

Holy Trinity Church of England Academy Pupil premium strategy / self-evaluation

1. Summary information					
School	Holy Trinity C of E Academy				
Academic Year	2019/20	Total PP budget	2018-2019 £22,880	Date of most recent PP Review	July 19
Total number of pupils		Number of pupils eligible for PP	2018-2019 23	Date for next internal review of this strategy	July 20

2.	3. Current attainment (July 2019)			
Based on all pupils who are entitled to Pupil Premium across the school and in all year groups	<i>Pupils eligible for PP at Holy Trinity in all year groups (July 2019)</i>	<i>Pupils not eligible for PP at Holy Trinity in all year groups (July 2019)</i>	<i>All Pupils Year 6 SATS</i>	
% achieving expected standard or above in reading, writing & maths	57%	79%	81%	
% making expected progress or above in reading (as measured in the school)	65%	84%	84%	
% making expected progress or above in writing (as measured in the school)	61%	85%	84%	
% making expected progress or above in mathematics (as measured in the school)	65%	87%	87%	
3.	Barriers to future attainment (for pupils eligible for PP)			
	Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			

A.	Speech and language	
B.	Low attainment in Maths and/or Literacy	
C.	Pastoral issues	
4. Intended outcomes (<i>specific outcomes and how they will be</i>		Success criteria
A.	<u>Speech and Language provision</u> The academy employs a speech therapist for one morning a week. The therapist works with individual children according to need, provides training for staff, provides advice to parents and conducts assessments and audits.	Children will be more confident in their language skills. Evidence will be seen in their class lessons. Parents will feel supported and involved in their child's learning.
B.	<u>Literacy and Maths intervention</u> Work will include pre-learning, and consolidation of concepts learned in the classroom. Phonics-based reading and writing intervention will be provided in Year 1.	Activities will increase pupils' confidence in Mathematics and Literacy and increase their motivation. Pupils will meet their end of year expectations
C.	<u>Pastoral Support</u> Pupils will have time with an adult who can support them in coping with issues such as anger management, family break-up, social skills and building relationships with their peers.	Anxiety levels will be reduced, and self-esteem will be raised. Improved behaviour and attitudes to learning will lead to increased levels of attainment.

5. Review of expenditure

Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Pre-learning and revision of Literacy with KS1 and KS2 children – Teaching assistants to liaise closely with the class teacher to identify effective strategies which focus on spelling, punctuation and grammar.	Revision of concepts will lead to higher levels of confidence, a readiness to learn and motivation will be improved. Pupils will meet their end of year expectations.	Pre-learning has been very effective in KS1. Children have been more confident in class and have been able to work at the same pace as their peers.	Continue with this approach next year.	£2624.35
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>Speech and Language Therapist – The academy has entered into a contract directly with a speech therapist for one morning a week. The therapist works with individual children, according to need. She provides training for staff as necessary, advice for parents and conducts assessments</p>	<p>Specific speech and language difficulties will be addressed. Children have individual targets and receive therapy individually or in small groups to work on the targets. Staff will be trained and feel confident in using appropriate strategies. Parents will feel supported and involved in their child's learning.</p>	<p>Progress is reviewed regularly. Children are better able to access the curriculum. Parents and teachers have a more in depth understanding of each child's needs.</p>	<p>Parents and teachers to continue to be involved in creating individual children's targets.</p> <p>Progress to be reviewed regularly and results shared with staff and parents.</p>	<p>£6825</p>
<p>Mathematics interventions – Some pre-learning and some consolidation of concepts.</p>	<p>Activities will increase pupils' confidence in Mathematics and increase their motivation. Pupils will meet their end of year expectations</p>	<p>Two PP Y6 pupils both met the end of year expectations in their SATs. They continued with Maths after the SATs and then covered some transition material with the same Teaching Assistant .</p> <p>Year 2 interventions were highly successful.</p>	<p>Teaching assistants effectively feedback as quickly as possible to class teachers regarding progress.</p> <p>Continue with this approach.</p>	<p>£2421.94</p>
<p>Phonics-based reading and writing intervention in Year 1</p>	<p>The intervention will lead to pupils' higher levels of confidence in phonics.</p>	<p>80% of the cohort passed the Y1 Phonics tests.</p>	<p>Teaching assistants effectively feedback as quickly as possible to class teachers regarding progress.</p> <p>Continue with this approach</p>	<p>£2410.17</p>

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Pastoral Support Manager	Pupils will have time with an adult who can support them in coping with issues such as anger management, family break-up, social skills and building relationships with their peers. Anxiety levels will be reduced, and self-esteem will be raised. Improved behaviour and attitudes to learning will lead to increased levels of attainment.	<p>Year 6 pupils coped well with transition as they were able to discuss worries or concerns.</p> <p>Other pupils are using strategies discussed to help them stay calm when they are either anxious or angry.</p> <p>Some pupils are now monitored termly as they have now come to a calm place following situations such as bereavement or family break-up.</p>	Continue with this.	£3294.94

<p>Funding additional activities for pupil premium children which they might not otherwise afford e.g. music lessons, singing lessons, swimming lessons, residential trips, sports clubs taking place in the school holidays</p>	<p>Activities will be provided for individual children, which they may not have otherwise experienced.</p>	<p>Evidence is seen in the enjoyment of the children concerned.</p> <p>Some children have achieved exam success in music.</p> <p>Children have gained distance certificates and skill certificates in swimming</p>	<p>Continue with this next year.</p>	<p>£1800</p>
<p>Funding the purchase of school uniform, PE kit and other equipment e.g. book bags</p>	<p>All children feel part of the school community</p>	<p>All children are included – can be seen during playtimes, lunchtimes , in classrooms and in whole school activities such as International Creative Arts week.</p>	<p>Continue next year as appropriate.</p>	<p>£400</p>
<p>Calne Wordfest – Calne Literacy Festival. This event provides a number of workshops and activities to engage children and adults in the Calne community</p>	<p>Children will experience enrichment and develop further their love of reading.</p>	<p>Year 6 attended an interactive Shakespeare play. Only 3 actors performed all parts. This was an excellent experience for all children concerned.</p>	<p>Repeat if the opportunity is given.</p>	<p>£100</p>

6. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pre-learning and revision of Literacy with KS1 and KS2 children – Teaching assistants to liaise closely with the class teacher to identify effective strategies which focus on spelling, punctuation and grammar.	Revision of concepts will lead to higher levels of confidence, a readiness to learn and motivation will be improved. Pupils will meet their end of year expectations.	Previous success has led to increased attainment and confidence.	Baseline assessments. Progress to be reviewed every term. Teaching assistants to consistently feedback to class teachers about attainment and progress.	JR (Writing lead), MF (SENDCO) and Class teachers	All interventions will include a baseline assessment at the outset. Progress will be reviewed every term.

Mathematics interventions – Some pre-learning and some consolidation of concepts.	Activities will increase pupils' confidence in Mathematics and increase their motivation. Pupils will meet their end of year expectations	Previous success has led to increased attainment and confidence.	Baseline assessments. Progress to be reviewed every term. Teaching assistants/teachers who are carrying out interventions to consistently feedback to class teachers about attainment and progress.	JB (Numeracy lead), MF (SENDSCO) and Class teachers	All interventions will include a baseline assessment at the outset. Progress will be reviewed every term.
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Total budgeted cost £4830.00

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Speech and Language Therapist	Children referred for Speech and Language are assessed, and their speech and/or language needs are identified. Parents and teachers are involved in creating individual targets, which are designed to allow the children a better access to the curriculum. Teachers and parents have a more in-depth understanding of each child's needs.	Previous success and improved access to the curriculum. Parents are more involved in their child's learning.	Results of assessments will be reported to MF (SENDSCO).	Jo Roberts (S and L Therapist)	Regular assessments are carried out for each child. The frequency of assessments will be determined by individual needs.

Total budgeted cost £6825.00

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pastoral Support Manager	Pupils will have time with an adult who can support them in coping with issues such as anger management, family break-up, social skills and building relationships with their peers. Anxiety levels will be reduced, and self-esteem will be raised. Improved behaviour and attitudes to learning will lead to increased levels of attainment.	Previous success e.g. children are prepared for transition to secondary school, or to a new class	Close monitoring of pupil progress and attitudes.	AMS	Review throughout the year on a case by case basis
Funding additional activities for pupil premium children which they might not otherwise afford e.g. music lessons, singing lessons, swimming lessons, residential trips, sports clubs taking	Activities will be provided for individual children, which they may not have otherwise experienced.	Previous success. Children's learning experiences are enhanced	Achievements will be noted. Monitor activities by talking to children.	JB	Review activities throughout the year.

place in the school holidays					
Funding the purchase of school uniform, PE kit and other equipment e.g. book bags, i-pad	All children feel part of the school community. SEND needs are met (E.g. i-pad purchase)	Previous success. Children's learning experiences are enhanced.	Monitor activities by talking to children and making observations in classrooms and in the playground.	JB	Review activities throughout the year.
Total budgeted cost					£5094.94