



Holy Trinity CE Academy, Rothwell 2018-2019 Pupil Premium Statement



The Pupil Premium is additional funding given to schools by the government so that they can support their disadvantaged pupils and diminish the attainment difference between them and their peers. The Pupil Premium funding for 2018-19 will be £1320 for primary-aged pupils who were in receipt of free school Meals as of January 2018 or who have been in receipt of free school meals in the last 6 years. Funding of £2300 is given for all looked after children, pupils with a child arrangements order, adopted children and children with guardians. Children recorded as having parents in the Services in January 2016 or in the previous 4 years receive funding of £300.

Key Priorities

Our core aim is to raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers. In doing this we will address inequalities in education of pupils from low-income families and raise attainment of these pupils.

Good teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus and is one that we are working on with the Abbey Multi-Academy Trust and a number of schools in Calderdale as part of the Pearl Project. In addition to this, targeted intervention and support strategies are deployed in order to:

- improve levels of attendance, attainment and progress;
- close attainment gaps relative to school averages;
- enhance reading, writing, mathematics and communication skills;
- engage and develop learning through extra-curricular provision;
- have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils and
- support pupils in becoming aspirational, confident and successful learners through our “Growth Mindset” approach to learning

Management of Pupil Premium

The Academy’s strategy in relation to pupil premium support is coordinated by the Principal, Vice Principal and Inclusion Leader and is monitored and supported by the Abbey Multi-Academy Trust. Priorities are disseminated to the Phase Leaders who meet with the Principal and Vice Principal following half-termly termly pupil progress meetings, to evaluate progress and assign resources available to support.

The inclusion team meets half termly to:

- review all vulnerable pupils and
- Review the strategies that are employed to ensure resources are targeted appropriately and in a timely fashion.

We currently review barriers to learning for pupil premium pupils associated with the following factors

- Attitudes to learning
- Behaviour
- SEN including Language and Literacy Skills



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- Children Looked After
- Attendance
- Home Support
- Experiences Outside of Learning
- Gaps in Learning
- Learning Resources

We use the following opportunities to review attainment and achievement of pupil premium pupils:

- Data tracking briefings
- Pupil progress meetings
- Inclusion team meetings
- Behaviour tracking briefings
- Attitudes to school survey analysis.

Numbers Involved 2018/2019

Free School Meals/Ever 6: current 6

Children Looked After: 0

Total 61

This equates to 35% of our school population.

Pupil Premium Funding

Academic year £75,240 (Based on actual figures for April 18-July 18 and predictions from July 2018 onwards)



2018-19 Strategy: Please also see 2018-19 Strategy Action Plan

Issue	Cost	Strategy	Impact
Leadership:	£13,750	<p>Clear leadership responsibilities based on the progress and accountability of pupil premium pupils, the role involves working with central Trust staff to engage in the annual PP audit as part of the PEARL (SSIF) project</p> <ul style="list-style-type: none">a) Lead and manage the intensive identification process and to target specific groups including those with more complex barriers to learningb) Monitor quality first teaching and identify and share best practicec) Rigorously track and monitor to ensure pupils who are not reaching their full potential have been identified and have appropriate intervention and support in place.d) Review the impact of all provisions and interventions that are in place.	



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		<ul style="list-style-type: none">e) Lead whole school events for disadvantaged pupils including events to promote parental engagement.• To embed fully the PEARL project with all schools involved (SSIF) including working with the project lead (Katie North) and a SLE• To ensure that SeeSaw is used to aid parental engagement	
Teaching and Learning	£15,000	<p>Maintaining high quality teaching:</p> <ul style="list-style-type: none">a) Half termly Pupil Progress Meetingsb) Staff supportc) Staff Training on feedbackd) Literacy Lead Training (PEARL)e) Embed best practice approaches to the deployment of Support Staff. <p>A range of teaching and learning programmes that develop teacher skills and classroom practice. These include:</p> <ul style="list-style-type: none">a) SENCO Training: M Level	



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		<ul style="list-style-type: none"> b) SENCO Training: Local Training c) Learning Mentor Training d) Intervention programme training e) Training of NQT f) PEARL Project Training 	
Additional Teaching Hours/1:1 teaching	£10,000	<ul style="list-style-type: none"> 1) Before/After school provision 2) Additional Teacher summer term 	
Interventions	£15000	<p>1) A highly qualified Support for Learning team also plays a crucial role in the daily support for pupils. Training we intend to access e.g:</p> <ul style="list-style-type: none"> • Leading Practitioner Support • Trained Reading Volunteers • Reciprocal reading • FFT reading • S&L support • Closing the Gap Maths • Same day intervention • Early EYFS intervention • Intensive phonics support • Homework Club 	



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		<p>2) The Rothwell Area Inclusion Partnership provide family support, pupil counselling services, Ed Psych support, and alternative provision on a referral basis</p>	
Learning Mentor	£11,000	<p>One to one and group mentoring and nurture groups support pupils with emotional, behavioural, attendance and/or Personal problems.</p> <p>Parental support, Early Help delivery, attendance strategy etc.</p> <p>This support is delivered in the main by the school Learning Mentors. They are supported by other members of the inclusion team and support staff</p>	
Speech and Language Therapist	£3500	<p>A Trust Speech and Language Therapist has been appointed 2017-18 to work with all pupils with S&L needs including those with PP funding</p>	
Individual Needs	£7000	<p>1) Budget allocated for workshops and the</p>	



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		purchase of specific resources for pupils/ groups of pupils as a result of analysis of their individual needs	
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Rothwell CE Primary Academy Pupil Premium Strategy Action Plan 2018-19



1. Summary information					
Academic Year	2018/2019	Total PP budget	£75,240	Date of most recent PP Review	22.1.18
Total number of pupils	175	Number of pupils eligible for PP	61	Date for next internal review	28.11.18

2. Current attainment/progress					
<u>Key stage 2</u>		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
		7		23	
% achieving expected or above in reading, writing and maths		28.6%		69.6%	
Attained expected or above	Reading	71.4%		91.3%	
	Writing	57.1%		82.6%	
	Maths	42.9%		82.6%	
Average Points Progress					
	Reading	101.6		106.2	
	Writing	99.6		105.8	
	Maths	97.6		103.9	
<u>Key stage 1</u>		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
		10 (8 On roll for >1 year)			
% achieving expected or above in reading , writing and maths					
	Reading	40%(50%)		75%	
	Writing	40% (50%)		69%	

	Maths	60% (75%)	76%
% pupils making expected or better progress from end of EYFS			
	Reading	80(88%)	88%
	Writing	80(88%)	92%
	Maths	93% (100%)	92%
<u>Year 1 Phonics</u> Outcomes were adversely affected by long term absence of the Y1 teacher in the 6 weeks prior to/including screening week)		<i>Pupils eligible for PP</i> 7	<i>Pupils not eligible for PP</i>
% achieving expected standard		43%	59.1%
<u>Year 2 Phonics</u>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard		60%	85%
EYFS		<i>Pupils eligible for PP</i> 3	<i>Pupils not eligible for PP</i> 7
% achieving GLD		100%	57%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	Attendance continues to be a barrier to learning with PP pupils having positive views on attendance but at a lower score than other pupils on the PASS survey		
B.	Continue to improve reading outcomes for PP in literacy by embedding PEARL project initiatives and parent volunteers		
C.	To improve PP outcomes in Maths at KS2		
External barriers			
D.	Parental attitudes to attendance		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	

Overall aims

1. To improve overall PP attendance by at least 3.2% to 97% and specifically:

Y1	97%+
Y2	97%+
Y3	97%+4%
Y4	97%+5%
Y5	97%+4%
Y6	97%+4%

2. To improve PP outcomes in Reading across the academy by at least 10% and specifically:

Y1	100% +0%
Y2	80%+20%
Y3	50%+10%
Y4	52%+17%
Y5	100%+25%
Y6	50%+20%

3. To improve PP outcomes in Maths at KS2 by rapidly improving Y6 outcomes so that at least 63% of PP pupils meet ARE in Summer 19:

Action Plan (2018-19)

Objective 1: To improve PP attendance and narrow the gap between PP and Non PP attendance rates.

Action 1: To implement and monitor PP attendance strategy																
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications												
<p>1) To work with the Trust head of attendance to devise and implement a bespoke PP strategy.</p> <p>a) Strategy formulated and implemented</p> <p>b) Strategy reviewed half termly against targets</p> <p>c) Strategy reviewed termly and changes implemented</p>	<p>1) Overall PP attendance increase by 5%</p> <p>2) The % of PP pupils classified as PA reduces term on term</p> <p>3) Cohort PP attendance increases:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Y1</td><td>97%+</td></tr> <tr><td>Y2</td><td>97%+</td></tr> <tr><td>Y3</td><td>97%+4%</td></tr> <tr><td>Y4</td><td>97%+5%</td></tr> <tr><td>Y5</td><td>97%+4%</td></tr> <tr><td>Y6</td><td>97%+4%</td></tr> </table>	Y1	97%+	Y2	97%+	Y3	97%+4%	Y4	97%+5%	Y5	97%+4%	Y6	97%+4%	<p>1) By the end of Aut 1 the PP attendance strategy has been devised and implemented.</p> <p>2) By Aut 2 PP attendance has improved on the same period for 17-18</p> <p>3) By Spring 1 PP attendance has increased by 5% and all cohorts are on track to meet PP attendance targets</p> <p>4) By Summer 2 all attendance targets are met</p>	<p>D. Foulke</p>	<p>£1000 for addition Attendance Officer Support and central Trust Staff time</p>
Y1	97%+															
Y2	97%+															
Y3	97%+4%															
Y4	97%+5%															
Y5	97%+4%															
Y6	97%+4%															

Action 2: To improve pupil attitudes to attendance				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<p>1) To improve PP pupil attitudes to attendance:</p>	<p>1) The pupil premium attitudes to attendance score</p>	<p>1) By Aut 1 all PP targeted pupils identified</p>	<p>C. Foulke</p>	<p>£2000 for addition Attendance Officer Support, targeted initiatives and release time for key staff to hold mentoring meetings</p>

<ul style="list-style-type: none"> a) Attendance Mentor assigned to targeted PP pupils b) Individual barriers to attendance identified c) Individual rewards and targeted initiatives half termly d) Targets and monitoring half termly 	<p>increases from to >59 and within 5 points of non PP</p> <p>2)</p>	<ul style="list-style-type: none"> 2) By Aut 1 all initial mentoring meetings complete 3) By Au2 individual attendance targets and rewards are being monitored and reviewed (half termly) and termly celebration event implemented 4) By Spring 2 The attendance of targeted pupils is on track to meet targets 5) By Summer 2 targeted pupils attendance targets are met 		
<p>Action 3: To improve parental attitudes towards attendance</p>				
<p>1) To implement a series of initiatives to continually raise the profile of attendance</p> <ul style="list-style-type: none"> a) To include messages in all newsletters about the benefits of good attendance b) To produce a 97%+ attendance banner and display outside school c) To develop and implement a whole school attendance mantra 	<p>1) The parent questionnaire shows that parents identify with the 97%+ challenge.</p>	<ul style="list-style-type: none"> 1) By Aut 1 the attendance mantra has been rolled out 2) By Aut 1 the attendance banner is in place 3) Monitoring shows that the attendance messages are consistent across the website, newsletter and Facebook. 4) Seesaw is used to promote attendance from Aut 2 	<p>D. Foulke</p>	<p>£1000 for marketing attendance</p>

Objective 2: To improve reading outcomes for PP pupils

Action 1: To increase the frequency that PP pupils read																
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications												
<p>1) To increase the frequency of reading support in school:</p> <p>a) Reading volunteers to be used to target PP daily reading</p> <p>b) PP pupils targeted for Lexia intervention</p> <p>c) PP reading mentors to be assigned to targeted PP pupils</p> <p>d) All KS1 PP pupils to be assigned a Y5 reading buddy</p>	<p>1) All PP pupils in KS1 read to an adult 3x a week</p> <p>2) Pupils with reading mentors make accelerated progress and meet end of year targets</p> <p>3) Yr group reading targets are met</p> <table border="1" style="margin-left: 20px;"> <tr><td>Y1</td><td>100% +0%</td></tr> <tr><td>Y2</td><td>80%+20%</td></tr> <tr><td>Y3</td><td>50%+10%</td></tr> <tr><td>Y4</td><td>52%+17%</td></tr> <tr><td>Y5</td><td>100%+25%</td></tr> <tr><td>Y6</td><td>50%+20%</td></tr> </table>	Y1	100% +0%	Y2	80%+20%	Y3	50%+10%	Y4	52%+17%	Y5	100%+25%	Y6	50%+20%	<p>1) By end of Aut 1 targeted PP children have met with reading mentors and targets set</p> <p>2) By end of Aut 1 all PP pupils in KS1 are reading at least 3x a week</p> <p>3) By end Aut 1 all PP are meeting Lexia usage targets (Monitored half termly)</p>	<p>H. Owen</p>	<p>£1000 for staff release to deliver regular and ongoing reading volunteer training and t0 release staff to mentor PP readers</p>
Y1	100% +0%															
Y2	80%+20%															
Y3	50%+10%															
Y4	52%+17%															
Y5	100%+25%															
Y6	50%+20%															
<p>2) To increase PP engagement in reading</p>	<p>1) ALL targeted PP pupils meet their reading targets</p>	<p>1) By Au2 individual attendance targets and rewards are being monitored</p>		<p>£1000 for staff release and training</p>												

<p>a) Individual rewards and targeted initiatives half termly</p> <p>b) Parent workshops to support all parents including those with PP children</p>	<p>2) The proportion of PP parents attending reading workshops increases termly</p>	<p>and reviewed (half termly) and termly celebration event implemented</p>		
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Action 2: To ensure that PP pupils receive timely and effective reading intervention																
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications												
<p>1) To ensure that targeted PP receive timely interventions</p> <p>a) Class action plans and PP targets are reviewed half termly</p> <p>b) PEARL project strategies are fully embedded and Literacy Leader attends W2 PEARL Training</p> <p>c) TA and LM intervention is focused on securing PP reading Outcomes</p>	<p>4) Yr group reading targets are met</p> <table border="1" data-bbox="548 726 772 997"> <tr> <td>Y1</td> <td>100% +0%</td> </tr> <tr> <td>Y2</td> <td>80%+20%</td> </tr> <tr> <td>Y3</td> <td>50%+10%</td> </tr> <tr> <td>Y4</td> <td>52%+17%</td> </tr> <tr> <td>Y5</td> <td>100%+25%</td> </tr> <tr> <td>Y6</td> <td>50%+20%</td> </tr> </table>	Y1	100% +0%	Y2	80%+20%	Y3	50%+10%	Y4	52%+17%	Y5	100%+25%	Y6	50%+20%	<p>1) Literacy Leader to attend all training Aut-S2 and use staff inset to refine pedagogy</p> <p>2) Class action plans reviewed from HT2</p> <p>3) Reading interventions in place from Aut2</p>	<p>H Owen</p>	<p>£5000 for release and training</p>
Y1	100% +0%															
Y2	80%+20%															
Y3	50%+10%															
Y4	52%+17%															
Y5	100%+25%															
Y6	50%+20%															

Objective 3 To improve maths outcomes for PP at KS2

Action 1: To ensure that PP pupils receive timely and effective maths intervention				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications

<p>1) To ensure that targeted PP receive timely interventions</p> <p>a) Class action plans and PP targets are reviewed half termly</p> <p>b) TA and LM intervention is focused on securing PP reading Outcomes</p> <p>c) Leading Practitioners to focus on PP outcomes in Math's at KS2</p>	<p>1) At least 63% of PP pupils meet age related expectations</p>	<p>1) Class action plans reviewed from HT2</p> <p>2) interventions in place from Aut2</p>	<p>H. Owen</p>	<p>£3000 for Leading Practitioner Support and PP maths interventions in Y6.</p>
<p>3) To ensure that PP have additional revision materials to support rapid progress</p>	<p>1) All PP pupils in Y6 receive maths revision resources and use these weekly.</p>	<p>1) By Aut 2 revision resources are in place and are being used to support rapid progress</p>	<p>H. Owen</p>	<p>£500 for revision material</p>

Proposed Expenditure based on 2017-18 Pupil Premium Statement

5. Planned expenditure				
Academic year	2017 - 2018			
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?

<p>To provide Learning Mentor capacity to:</p> <ol style="list-style-type: none"> 1) Provide nurture/pastoral support so that they attend and achieve 2) To increase Parental engagement for PP pupils 3) To support attendance strategies 	<p>Learning mentors to develop bespoke programmes and deliver support following Pupil Progress Meetings</p>	<p>One to one/group mentoring and nurture support following PPMs.</p> <p>Parental support, Early Help delivery, attendance strategy etc.</p> <p>Development of monitoring processes</p> <p>Support is delivered in school supported by the Inclusion Team.</p>	<p>T. Wheatley</p>	<p>Termly</p>
Total budgeted cost				£11,000
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?

<p>To provide leadership capacity to:</p> <ul style="list-style-type: none"> a) Engage in PP audit (Nov 18) as part of PEARL project b) Lead and manage identification progress and to target specific groups c) Monitor and improve QFT teaching d) Plan and monitor interventions and individualised initiatives for PP pupils e) Review impact of QFT and interventions f) To continue to implement Seesaw 	<p>Clear leadership responsibilities based on progress of disadvantaged pupils involving work with PEARL Project.</p>	<p>SLT to lead through work with PEARL and PPMs</p>	<p>D.Foulke</p>	<p>Termly</p>
Total budgeted cost				<p>£13750</p>

To provide capacity to implement high quality teaching and learning	<p>Maintaining high quality teaching:</p> <ul style="list-style-type: none"> a) Half termly Pupil Progress Meetings b) Staff support c) Staff Training on feedback d) Additional Teacher (Summer Term) <p>A range of teaching and learning programmes that develop teacher skills and classroom practice to be accessed. These include:</p> <ul style="list-style-type: none"> a) Literacy Leader PEARL Project Training b) SENCO Training: M Level c) SENCO Training: Local Training d) Learning Mentor Training (Thrive) e) Intervention programme training 	SLT to implement following triangulation of staff performance	H.Owen	Termly
Total budgeted cost				£25,000
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?

To provide capacity to implement high quality interventions and support	A highly qualified Support for Learning team also plays a crucial role in the daily support for pupils. Who have accessed training to deliver: <ul style="list-style-type: none"> • Leading Practitioner Support • Trained Reading Volunteers • Reciprocal reading • FFT reading • S&L support • Closing the Gap Maths • Same day intervention • Early EYFS intervention • Intensive phonics support • Homework Club • Same day intervention • After School Provision 	Following PPMs	H.Owen T. Wheatley	Termly
Total budgeted cost				£15000
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?
To identify within school the group of PP with speech and language difficulties Ensure pupils eligible for pupil premium are targeted for speech and language support particularly in EYFS, year 1,2 and 3. Ob1A1	Pupils identified by SALT Programmes of support developed Programmes monitored and reviewed each term Data fed into inclusion team reviews	Support given by speech and language assistant Support given by teaching assistants	SALT	July 2019
Total budgeted cost				£3,500
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?

To provide specific resources to improve outcomes and promote good learning behaviours. Ob 3A1	Budget allocated for parental workshops and the purchase of specific resources for pupils/ groups of pupils as a result of analysis of individual needs	Needs identified as part of PPMs	D.Foulke	Termly
Total budgeted cost				£7000