



Holy Trinity C of E Primary School

Effra Road, Wimbledon, London SW19 8PW

Tel: (020) 8542 1591

Headteacher: Mrs Y Rickards

Governors' Annual Report 2018-19

July 2019

Contents

Foreword	page 2
School Leavers	3
Committee Reports	4
Standards, Teaching and Learning inc Inclusion	5
Children, Families and Communities	11
Business	15
Faith Team	18
Pupil Premium Report	20
Report from the Treasurer	21
Governor training	22

Holy Trinity C of E Primary School

Foreword

As school reports come out we can all be proud of the efforts, progress and attainment the children have achieved. Well done! And thank you to all the staff and governors for their unfailing hard work and dedication, and families at home, to support the children to grow and develop.

School continues to rise to the challenges of funding cuts and a huge thank you to staff, families and HOTS for all your fundraising efforts and donations of time and money which enable our school to fully support your child's learning and enrich their lives. We continue to remain one of the top primaries in Merton and will endeavour to remain so, whilst prioritising financial spend.

We'd like to welcome those families, pupils and staff about to join our school community and say a fond farewell to those we have to say goodbye to – we wish you all the best as you head off to pastures new.

All remains is for me to wish you all a peaceful and relaxing summer break.

Kirsty Warwick, Chair of Governors

I would like to take this opportunity to thank the staff and governors of Holy Trinity for their dedication, hard work and support throughout the year. I can truly say that we all work together for the good of the school, enabling the whole school community to 'Grow together as children of God'.

Izzy Rickards, Headteacher

Holy Trinity C of E Primary School

School Leavers

Our Year 6 pupils are going to a wide range of secondary schools in September 2019, reflecting their individual personalities. As ever this is a combination of our local comprehensive schools, grammar schools, and the independent sector:

Ricards' Lodge

Rutlish School

St Cecilia's Church of England Secondary School

Ursuline High School

Glenthorne High School

Chestnut Grove

Wimbledon College

Tiffin Boys

Wallington County Grammar

The Grey Coat Hospital

Harris Academy Wimbledon

Holland Park School

Arts Educational School

Putney High School

Claremont Fan Court

Whitgift School

Wilson's School

Kingston Grammar School

Ewell Castle

We would like to congratulate our year 6 pupils on their outstanding progress this year and throughout their time at Holy Trinity. We are very proud of their achievements and contribution to the school. We wish them every success in their new schools. We look forward to keeping in touch with our alumni in the coming years and hope they will help us to build closer links with local secondary schools and to share information about secondary school options with our current pupils and parents.

Holy Trinity C of E Primary School

Committee Reports

Each of our committees has reported against their objectives and has used the outcomes from this year to inform next year's strategic priorities. The following pages summarise the work of each committee over the past year:

- Standards, Teaching and Learning Committee
- Children, Families and Community Committee
- Business Committee
- Faith Team

Holy Trinity C of E Primary School

Standards, Teaching and Learning

The Standards, Teaching and Learning (ST&L) Committee is the team of governors responsible for helping to ensure that the school provides high quality teaching and learning, leading to the highest possible levels of progress and attainment for all pupils.

The Committee reviews pupil progress and teaching and learning policies. It also undertakes regular reviews to make sure the curriculum is broad and balanced, and in keeping with the school's aims, pupil needs, and statutory requirements. The Committee is responsible for monitoring the progress of different groups of children within the school, including those with special educational needs, those for whom English is not their first language and those who are disadvantaged.

During 2018-19, the focus of the ST&L Committee has included:

1 To oversee pupil achievement, agreeing targets, ensuring there is an effective assessment policy and reliable assessment and tracking information for all learners, strategies are in place to meet targets, monitoring performance against comparable local and national data, evaluating achievement, analysing performance of different groups and subjects, and keeping under review the impact of the equality policy

The aim of Holy Trinity is for the whole school to achieve above national average attainment, and that each pupil achieves at least expected progress across the year.

Progress of every pupil has continued to be monitored regularly by class teachers and phase leaders and then discussed at termly meetings with the Senior Leadership Team. When looking across the whole year group, these meetings are used to identify pupils who could benefit from one of a broad range of interventions that are run across the school. There has been a focus this year to consider the way progress and attainment data is analysed so that trends can be identified and responded to appropriately.

During the course of the year, each intervention programme is also monitored to assess the effectiveness to ensure that pupils are provided with the support that is considered to be right for them. As well as supporting those who have not made expected progress, enrichment programmes are also run for the most able to provide them with sufficient stretch and challenge. In 2018 – 19, the school adjusted how some of the intervention programmes were delivered through reorganising the timetables of some of the teaching assistants. This meant more children have been able to benefit from these programmes.

The assessment data for EYFS, KS1 and KS2, which was shared in the Autumn term by Mrs Rickards, is shown on pages 9/10 below. The Governors recognise that each year group is unique and are therefore care should

Holy Trinity C of E Primary School

be taken in comparing results year on year. Nevertheless, Governors do focus on understanding how the performance at Holy Trinity compares with other primary schools in Merton and Nationally, inviting a member of the Merton's school improvements team to present to the full governing board. On the back of the 2017-18 results, focus on writing remains a priority [The School Improvement plan focused on handwriting, spelling, the use of success criteria to target writing, and the uplevelling writing through appropriate editing) The governors will be reviewing the 2018 – 19 with interest to determine the effectiveness of these actions.

Having trialled a number of maths resources during 2017 – 18, the selected scheme was introduced across the school this year. The school has also benefitted from becoming a member of the South West London Maths Hub which has [enabled our staff to receive excellent training, and to learn from schools which are further along the mastery journey)

2 To ensure the school provides high quality teaching and learning for all pupils through monitoring quality; ensuring strategies are in place to meet targets; keeping under review relevant policies; and reviewing the management and structure of the school day

The quality of teaching is monitored and observed by Phase Leaders, the School's Leadership Team, governors during learning walks and other observations sessions and external colleagues from Merton Local Authority and Southwark Diocese Board. The feedback we received from a recent Quality Mark for English and Maths assessment reinforced our view that the quality of teaching at Holy Trinity is very high and that [there is consistency across the school

We are proud that a number of the staff have been recognised as leaders within their field [Primary Expert Teacher in Phonics, and our English Subject Leader was chosen to lead on a Merton writing moderation project]

A key objective in the School Improvement Plan for 2018 – 19 was to focus on "Quality First Teaching", reviewing teaching methods and approaches across the school to ensure there is a consistent, coherent approach. Some of the changes include [subject leaders setting out clear expectations from the outset; a review of our planning procedures; introducing the use of marking books in maths to highlight areas of focus for subsequent lessons

3 To ensure the school delivers a broad and balanced curriculum

Ensuring that children are given opportunities beyond the confines of the National Curriculum is core to the ethos at Holy Trinity. From walking around the school, to talking to pupils and reading the weekly bulletins and termly curriculum newsletters, it is quickly evident to see the broad range of activities children are engaged in.

Holy Trinity C of E Primary School

Thank you to our wonderful staff for all the hard work that made some of the special events this year so memorable. Particular highlights include the whole school project to make penguins during science week, the performances in classrooms and watched together as the whole school during the music competition, [7 Wonders of the World week with a focus on humanities and art/DT, Book Week, huge variety of visits to museums, galleries and outdoor centres, in addition to inviting in visitors to enhance the curriculum]

During the year, Holy Trinity received [Silver Healthy Schools Mark, Quality Mark for English and Maths, All Together Gold School] and we continue to hold the Music mark, and Merton Sports Gold Mark.

INCLUSION REPORT

4 To keep under review the Special Educational Needs and Disabilities (SEND) policy, monitoring the effectiveness of provision and ensuring that the school fulfils its responsibilities for pupils with special educational needs

5 To monitor provision for progress and attainment of vulnerable groups and the effectiveness of any intervention strategies.

As set out above, the progress of each pupil is very important and is individually monitored. However, there are some particular groups which receive additional focus and attention and these include our children with Special Education Needs and other vulnerable groups. Reflective of the situation nationally, the number of children on the SEND register is increasing. The school is continually assessing the needs to these children, which are very wide ranging, to ensure the support that they each receive is appropriate for them. Support is not just given to help with academic success, but also for emotional and mental wellbeing and development. The full governor board recently received a presentation from our Inclusion Lead Governor to ensure we all had a current understanding of needs of pupils within our school generally and how we are discharging our responsibility to helping close the gap between the progress and attainment of these children to others.

We are very fortunate, that despite the financial challenges across education, we have been able to continue to employ dedicated staff to develop, oversee and deliver, successful interventions for SEND or other vulnerable groups. As well as our Inclusion lead, we also benefit from a SEN teacher and pupil premium teacher, who work alongside our classroom teachers, teaching assistants, learning support assistants and experts from Merton. We believe that together this team provides these groups of children with exceptional support which has resulted in [too early to measure the progress of specific interventions].

In response to feedback, the way Individual Education Plans (a plan which is developed for each child on our SEND register) are documented has been overhauled. They now capture more effectively the pupil and parent voice as well as including extra information about the daily classroom provision. Feedback on the new arrangements has been positive from teachers, parents and pupils.

As the needs of our vulnerable children change, staff training continues to be a focus. During the course of

Holy Trinity C of E Primary School

2018 – 19 training has included whole staff sessions on provide effective differentiation in the classroom, supporting children with speech and language difficulties in the classroom context and supporting Looked After Children. Staff have attend a maths course focusing on strategies and resources to help SEN children to access maths concepts. Next term, there will be whole school training on supporting children with sensory processing issues.

Holy Trinity C of E Primary School

OUTCOMES 2017-2018

EYFS

Data indicates that 81% of the children have achieved a Good Level of Development, compared with 84% in 2016-2017. Merton 2018 73% National 71%

Phonics Check

93% of Year 1 children achieved the phonics threshold (90% in 2017). Merton 2018 85% National 81%

88% of Year 2 children who re-took/took for the first time achieved the threshold, compared with 100% in 2016. This equates to one child not achieving the threshold.

KS1

Subject	2017 % achieving expected standard or above	2017 Greater Depth (Figures in brackets Merton)	2018 % achieving expected standard or above (Figures in brackets National 2017)	2018 Greater Depth
Reading	88	25 (29)	81 (76)	37
Writing	78	10 (16)	73 (68)	27
Maths	86	9 (26)	80 (75)	25
Science	98		86	
RWM	78		71	

KS2

Subject	2017 % achieving expected standard or above (National/Merton)	2017 % achieving greater depth (National/Merton)	2018 % achieving expected standard or above (National/Merton)	2018 % achieving greater depth (National/Merton)
Reading	78	52 (25/29)	85 (75/79)	44 (28/33)
Writing	80	28 (18/18)	77 (78/77)	17 (20/22)
SPAG	92	56 (31/40)	88 (78)	60
Maths	84	46 (23/31)	81 (76/82)	33 (23/31)
Science	76		87	
RWM	70 (61/65)		71 (64/68)	13

Holy Trinity C of E Primary School

KS2 Progress data from end of KS1

Subject	Progress 2017	Progress 2018
Reading	+4.7	+2.7
Writing	+2.2	-0.7
Maths	+2.9	+0.6

Holy Trinity C of E Primary School

Children, Families and Community

The Children, Families and Community committee (CFC) has a wide-ranging remit, essentially taking responsibility for all areas which are not in ST&L, Business or Faith committees.

For 2018/19 the committee had the following eight objectives

1. To improve behaviour, reducing incidents and ensuring pupils feel safe
2. To ensure the safeguarding of all pupils
3. To ensure the health and well-being of all pupils & staff
4. To improve communication with parents and community, ensuring access to key information
5. To manage admissions
6. To manage attendance and punctuality
7. To ensure equal opportunities for all members of the school community
8. To ensure that all pupils with medical conditions are supported

1. To improve behaviour, reducing incidents and ensuring pupils feel safe

The annual parent survey conducted in spring 2019 found 90% of parents who felt they knew enough to answer considered the school to manage behaviour effectively and 99% consider the school to be a safe place for their child. Holy Trinity appears to have a relatively low rate of incidents requiring discipline.

2. To ensure the safeguarding of all pupils

Safeguarding is discussed at each CFC meeting throughout the year and governors receive anonymised reports on incidents and any concerns raised about pupils at each CFC and at each Full Governing Body meeting. The safeguarding policy is reviewed annually and updated in a timely way following any changes in policy or guidance issued by DfE. Our governing body has a Lead Governor for Safeguarding who liaises regularly with the Designated Safeguarding lead. All staff and governors have annual safeguarding training. Several governors are also trained in Safer Recruitment to support the staff team in avoiding making inappropriate appointments.

Stemming from a safeguarding perspective the school is due to renew the fencing on the Effra Road side of the school and some adaptations are being made to the stairwell areas.

Holy Trinity C of E Primary School

3. To ensure the health and well-being of all pupils & staff

This year the school has engaged in many well-received interventions to support the health and well-being of both staff and pupils. These have included running events for parents to support children's well-being and having a focus on mental health awareness for a week.

Both staff and pupil surveys suggested these interventions have been effective.

Work has continued to support healthy eating and an active lifestyle within the pupil group with the relaunch of the daily-mile, encouragement of pupils to use activity trackers and school has continued to work with the school lunch provider to improve the quality of school lunches. Learning walks have reviewed the content of both school and packed lunches and the Friday Bulletin has regularly included tips and messages about healthy lifestyle. School has achieved the Silver Healthy Schools Award, following having achieved the Bronze in 2017/18 academic year. Eighty-four per cent of parents who felt they knew enough to answer agreed that school promotes healthy eating and 71% thought that school lunch provides a well-balanced meal which was a significant improvement on 34% in 2017/18 survey.

Holy Trinity has also been selected to take part in the Trailblazer Project which will support and provide interventions targeting well-being and mental health in schools nationally. This project will be formally evaluated and ensures that the TAMHS provision HT has been able to offer will continue and be further enhanced.

4. To improve communication with parents and community, ensuring access to key information

School has continued to streamline communications through the use of Parentmail, weekly bulletins and half-termly curriculum newsletters. Parent's evenings occur twice in the year and school have introduced "share my learning" mornings where parents can come into the classroom and their child is able to show and explain their school work. Staff are contactable by email and the Headteacher operates an "open door" policy. The governing body hold an annual "parent forum".

The annual parent survey conducted in spring 2019 found 98% of parents to consider school's communication channels to be effective. Eighty nine per cent of parents reported being confident about contacting school to discuss any concerns and 77% consider school to respond appropriately to those concerns.

Holy Trinity C of E Primary School

5. To manage admissions

Applications for Reception entry in 2019 were higher than previous years at 324; of which 97 put us down as their first choice school. 17 places were offered to siblings. The furthest non-sibling open place was 231m.

Nursery received 67 on-time applications for 52 places. 19 siblings and 1 LAC. The furthest open non-sibling place is less than 319 metres from the school.

6. To manage attendance and punctuality

The governing body reviews attendance figures at each meeting. Although there can be dips in some years these are owed largely to non-attendance for medical reasons. School has good overall attendance, well above the national and local average. This year school has introduced letters from the Headteacher to parents when a child's attendance drops below 90%. School responds quickly to any pupil absences of which the school has not been notified.

7. To ensure equal opportunities for all members of the school community

The equalities data is updated annually. The school is proud of its inclusive nature and works with professionals (if required) to ensure that the necessary reasonable adjustments are made so that all are included.

8. To ensure that all pupils with medical conditions are supported

School has rigorous systems in place to ensure that medications for pupils are in date, available and clearly accessible by staff who need to administer them.

Holy Trinity C of E Primary School

Business Committee

The Business Committee is responsible for the school personnel, finances, data management and premises, and is tasked with:

- Ensuring the school has an effective and high quality staff
- Monitoring the budget, ensuring that it fulfils the needs of the school as set out in the school improvement plan (SIP), and that the school's financial management complies with best value good practice
- Ensuring that the school's buildings and learning environment are maintained and fit for purpose, and that effective procedures and policies are in place to meet all applicable health and safety standards and legislation

In 2018-19 the Business Committee had 5 objectives covering these areas of responsibility. This report provides an update on each objective, as well identifying how our focus will develop in the next academic year.

Financial Management

1. To maximise the value of the school generated income to enable the provision of a rich and diverse educational experience for all pupils

2. To ensure effective cost management, whilst optimising staffing and resource capabilities, and without detriment to educational provision

As with 2017-18, in the 2018-19 financial year (which runs April to March, unlike the academic year) Business Committee has continued to focus much attention on the school's budget, which is under increasing pressure due to cuts in government funding, as well as increased staffing costs, primarily due to increased teachers' pension costs. Due to strong leadership and careful financial management, the final outturn was again a small surplus being carried forward into reserves for the next financial year. It should be noted however, that the outturn was better than anticipated due to a small amount of additional unexpected income in the form of a teachers pay grant and free school meals grant, along with effective cost management such as the introduction of ad hoc After School places, the decision to cut funding for the sports coach, and small savings in salary costs and learning resources due to careful cost control.

At the end of the financial year 2018-19 the school's reserves stood at around £295,000.

Holy Trinity C of E Primary School

The budget for 2019-20 has been agreed by governors and has been set at a deficit to draw down by approximately £60,000 on the available reserves. A drawdown of £60,000 is better than previously anticipated, due to the School Business team and Business committee working hard this year to maximise the value of school generated income. This focus has driven some key decisions: lettings charges have been reviewed and increased to be more in line with other local providers; a space utilisation review has been undertaken which has enabled hall space to be reassigned to After School Club, the expansion of which will drive a significant increase in After School Club income; annual increases have been applied to the value of requested voluntary parental contributions; and research into Grant funding and better utilisation of Gift Aid is ongoing, and will be a key focus in 2019-2020.

Despite these income generating decisions, the outlook continues to be challenging, and from the information provided to the school so far, it is still forecast that the school will have exhausted reserves within the next two years. Business Committee, working closely with the School Business team, will continue to focus on income generation and cost management to mitigate against this risk as much as possible.

Data Management

3 To implement all aspects of the school's new data protection policy, following the introduction of the GDPR, including data management processes, staff roles, and parent communication

Focus on GDPR has been a Business Committee priority this year. A 'Journey to GDPR Compliance' plan has been created, agreed with Merton, and progress against the plan is reported to Full Governors each half term.

Premises and Health & Safety

4 Regular monitoring of the school's compliance with applicable health and safety legislation and to ensure buildings and learning environments are fit for purpose in line with the School Improvement Plan.

The safety and security of the building, children and staff remained a key priority, with the number of issues identified during the regular walk-arounds by the Health & Safety link governor reducing noticeably over course of the year. We have identified the need for more robust security fencing around the front of the school building and this will be installed over the summer holidays. We have completed our regular safety checks of equipment and facilities and developed updated risk assessments and rules regarding the use of outdoor play equipment.

Holy Trinity C of E Primary School

As a Voluntary Aided school, we receive all our costs for staff and resources from the London Borough of Merton (ultimately from central government) but not all of our capital costs. 10% of all building maintenance work has to be paid for by the Governors' Capital Fund, which for large projects can be a significant amount of money, together with a contribution to the Southwark Diocesan Board of Education for the cost of their support. The only source of income for the Governing Body is through donations from parents, as noted when your child joined the school. This year, due to the tight budgetary constraints, and the increasing concern that capital maintenance could increase, as the school building and grounds ages, the governors have carefully reviewed the amount we ask families to contribute, and have decided to increase the value of the suggested contributions to £22 per term, or £66 for the whole academic year. We are reliant on your kind generosity to ensure that our school continues to be a safe and inspiring place to learn and to benefit all our pupils.

Personnel

5 Review staffing structure to optimise educational impact/cost balance

Personnel represents c78% of expenditure, and supporting the school in recruiting, developing and retaining its high quality staff is one of the most important roles of the Governing Body, and the Business Committee in particular. The governors monitor the school's staffing regularly, receiving updates from the School Business Manager, at each Business Committee meeting, and ensuring that the school has the resources to achieve the objectives set out in the School Improvement Plan (SIP). As well as teachers, there are a large number of other support staff that make an important contribution to Holy Trinity's success.

All teaching staff have had appraisals, with objectives focusing on the achievement of pupils (with particular emphasis on our more vulnerable pupils), contributions to the whole school, and personal development.

One of our main priorities this year was to embed the concept of teaching maths for mastery into our daily teaching. Members of the teaching staff have attended training in Maths Lesson Design, Mathematical Reasoning, Effectively teaching children with SEN and Bar Modelling. Our Year 5 teachers participated in a year-long project with South West London Maths Hub, focusing on small steps and effectively embedding fluency and reasoning within our teaching. We have also focused on supporting mental health in schools and training has included Mental Health First Aid Training and Promoting Well-Being in Schools for our PSHE Lead. As well as our specific priorities for this year, all staff have received regular safeguarding training and updates; teachers have had the opportunity to attend subject leader network meetings with other Merton schools; attend moderation sessions with local schools; attend training on the end of key stage standards and members of the Senior Leadership Team have attended training on appraisal, classroom observation and strategic school

Holy Trinity C of E Primary School

leadership. We have continued to provide regular training for our support staff on a range of topics including behaviour management, phonics and intervention programmes.

Once again, due to effective financial management Holy Trinity has not had to make some of the difficult staffing decisions that other local schools have faced. Governors have agreed that not cutting staff is a high priority and therefore all efforts are being taken to maximise income and minimise costs in other ways, as outlined above. This situation will need to be constantly and closely monitored; however we are in a reasonable enough position to not foresee any staff cuts over the next year.

Policies

6 To ensure that all statutory and other best practice policies are maintained

During the course of the academic year 2018-19, the Business Committee has reviewed and updated the following policies as part of the rolling policy review schedule:

- Pay policy
- Appraising Teacher Performance
- Anti-Bribery Policy
- Health & Safety Policy
- Managing Staff Sickness & Absence
- Special Leave Policy
- Redundancy Procedures
- Lettings Policy
- Critical Incident Plan
- After School Bookings and Admissions Policy
- Data Privacy notice for Pupils, Parents and Staff
- Accessibility Policy & Plan
- Freedom of Information Policy
- Charging and Remissions Policy
- Data Protection Policy

Holy Trinity C of E Primary School

Faith Team

Following on from our SIAMS (Statutory Inspection of Anglican and Methodist Schools) Inspection last year, where the school was judged as outstanding in all areas, the Faith Team have worked to further embed the ethos that was launched ahead of that inspection, whilst still looking ahead at the now different criteria that we will be judged against next time. As well as continuing to cover ethos, collective worship, RE teaching, and leadership, the criteria expands to cover inclusion and a greater understanding of worship across the globe. This year we embedded our survey questions into the wider school survey, there were some encouraging results with regards to our *Growing Together* Values. Over 90% of parents asked fed back that the children are encouraged to follow the *Growing Together* Values and that the school has an inclusive ethos. Also over 90% of parents who answered confirmed that their children are aware of the Christian character and ethos of the school, with just over 80% confirming that their child enjoys taking part in collective worship. This is wonderful feedback that our values and ethos as being embedded across our school and embraced by many of our children.

The new assessment tool and RE curriculum that was launched last year is now embedded in our teaching community, enabling us to assess and monitor progress in RE in a much more controlled and consistent approach. It has been a well-received tool by staff. Although we have been without the support of a local minister this year whilst Holy Trinity Church has been in an interregnum, the school has continued to offer a rich variety of worship, planning the programme in conjunction with Priory School. Each term we choose a week in which to monitor worship, to ensure that it remains an engaging and spiritual experience. Worship is enhanced by a high standard of music, which the children particularly enjoy.

The Faith Team has worked more closely this year with the children in the 'Growing together' team. We have initiated a number of activities to help grow our children's understanding of different cultures, how they worship and how we can support. A particular highlight was the Lunchbox Appeal that ran in February (coinciding with Valentine's Day) where children could buy hearts and each heart bought lunch for a child in the Kariba. The school exceeded expectations and provided 2541 lunches. A representative from the Lunch Box Appeal visited the school in March to give their thanks and show the children how their help and hard work had been used.

Holy Trinity C of E Primary School

The parents' prayer group continues to flourish, and each month they pray for the school and for the children's own concerns, left in the prayer box. In addition, the 'Growing Together Team' has launched additional prayer and worship activities at key times in the Christian Calendar. The children loved getting involved in the 'Thanks and Hope for the presents' initiative and we received 90 prayer presents. For the Lent initiative, they used Easter eggs, which all team members did mindfulness colouring on for the wider school to pledge their lent intentions, 220 were received across the school.

Growing Together as Children of God

At Holy Trinity C of E Primary School:

- we want our pupils to grow in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.
- we work together with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.
- we are growing together as children of God, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

Holy Trinity C of E Primary School

Pupil Premium Report

The number of pupils eligible for Pupil Premium has continued to grow this year and we currently have 37 pupils eligible for the Pupil Premium grant. This number is the combined total of those eligible for the Early Years Premium, Free School Meals and previously Looked After Children. In the first term we continued to benefit from the expertise of Mrs Turner, our Pupil Premium Champion, but unfortunately due to ill health Mrs Turner had to retire her role. The Deputy Headteacher, SENCO and Specialised Dyslexia Teacher took over the group and individual interventions in English and Maths.

Other support and interventions that have been in place are:

- TA support in class at group and 1:1 level;
- 1:1 conferencing with the class teacher in order to improve individual pieces of work;
- funding extra-curricular opportunities and residential school trips to help provide fair access for all;
- signing up to the Beanstalk Reading Scheme to provide regular 1:1 reading support;
- use of Fabulous Folders, which are sent home with extra reinforcement activities for the children to complete;
- providing Play Therapy sessions;
- providing sessions with our TAMHS worker;
- participation in the ELSA programme or SEAL group to help build self-esteem and confidence and break down any barriers to learning
- participation in Theraplay sessions to boost self-esteem and relieve anxiety and worry;
- we also continue to provide support with the purchase of uniform.

For this academic year we received £61,280 in funding. Our Pupil Premium Strategy is available on our website, which gives further detailed information about how the grant is spent.

Quality First Teaching and Early Intervention continue to be successful strategies for closing the gap of attainment for Pupil Premium children and they will continue to be a high priority for the school in terms of ensuring equal opportunity and access for all in the coming year.

Holy Trinity C of E Primary School

Report from the Treasurer

Holy Trinity is a Voluntary Aided (VA) school and as a result, we receive money to pay for staff and resources through the London Borough of Merton. However, as a VA school our capital projects are funded through the Southwark Diocese, with the exception of 10% of the cost of all capital work, which is funded by the governors. Like other VA schools, we ask parents to contribute to the Governors Fund which we use to pay our 10% contribution to the Diocese (over £9,000 per year) and to provide additional money for school improvement. Our only source of income to the Governors Fund is via parental contributions. Last year we enabled the Governors Fund to be paid via ParentMail resulting in a larger uptake and helping our funds to grow healthily.

We are fortunate to have a relatively new school building but now, seven years after the majority of our expansion work was completed, things are inevitably needing to be fixed or updated. In the past, we have worked with the Diocese to repair the boiler and install the telephone extension system to increase security and communication within the school. Whilst these items are not glamorous, they are nonetheless vital in providing a safe environment in which children can learn. We also fund projects which have a more visible impact on children and their families including the daily mile track, mental health training, as well as Staff development.

We would like to thank you for your continued contributions to this fund.

Holy Trinity C of E Primary School

Governor training undertaken in 2018-19

Nine non-staff governors undertook 11 training sessions in 2018-19:

- Governor Safeguarding Training (8)
- Role of Governors in Headteacher Appraisal (2)
- Role of Governors in the Exclusion Process (1)
- Mental Health - Promoting Mental and Emotional Wellbeing in Schools (2)
- Relationships Sex Education (1)
- Being Ofsted Ready - What governors need to know (1)
- Chairs of Committees - Good Practice (1)
- New Governor induction (1)
- OFSTED – The Governors’ interview (1)
- NSPCC Safer recruitment online course (1)
- Merton Chairs’ Briefing (1)