

6. Review of expenditure 2016- 2017			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Impact: (Also see Feb 2017 review)	Lessons learned
<p>A: Improve the progress rates of the lowest achieving PP children (those with SEN) so that the difference diminishes between the groups.</p> <p><b>Success Criteria</b> Progress scores between PP, PP SEN, and the 'others' begin to diminish the difference</p>	<p>Achievement For All (AfA) is a programme which is proven to raise attainment for the lowest achieving children.</p> <p>Appointment of teaching and learning SEN leader</p>	<p>Internal progress data is varied across cohorts and subjects due to the needs of individual children Impacting data.</p> <p>In terms of comparing rates of progress (where at least 3 steps of progress from starting points is the target): Cohort 2014: The PP children's progress is 20% different behind non PP in reading; 17% behind in writing and similar in maths.</p> <p>Cohort 2015: the children PP group had similar percentages making at least 3 steps of progress in all subjects.</p> <p>Cohort 2016: Similar in reading, 20% difference in writing and 8% difference in maths.</p> <p>When the SEN PP are desegregated from the group the PP progress is above the others in all areas.</p> <p>Some of the children with SEN made progress which was seen in their books but not measurable in the 'steps' which also impacts data.</p>	<p>The school trialled a SEN teaching and learning leader for a term and decided not to use the funding to secure this position.</p> <p>AfA has provided additional training for support staff regarding scaffolding for the lowest attaining pupils. It has raised governor awareness. This will continue into its second year as it is contracted.</p> <p>Data collection for the children with the most significant needs is being reviewed so that progress can be further drilled down for each individual child and next steps are clear. Within this, further pupil premium sub groups will be tracked to monitor progress as their progress is not always measurable as 'steps'.</p> <p>SLT curriculum group will meet half termly to discuss the progress of the lowest attaining children and to plan next steps for them.</p> <p>Precision teaching will be planned for TAs to target the lowest attainers during afternoon sessions; a target will be set, taught to, measured against and then new targets set.</p> <p>TA time will be allocated in the afternoon to address children's misconceptions in lessons.</p> <p>The PP SEN data was affected, particularly in year 3, by the flux in children joining the cohort. Where gaps did open this was in part due to the group growing with a heavy SEN bias.</p> <p>SLT to continue to meet with parents following the 'structured conversation' route.</p>

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<p>F &amp; C: Improve formative assessment and summative assessment across the school, including marking and feedback, leading to rapid progress for PP children</p> <p>SC A higher % of children on track or above increases for all PP children so all cohorts begin to diminish the difference.</p> <p>At least 60% of PP children achieve combined score.(Inline with RAISE national disadvantaged comparison.)</p>	<p>Whole school CPD training- Shirley Clark course training then internal INSET.</p> <p>Ensure consistent: level of challenge; pace; pupils involved in planning; peer marking; children responding to teachers comments.</p>	<p>External validation recorded that formative assessment was evident across the school.</p> <p>Children are confident to talk about their learning as recorded in learning walks.</p> <p>PP children without SEN have diminished differences in all year groups. The difference hasn't opened across the school.</p> <p>Percentages and numbers of PP children achieving combined score. Cohort 2013- Year 6- 48% Cohort 2014- year 5: 55% 10:18 children Cohort 2015- year 4 45% 9:20 children Cohort 2016-year 3 42% 9:21 children</p>	<p>Next steps in formative assessment : planned time for teachers and TAs to follow up on misconceptions which arise in a lesson so that learning opportunities aren't missed. (This will be planned for during afternoon sessions.)</p> <p>Marking needs to define to children the difference between errors and mistakes.</p> <p>Children with SEN need to have a tracking sheet which shows their progress towards closing gaps in previous ARE, as identified within lessons using formative assessment.</p>
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<p>B: Improve the rate of attainment for Higher Able pupils eligible for the grant achieve the higher standard in all subjects.</p> <p>SC 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.'</p> <p>At least 20% of PP children will attain the higher standards in 2017 in each subject.</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 once weekly.          Additional TA in year 6 to allow for more AfL opportunities.</p>	<p>Cohort 2013 (year 6) had more PP children achieving the higher standard in all subjects: Reading % increase by 5%; writing increase by 5%; maths increase by 4%</p> <p>Internal data year 3-5 shows that focusing on higher attainers is still a priority across the school as no cohort made the 20% target. However, attainment at GD has been sustained from summer 2016 to Summer 2017.</p> <p>External moderation recorded that teachers had good subject knowledge which resulted in challenge being high in lessons.</p> <p>Internal audits showed that all children had access to maths mastery at all levels.</p> <p>INSET led to a school understanding of Greater Depth in writing which impacted modelling and expectations in lessons.</p> <p>AfL boosters in year six allowed for rapid progress in maths.</p>	<p>Target needs to continue to be a focus. TA support will continue in core subjects.</p> <p>Planned opportunities for AfL in afternoon sessions based on the morning lesson showed rapid progress for learners in maths in year six. This approach will be adopted across the school and will include children targeted for Greater Depth but not mastering each strand of the curriculum.</p> <p>Teacher boosters will continue as data shows impact on targeted groups.</p> <p>Maths (Scheme of Work) planning will be adjusted so that every opportunity is planned to link learning concepts in maths.</p> <p>Although some children showed they were working at Greater Depth in class, they didn't have the stamina to complete the test; therefore tests will be used for all year groups at the end of each term.</p> <p>More work needs to be completed between KS1 and KS2 in the teaching and learning of Greater Depth.</p> <p>Target setting to be supported by Fisher Family Trust data analysis.</p>
<p>E: Increase the attainment of those eligible for PP in maths</p> <p>SC          At least 75% of PP children meet ARE in each cohort (Inline with national RAISE 2016)</p>	<p>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 teaching maths, ensuring that all children have excellent teaching which enables them to succeed in fluency, reasoning and problem solving.</p>	<p>Outcomes          Year 3- 77% of PP children met expected standard          Year 4- 70% met expected standard          Year 5- 70% met expected standard          Year 6- 60% met expected standard (this was an increase of 14% from the end of year 5)</p> <p>PP Non SEN          Year 3-88% met expected standard          Year 4- 92% met expected standard          Year 5- 100% met expected standard          Year 6- 72% met expected standard          Children who followed the success at arithmetic all made progress with 4:6 moving to meet A.R.E.</p>	<p>The scheme for the teaching of maths has been reviewed for 2017-2018 in order for more links to be made in maths.</p> <p>Maths leader to continue to be supported by maths leader from Outstanding school and maths expert (Steph King)</p> <p>NFER tests used in year 3 to measure progress from the beginning of the year to the end of the year as the percentage of children meeting their targets in year three was lower than other year groups.</p> <p>Testing will allow the school to learn more about the gaps in knowledge for the children arriving with WTS (working towards) and to measure progress of the children arriving on Greater Depth but who struggle to show a mastery of the Year 3 curriculum in accordance to Holy Trinity determiners.</p>

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<p>D: Increase the progress of those eligible for PP in reading</p> <p>SC Each cohort has at least 71% of PP children meeting ARE (inline with national RAISE 2016)</p>	<p>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.</p>	<p>Lesson observations and audits show that pitch is correct across the school and that teachers understand and can teach the content domains.</p> <p>Reading ATTAINMENT outcomes PP children meeting Secure ARE Year 6- cohort 2013- 64% Year 5- cohort 2014- 58% Year 4- cohort 2015- 65% Year 3- cohort 2016- 72%</p>	<p>Reading reward incentive to continue, with reading ambassadors for each year group. Further INSET on teaching children how to answer 3 point questions using Point, Evidence, Evaluate End of term testing to build children's stamina in reading and answering in a limited time frame.</p> <p>As with maths, NFER tests to be used in year 3 to track progress particularly for those entering on WTS and Greater Depth.</p> <p>In class support from subject leaders for teachers who identified the need and for NQTs.</p>	
<p>G: Pupil premium Plus and LAC children meet attainment targets</p> <p>SC Children are supported emotionally and academically. Projected attainment targets are met.</p>	<p>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.</p>	<p>4 LAC, all of who made their projected targets.</p> <p>PPP children are monitored and supported, although all did not make ARE they progress was evident in books.</p>	<p>A focus will remain on staff understanding of the need of PPP and LA children.</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b></p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

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<p>D: Increase the progress of those eligible for PP in reading across Key Stage 2 but particularly for children with SEN</p> <p>SC Progress scores between PP, PP SEN, SEN and the 'others' begin to diminish the difference</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>Reading: Internal data tracking (from summer 2 2015 to summer 2016) shows that PP reading attainment rose in all cohorts apart from cohort 2014. However, the difference in attainment between the groups has increased as attainment has improved for both groups.</p>	<p>Code X and Read Write Inc showed, through the programme data tracking, that children made progress. However, these small increases in progress weren't always transferred into 'steps of progress'. The school will continue these interventions, alongside guided reading in class, which will provide an additional tracking system for progress.</p>	
<p>E: Increase the attainment of those eligible for PP in maths</p> <p>In maths At least 75% of PP children meet ARE in each cohort (Inline with national RAISE 2016)</p>	<p>Maths intervention- success at arithmetic, year 3 and 4. Small group intervention by trained TA to targeted children with specific barriers to learning.</p>	<p>The children who undertook the programme showed progress in start and exit data. 4:6 children who completed the programme in year 3 moved into 'Secure' and test data shows that number and calculation were their strongest strand in maths.</p>	<p>Maths interventions will continue in school but will be adapted to marry up with the new planning format used in maths lessons. This is so that more children have opportunities to master targeted strands of the curriculum. This approach to interventions will marry up with formative assessment approaches.</p>	
<p>A: Improve the progress rates of the lowest achieving PP children (those with SEN) so that the difference between the groups diminishes.</p>	<p>SEN specialist learning support</p>	<p>Children who accessed support made progress against their IEP.</p>	<p>This support is no longer available to the school. Precision teaching will be timetabled for children who would have accessed learning support.</p>	
<p><b>Enrichment</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	

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<p>H: Children are supported emotionally so they are ready to learn.</p> <p>SC All children are made to feel safe at all times</p>	<p>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.</p> <p>1:1 playtime support for most vulnerable children.</p>	<p>Behaviour across the school was a strength in the external validation.</p> <p>Children on a lunchtime behaviour plan had recorded incidents reduced.</p> <p>Annual survey showed</p> <table border="1" data-bbox="752 395 1288 539"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>I feel safe in lessons</td> <td>89%</td> <td>90%</td> </tr> <tr> <td>I feel safe at breaktimes</td> <td>86%</td> <td>85%</td> </tr> </tbody> </table>		2016	2017	I feel safe in lessons	89%	90%	I feel safe at breaktimes	86%	85%	<p>Playground leader and clubs will continue but due to finances the 1:1 playground support has to be reviewed. SLT need to drill down further into what it is making the children feel unsafe.</p>
	2016	2017										
I feel safe in lessons	89%	90%										
I feel safe at breaktimes	86%	85%										
<p>H: Children are supported emotionally so they are ready to learn.</p> <p>Children who are identified as needing emotional support have access to ELSA and targeted interventions.</p>	<p>ELSA worker timetabled to support target children as needs arise.</p>	<p>Behaviour and attendance across the school is good. ELSA sessions support children; for some children this support is essential to their well being.</p>	<p>Continue ELSA support – track emotional well-being as a measure of success rather than progress data.</p>									
<p>H: Children are supported emotionally so they are ready to learn.</p> <p>SC Vulnerable families are supported by family support worker.</p>	<p>Family support worker.</p>	<p>Over the year 11 children and their families were supported. Children had good attendance but progress continued to be varied across the children. Their emotional needs were all very different.</p>	<p>The budget will not allow for the support worker role to continue. The ELSA role will continue to support children and SLT will support families and make referrals as part of their safeguarding duty.</p>									
<p>H: Children are supported emotionally so they are ready to learn.</p> <p>Access to educational visits, clubs and internal 'events' for all</p>	<p>To ensure that all children are able to participate in trips and organised school events which require parental funding.</p>	<p>All children have had access to all learning opportunities.</p>	<p>The school will continue to commit to all children being able to access learning events. The payment process for school journey needs to be reviewed.</p>									