



1. Summary information					
<b>School</b>	Holy Trinity C of E Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£61,280	<b>Date of most recent PP Review</b>	28-09-18
<b>Total number of pupils</b>	463	<b>Number of pupils eligible for PP</b>	40	<b>Date for next internal review of this strategy</b>	Jan 2019
2. Current attainment					
	<i>Pupils eligible for PP KS2 outcomes</i>			<i>Pupils not eligible for PP (Merton average)</i>	
	<i>2016 (5 pupils)</i>	<i>2017 (8 pupils)</i>	<i>2018</i>	<i>2017</i>	
<b>% achieving EXS+ in reading, writing and maths</b>	20%	38%	tbc	64%	
<b>average progress score in reading</b>	+1.8	-0.5	tbc	+1.6	
<b>average progress score in writing</b>	-0.3	-1.8	tbc	+0.6	
<b>average progress score in maths</b>	-5.1	-2.0	tbc	+2.0	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>					
<b>A.</b>	High level of pupils eligible for pupil premium with low English attainment and language skills				
<b>B.</b>	Progress across KS2 in Reading, Writing and Maths is low				
<b>C.</b>	Emotional/Social needs due to high number of previously Looked After Children				
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>					
<b>D.</b>	Lower attendance and punctuality rates				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	Increased progress in writing in KS2 in order to close the gap			Pupils with low writing attainment to have made better than expected progress	
<b>B.</b>	All pupils to be at ARE across the three core areas			Pupils to have made better than expected progress in order to achieve ARE	
<b>C.</b>	Previously Looked After pupils feeling more settled and accessing learning			Fewer incidents of behavioural and social incidents reported	
<b>D.</b>	Attendance and punctuality rates to be in line with the rest of the school			Attendance rates in line with rest of school	

## 5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A & B	Effective use of differentiation in all lessons	The outcome of the borough SEN review found that lower attaining pupils are in need of more scaffolded resources in order to achieve goals independently.	Staff training on how to provide good differentiation in all lessons; Regular staff feedback and encouragement of sharing practice across staff; Lesson dips of core subjects; Book looks and planning scans to ensure differentiated activities are being planned and resources used regularly.	Inclusion Lead	Ongoing through Phase Leader and Subject Leader monitoring of planning, books and lessons.
A	Teach Writing composition strategies through modelling and supported practice	The EEF states there is extensive evidence for the impact of teaching writing composition strategies from three meta-analyses.	Regular tracking of these pupils to observe impact of group/individualised intervention; Targeted sessions with NT; Writing Lead focusing monitoring on PP pupils	PP Champion/ Writing Lead	Pupil progress meetings at the end of each term
A	Use of White Rose Maths Hub across the school as a strong fluency and reasoning scheme	Whole class teaching of the Singapore style of maths has proven to improve the progress and attainment of vulnerable pupils, particularly those who are at a low level.	Regular tracking of these pupils to observe impact of group/individualised intervention; Targeted sessions with NT; Maths Lead focusing monitoring on PP pupils	PP Champion/ DHT	Pupil progress meetings at the end of each term

A & B	Pupil Premium Champion to teach small groups across the school	Trained specialist intervention teacher employed to support pupils, as evidence from EEF toolkit suggests that specific targeted teaching has a positive impact on raising attainment	PP Champion to be appropriately resourced to teach. Through tracking of the impact of each group/individual intervention	PP Champion/DHT	Pupil progress meetings at the end of each term
<b>Total budgeted cost</b>					£29,500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B	Small group tuition in both Maths and English lead by PP Champion	Evidence suggests that specific targeted small group tuition has positive impact on plugging gaps	Through tracking of the impact of each group/intervention - adjustments to be made if impact is not evident	SLT	Pupil progress meetings at the end of each term
B	Participation in the Beanstalk programme	Evidence shows that consistent and regular support with reading comprehension through this programme raises attainment	Through the tracking of individual attainment and progress	SLT	Pupil progress meetings at the end of each term
B	Small group targeted intervention lead by teaching assistants	Evidence suggests that specific targeted, time-limited interventions have positive impact on plugging gaps	TAs well trained in the intervention they are delivering. Through tracking of the impact of each group/intervention - adjustments to be made if impact is not evident	SLT	Pupil progress meetings at the end of each term
B	Use of Fabulous Folders	Individual, targeted work that can be completed in spare times (such as registration) and at home to support regular consolidation	Through supporting teachers with the implementation of them and tracking their effectiveness through completion and progress	SLT	Pupil progress meetings at the end of each term
<b>Total budgeted cost</b>					£17,250

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C	ELSA	Previous success of ELSA program in school	Staff trained/sessions timetabled Pupil/Parent feedback	SENCo	6-8 weeks (at end of each program)
C	Play Therapy	Parents report huge impact on self-esteem of children and ability to control anger as a result of play therapy sessions	Feedback to be obtained from play therapist, parent/carer and pupil	HT	Termly
C	TaMHS Worker Sessions	Feedback obtained from children and parents accessing TaMHS support has proved to be positive. TaMHS worker has also been helpful in signposting other agencies to support families	Feedback to be obtained from TaMHS worker, parent/carer and pupil	HT/SENCo	Termly
C	Theraplay	A borough wide initiative and research shows the impact on children's self-esteem and emotional behaviour	Regular supervision from Merton, feedback to be obtained from pupils, parents and teachers. Carefully resourced to ensure its success	DHT	Termly
D	Regular liaising with families where attendance is low	Effective communication and support for families where attendance is poor helps to engage parents with school	Attendance regularly monitored and families contacted if attendance or punctuality is dipping. HT and Attendance officer to regularly meet	HT	Termly
<b>Total budgeted cost</b>					<b>£12,500</b>

## 6. Review of expenditure

Previous Academic Year

2017/18

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
UKS2 increased progress in English in order to close the gap	<ul style="list-style-type: none"> <li>1) Introduction of Power of Reading scheme</li> <li>2) Continued involvement in Beanstalk Programme</li> <li>3) Involvement in Cluster Moderation sessions</li> <li>4) Specialist Intervention teacher support</li> </ul>	<p><i>Medium:</i> Pupil Premium Champion working in class with Yr 6 pupils for Writing showed beneficial results with average progress score of 4 points.</p> <p>Specialist Maths and Dyslexia intervention showed increased progress for individual children.</p>	PP Champion to continue to work closely with Y6 teachers and support PP children for Maths and Writing one session a week each as this had the most impact.	£23,400

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
LKS2 sustained progress and attainment, closing the gap, need to make increased progress to close gap	<ul style="list-style-type: none"> <li>1) Small group tuition</li> <li>2) Small group targeted intervention</li> <li>3) Use of Fabulous Folders</li> </ul>	<p><i>Low:</i> Year 4 (current now year 5) attainment PP gap remained significant Maths (65%) and Writing (60%).</p>	<p>PP pupils now in year 5 to be targeted more closely. 1:2 sessions with Pupil Premium Champion which did not happen previously.</p> <p>Fabulous Folders to be a clear expectation in all classes as this was inconsistent.</p>	£20,200

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>1) Emotional/Social needs due to high number of previously Looked After Children (children to access ELSA, SEAL groups, and TaMHS worker/Play therapist as required</p> <p>2) Homework being completed regularly</p>	<p>1) ELSA 2) Enrichment Clubs 3) TAMHS Sessions available 4) Play Therapy</p> <p>1) Weekly homework club available</p>	<p><i>High:</i> Many of our PP pupils made great leaps in their emotional well-being and social skills which has had an impact on their behaviour and ability to access learning. These are obviously long-term strategies, not a quick fix, and so will continue to be used across the school. Use of 1:1 support for targeted individuals impacted on academic progress and decreased incidents of behaviour.</p> <p><i>Low:</i> Not consistently run due to staffing changes and so impact very limited.</p>	<p>All emotional programmes and strategies to continue and Theraplay to be introduced.</p> <p>Homework club to be relaunched Autumn 2.</p>	<p>£18,720</p>
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