



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 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)



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2018-19 Strategy: Please also see 2017-18 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 learning b) Monitor quality first teaching and identify and share best practice c) 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. 	<p>“Leaders make good use of the additional funding that the school receives to support disadvantaged pupils. Senior leaders and governors review the allocation of this funding regularly to ensure that it helps pupils to achieve their full potential. As a result, outcomes for disadvantaged pupils are improving.” (Ofsted 2019)</p> <p>“Additional adults are deployed effectively to ensure that pupils with specific needs are supported well and fully engaged in lessons” (Ofsted 2019)</p> <p><u>Whole School Data 18-19</u></p> <ul style="list-style-type: none"> a) <u>In-year progress</u> <ul style="list-style-type: none"> • In-year good or better Reading progress for PP pupils in 18-19 was 84% with 34% making accelerated progress • In-year good or better Writing progress for PP pupils in 18-19 was 75% with 36% making accelerated progress • In-year good or better Maths progress for PP pupils



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		<p>e) Lead whole school events for disadvantaged pupils including events to promote parental engagement.</p> <ul style="list-style-type: none"> • 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 	<p>in 18-19 was 75% with 26% making accelerated progress</p> <p>b) <u>Whole School PP Attainment</u></p> <p>c) Attainment for PP pupils increased from the end of 18 to end of 19 in R by +1% to 57%</p> <ul style="list-style-type: none"> • Attainment for PP pupils increase from the end of 18 to end of 19 in W by 2% to 45% • Attainment for PP pupils increase from the end of 18 to end of 19 in M by +1% to 56%
Teaching and Learning	£15,000	<p>Maintaining high quality teaching:</p> <ol style="list-style-type: none"> a) Half termly Pupil Progress Meetings b) Staff support c) Staff Training on feedback d) 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> <ol style="list-style-type: none"> a) SENCO Training: M Level 	<p><u>Early Years Data</u></p> <p>a) <u>GLD</u></p> <ul style="list-style-type: none"> • 33% of PP pupils met GLD <p>b) <u>Average Points Progress where +3 is good progress</u></p> <ul style="list-style-type: none"> • Progress from on entry data ranged from +4 (Shape, Space, Measure) to -+6.67 (Managing Feelings and Behaviour) • R was +5, W +4.33 and Number +4.67 <p><u>KS1 Data</u></p> <p>a) <u>Progress from the end of EYFS</u></p>



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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 	<ul style="list-style-type: none"> • 100% of PP pupils made expected progress from the end of EYFS to the end of Y2 in R with 14% making accelerated progress • 100% of PP pupils made expected progress from the end of EYFS to the end of Y2 in W with 29% making accelerated progress • 100% of PP pupils made expected progress from the end of EYFS to the end of Y2 in M with 14% making accelerated progress <p>b) <u>KS1 Attainment</u></p> <ul style="list-style-type: none"> • 43% of PP pupils met the expected standard in reading with 29% meeting the higher standard. • 75% on non SEND PP pupils met the expected standard in Reading with 50% of non SEND PP pupils meeting the higher standard. • 57% of PP pupils met the expected standard in Writing. This represents a +7% increase on 2018. 29% met the higher standard. • 75% on non SEND PP pupils met the expected standard
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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		2) The Rothwell Area Inclusion Partnership provide family support, pupil counselling services, Ed Psych support, and alternative provision on a referral basis	<p>in Writing with 50% of non SEND PP pupils meeting the higher standard.</p> <ul style="list-style-type: none"> • 57% of PP pupils met the expected standard in Maths with 14% meeting the higher standard. • 75% on non SEND PP pupils met the expected standard in Maths with 25% of non SEND PP pupils meeting the higher standard. <p>KS2 Outcomes</p> <p>a) Progress from KS1</p> <ul style="list-style-type: none"> • Average progress scores were -2.6 in R, -2.7 in W and -6.2 in M. <p>c) Attainment at KS2</p> <ul style="list-style-type: none"> • The % off PP Pupils meeting the expected standard in R was 40% • The % of PP pupils reaching the expected standard in W was 50% • The % of PP pupils meeting the expected standard in Maths was 20% <p>Progress and attainment at KS2 is reflective of the complex nature of this cohort and outcomes are</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	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	
Individual Needs	£7000	1) Budget allocated for workshops and the	



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		<p>purchase of specific resources for pupils/ groups of pupils as a result of analysis of their individual needs</p>	<p>not indicative of other KS2 classes</p> <p>Other</p> <ul style="list-style-type: none">• A significant number of PP pupils have multiple vulnerabilities which are compounding barriers to learning. The number of vulnerabilities range from 3 to 8 with the average PP vulnerability score of 4.3. PP therefore have on average another 3 vulnerability factors• The PP cohort is disproportionately mobile compared to their Non PP peers in the majority of classes.• PP children are disproportionately represented on the SEND register• PP children are disproportionately poor attenders although attendance did improve in 18-19 <p>As a result, 100% of PP children have had Learning Mentor input around a range of vulnerabilities/needs.</p>
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			<p>The SENDCO is directly involved in supporting the education of 42% PP pupils.</p> <p>The Speech and Language Therapist has implemented support for 11% of PP Pupils</p> <p>11% of PP pupils have received support through Cluster services.</p>
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See the review of the 2018-19 PP Strategy below:



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					



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	Reading	40%(50%)	75%
	Writing	40% (50%)	69%
	Maths	60% (75%)	76%
% pupils making expected of 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		



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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



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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 (2017-18)

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"> <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%															



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<i>Action 2: To improve pupil attitudes to attendance</i>				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<p>1) To improve PP pupil attitudes to attendance:</p> <p>a) Attendance Mentor assigned to targeted PP pupils</p> <p>b) Individual barriers to attendance identified</p> <p>c) Individual rewards and targeted initiatives half termly</p> <p>d) Targets and monitoring half termly</p>	<p>1) The pupil premium attitudes to attendance score increases from to >59 and within 5 points of non PP</p> <p>2)</p>	<p>1) By Aut 1 all PP targeted pupils identified</p> <p>2) By Aut 1 all initial mentoring meetings complete</p> <p>3) By Au2 individual attendance targets and rewards are being monitored and reviewed (half termly) and termly celebration event implemented</p> <p>4) By Spring 2 The attendance of targeted pupils is on track to meet targets</p> <p>5) By Summer 2 targeted pupils attendance targets are met</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>
<i>Action 3: To improve parental attitudes towards attendance</i>				
<p>1) To implement a series of initiatives to continually raise the profile of attendance</p> <p>a) To include messages in all newsletters about</p>	<p>1) The parent questionnaire shows that parents identify with the 97%+ challenge.</p>	<p>1) By Aut 1 the attendance mantra has been rolled out</p> <p>2) By Aut 1 the attendance banner is in place</p> <p>3) Monitoring shows that the attendance messages are</p>	<p>D. Foulke</p>	<p>£1000 for marketing attendance</p>



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<p><i>the benefits of good attendance</i></p> <p>b) <i>To produce a 97%+ attendance banner and display outside school</i></p> <p>c) <i>To develop and implement a whole school attendance mantra</i></p>		<p><i>consistent across the website, newsletter and Facebook.</i></p> <p>4) <i>Seesaw is used to promote attendance from Aut 2</i></p>	
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Objective 2: To improve reading outcomes for PP pupils

<i>Action 1: To increase the frequency that PP pupils read</i>				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<p>1) <i>To increase the frequency of reading support in school:</i></p> <p>a) <i>Reading volunteers to be</i></p>	<p>1) <i>All PP pupils in KS1 read to an adult 3x a week</i></p> <p>2) <i>Pupils with reading mentors make</i></p>	<p>1) <i>By end of Aut 1 targeted PP children have met with reading</i></p>	<p><i>H. Owen</i></p>	<p><i>£1000 for staff release to deliver regular and ongoing reading volunteer training and t0 release staff to mentor PP readers</i></p>



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<p><i>used to target PP daily reading</i></p> <p>b) <i>PP pupils targeted for Lexia intervention</i></p> <p>c) <i>PP reading mentors to be assigned to targeted PP pupils</i></p> <p>d) <i>All KS1 PP pupils to be assigned a Y5 reading buddy</i></p>	<p><i>accelerated progress and meet end of year targets</i></p> <p>3) <i>Yr group reading targets are met</i></p> <table border="1" data-bbox="524 360 752 635"> <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><i>mentors and targets set</i></p> <p>2) <i>By end of Aut 1 all PP pupils in KS1 are reading at least 3x a week</i></p> <p>3) <i>By end Aut 1 all PP are meeting Lexia usage targets (Monitored half termly)</i></p>		
Y1	100% +0%															
Y2	80%+20%															
Y3	50%+10%															
Y4	52%+17%															
Y5	100%+25%															
Y6	50%+20%															
<p>2) <i>To increase PP engagement in reading</i></p> <p>a) <i>Individual rewards and targeted initiatives half termly</i></p> <p>b) <i>Parent workshops to support all parents including those with PP children</i></p>	<p>1) <i>ALL targeted PP pupils meet their reading targets</i></p> <p>2) <i>The proportion of PP parents attending reading workshops increases termly</i></p>	<p>1) <i>By Au2 individual attendance targets and rewards are being monitored and reviewed (half termly) and termly celebration event implemented</i></p>		<p><i>£1000 for staff release and training</i></p>												

<i>Action 2: To ensure that PP pupils receive timely and effective reading intervention</i>				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<p>1) <i>To ensure that targeted PP receive timely interventions</i></p>	<p>4) <i>Yr group reading targets are met</i></p>	<p>1) <i>Literacy Leader to attend all training Aut-S2 and use</i></p>	<p><i>H Owen</i></p>	<p><i>£5000 for release and training</i></p>



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<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>	<table border="1"> <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>staff inset to refine pedagogy</p> <p>2) Class action plans reviewed from HT2</p> <p>3) Reading interventions in place from Aut2</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

<i>Action 1: To ensure that PP pupils receive timely and effective maths intervention</i>				
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>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>



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<p>c) <i>Leading Practitioners to focus on PP outcomes in Math's at KS2</i></p>				
<p>3) <i>To ensure that PP have additional revision materials to support rapid progress</i></p>	<p>1) <i>All PP pupils in Y6 receive maths revision resources and use these weekly.</i></p>	<p>1) <i>By Aut 2 revision resources are in place and are being used to support rapid progress</i></p>	<p><i>H. Owen</i></p>	<p><i>£500 for revision material</i></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?



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<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?



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<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>



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<p>To provide capacity to implement high quality teaching and learning</p>	<p>Maintaining high quality teaching:</p> <ul style="list-style-type: none"> f) Half termly Pupil Progress Meetings g) Staff support h) Staff Training on feedback i) 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"> g) Literacy Leader PEARL Project Training h) SENCO Training: M Level i) SENCO Training: Local Training j) Learning Mentor Training (Thrive) k) Intervention programme training l) Training of new middle leaders 	<p>SLT to implement following triangulation of staff performance</p>	<p>H.Owen</p>	<p>Termly</p>
Total budgeted cost				<p>£25,000</p>
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>How it is implemented</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>



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<p>To provide capacity to implement high quality interventions and support</p>	<p>A highly qualified Support for Learning team also plays a crucial role in the daily support for pupils. Who have accessed training to deliver:</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 • Same day intervention • After School Provision 	<p>Following PPMs</p>	<p>H.Owen T. Wheatley</p>	<p>Termly</p>
Total budgeted cost				<p>£15000</p>
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?
<p>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</p>	<p>Pupils identified by SALT Programmes of support developed Programmes monitored and reviewed each term Data fed into inclusion team reviews</p>	<p>Support given by speech and language assistant Support given by teaching assistants</p>	<p>SALT</p>	<p>July 2019</p>
Total budgeted cost				<p>£3,500</p>



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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

Impact 2018-19

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

PP attendance increased by +1.04%. This was not in line with the aspirational target set but was recognised by Ofsted as a hugely positive gain. At the same time the % of PP children classified as persistently absent fell by 12.32% to 15.38%.

“Attendance has improved this year and is similar to the national average for primary schools. The proportion of disadvantaged pupils who were persistently absent in 2018 was well above the national average. However, the dedicated work of leaders, and the support they give families, means that disadvantaged pupils’ attendance has improved markedly this year.” Ofsted 2019

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



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



Reading increased by 1% across the academy. The PP Reading Strategy prevented pupils from losing ground on reading but did not sufficiently accelerate progress enough to impact significantly on the % of pupils meeting age related expectation. Indeed 34% of PP pupils made more than 6 steps progress from the previous summer showing that the strategy was impactful for over 1/3 of PP pupils. Reading remains a focus of work so that continued accelerated progress enables more PP pupils to meet age related expectation.

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
Maths outcomes at KS2 failed to meet the target set. The cohort had complex needs and multiple vulnerabilities which impacted upon test performance. Maths outcomes for PP pupils remain a focus for 2019-20.