

Holy Trinity Catholic Primary School

Pupil Premium Strategy

September 2016 – July 2017

IMPACT STATEMENT

Updates in red

1. Main barriers to educational achievement faced by eligible (Pupil Premium) pupils		Success Criteria
A.	The very youngest children in school (EYFS) have low levels of oracy, communication and language skills 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 2016 57.1% PP) <b>(July 2017 58.3% PP)</b>
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 narrow between pupils entitled to Pupil Premium and those not entitled (July 2016 -30.4% [PP 57.1%, Not PP 87.5%]) <b>(July 2017 -8.4% [PP 58.3%, Not PP 66.7%])</b> Increase percentage of children achieving expected standard in writing at the end of Reception class. (July 2016 PP 57.1%) <b>(July 2017 PP 58.3%)</b>
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.	Increase percentage of children achieving Phonics Standard at the end of Year 1 (July 2016 42% PP) <b>(July 2017 89% PP)</b>
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.	Increase percentage of children achieving expected standard in maths at the end of KS1 (July 2016 36% PP) <b>(July 2017 17% PP)</b>
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.	Increase percentage of children achieving expected standard and greater depth in reading at the end of KS2 and narrow gap between PP and Non PP (July 2016 Exp+ 20% PP & Non PP 59% Gap = -39%) <b>(July 2017 Exp+ 44% PP &amp; Non</b>

		<b>PP 57% Gap = -13%)</b>
<b>F.</b>	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 2016 27% PP & Non PP 47% Gap = -20%) <b>(July 2017 67% PP &amp; Non PP 79% Gap = -12%)</b>
<b>G.</b>	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 2016 Gap of -2% ) <b>(July 2017 Gap of -1.6%)</b>
<b>H.</b>	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 curricula activities including residential. <b>All requests addressed and all targeted PP children fully included in all activities.</b>

## 2. Planned expenditure and strategies

Academic Year: 2016 - 2017

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 <b>Impact</b>
Increased parental engagement in children’s learning. Increase percentage of children achieving at least Expected+ in maths (number) at the end of Reception.	Make it Count Project in EYFS	On entry data September 2015 for Reception class children showed that 0% of PP children were working at ARE for Maths. On exit data July 2016 showed that 57% of PP children were working	EYFS lead will attend training provided by School Improvement Liverpool. A floor book will evidence work completed with children and families. On entry data and exit	A. Coakley  January ‘17 July’17	Target: at least 69% of PP children working at Expected+ in maths in July 2017. Continue to narrow gap in maths between pupils entitled to PP and

[Barrier B]		at GLD.	data for all children will be analysed. Monitor uptake and monitor feedback from parents. <b>EYFS lead attended relevant training and parent engagement sessions attended by a small number of parents.</b>		those not entitled (July 2016 -12.5%) <b>In July 2017 gap narrowed to -8.4%. 58.3% of PP children at Expected or above</b>
Increase percentage of children achieving at least expected standard in writing at the end of Reception. [Barrier B]	Pie Corbett – Talk 4 Writing Project in EYFS	On entry data September 2015 for Reception class children showed that 3% of children were working at ARE for writing. On exit data July 2016 showed that 67.7% of children were working at GLD.	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. <b>EYFS staff all attended relevant T4W training and implementing strategies learnt</b>	A.Coakley H.Gray  December '16 March '17 July '17	Target at least 60% of children working at Expected+ in writing in July 2017. <b>In July 2017 58.3% of PP children at Expected or above.</b>
To promote and improve good attendance and punctuality of targeted pupils. Increase annual	Learning Mentor, Headteacher and Admin Assistant to continue to support improvement in parental engagement	End of year data for July 2016 indicates overall attendance of all pupils at 95.4 %. Attendance for pupils entitled to Pupil Premium was 94.34 %	Daily, weekly and half termly monitoring of attendance overseen by Headteacher. £3000 will also be added for incentives.	H. Raley-Williams L.Shipway L.Widdowson  October '16	Target: to narrow or close in school gap between those entitled and those not entitled to PP of -2%.

<p>attendance for Pupil Premium pupils to at least 96%. [Barrier G]</p>	<p>and improved attendance and reduced PA. Work closely with EWO.</p>	<p>compared to attendance of non-Pupil Premium children at 96.34%. Target: to narrow or close in school gap of -2%.</p>	<p>Attendance diligently monitored according to above strategies. First day response in particularly good strategy to ensure children attend school.</p>	<p>December '16 February '17 April '17 May '17 July '17</p>	<p><b>In July 2017 Gap successfully narrowed to -1.6%</b></p> <p><b>Overall 96.1%</b> <b>PP 94.98%</b> <b>Non PP 96.5%</b></p>
<p>All pupils in Year 4 and Year 5 learn to play a musical instrument. [Barrier H]</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. Class teachers and support staff usually join in the lessons themselves – positive role models. Children enthused by sessions</p>	<p>L. Browett  December '16 March '17 July '17</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> <p><b>Pupil voice indicates that overall children have increased in confidence, increased in musical appreciation, can confidently handle a musical instrument and show great pride in being able to play a recognisable tune.</b></p>

					Total Budgeted cost	£27,918
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. <i>[Barrier A]</i>	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  March 2017 June 2017	Increase percentage (target 60%) of children achieving Expected and above in communication and language at the end of Reception class. (July 2016, 57.1% PP).  <b>Limited involvement of parents and absence of Nursery Nurse stalled input of initiative, however persevered and in July 2017 58.3% of PP children achieved Expected or above.</b>	
Increase percentage of children achieving at least Expected in	Small group withdrawal teaching in EYFS	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 H.Gray	Percentage increased (target 60%, July 2016 was 57% of PP	

<p>mathematics and literacy at the end of Reception. <i>[Barrier B]</i></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. <b>Extra support provided as planned - though for most of the year, Nursery nurse absent due to sickness.</b></p>	<p>December '16 March '17 July '17</p>	<p>children) <b>In July 2017 58% of PP children achieved at least Expected standard in literacy and mathematics.</b></p>
<p>Increase percentage of children achieving Phonics Standard at the end of Year 1. <i>[Barrier C]</i></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. <b>Strategy implemented and targeted children provided with focused support. However Nursery Nurse absent</b></p>	<p>K. Quinton J. Allerston  October '16 December '16 February '17 April '17 July '17</p>	<p>Target: at least 81% PP children to achieve Phonics Standard at the end of Year 1 in July 2017  (July 2016 42% PP children achieved phonics standard) <b>At end of year in July 2017 89% of PP children successfully achieved the Phonics Standard.</b></p>

			due to sickness for majority of the year.		
Accelerate progress of targeted Pupil Premium pupils in mathematics ensuring increase of Pupil Premium children achieving at least expected standard at the end of KS1. <i>[Barrier D]</i>	1 <sup>st</sup> Class @ Number 1 intervention and targeted support from teaching assistant in Year 2.	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 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.	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 1 <sup>st</sup> Class @ Number 1. Termly assessments will be monitored by the SLT. Interventions will be monitored on a termly basis by the SENCO.  Intervention groups successfully implemented particularly by SENCO and targeted PP children assisted given every chance available to make accelerated progress.	L. Towers D. Riley  December '16 March '17 July '17	Increase percentage of children achieving expected standard in maths at the end of KS1 (July 2016 36% PP)  <b>In July 2017 17% PP children made sufficient progress to achieve expected standard. A small cohort with some complex needs. All children made progress – 1 child 5 steps, another 6 steps. SLT to review limited impact, taking into consideration cohort, as to continue with intervention or not.</b>



<p>Small group and one to one interventions provided by teaching assistants. (A2Z, CODE, Story Phonics) <i>[Barrier C]</i></p>	<p>Targeted support from teaching assistants in Nursery, Reception and Year 1.</p>	<p>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.</p>	<p>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. <b>Programme of interventions embedded aided by continual Phonics CPD for all key staff</b></p>	<p>L. Towers D. Riley H. Gray K. Quinton A. Coakley</p> <p>December '16 March '17 July '17</p>	<p>Progress made in phonics from on entry to exit. Close monitoring. <b>Number of Y1 PP children achieving Phonics Standard increased from 42% in 15/16 to 89% in July 2017. 100% of Rec and Y1 made progress of at least one phase contributing towards progression of being able to subsequently achieve standard in 17/18 and 18/19.</b></p>
<p>Increase percentage of PP children achieving expected standard and greater depth in reading in KS2. <i>[Barrier E]</i></p>	<p>Small group withdrawal teaching in Year 6. CODE and Rapid Readers interventions. Bug Club Comprehension used during daily the daily reading carousels.</p>	<p>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 standard can reach their full potential. CODE and Rapid Readers are</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</p>	<p>M. Hughes D. Riley</p>	<p>Narrow the gap between PP and nonPP (July 2016 Exp+ 20% PP &amp; Non PP 59% Gap = -39%)  <b>Gap narrowed: In July 2017 PP children achieving</b></p>

		<p>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.</p>	<p>SENCO.</p> <p>All of the listed strategies were employed over the year and targeted children fully involved. Interventions were closely monitored and further input where required was implemented.</p>		<p>Exp+ was 44% &amp; Non PP children was 57%. The gap has therefore narrowed significantly from - 39% to -13%.</p>
<p>Small group and one to one interventions provided by teaching assistants. (1<sup>st</sup> Class @ Writing – The Pirate Writing Crew, 1<sup>st</sup> Class @ Number 2, CODE, Story Phonics, Success @ Arithmetic ) {Barriers E &amp; F}</p>	<p>Targeted support for PP children from teaching assistants in Year 3, Year 4 and Year 5.</p>	<p>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.</p>	<p>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.</p> <p>Interventions as listed all fully implemented during the year with trained TAs maximising time and resources available to provide quality support.</p>	<p>D. Riley M. Marsden G. Cummings M. O'Neill L. Browett</p> <p>December '16 March '17 July '17</p>	<p>Progress made from on entry to exit in writing. Close monitoring.</p> <p><b>On entry and exit data data for PP children in each year group in writing:</b></p> <p><b>Y3 Aut'16 Exp+ 46%</b> <b>Y3 Sum'17 Exp+ 57%</b></p> <p><b>Y4 Aut'16 Exp+ 15%</b> <b>Y4 Sum'17 Exp + 44%</b></p> <p><b>Y5 Aut'16 Exp+ 0%</b> <b>Y5 Sum'17 Exp+ 20%</b></p>

					Therefore progress made in all year groups through the year, SLT to look at how greater percentage of children progressing can be made during 17/18
Increase percentage of PP children achieving expected standard in EGPS in KS2. <i>[Barrier F]</i>	Small group withdrawal teaching in Year 6.	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 standard can reach their full potential.	High quality teaching will be delivered by the Deputy Head teacher. Extra booster session will be provided for children to attend after school. Attainment for pupils will be monitored on a termly basis.  Strategies as described fully delivered, children closely monitored and potential gaps soon spotted and addressed.	R. Berndt M. Hughes  December '16 March '17 July '17	Targets: at least 61% children to achieve expected Standard in EGPS at the end of KS2. (July 2016 27% PP & Non PP 47% Gap = -20%) <b>In July 2017 67% PP children achieved the expected standard in EGPS &amp; 79% of nonPP children achieved standard. The Gap has been reduced to -12% Impact of intervention signif. In terms of both</b>

					<b>significantly increasing the number of PP children achieving EXP+ in EGPS and in closing the gap between PP and nonPP.</b>
Accelerate progress of PP targeted children in Year 2 who did not achieve Phonics standard at the end of Year 1. <i>[Barrier C]</i>	Readers Count 1:1 Phonics intervention	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.	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. <b>SENCO provided support as listed but limited amount by Nursery Nurse due to absence.</b>	D. Riley J. Allerston  December '16 March '17 July '17	On entry and on exit data to measure impact on accelerated progress of PP children. <b>0% of PP chn achieved Phonics standard by end of Y2.</b> <b>Group of 3 chn all of whom are SEN.</b> <b>All made raw score progress, one child 4 marks away from achieving standard.</b>
Opportunity to read with reading partner twice a week. Promote enjoyment and love of reading resulting in at least	Targeted Reading support for vulnerable pupils from Beanstalk.	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	Attainment for targeted pupils will be monitored on a termly basis.	H. Raley-Williams M. Hughes  December '16 March '17	<b>1/3 chn (33%) improved scale score</b>

expected progress for all pupils involved. <i>[Barrier E]</i>		a lifelong love of reading, stories and books. This time will also boost confidence.		July '17	
Total Budgeted cost: £109,324					
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 residential visits <i>[Barrier H]</i>	Targeted children to access a range of educational visits and residential visits	All targeted children offered opportunity to access residential visits 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.  <i>Assistance and encouragement provided to families as and where arose during the year. Able to subsidise activities for PP children – all included in all curricular and extra curricular activities.</i>	H. Raley-Williams R. Berndt  December '16 March '17 July '17	Ensure all eligible children have taken part in visits and have been offered assistance with residential visits.  <b>Successful programme of residential visits to Condover Hall in May '17. All children who wished to go were able to. All visits totally inclusive with all PP chn involved in all visits.</b>
Final Budgeted cost: £137,242					