

# Pupil premium strategy REVIEW FEB 2017: Holy Trinity Church of England Junior School

1. Summary information					
School	Holy Trinity Junior School				
Academic Year	2016/17	Total PP budget	£107,931	Date of most recent PP Review	Sept 2016
Total number of pupils	358	Number of pupils eligible for PP	72 (20%)	Date for next internal review of this strategy	Feb 2017

2. Current attainment		
Cohort 2016 SATs data	<i>Pupils eligible for PP (28 pupils) – SATs 2016</i>	<i>Pupils NOT eligible for PP- (60 pupils) SATs 2016</i>
% of pupils achieving the expected standard in reading, writing and maths	32% (of the 28 pupils)	62% (of the 60 pupils)
reading progress score	-2.14	-2.10
writing progress score	1.46	0.37
maths progress score	-0.84	0.23
Comparison against <u>national disadvantaged</u> attainment and <u>school disadvantaged</u> attainment	Attainment: WRITING is 18% above national at secure and 1% below at greater depth READING: 10% below at secure and 1% above at greater depth MATHS: 4% above at secure and 5% below at greater dpeth	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
A.	32% of PP children also have SEN, 4 with ECHP
B.	Low starting points in writing
C.	Many pupils unsupported by parents at home with reading. (just under 50% as recorded Nov 2016)
D.	Starting points on entry to KS2

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A</b>	Children who are also being monitored under child protection (34% of the PP children Nov 2016)
<b>B</b>	Children who have a high level of emotional needs (20% of the PP children Nov 2016)
<b>C</b>	

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve the progress rates of the lowest achieving PP children (those with SEN) so that the difference between the groups diminishes.	Progress scores between PP, PP SEN, SEN and the 'others' begin to diminish the difference
<b>B.</b>	Improve the rate of attainment for Higher Able pupils eligible for the grant achieve the higher standard in all subjects.	Pupils eligible for PP identified by high prior attainment make at least the same progress as 'other' pupils identified as high ability so that both groups meet the 'greater depth attainment.' At least 20% of PP children will attain the higher standards in 2017 in each subject.
<b>C.</b>	Improve rates of attainment for middle prior attainers in all subjects	At least 60% of PP children achieve combined score.(Inline with RAISE national disadvantaged comparison.) In writing at least 3 middle PP attainers are targeted to achieve greater depth.
<b>D.</b>	Increase the progress of those eligible for PP in reading across Key Stage 2 but particularly for children with SEN	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make targeted progress in reading across Year 3 and Year 4. Each cohort has at least 71% of PP children meeting ARE (inline with national RAISE 2016)
<b>E.</b>	Increase the attainment of those eligible for PP in maths	At least 75% of PP children meet ARE in each cohort (Inline with national RAISE 2016)
<b>F.</b>	Improve formative assessment and summative assessment across the school, including marking and feedback, leading to rapid progress for PP children	A higher % of children on track or above increases for all PP children so all cohorts begin to diminish the difference.
<b>G.</b>	Pupil premium Plus and LAC children meet attainment targets	Children are supported emotionally and academically. Projected attainment targets are met.

Academic year				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review FEB:2017
Improve the progress rates of the lowest achieving PP children (those with SEN) so that the difference diminishes between the groups.	Achievement For All (AfA) is a programme which is proven to raise attainment for the lowest achieving children. Appointment of teaching and learning SEN leader	Achievement for All data from 2011 to 2105 shows that participating schools raised progress and attainment in targeted groups. The school mentor will provide clear pathways to improve the progress for the lowest attainers based on an evaluation of teaching and learning and a complete school pupil premium review.	Evaluation of data collections School champion will lead with MLT informed at each step Governor involvement Linked to SDP £4000 aside for funding needs as identified by the mentor.	<b>Feb 2017-</b> The AfA programme started in November 2016 and is a two year programme. SLT have completed the school needs analysis. Modules within AfA have been selected against school identified targets. A key governor has been involved. Structured conversation training has been completed and targeted families in year 3 and 4 have been invited into school; 6 families in total. The focus is on year 3 and 4 lower attaining children, with particular focus on reading. Data tracks all learners progress and attainment each half term. Where data, particularly for lower attainers, has not married up across a cohort, support plans are in place. The SEN learning leader has supported with the organisation of assembly intervention groups. This has not been as effective as we would like at this stage of the year and this role as it will be terminated at Easter 2017. We have another plan to try. Staff have had inset in identifying and supporting the needs of children with SEN. So far data shows that progress is stronger in children whose SEN is ASD and weaker in children whose SEN is SPLD and SALT. We are working in liaison with outside agencies.  <b>Next steps:</b> TA training, governor training, governor PP review, AfA review. SENco to take back the role of organising interventions again for SU17 and make the interventions much more tailored to their IEPs needs with a view to training another staff member to help with this SU17.
Increase the attainment of those eligible for PP in maths	Improve the opportunities for mathematics CPD for all teachers. Purchase maths expert to work with teachers to ensure all barriers to learning are addressed and that the school has a holistic approach to	Last academic year we were supported by a writing expert and results increased in all cohorts.  Many of the children are identified as having 'gaps' in their learning, in maths, on entry to year 3. These are children who (old curriculum) arrived on 2b and (new curriculum) meeting Age Related	Scheduled time for each teacher to work with maths expert. Team teaching with expert, SLT regularly updated Evaluation of data collections Monitoring teaching and learning- formal observations and weekly learning walks. Increased % of children on track and above, discussed in pupil progress meetings.	<b>Feb 2017</b> Whole school maths INSET in January was attended by all teachers, TAs and LSAs. This allowed the staff to have a shared understanding of the approach Holy Trinity is developing in the teaching of maths. Observations with SLT and the maths expert were undertaken across the school. Following observations and detailed feedback, teaching teams within each year

	<p>teaching maths, ensuring that all children have excellent teaching which enables them to succeed in fluency, reasoning and problem solving.</p>	<p>Expectations. Audit of processes and procedures to evaluate the impact of current practice has identified greater need for gaps to be addressed in class teaching in addition to 'plugging the gaps' in small groups outside of the classroom. Teachers need guidance as to best practice.</p> <p>Year six timetable to include additional daily arithmetic sessions for 20 minutes in addition to the maths lesson.</p>	<p>Maths audits- termly</p>	<p>group had planning time with maths expert, Steph King. This opportunity enabled teachers to: adapt their MTP; find links in learning which also included looking at a maths 'toolkit' which, once embedded across the school, will enable children to link learning concepts; plan provision for learning to take into account 'endpoint' of learning across the school and so to close gaps in learning; explore further opportunities to use manipulatives in lessons.</p> <p>Data shows that attainment is strongest in maths for PP children in year 3-5. Data shows that for PP children without SEN, the difference is diminishing in maths against the others.</p> <p>Where gaps have opened, this is due ALL children making progress.</p> <p><b>Next steps:</b> Teachers to finish adapting MTP. Maths leader to purchase resources which will further enhance teaching and learning.</p> <p>Book audit planned. Learning walks planned to continue to monitor teaching and learning.</p>
<p>Improve the rate of attainment for Higher Able pupils eligible for the grant so more achieve the higher standard in all subjects.</p>	<p>Focused additional TA support for all top maths sets. Focused additional TA support for all English lessons. Ensure sufficient planned challenge and pace in lessons. Ensure starts have adequate challenge and are modelled by staff when necessary. Teacher booster AfL groups: STA cover class teachers. Additional TA in year 6. Booster groups for year 6 term targeted at PP children achieving higher standard.</p> <p>Maths leader mentoring NQT +1 for 6 weeks</p> <p>Support teacher in year six</p>	<p>With the new raised expectation of the curriculum it is as much a challenge for the higher attainers to achieve as the lower. 2016 RAISE shows that PP achieving higher standards was close to the others in writing but considerably below the others in maths and reading and below national in all three. Additional TA support will allow the teacher to support higher attainers at least once weekly for targeted guided group work.</p>	<p>Pupil progress meetings Observations. Core subject audits Data collections Evaluation of before and after measures to identify best practice.</p>	<p><b>Feb 2017- 16 higher PP attainers across the school.</b> Data is collected and presented to ensure that all staff know expectations for all learners. Pupil progress meetings focus on higher attainers as a group, who are aiming for greater depth. TAs are supporting top set maths and observations show that they are effective. All PP higher attainers are on track at this point in the year. Additional TAs in year 6 allow for planned AfL opportunities, for all ability learners, if concepts aren't understood. All teachers are released to lead their own booster groups based on AfL. These have mainly focused on reading and maths and are targeted for children who are not making progress according to their APS. In year 5 TA booster groups for higher attainers are planned in reading and maths. In year 6 booster groups are run weekly targeting higher PP attainers in reading and maths.</p> <p><b>Next steps-</b> Year six boosters continue for higher attainers up to the SATs, then transfer to year five higher attainers. Monitor data to evaluate the AfL approach year six use with their TAs. If proved to be</p>

	once weekly. Additional TA in year 6 to allow for more AfL opportunities.			effective then TA deployment in the afternoon will be reassessed. Aspire to develop a robust moderation system between the infant and junior school to arrive at a shared understanding of greater depth.
Increase the progress of those eligible for PP in reading	Pinpoint the barriers to learning for learners at all levels. High quality guided reading texts purchased Improve data collection and moderation across the school. Evaluate quality of GR and children's ability to show evidence of higher level content domains. Reading reward incentives.	PP children are behind the others in all cohorts in reading attainment and progress.  Engaging with achievement for all programme will provide opportunities for establishing specific barriers to learning and increasing parental involvement. PP leader to train staff on structured conversations so as a staff we have a better understanding of the needs of all learners.  Other schools with high reading progress and attainment run successful reading incentives to encourage reading at home and therefore parental engagement.	Parental surveys before and after structured conversations. Pupil surveys before and after structured conversations. Increase in children making enough progress to get back on track in all cohorts. Data collections are consistent and robust across all year groups giving clearer indications of children's next steps.  Term on term more PP children are included in the reading rewards.	<b>Feb 2017</b> - Shareen Mayers, English expert, has undertaken observations in reading across the school. She provided detailed feedback to staff. Guided reading has improved across the school by: ensuring the pitch is the expected standard in all year groups for all learners; ensuring all activities in guided reading have a learning objective and success criteria; every opportunity to target spelling and understanding meaning of words is taken; high quality texts are used; new resources have been purchased; half termly testing allows children to be ranked by APS and children underperforming are identified. Data against the reading incentive shows that, as a school, more children are reading regularly at home. A reading club has been established for children to attend if they don't have support at home. Data at end of Spring 2 will measure impact of reading incentive for PP children. Structured conversations with targeted families has addressed reading, no common barriers were found. TA timetabling was adapted (Jan 17) to ensure that each class has TA support for guided reading sessions. <b>Next steps:</b> monitor data. Target PP children further who do not achieve reading reward. Structured conversations to be held at end of Summer term to evaluate against targets set. Following these meetings, the school will evaluate how to further use structured conversations to increase progress and attainment. Double check links with ELSA and reading progress to ensure that ELSA children not making progress in reading are having some sort of intervention/booster or reading club.
Further improve formative assessment and summative assessment across the school leading to rapid progress for PP children	Whole school CPD training- Shirley Clark course training then internal INSET.  Ensure consistent: level of	Prior training based on Shirley Clark saw an improvement in teaching and learning across the school. Schools that embrace her methodology report that children "love the challenge of learning and are resilient to failure"	Training will be implemented to all staff. Learning walks will monitor the impact of training Teaching and learning will be at least good PP children progress and attainment	<b>Feb 2017</b> Teaching and learning observations and learning walks have shown evidence of the school agreed 'methods' which facilitate outstanding formative assessment. The appraisal cycle probed teachers to reflect on their practice and what they

	challenge; pace; pupils involved in planning; peer marking; children responding to teachers comments.		rises Effectiveness of teaching, learning and progress will be assessed during Teaching and Learning reviews, learning walks and pupil progress meetings.	needed to develop in order to be outstanding. Summative assessment tests in reading allow children to be tracked against APS. <b>Next Steps:</b> External teaching and learning validation. Evaluation of children's questionnaire to assess how children feel about their learning. Maths summative tests to be purchased to facilitate further data for teachers to track progress and attainment.
Pupil premium Plus and LAC children meet attainment targets	Whole school understanding on the barriers to learning for these children and strategies in place to address them. Staff training to raise awareness. Provision in place to make children feel safe at all times.	The school has seen an increase in children on role who have experienced trauma at various levels, including PP children who have significant CP issues. Research clearly indicates that children do not learn unless they feel safe. Data has indicated that progress is off track for these children.	Children will be able to stay in the classroom. Play time is structured for targeted children so they feel safe and return to class ready to learn. All staff know who these vulnerable children are and key strategies in place for them. Learning mentor to support in class during targeted time. Data is monitored	<b>Feb 2017-</b> 4 LAC children in school. All are making progress against PEP targets. 2 are in targeted 'schematic' interventions and data shows an increase against start and end points. Family futures delivered whole school training in attachments which has enabled adults to adapt their approach to teaching, learning and behaviour management according to the needs of the child. Data at end of Autumn term showed that PPP children were an identified group who weren't making comparative progress against their peers. SLT met to discuss each individual child and provision was adapted. All staff aware of children and their individual needs. Clubs have enabled vulnerable children to have successful break times, as monitored by the behaviour leader. Clubs support their emotional wellbeing. <b>Next steps:</b> review role of learning mentor. Review the tracking of 'softer' data for vulnerable children to better measure the impact of provision.
Improve the quality of homework and opportunities to extend learning	Homework club targeted at PP children. STA and TA to support children in their learning.	Structured time for children to organise their learning will begin to improve executive functioning skills; focused tasks based on what is learnt in class improve retention of facts. Children understand and manage their own learning, in order to develop inquisitive, self-motivated learners.	TA to monitor the quality of work and sign the diary. Extension tasks available using technology. Children complete homework and are not raised as cause for concern at pupil progress meetings.	<b>Feb 2017-</b> Homework club well attended by PP children and other children who have been highlighted as needing the support. Although there are a small cluster of children who are not benefiting from homework club (who should be), homework was not raised by any teacher as a cause for concern. <b>Next steps-</b> awaiting annual survey data.
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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
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<p>Increase the progress of those eligible for PP in reading across Key Stage 2 but particularly for children with SEN</p>	<p>Reading interventions- Code X, Read write inc year 3 and 4</p> <p>External training delivered to TAs to lead small group interventions. Year 5 and 6</p>	<p>Code X research and data shows that children who completed the intervention made an average Reading Age gain of 12 months after 4.5 months of support by trained teaching assistants – almost 70% more than the gain achieved without training. Their comprehension scores rose by 70% – over twice the gain achieved without training. This is a programme targeted at SEN readers.</p> <p>Read, write , inc is the upper KS2 equivalent targeted at SEN readers</p> <p>TA focus, where properly trained through CPD, is effective at raising attainment.</p>	<p>TA training by accredited teachers</p> <p>Target children identified. Start and end data gathered.</p> <p>SENCo team monitor and evaluate</p> <p>Increase in progress and attainment data of targeted children.</p>	<p><b>Feb 2017-</b> Code X data shows increase in attainment from entry and exit points. This progress isn't always reflected in data against age related expectations. This was explored during pupil progress meetings. Better links between the intervention and class teaching have been established in year three.</p> <p>New systems have been set up in year four and continue to be monitored.</p> <p>Read Write Inc started in year 5 and 6 Sept 2016. Following evaluation, the programme was ceased in year 6, Jan 2017, as it was not allowing children to make progress at age related expectations. Children are still targeted for additional support by TAs. Children following the RWI programme in year 5 are making progress and the programme continues to run.</p> <p>Following evaluation and pupil progress meetings, the programme is now being implemented in year 4 at targeted children (Feb 2017)</p> <p><b>Next step</b> – evaluate reading programmes after 2 terms data Easter 17</p>
<p>Increase the attainment of those eligible for PP in maths</p>	<p>Maths intervention- success at arithmetic, year 3 and 4.</p> <p>Small group intervention by trained TA to targeted children with specific barriers to learning.</p>	<p>This intervention has proven positive results. With the gaps on entry that we encounter this intervention allows us to close them.</p> <p>Small groups of 3 allow learner to achieve.</p> <p>TA focus, where properly trained through CPD, is effective at raising attainment.</p>	<p>Target children identified. Start and end data gathered.</p> <p>Maths leader monitor and evaluate</p> <p>Increase in progress and attainment data of targeted children.</p> <p>Data shows those targeted for intervention make progress termly.</p>	<p><b>Feb 2017-</b> Children in year 4 finished the programme and data showed improvements. Six children in year three are following the programme and making progress against ARE.</p> <p><b>Next steps-</b> Exit point data when success at arithmetic programme complete. Maths leaders is exploring further opportunities for maths interventions using Rising Stars. Trials will take place and, following evaluation, provision for September may be adjusted.</p>
<p>Increase the attainment of those eligible for PP in maths</p> <p>Increase the progress of those eligible for PP in reading</p> <p>To continue to raise standards in writing.</p>	<p>Support teacher, funded by PP 1 day weekly, to lead smaller group teaching of core areas as guided by class teacher.</p> <p>STAs to cover class teachers to lead own boosters 2 hours weekly per teacher.</p>	<p>Initially additional teacher support will be focused in year 6 due to internal data for this year group being below where it needs to be by SATs. Those children who need targeted support to catch up will have this need met by an experienced teacher.</p> <p>Teachers are best placed to close the gaps for children who are off track. STAs will release them to allow this learning to happen, in small groups or 1:1.</p>	<p>Pupil progress meetings will identify children in need of this support, with first preference always going to pupil premium children.</p> <p>In pupil progress meetings targets will be set in relation to the boosters and reviewed.</p>	<p><b>Feb 2017-</b> Teacher boosters have contributed to a steady rise in progress and attainment.</p> <p>Half termly pupil progress meetings target teacher support.</p> <p>Support teacher has targeted groups of children, as discussed at pupil progress meetings. Data measures the impact of these groups. She also supports teaching and learning within a year 6 maths class.</p> <p>Booster groups have mainly addressed gaps in learning in reading and maths. To support writing attainment, moderation staff meetings have shared best practice and supported teacher judgements. In addition to this, Shareen Mayers- English expert, has</p>

				worked with year 6 teachers to ensure that writing teaching, learning and attainment continues to be as strong as it was last year.  <b>Next steps-</b> book audits to trace impact of teacher boosters.14.3.17
Improve the progress rates of the lowest achieving PP children (those with SEN) so that the difference between the groups diminishes.	SEN specialist learning support	1:1 targeted support from SEN Learning Support specialist	Progress measured against targets and measured by internal tracking.	9 children, to date, have received Learning Support, 8 of who are PP. When measured against ARE 2:8 made combined progress. 3:8 made progress in at least one area. Progress has been made against IEP specific targets. <b>Next steps-</b> 4 children continuing with learning support in Spring term

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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
All children are made to feel safe at all times	Planned structured break time activities for children identified as needing them. Playground leaders on duty and visible presence engaging with groups of children. For some children breaktimes planners will be established.  1:1 playtime support for most vulnerable children.	Behaviour incidents are lowered when targeted children have structured play times. Children's voice reported that children didn't feel safe at lunchtimes.	Behaviour incidents continue to reduce. Behaviour leader working with support staff to ensure a shared understanding of outcomes. Pupil voice of children feeling safe increases. Children approach their work in a calm, positive manner.	Behaviour leader supports children through lunchtime plans. Behaviour incidents are tracked; changes are made to plans against data. <b>Next steps:</b> Evaluate children's annual survey.
Children who are identified as needing emotional support have access to ELSA and targeted interventions.	ELSA worker timetabled to support target children as needs arise.	There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people. Evaluation has been carried out in a variety of ways yielding both qualitative and quantitative evidence of its effectiveness. Sutton feedback from ELSAs, schools and parents has been overwhelmingly positive, and both Sutton and Merton Educational Psychology Services are committed to supporting the ELSAs with training, supervision and development of resources. Drama therapy for targeted vulnerable children.	Progress of children who receive ELSA sessions will be monitored as a 'group' of children. Tracking of children's targets. Parental feedback.	<b>Feb 2017:</b> ELSA sessions are available to all children who are identified as needing this provision. Children who receive ELSA are tracked as a group and PP are identified within this group. Data shows that children are making progress, with some making rapid progress. Drama therapy has been targeted at 3 children, who are all currently on track for attainment and progress. <b>Next steps</b> There are a small number of children who are receiving ELSA and behaviour support yet are not making progress against ARE. However, staff and parents can see progress in emotional well-being. Therefore, tracking progress against emotional targets in a new way (as well as directly related to core



				subjects) is beginning March 2017. Double check links with ELSA and reading progress to ensure that ELSA children not making progress in reading are having some sort of intervention/booster or reading club. Review ELSA provision for September.
Vulnerable families are supported by family support worker.	More families are requiring specialised support that the school cannot offer alone; families dealing with mental health problems, difficulties with parenting or with their own relationship, domestic abuse, children with behavioural difficulties, problems engaging in education, emotional or physical welfare issues, supporting older members of the family, and financial and material hardship.	Families who work with the support worker establish a safe, healthy home environment. Where additional agency support is needed the support worker will allow them to access it. Attendance will be high with less 'late' to school recorded. Children will be better supported, will feel safe and be able to access learning.	Liaison between family support worker and the school. Teachers have a better understanding of how to support targeted children, Families who are supported have good attendance. Children make progress.	<b>Feb 2017:</b> To date, the family support worker has worked closely with 5 families. Support has all been within the school environment. None of the targeted children have attendance concerns. In addition to working with the child and family, the family support worker has observed targeted children in class and feedback to teachers. Progress rates are varied between the children so softer data is also collected to measure wellbeing. <b>Next steps:</b> Data drop to measure progress and attainment for targeted children. Emotional wellbeing data collected. Evaluate the role of family support worker for September.
Access to educational visits, clubs and internal 'events' for all	To ensure that all children are able to participate in trips and organised school events which require parental funding.	This universal benefit allows all children access to all learning opportunities.	Take up of this subsidy will be monitored by the School Business Manager.	Used as required.
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