



Holy Trinity CE Academy, Rothwell 2019-2020 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 2019-20 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/had parents in the Services 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. We know that quality first teaching disproportionately advantages pupil premium pupils. This remains a consistent and relentless focus and is one that we have worked 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:

- ensure that the SEMH needs of pupils are met
- 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



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- Behaviour
- SEN including Language and Literacy Skills
- 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 2019/20

Free School Meals/Ever 6: 53

Children Looked After: 0

Total 53

This equates to 33% of our school population.

Pupil Premium Funding

Academic year £80,000 (Based on actual figures for April 19-July 20 and predictions from April 2020 onwards)



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2019-20 Strategy:

Issue	Cost	Strategy	Impact
Leadership:	£15,000	<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:</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.f) 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 Traininge) Staff lead interventions <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 Levelb) SENCO Training: Local Trainingc) Learning Mentor Trainingd) Intervention programme traininge) Training of NQT	
Additional Teaching Hours/1:1 teaching	£5,000	<ul style="list-style-type: none">1) Before/After school provision	



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Interventions	£5000	<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• Fluent in 5 <p>2) The Rothwell Cluster provides family support, pupil counselling services, Ed Psych support, and alternative provision on a referral basis</p>	
Learning Mentor	£20,000	One to one and group mentoring and nurture groups support pupils with emotional, behavioural, attendance and/or	



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		<p>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	
Attendance Support	£3000	LA and Trust attendance support with Panel Meetings and strategies to support individual families.	
Curriculum Trip Funding	£3500	The school uses funding to cover the shortfall in trip revenue of pupil premium pupils who are unable to pay in full (excluding residential visits)	
Individual Needs	£10,000	1) Budget allocated for workshops and the purchase of specific resources for pupils/ groups of pupils as a	



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		result of analysis of their individual needs	
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Rothwell CE Primary Academy Pupil Premium Strategy Action Plan 2019-20

1. Summary information					
Academic Year	2019/2030	Total PP budget		Date of most recent PP Review	28.11.18
Total number of pupils	163	Number of pupils eligible for PP	53	Date for next internal review	

2. Current attainment/progress					
<u>Key stage 2</u>			<i>Pupils eligible for PP</i> 10	<i>Pupils not eligible for PP</i> 18	
% achieving expected or above in reading, writing and maths			20%	72%	
Attained expected or above	Reading		40%	83%	
	Writing		50%	83%	
	Maths		20%	78%	
Average Points Progress					
	Reading		-2.6	-0.2	
	Writing		-2.7	-1.0	
	Maths		-6.2	-4.1	
<u>Key stage 1</u>			<i>Pupils eligible for PP</i> 7	<i>Pupils not eligible for PP</i> 18	
% achieving expected or above in reading , writing and maths			43%	74%	



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	Reading	43%	79%
	Writing	57%	74%
	Maths	57%	84%
% pupils making expected or better progress from end of EYFS			
	Reading	100%	89%
	Writing	100%	89%
	Maths	100%	89%
<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> 8	<i>Pupils not eligible for PP</i> 3
% achieving expected standard		88%	100%
<u>Year 2 Phonics</u>		<i>Pupils eligible for PP</i> 4	<i>Pupils not eligible for PP</i> 8
% achieving expected standard		75%	88%
EYFS		<i>Pupils eligible for PP</i> 3	<i>Pupils not eligible for PP</i> 18
% achieving GLD		33%	78%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	To ensure that the sequencing of learning in mathematics is logical, and pupils, including disadvantaged pupils, are appropriately challenged increasing outcomes and progress for PP pupils at KS2		
B.	To ensure that that PP attendance continues to rise and matches the attendance of non PP pupils		



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C.	To improve Reading outcomes for PP pupils at KS1											
External barriers												
D.	Parental attitudes to attendance and home learning											
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria											
Overall aims												
1) To improve KS2 Outcomes in maths for PP pupils to:												
<table border="1"><thead><tr><th>Year</th><th>Target</th></tr></thead><tbody><tr><td>6</td><td>80% (40% GDS)</td></tr><tr><td>5</td><td>67% (20%)</td></tr><tr><td>4</td><td>50% (10%)</td></tr><tr><td>3</td><td>71% (14%)</td></tr></tbody></table>			Year	Target	6	80% (40% GDS)	5	67% (20%)	4	50% (10%)	3	71% (14%)
Year	Target											
6	80% (40% GDS)											
5	67% (20%)											
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2) To improve PP attendance:												
<table border="1"><thead><tr><th></th><th>2019</th><th>2020</th></tr></thead><tbody><tr><td>PP Attendance</td><td>94.8</td><td>95.8</td></tr><tr><td>PP PA</td><td>15.38</td><td><10%</td></tr></tbody></table>				2019	2020	PP Attendance	94.8	95.8	PP PA	15.38	<10%	
	2019	2020										
PP Attendance	94.8	95.8										
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3) To improve KS1/KS2 PP reading outcomes												
<table border="1"><thead><tr><th></th><th>2019</th><th>2020</th></tr></thead><tbody><tr><td>KS1 EXS+</td><td>43%</td><td>75%</td></tr><tr><td>KS2 EXS+</td><td>40%</td><td>80%</td></tr></tbody></table>				2019	2020	KS1 EXS+	43%	75%	KS2 EXS+	40%	80%	
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KS2 EXS+	40%	80%										



Action Plan (2018-19)

Objective 1: To ensure that the sequencing of learning in mathematics is logical, and pupils, including disadvantaged pupils, are appropriately challenged increasing outcomes and progress for PP pupils at KS2

Action 1: To implement strategies for iterative learning				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
To improve fluency for PP pupils	<ol style="list-style-type: none"> 1) To implement fluency related homework that is completed by PP pupils (target for homework club) 2) To implement daily fluency work as part of maths lessons 	<ol style="list-style-type: none"> 1) PP friendly homework implemented by HT2 2) By HT2 a staff are using fluency activities daily e.g. fluent in 5 	CP/HO	£500 for Fluent in 5 (Third Space)
To provide iterative teaching to PP pupils	<ol style="list-style-type: none"> 1) Lessons are sequenced clearly and pupils have sufficient opportunity to develop fluency using abstract methods where applicable 2) There are regular opportunities for pupils to revise aspects of the curriculum 	<ol style="list-style-type: none"> 1) By HT2 the teaching sequence in all classes is strong 2) By HT4 PP standardized test data is improving as a result of changes to the learning sequence. 	CP	

Action 2: To ensure that PP pupils are appropriately challenged				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications



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<p>To monitor the teaching sequence for PP pupils and ensure that pupils are challenged at the point of need</p>	<ol style="list-style-type: none"> 1) All class teachers to plan to plan marginal gains and challenge for PP pupils so that progress in M is good (6+ steps: In year) 2) Book monitoring shows that challenge for PP is good 	<ol style="list-style-type: none"> 1) <i>By HT 2 all class teachers have identified targeted pupils and are implementing support and challenge</i> 2) <i>By HT4 PP standardized test data is improving as a result of changes to the learning sequence.</i> 3) <i>By HT6 PP data shows good progress (6+ steps for all PP pupils</i> 	<p>DF/CP</p>	<p>INSET Time (2 meetings)</p>
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Objective 2 To ensure that that PP attendance continues to rise and matches the attendance of non PP pupils

<i>Action 2: To improve pupil attitudes to attendance</i>				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<ol style="list-style-type: none"> 1) <i>To improve PP pupil attitudes to attendance:</i> <ol style="list-style-type: none"> a) <i>Attendance Mentor assigned to targeted PP pupils</i> b) <i>Individual barriers to attendance identified</i> c) <i>Individual rewards and targeted initiatives half termly</i> 	<ol style="list-style-type: none"> 1) <i>The pupil premium attitudes to attendance score increases from to >59 and within 5 points of non PP</i> 2) 	<ol style="list-style-type: none"> 1) <i>By Aut 1 all PP targeted pupils identified</i> 2) <i>By Aut 1 all initial mentoring meetings complete</i> 3) <i>By Au2 individual attendance targets and rewards are being monitored and reviewed (half termly) and termly celebration event implemented</i> 	<p>DF</p>	<p><i>£2000 for addition Attendance Officer Support, targeted initiatives and release time for key staff to hold mentoring meetings</i></p>



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<p>d) <i>Targets and monitoring half termly</i></p>		<p>4) <i>By Spring 2 The attendance of targeted pupils is on track to meet targets</i></p> <p>5) <i>By Summer 2 targeted pupils attendance targets are met</i></p>		
<p>Action 3: To improve parental attitudes towards attendance</p>				
<p>1) <i>To implement a series of initiatives to continually raise the profile of attendance</i></p> <p>a) <i>To include messages in all newsletters about 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>1) <i>The parent questionnaire shows that parents identify with the 97%+ challenge.</i></p>	<p>1) <i>By Aut 1 the attendance mantra has been rolled out</i></p> <p>2) <i>By Aut 1 the attendance banner is in place</i></p> <p>3) <i>Monitoring shows that the attendance messages are consistent across the website, newsletter and Facebook.</i></p> <p>4) <i>Seesaw is used to promote attendance from Aut 2</i></p>	<p>DF</p>	<p>£1000 for marketing attendance</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
1) To increase the frequency of reading support in school: a) Reading volunteers to be used to target PP daily reading b) PP pupils targeted for intervention c) PP reading mentors to be assigned to targeted PP pupils d) All KS1 PP pupils to be assigned a Y5 reading buddy	1) All PP pupils in KS1 read to an adult 3x a week 2) Pupils with reading mentors make accelerated progress and meet end of year targets 3) Yr group reading targets are met	1) By end of Aut 1 targeted PP children have met with reading mentors and targets set 2) By end of Aut 1 all PP pupils in KS1 are reading at least 3x a week 3) By end Aut 1 all PP are meeting Lexia usage targets (Monitored half termly)	H. Owen	£1000 for staff release to deliver regular and ongoing reading volunteer training and t0 release staff to mentor PP readers
2) To increase PP engagement in reading a) Individual rewards and targeted initiatives half termly b) Parent workshops to support all parents including those with PP children	1) ALL targeted PP pupils meet their reading targets 2) The proportion of PP parents attending reading workshops increases termly	1) By Au2 individual attendance targets and rewards are being monitored and reviewed (half termly) and termly celebration event implemented	SP	£1000 for staff release and training



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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) TA and LM intervention is focused on securing PP reading Outcomes</p>	<p>4) Yr group reading targets are met</p>	<p>1) Class action plans reviewed from HT2</p> <p>2) Reading interventions in place from Aut2</p>	<p>SP</p>	<p>£5000 for release and training</p>

Impact 2019-20