

Holy Trinity C.E. Primary School, Sunningdale.

Pupil Premium Strategy Statement 2019-2022



Believe. Achieve. Inspire.

'I know that there is nothing better for people than to be happy and to do good while they live.' *Ecclesiastes 3:12*

PUPIL PREMIUM OVERVIEW

What is the Pupil Premium?

The Pupil Premium was introduced by the Government in April 2011. It was designed to give additional money to support schools in raising the attainment of children who receive free school meals, children whose parents serve in the Armed Forces and those children in local authority care. These groups of children have been identified nationally as achieving at a lower level than children from other backgrounds. For example, national figures show that 11 year olds who are eligible for Free School Meals are around twice as likely not to achieve their Age Related Expectation (ARE) in math and English as other 11 year olds. The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Where does the money come from?

Pupil Premium is an additional fund to the school main budget and is allocated to schools from the national government based on the number of children who are currently known to be or have been eligible for Free School Meals within the last 6 years (ever 6), whose parents serve in the Armed Forces and children who have been looked after in local authority care continuously for more than six months.

How the money is best spent?

The purpose of the Pupil Premium is to help schools to provide targeted support for vulnerable children- not necessarily just children who qualify for FSM.

“It is for schools to decide how the Pupil Premium, allocated to schools is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.” (Source – DfE website)

The funding is therefore given to schools to spend as they think best, although there is a requirement to publish online how this money is spent. For more details on the Pupil Premium please visit: <http://www.education.gov.uk/schools/pupilsupport/premium>

School Profile 2019-2020

Metric	Data
School name	Holy Trinity CE Primary School
Pupils in school	232
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£38,580
Academic year or years covered by statement	2019-2022
Publish date	September 2019
Review date	September 2020
Statement authorised by	School Leadership
Pupil premium lead	P. O'Brien
Governor lead	J. Hutchinson

Overview of the school Number of pupils and pupil premium fund (PPF) received for 2019-2020

Total number of pupils on roll	232
Total number of pupils eligible for PPF	27
Total amount of PPF expected	38,580

Finance and Funding (2019-2020)

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 or receive FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300

Service children	-
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

SCHOOL & PUPIL PRIORITIES

The school has identified key priorities for the next 3 years (2019-2022). Some areas identified will continue to be a focus from the previous year to reinforce what is working well and where there continues to be improvement. The priorities fall under one of the following headings:

- **Pastoral support** (self esteem, behaviour, attitudes to learning, growth mind-set, mental health and wellbeing)
- **Family support** (financial, pastoral, attendance, child protection, SEND, vulnerable circumstances)
- **Inclusion** (roles, responsibilities, club attendance, trips, skill development)
- **Academic** (reading, maths, writing, phonics, meta-cognition, feedback)

Actions and Expected Impact for 2019-2020

INTENT	IMPLEMENT	IMPACT/OUTCOME	Budget
Pastoral support To raise the self esteem, behaviour and positive attitudes to learning.	- Strengthen pastoral support hub to include transition to secondary and individual support needs - Staff training on positive relationships and thinking - Growth Mind to continue	- Children will have a positive mind set for learning - Children will have an adult that can be relied upon for emotional support - Staff will be confident to support individuals so they are ready to learn using effective support programmes - Learning behaviours and confidence will improve	TA/SENCo £23,500 training £3,000 Resources £2,000 Total: £28,500
Academic (see details on next page) Reading, writing, phonics to improve so disadvantaged pupils achieve at least national expectations by 2022.	- Invest in high quality staff through recruitment, training, support and coaching - Intervention programmes - Language acquisition investment - Home/school online learning	- Children will receive feedback about their learning and work on gaps and misconceptions to improve - Children will make at least good progress from their start points - Regular reading and number concepts will improve outcomes for learners - Phonic results will be above national for year 1.	Total: £5,500
Family support To improve attendance of specific families and reduce persistent absences through positive home/school relationships.	- EWO service support with families - Attendance monitoring and family relationships - Review breakfast club	- Children will attend school regularly and their attendance will improve - Pupils whose family are on low income will be supported to engage in all aspects of class events and learning opportunities	Total: £0.00 see inclusion and pastoral
Inclusion Disadvantaged pupils will be able to engage in extra curricular activities and be inclusive in daily school life.	- Uniform, trips, visits, breakfast club, swimming, key resources for learning - School links for individuals - Finalise online payment systems - Invite specific children to clubs, trips, roles in school	- Children will be equipped with the tools and materials to engage in the wider curriculum and school opportunities - Children will have a responsibility within the school through a key role (e.g. school council, head boy/girl, sport ambassadors) so they feel valued and make a positive contribution to the life of the school - Children will have equal opportunities and access to all learning as their peers	Total: £5,000
		Total Spend Predicted (rounded up)	£39,000

Academic Priorities for 2019-2022

Aim	Target	Target date
Progress in Reading	Disadvantaged pupils will make expected or accelerated progress and strive to meet national expectation by the end of KS2.	September 2022
Progress in Writing	Disadvantaged pupils will make accelerated progress and achieve ARE within their year group.	September 2022
Progress in Mathematics	Disadvantaged pupils will meet or exceed national expectations by the end of their key stage.	September 2022
Phonics	All disadvantaged pupils will pass the year 1 phonics check.	September 2022
Other	- Improve attendance of pupils across the school to at least 97%. - Persistent absence to improve and be below national figures (Ofsted)	September 2022

Barriers identified

INTENT	BARRIERS	IMPLEMENT
Progress in Reading	• Children vague or unaware of the styles of questioning • Word level understanding is weak (language acquisition) • Talk for reading as part of learning to fully comprehend and predict text. • Lack of exposure beyond the reading scheme • Pace and sustainability requires work in year 6 to achieve all questions in SATs	• Use past papers and comprehension models to teach children to understand the type of question and what the question is specifically asking for. (e.g. Literacy Shed, CGP, Scholastic) • Read different types of whole class text and pick up on specific vocabulary and why the writer used it. • 'Spellodrome' and 'bug club' online materials that can be accessed at home. • 1:1 reading support (staff, peers and volunteers) • Encourage group texts and class texts that children can work on together (peer to peer mentoring) • To block time to work on building pace and sustain reading for longer periods of time.
Progress in Writing	• Children need to edit own work and the work of others for improvement • Staff refresher needed to consider best methods for teaching writing • Children are not writing enough in times provided • Themes and text stimuli to review	• Create time to revisit writing and edit to improve language and SP&G. Reword sentences if necessary to incorporate a range of literacy skills. • Share examples of quality work with the whole class to model standards expected. • Staff training to up level the teaching of writing across the school and cluster. • Evaluate non-negotiables across year groups • Agree writing quantity and quality in year groups.

Barriers Identified (Cont.)

INTENT	BARRIERS	IMPLEMENT
Progress in Mathematics	• Children to not retain multiplication tables for rapid recall • Number fluency will increase as part of learning and teaching • Problem solving and reasoning activities need to increase so children understand purpose of number application	• Regularly access resources and programmes that inspire learning and competition • Incorporate problem solving and reasoning activities into the week so children apply maths skills and thinking skills • Links with cluster to moderate maths progress and performance • Seek training and share in school with staff
Phonics check in Year 1	• Phonics pronunciation needs to be sharp and quick. • Children need to differentiate between real words and false words. • All staff need to deliver high quality phonics. • Resources for support of different learning styles needs to be reviewed.	• Sarah Clarke programme for daily support in reading and spelling. • Regular letters and sounds teaching. • Real and false word games. • Staff training and modelling good/outstanding practice. • Phonics leaders to work with team of staff to highlight gaps in resources.
Other Attendance	• Long term medical needs has a large impact on persistent absence and overall attendance. • Parents are allowing children to be absent for minor reasons.	• Set up care plans and make reasonable adjustments to accommodate pupils with long term and severe medical needs. • Work with families to encourage specific children to be in school and provide support for them once in school (pastoral hub). • Reward and praise for those who attend 100% and the class who has best attendance per term.

Spend review and Impact

	all
FSM	13
Ever 6	11
LAC	1
Adopted	2
EAL	14
SEN	40
Vulnerable	49

	Reading	Writing	Maths
% making at least expected progress(In year progress)			
% making more than expected progress (In year progress)			
% meeting at least Age Related Expectations (ARE) (Attainment)			
% achieving ARE+ (Attainment)			

Positive Outcomes/Impact