	0:18	2018	8:19	6:19	2017	6:14	5:19	Number of PP children GDS on entry		Number of PP children currently GDS	Cohort 2020	No KS1 data.	1:18	2019	2:14	1:14	2018	8	6	2017	6:18	5:19
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<p>Children will be supported so that they are engaged, ready to learn with good mental health.</p>	<ul style="list-style-type: none"> ELSA Kick London mentoring Safeguarding support- Early help/ CIN/ CP/ young carers 	<ul style="list-style-type: none"> ELSA sessions supported identified children. Targets were set and measured against for each child. Total children accessing ELSA this academic year= 21. 																																													

<p><i>ELSA sessions record progress against targets and behaviour plans and tracking show a positive improvement.</i></p>		<ul style="list-style-type: none"> • Kick London mentoring supported 14 targeted children. Behaviour for learning improved for those children who attended regularly.
<p>Attendance for the pupil premium group will improve.</p>	<ul style="list-style-type: none"> • Dedicated time to work with families to support attendance. • Dedicated time for office staff to collate data. 	<p>Attendance figures for PP this academic year 90.1%</p> <p>Attendance for non PP children this academic year 96.92%</p>