

Holy Trinity Catholic Primary School

Pupil Premium Strategy

Planned Expenditure September 2017 – July 2018

1. Main barriers to educational achievement faced by eligible (Pupil Premium) pupils		Success Criteria
A.	The very youngest children in school (EYFS) continue to display low levels of oracy, communication and language skills on entry and struggle to communicate in an effective manner.	Increase percentage of children achieving GLD in communication and language at the end of Reception class (July 2017 58.3% PP)
B.	The youngest children in school (EYFS) enter school with limited (lower than expected) maths number skills and early writing/mark making ability.	In school gap in maths narrowed between pupils entitled to Pupil Premium and those not entitled (July 2016 -12.5%, July 2017 -8.4%) Increase percentage of children achieving expected standard in writing at the end of Reception class. (July 2017 58.3% PP)
C.	The low levels of oracy, communication, language and often lack of reading materials outside the school environment contributes to the difficulty in PP children developing phonics knowledge and skills.	Aim to Increase percentage of children achieving Phonics Standard at the end of Year 1 (July 2016 45% PP, July 2017 89% PP)
D.	The low levels of stimulating maths and number opportunities outside the school environment continue to contribute to the difficulty in PP children developing maths and number skills particularly in KS1.	Increase percentage of children achieving expected standard in maths at the end of KS1 (July 2016 17% PP)
E.	Many PP children come from environments that lack books and where reading is not seen as a worthwhile pastime. Also purchasing books/visiting a library is not a common occurrence. Lack of reading stamina. Particular focus in KS2	Increase percentage of children achieving expected standard and greater depth in reading at the end of KS2 and narrow gap between PP and nonPP (July 2017 Exp+ 44% PP & NonPP 57%)
F.	A combination of poor oracy skills, local accent and colloquialisms contributes to PP children experiencing difficulties in being able to produce written EGP and S at the expected standard. Potential lack/willingness/ability of home support.	Increase percentage of children expected standard in EGPS and narrow gap between PP and non PP (July 2017 67% PP & Non PP 79%)
G.	Attendance continues to be a major barrier to PP children – if they're not in, they're not learning. Parents need to be fully aware of their role and duty to make sure their child/children attend school.	To close in school attendance gap between pupils entitled to pupil premium and those not entitled (July 2017 Gap of -1.6%)
H.	Many PP children come from environments that lack books and where reading is not seen as a worthwhile pastime hence limited vocabulary and creative ideas for	Increase percentage of children expected standard in all year groups and narrow gap between PP and Non PP – Reception (July 2017

	writing. Whole School focus to provide rich and broad curriculum to support their writing.	PP 58.3% Non PP 61.1%), Year 2 (July 2017 PP 29% Non PP 57%) and Year 6 (July 2017 PP 47% Non PP 69%)			
I.	Many children have limited opportunities to access different environments, cultural activities, aesthetic or sporting visits which would enrich their experiential learning.	To include every child on every visit and provide the opportunity for all children to experience extra curricular activities including residential.			
2. Planned expenditure and strategies		Total Budget Available £136,000			
Academic Year:	2017 – 2018	No. of eligible Pupil Premium children in school: 97			
The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support to address the barriers to learning and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and when review?	Success Criteria/ Target
Increased parental engagement in children's learning. Increase percentage of children achieving at least Expected+ in maths (number) at the end of Reception. [Barrier B]	Make it Count Project in EYFS	On entry data September 2016 for Reception class children showed that 31% of PP children were working at ARE for Maths. On exit data July 2017 showed that 54% of PP children were working at GLD.	EYFS lead will continue attend training provided by School Improvement Liverpool. A floor book will evidence work completed with children and families. On entry data and exit data for all children will be analysed. Monitor uptake and monitor feedback from parents.	A. Coakley January '18 July'18	Target: at least 80% of PP children working at Expected+ in Maths in July 2018. Continue to narrow gap in maths between pupils entitled to PP and those not entitled (July 2016 -12.5%, July 2017 -8.4%)

<p>Increase percentage of children achieving at least expected standard in writing at the end of Reception. [Barrier B and Barrier H]</p>	<p>Pie Corbett – Talk 4 Writing Project in EYFS</p>	<p>On entry data September 2016 for Reception class children showed that 0% of children were working at ARE for writing. On exit data July 2017 showed that 58.3% of PP children were working at GLD in writing.</p>	<p>All EYFS staff will attend training for Talk 4 Writing Project. A floor book will evidence work completed with the children. On entry data and exit data for all children will be analysed.</p>	<p>A.Coakley K. Quinton December '17 March '18 July '18</p>	<p>Target at least 75% of children working at Expected in writing in July 2018.</p>
<p>To promote and improve good attendance and punctuality of targeted pupils. Increase annual attendance for Pupil Premium pupils to at least 96%. [Barrier G]</p>	<p>Learning Mentor, Headteacher and Admin Assistant to continue to support improvement in parental engagement and improved attendance and reduced PA. Work closely with EWO.</p>	<p>End of year data for July 2017 indicates overall attendance of all pupils at 96.1 %. Attendance for pupils entitled to Pupil Premium was 94.18 % compared to attendance of non-Pupil Premium children at 96.58%. Target: to narrow or close in school gap of -1%.</p>	<p>Daily, weekly and half termly monitoring of attendance overseen by Headteacher. £600 will also be added for incentives.</p>	<p>H. Raley-Williams L.Shipway L.Widdowson October '17 December '17 February '18 April '18 May '18 July '18</p>	<p>Target: to narrow or close in school gap between those entitled and those not entitled to PP of -1% (-2% in 2016, -1.6% in 2017).</p>
<p>All pupils in Year 4 and Year 5 learn to play a musical instrument. [Barrier I]</p>	<p>Guitar lessons from specialist teacher for all of Year 4 and Year 5 children. Guitar lessons from specialist teacher for focus group of PP children.</p>	<p>Music lessons develop concentration and listening skills in children. It can also develop a love and appreciation of music which will be further encouraged in Year 6 and Secondary School.</p>	<p>Class teachers will assess how many tunes children are able to play on termly basis and outcomes will be reported in subject leader report for music.</p>	<p>L. Browett December '17 March '18 July '18</p>	<p>Target: that children display confidence in handling an instrument and are able to play at least 2 recognizable tunes. They also can read basic music notation</p>

Total budgeted cost for above (i)					£27,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and when review?	Success Criteria/ Targets
Increased parental engagement in children's learning. Increase percentage of children achieving expected standard in communication and language on exit data from EYFS. [Barrier A]	Build a Bridge of Books Project in EYFS. Targeted language support in EYFS.	On entry data consistently shows children enter school working below ARE in communication and language. Early intervention will ensure children are able to reach age related expectations not only in communication but also in reading, writing and mathematics.	EYFS lead will deliver workshop. A floor book will evidence work completed with children and families. On entry and exit data for all children who take part will be analysed. Monitor uptake and monitor feedback from parents. Highly skilled Nursery Nurse will provide the Time to Talk and ELKLAN intervention in Autumn, Spring and Summer. On entry and exit data for all children who take part will be analysed. Termly data will also be monitored by the SLT.	A. Coakley J. Allerston Dec. 2017 June 2018	Increase percentage of children achieving Expected+ in communication and language at the end of Reception class (July 2016 57.1% PP). Target: 69% of PP children achieve the above by July 2017
Increase percentage of children achieving at least Expected in	Small group withdrawal teaching in EYFS. Introduction	Children develop and learn at different rates and in different ways.	Extra support provided in EYFS - extra teacher 2 days a week and	A.Coakley K. Quinton	Percentage increased from 2017 and gap

<p>mathematics and literacy at the end of Reception. [Barrier B]</p>	<p>of Maths Mastery in Reception – trained staff + resources</p>	<p>Timely provision of this small withdrawal group in EYFS ensures that children working below ARE are able to make accelerated progress.</p>	<p>extra Nursery Nurse 3 days a week. Progress and attainment of targeted pupils will be monitored on a termly basis.</p>	<p>December '17 March '18 July '18</p>	<p>between PP and Na diminished.</p>
<p>Increase percentage of children achieving Phonics Standard at the end of Year 1. [Barrier C]</p>	<p>Small group withdrawal teaching in Year 1. Talk Boost intervention, which supports communication and language.</p>	<p>Children develop and learn at different rates and in different ways. Timely provision of this small withdrawal group in Year 1 ensures that children at risk of not achieving the expected standard can reach their full potential. Talk Boost intervention will focus on early communication skills that can reduce the gaps widening in reading, writing and spelling.</p>	<p>Extra support provided one day a week by a teacher to deliver high quality phonics teaching. Trained Nursery Nurse to deliver Talk Boost 3 times per week to target PP children. Progress and attainment of targeted PP pupils will be monitored on a half termly basis.</p>	<p>D. Riley J. Allerston October '17 December '17 February '18 April '18 July '18</p>	<p>Target: at least 89% PP children to achieve Phonics Standard at the end of Year 1 in July 2018</p>
<p>Accelerate progress of targeted Pupil Premium pupils in mathematics ensuring increase of Pupil Premium children achieving at least expected</p>	<p>1st Class @ Number 1 intervention and targeted support from teaching assistant in Year 2. Introduction of Maths Mastery – trained staff.</p>	<p>Historic data has shown that pupils who access this intervention are able to make on average 12 months progress in only 3.5 months. For those children at risk of not achieving expected standard or</p>	<p>All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact. School will use The Sandwell test to measure progress for 1st Class @</p>	<p>L. Callaway K.Hunter December '17 March '18 July '18</p>	<p>Significantly Increase percentage of children achieving expected standard in maths at the end of KS1 in 2018 (July 2017 17% PP).</p>

standard at the end of KS1. [Barrier D]		making at least expected progress – additional teaching through targeted intervention from trained teaching assistants in small groups or one to one ensures PP children can reach their full potential.	Number 1. Termly assessments will be monitored by the SLT. Interventions will be monitored on a termly basis by the SENCO.		
Small group and one to one interventions provided by teaching assistants. (A2Z, CODE, Story Phonics) [Barrier C]	Targeted support from teaching assistants in Nursery, Reception and Year 1.	For those children at risk of not achieving expected standard or making at least expected progress – additional teaching through targeted intervention from trained teaching assistants in small groups or one to one ensures children can reach their full potential.	All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact. Interventions will be monitored on a termly basis by the SENCO. Phonic interventions will be monitored on a termly basis by the Phonics Lead.	L. Callaway D. Riley E. Millington K. Quinton A. Coakley December '17 March '18 July '18	Progress made from on entry to exit. Close monitoring. SENCO to report progress to SLT and Governors.
Increase percentage of PP children achieving expected standard and greater depth in reading in KS2. [Barrier E]	Small group withdrawal teaching in Year 6. CODE and Rapid Readers interventions. Bug Club Comprehension used during daily the daily reading	Children develop and learn at different rates and in different ways. Timely provision of this small withdrawal group in Year 6 ensures that children at risk of not achieving the expected	All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact. Termly assessments will be monitored by	M. Hughes D. Riley December '17 March '18 July '18	Narrow the gap between PP and nonPP (Gap narrowed from 40% in 2016 to 13% in 2017)

	carousels. Premier Reading Stars (EFC in the Community)	standard can reach their full potential. CODE and Rapid Readers are interventions for targeted children that focus on reading and comprehension skills. Bug Club Comprehension aims to develop a deeper understanding of texts, centres around rich meaningful discussion and helps to develop children's vocabulary.	the SLT. Interventions will be monitored on a termly basis by the SENCO. Precision teaching for PP children.		
Small group and one to one interventions provided by teaching assistants. (1 st Class @ Writing – The Pirate Writing Crew, 1 st Class @ Number 2, 1 st Class @ Writing – Dragon Hunters, CODE, Story Phonics, Success @ Arithmetic), Pobble {Barriers E & F}	Targeted support for PP children from teaching assistants in Year 3, Year 4 and Year 5.	For those children at risk of not achieving expected standard or making at least expected progress – additional teaching through targeted intervention from trained teaching assistants in small groups or one to one ensures children can reach their full potential.	All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact. Interventions will be monitored on a termly basis by the SENCO.	D. Riley M. Marsden G. Cummings M. O'Neill L. Browett December '17 March '18 July '18	Progress made from on entry to exit. Close monitoring.
Increase percentage of PP children achieving expected	Small group withdrawal teaching in Year 6.	Children develop and learn at different rates and in different ways.	High quality teaching will be delivered by the Deputy Head teacher.	R. Berndt M. Hughes	Targets: at least 67% children to achieve expected Standard in

<p>standard in EGPS in KS2. [Barrier F]</p>		<p>Provision of this small withdrawal group in Y6 ensures that PP children at risk of not achieving the expected standard can reach their full potential.</p>	<p>Extra booster session will be provided for children to attend after school. Attainment for pupils monitored on a termly basis.</p>	<p>December '16 March '17 July '17</p>	<p>EGPS at the end of KS2. Narrow gap between PP and non PP (July 2017 67.5% PP & Non PP 79% - gap - 12)</p>
<p>Accelerate progress of PP targeted children in Year 2 who did not achieve Phonics standard at the end of Year 1. [Barrier C]</p>	<p>Readers Count 1:1 Phonics intervention</p>	<p>Historic data has shown that pupils who access this intervention are able to make an average Reading Age gain of 14 months in 4.5 months – over 3 times the expected progress.</p>	<p>High quality teaching will be from the SENCO and supported by Nursery Nurse. This intervention will have on entry and on exit data to measure impact. Termly assessment will be measured by the SLT.</p>	<p>D. Riley J. Allerston December '17 March '18 July '18</p>	<p>On entry and on exit data to measure impact on accelerated progress of PP children.</p>
<p>Opportunity to read with reading partner twice a week. Promote enjoyment and love of reading resulting in at least expected progress for all pupils involved. [Barrier E]</p>	<p>Targeted Reading support for vulnerable pupils from Beanstalk.</p>	<p>Additional time with a trained adult to support reading on a one to one basis – special time not only to further develop reading skills but to instil a lifelong love of reading, stories and books. This time will also boost confidence.</p>	<p>Attainment for targeted pupils will be monitored on a termly basis.</p>	<p>H. Raley-Williams M. Hughes December '17 March '18 July '18</p>	<p>Progress being made.</p>

<p>Increase percentage of PP children achieving expected standard and greater depth in writing across the whole school. [Barrier H]</p>	<p>Targeted precision teaching. CODE and Talk 4 Writing, 1st Class @ Writing - Pirate Crew, 1st Class @ Writing – Dragon Hunters, Premier Reading Stars (EFC in the Community)</p>	<p>Children develop and learn at different rates and in different ways.</p> <p>Schools that have completed Talk 4 Writing training and implemented project within their school have shown excellent progress and diminished gaps between PP and Non PP National.</p>	<p>All staff will attend training for Talk 4 Writing Project. Displays and books will evidence work completed with the children. On entry data and exit data for all children will be analysed.</p> <p>All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact. Termly assessments will be monitored by the SLT. Interventions will be monitored on a termly basis by the SENCO.</p> <p>Precision teaching for PP children.</p>	<p>All staff</p> <p>December '17 March '18 July '18</p>	<p>Target at least 75% of children working at Expected+ in writing in July 2018. Narrow the gap between PP and non PP in all year groups.</p>
<p>Total budgeted cost for above (ii): £107,000</p>					

iii Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and when review	Success Criteria/ Targets
Subsidise educational visits and residentials [Barrier 1]	Targeted children to access a range of educational visits and residentials	All targeted children offered opportunity to access residentials and school visits that incur a charge. This ensures equality of opportunity offered to all children ensuring economic disadvantage will not prevent involvement.	Headteacher and Deputy will ensure that targeted families are aware of support available and monitor uptake and involvement.	H. Raley-Williams R. Berndt December '17 March '18 July '18	Ensure all eligible children have taken part in visits and have been offered assistance with residentials .
Total budgeted cost for above (iii):					£2,000

Final total budgeted cost (i+ii+ iii above): £136,000