

Holy Trinity School Pupil Premium Strategy and Self Evaluation 2019-20
Summary Information



Academic Year	2019-20	Total PP Budget	£97,680	Date of most recent PPA Review	February 2020
Total number of pupils	185	Number of children eligible for PP	74PP (34.9%)	Internal Review	March 2020

Current attainment	Whole School	PP (Rec – Year 6)
Whole school we have no end of year data we can only approximate from the end of 2019 ASSESSMETN DATA AND MAKE A JUDGEMENT ON EXPECTED PROGRESS TO THE END OF YEAR.		
% achieving at or above expected standard in Reading	R 91% 1 93% 2 84% 3 90% 4 80% 5 86% 6 75% WS 86%	R n/a 1 n/a 2 n/a 3 100% 4 100% 5 100% 6 100% WS 100%
% achieving at or above expected standard in Writing	R 24% 1 52% 2 83% 3 36% 4 70% 5 45% 6 75% WS 55%	R n/a 1 n/a 2 n/a 3 25% 4 100% 5 25% 6 33% WS 46%
% achieving at or above expected standard in Maths	R 82% 1 48% 2 84% 3 72% 4 83% 5 62% 6 75% WS 72%	R n/a 1 n/a 2 n/a 3 50% 4 100% 5 50% 6 33% WS 58%

3. Intended outconmes 2019-20

a	Raising achievement levels of PP children
b	Raising aspiration and sense of achievement
c	Provide enrichment activities
d	Provide a happy and exciting learning experience

4. Review of expenditure 2019-20			
Quality teaching for all			
Action	Intended outcome	Impact	Lessons Learned
CPD for staff	To improve quality of teaching and pastoral support to address key barriers to learning. Ensure all staff have a thorough knowledge of strategies for teaching spelling punctuation and grammar effectively. Carolien Ross and Dandelion learning to run a series of training session for all teaching staff across the federation.	Improved subject knowledge Improved pedagogical knowledge Improved understanding of curriculum; staff able to teach reading and spelling acquisition with confidence. Vocabualry extension.	This year is the first time we have worked as a consistnt team across the two schools for staff training and this was extended further when the schools joined a hard federation in Aseptember 2019.
Cost: training fees			£1.500
Coaching for staff	Coaching for staff to improve high quality teaching to ensure AFL for behaviour and learning are outstanding.	All coaching and performance management observations reported excellent behaviour and learning of pupils in class Disruptive behaviour significantly reduced compared to previous year (note school closed from end of March until beginning of June). Additional support put in place for teachers if needed. All PM targets met.	Set up coaching cycles for staff. Focus on areas of the curriculum with significant changes (e.g. art and DT and writing units)
Leadership time / release time			£1000
Target Pupil Support			
Action	Intended outcome	Impact	Lessons learned
Reading / spelling targeted 1:1	To ensure all children achieve age expected attainment whether they are working at home or at school (the majority came into school).	We were n to expecting to need to lead many lessons on zoom but it worked fairly effectively 1:1 and many children were encouraged to come into school so that	We were very fortunate to find a number of young adults who were unable to work due to the pandemic and were happy to come in and be trained up to work with small groups of children to support their reading writing and maths.
			Jack/ Frankie 12,500
Year 6	Writing tutoring To ensure all children achieve age expected attainment whether they are working at home or at school (the majority came into school).	The rigor of these session worked really well and led to ongoing improvement in teaching and learning. They set good follow up work that staff and parents supported with.	There were children whose support was beyond our capacity and so we used an external tutor company that we have used previously to help some specific children whose needs are complex.
			MacCleod Tutor fees £8,300

Year 6	Whole class additional SPAG	Caroline to team teach SPAG with Arabella and support focus underachieving children.	This way of working allows us to target key children but also train our staff at the same time and ensure consistency of progression across the whole school.
			Teacher time: £2,800
Year 5	Whole class additional SPAG	Caroline to team teach SPAG with Arabella and support focus underachieving children.	As above
			Teacher time: £2,800
Year 4	Vocabulary/ reading sessions	Group work regularly taking small trips to local places of interest and collect subject specifically vocabulary and turns of phrase that then info the children's free writing on the topic.	Using unqualified instructors who have a genuine passion for an aspect of nature, history or the local area brings a really different and important dynamic to the children's creative writing experience.
			Amelia £1,200
Year 5	Writing tutoring To ensure all children achieve age expected attainment whether they are working at home or at school (the majority came into school).	The rigor of these session worked really well and led to ongoing improvement in teaching and learning. They set good follow up work that staff and parents supported with.	There were children whose support was beyond our capacity and so we used an external tutor company that we have used previously to help some specific children whose needs are complex.
			MacCleod Tutor fees £4,500
Music tuition	Children to not be disadvantaged by coming from a low income family when they show real interest and commitment to learning an instrument.	Will and other music tutors in the school teach children having skill and potential in a particular aspect of music an instrument 1:1 – this is school funded or 50% funded if families are working poor or FSM.	These children enjoy the aspects of learning an instrument. The development of perseverance skills and resilience. The expectations of regular practise and the highs and lows of performing publicly both in small groups and individually.
			Tutors: 1,600
School Journey	Access to the curriculum. School journeys are extremely important to the overall curriculum offer that we have for the children and taking part in these we feel is essential for all children and should be funded by the school in some way of families cannot afford to pay in particular working poor or FSM families.	Children enjoy all the same benefits of a wide varied and rich curriculum that allows children to achieve in many different contexts and be challenged to be resilient in circumstances such as meeting people that they do not know and staying away from home for a sustained period of time.	This has been a long term commitment of the school and parents know with plenty of notice of the rhythm of the school visits and trips that they will engage in. Parents accept that we have these expectations for all children and understand the benefits that their children will gain by taking part in these residential visits.
			£3,000 – grant funded

Uniform and trips	Self esteem and the importance of children being smartly turned out in line with their peers has always been a priority for us.	We have bought such things as shoes, coats and socks so that they can conform and feel proud to be smart and part of our school. Enhancement to the curriculum in the form of regular visits and outings to places of learning and culture is at the heart of what we endeavour to give our children and it is essential that all children benefit from these experiences that are used back in the classroom.	We look for funding from a variety of sources to support this work we only take a small percentage from PP Funding ad we work hard to share the approach with an extended community so that a wide range of people support this aspect of our school offer.
			£1,000
		Total:	£35,995