

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

1. Summary information					
School	Holy Trinity C of E Academy				
Academic Year	2020/21	Total PP budget	2020-2021 £24,210	Date of most recent PP Review	July 20
Total number of pupils	211	Number of pupils eligible for PP	2020-2021 18 (+3 Forces)	Date for next internal review of this strategy	July 21

2.	3. Current attainment (July 2019 – No data for 2020, due to the pandemic lockdown)		
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 – No data for 2020)</i>	<i>Pupils not eligible for PP at Holy Trinity in all year groups (July 2019 – No data for 2020)</i>	<i>All Pupils Year 6 SATS (2019 – No data for 2020)</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 – could be widened attainment gaps due to the pandemic lockdown		
C.	Pastoral issues – could be wider range due to the pandemic lockdown		
4. Intended outcomes		Success criteria	
A.	<u>Speech and Language provision</u> <p>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.</p>	<p>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.</p>	
B.	<u>Literacy and Maths intervention</u> <p>Work will include revision, pre-learning, and consolidation of concepts learned in the classroom. Phonics-based reading and writing intervention will be provided in Year 1 and Year 2. Reading recovery strategies will be used with children fitting the criteria for this intervention.</p>	<p>Activities will increase pupils' confidence in Mathematics and Literacy and increase their motivation. Gaps created by the pandemic lockdown will be reduced as we continue to aim for pupils to meet their end of year expectations.</p>	

C.	<p><u>Pastoral Support</u></p> <p>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. Early assessment of the effect of the pandemic lockdown by class teachers will inform requirements in our pastoral care. Class teachers will be supported by the pastoral lead, as necessary.</p>	<p>Anxiety levels will be reduced, and self-esteem will be raised. Negative effects of the pandemic on mental health will be reduced. Good behaviour and positive attitudes to learning will lead to increased levels of attainment.</p>
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5. Review of expenditure				
Previous Academic Year		2019-20		
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

<p>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.</p>	<p>Revision of concepts will lead to higher levels of confidence, a readiness to learn and motivation will be improved.</p> <p>Pupils will meet their end of year expectations.</p>	<p>Up to the pandemic lockdown (March 2020) pre-learning has was very effective in KS1 and KS2. Children were more confident in class and have been able to work at the same pace as their peers in many lessons.</p> <p>Pupil premium children who attended school during the lockdown maintained good attitudes to learning.</p>	<p>Continue with this approach next year for all interventions.</p> <p>Class teachers will identify widened gaps due to the pandemic lockdown and work closely with teachers or teaching assistants undertaking interventions to ensure that tasks are set at the appropriate level.</p>	<p>£2624.35</p>
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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
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<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</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>Up to the pandemic lockdown(March 2020) , progress was reviewed regularly. Children were better able to access the curriculum.</p> <p>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>Early assessments (September 2020) will indicate the effects of the pandemic lockdown on the speech and language of individual pupils.</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>Up to the pandemic lockdown (March 2020) interventions were working well. Year 3 children were in increasing in confidence in their class work as a result of consolidation and pre-learning.</p> <p>Support for children of key workers and some vulnerable continued during the lockdown.</p>	<p>Teaching assistants and teachers carrying out interventions effectively feedback as quickly as possible to class teachers regarding progress.</p> <p>Continue with this approach. Class teachers to advise those carrying out interventions of relevant gaps due to the lockdown.</p>	<p>£2421.94</p>

Phonics-based reading and writing intervention in Year 1	The intervention will lead to pupils' higher levels of confidence in phonics.	<p>Up to the pandemic lockdown (March 2020) interventions were working well.</p> <p>The Y1 Phonics test did not take place – it will be carried out in October 2020 (by the Y2 pupils).</p> <p>Support for children of key workers and some vulnerable continued during the lockdown.</p>	<p>Teaching assistants effectively feedback as quickly as possible to class teachers regarding progress.</p> <p>Continue with this approach. Class teachers to advise those carrying out interventions of relevant gaps due to the lockdown.</p>	£2410.17
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

<p>Pastoral Support Manager</p>	<p>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>	<p>Year 6 pupils coped well with worries or concerns they had.</p> <p>Other pupils were using strategies discussed to help them stay calm when they are either anxious or angry.</p> <p>During the pandemic lockdown, all Pupil Premium (PP) children were contacted by phone on a weekly basis, if they were not in school – See section on the pandemic lockdown below.</p>	<p>Early assessment of the effect of the pandemic lockdown by class teachers will inform requirements in our pastoral care. Class teachers will be supported by the pastoral lead, as necessary.</p> <p>Pupils will have time with the pastoral lead, according to need.</p>	<p>£3294.94</p>
<p>Funding additional activities for pupil premium children which they might not otherwise afford e.g. music lessons (including whole class drumming-Y3 and 4) , singing lessons, swimming lessons, residential trips, holiday clubs</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>Y6 children enjoyed the residential trip (February 2020)</p> <p>Children have gained distance certificates and skill certificates in swimming.</p>	<p>Continue with this next year, according to need.</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.</p>	<p>Continue next year as appropriate.</p>	<p>£400</p>
<p>Calne Wordfest – Calne Literacy Festival. This event provides several 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>This was cancelled due to the pandemic lockdown.</p>	<p>Repeat if the opportunity is given.</p>	<p>£100</p>

<p>Pandemic Lockdown – Pupil Premium support</p>	<p>To ensure that all children eligible for the Pupil Premium grant are supported during the lockdown.</p>	<p>During the pandemic lockdown, all Pupil Premium (FSM) children were contacted by phone on a weekly basis, if they were not in school. Some pupils were also contacted by an EMAS representative. Numbers in school increased during this period:13.4.20- 25.5.20 (key worker and vulnerable able to attend): 1- 3 children</p> <p>1.6.20 (YR, Y1 and Y6 able to return, key worker and vulnerable able to attend) : 8 children</p> <p>8.6.20 – 6.7.20 : 10-12 children</p> <p>13.7.20 – 20.7.20 (all other year groups able to return, key worker and vulnerable able to attend): 13</p> <p>Throughout the lockdown, all PP children were supplied with 5 lunches per week and additional food supplies provided by the Calne food bank.</p> <p>Y6 children covered an extensive transition programme which helped in reducing anxiety about starting secondary school.</p>	<p>Repeat as necessary in future lockdowns – families felt well supported and children were able to remain motivated about their work in school, or at home.</p> <p>Transition for all year groups was highly successful. This allowed children to work with their new class teacher and teaching assistant for 3 days. Anxieties and worries were discussed.</p>	<p>Total cost of 5 lunches per week</p> <p>£4691</p>
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6. Planned expenditure

Academic year

2020-2021

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. Gaps in attainment due to the pandemic lockdown will be addressed as we aim for pupils to meet their end of year expectations.	Previous success has led to increased attainment and confidence.	Baseline assessments - early assessment (September 2020) by class teachers will identify specific attainment gaps, according to the experience pupils had during the lockdown. Progress to be reviewed weekly. Teaching assistants to consistently feedback to class teachers about attainment and progress.	JR (Writing lead), MF (SEND/CO) and Class teachers	All interventions will include a baseline assessment at the outset. Progress will be reviewed weekly.

Mathematics interventions in KS1 and KS2 – Some pre-learning and some consolidation of concepts.	Activities will increase pupils' confidence in Mathematics and increase their motivation. Gaps in attainment due to the pandemic lockdown will be addressed as we aim for pupils to meet their end of year expectations.	Previous success has led to increased attainment and confidence.	Baseline assessments - Early assessment (September 2020) by class teachers will identify specific attainment gaps, according to the experience pupils had during the lockdown. Progress to be reviewed weekly. Teaching assistants/teachers who are carrying out interventions to consistently feedback to class teachers about attainment and progress.	JB (Numeracy lead), MF (SEND/CO) and Class teachers	All interventions will include a baseline assessment at the outset. Progress will be reviewed weekly.
Total budgeted cost					£4832.00
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 (SENDCO).	Jo Roberts (S and L Therapist)	Regular assessments are carried out for each child. The frequency of assessments will be determined by individual needs. (£6825)
1:1 support for child eligible for Pupil premium (4 afternoons/week)	Support will help the child to develop engagement and independence in carrying out tasks. Work on social interaction will be included. Gaps in attainment due to the pandemic lockdown will be identified and addressed as appropriate.	Child did not attend school during the pandemic lockdown.	Early assessment (September 2020) by class teacher will identify specific attainment gaps and needs. Teaching assistant and teacher will closely liaise to ensure progress is closely monitored.	MF (SENDCO) and class teachers	Progress will be closely monitored daily. Teaching assistant to feedback to the teacher(s) swiftly after each lesson. (£4,464.72)
Total budgeted cost					£11,289.72

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	<p>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. Positive behaviour and attitudes to learning will lead to increased levels of attainment.</p> <p>Early assessment of the effect of the pandemic lockdown by class teachers will inform requirements in our pastoral care. Class teachers will be supported by the pastoral lead, as necessary.</p>	<p>Previous success e.g. children are prepared for transition to secondary school, or to a new class</p>	<p>Early assessment of children's attitudes and behaviours will be made by all class teachers following the pandemic lockdown.</p> <p>Needs will be identified and prioritised by the pastoral lead, who will support teachers e.g. by suggesting strategies or resources.</p> <p>Close monitoring of pupil progress and attitudes will continue.</p>	MF (Pastoral lead)	<p>Review throughout the year on a case by case basis.</p> <p>Feedback to class teachers will be given swiftly to ensure continuity for pupils.</p> <p>(£3559.14)</p>

<p>Funding additional activities for pupil premium children which they might not otherwise afford e.g. music lessons (including whole class drumming – Y3 and 4), singing lessons, swimming lessons, residential trips, holiday clubs, breakfast club, after school clubs</p>	<p>Activities will be provided for individual children, which they may not have otherwise experienced.</p>	<p>Previous success.</p> <p>Children's learning experiences are enhanced.</p>	<p>Achievements will be noted.</p> <p>Monitor activities by talking to children.</p>	<p>JB</p>	<p>Review activities throughout the year.</p> <p>(£2500)</p>
<p>Funding the purchase of school uniform, PE kit and other equipment e.g. book bags, i-pad</p>	<p>All children feel part of the school community.</p> <p>SEND needs are met (E.g. i-pad purchase)</p>	<p>Previous success.</p> <p>Children's learning experiences are enhanced.</p>	<p>Monitor activities by talking to children and making observations in classrooms and in the playground.</p>	<p>JB</p>	<p>Review activities throughout the year.</p> <p>(£500)</p>
Total budgeted cost					<p>£6559.14</p>