

Holy Trinity C E Primary School Northwood Strategy for the use of pupil premium 2019-2020

During the academic year 2019-2020 Holy Trinity C E Primary School will receive £49,740 of pupil premium funding.

The following table shows the barriers to learning that some of our disadvantaged children experience and strategies to address these barriers.

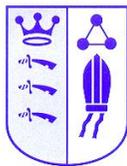
Main barriers to educational achievement faced by eligible pupils at the school	Strategies to address barriers to learning	Funding	Measurements of impact of strategies
Some of our children entitled to the pupil premium have concerning attendance and punctuality and this has a negative impact on their learning.	<p>Meet with families to discuss concern and identify any support needed to ensure children attend and arrive on time.</p> <p>This may include supporting parents with access to breakfast and afterschool club and support to bring children to school. Staff to monitor attendance regularly and maintain close contact with families.</p> <p style="text-align: center;">100% attendance awards.</p>	£1200	Tracking of attendance and punctuality.
Some of our families entitled to pupil premium funding find it difficult to purchase school uniform.	<p>Support families to purchase school uniform required for the year.</p> <p>Provide second hand, good as new, uniform to those who need it.</p>	£540	Records of any financial support given for uniform.
Some of our children entitled to pupil premium funding have reading levels that are below the expected standard for their age. This could be due to a special educational need or they may not have an access to an adult who can support them at home. We know that if a child finds reading difficult this can inhibit their ability to access learning and have a detrimental impact on their future achievement. Many of our children need additional support	<p>The Daily Supported Reading Programme in KS1 and Destination Reader for KS2</p> <p>Additional 1:1 and Guided Reading with an adult.</p> <p>1:1 daily reading for children not reading at home</p> <p>Early morning phonics catch up</p>	£16,500	Tracking of progress in reading, phonics and writing to monitor the impact of the interventions. Monitoring of colour book bands.

<p>with phonics and some of our families are unable to support their children with this at home due to a language barrier or lack of knowledge. Many parents did not learn to read through phonics themselves and therefore feel under skilled to effectively help their children learn to read in that way.</p>			
<p>Some of our children entitled to pupil premium funding also enter school with spoken levels of language that are below the expected level for their age. These children may not have experienced a language rich environment at home. As a result, they often have limited vocabulary; a lesser ability to express themselves and often it is difficult for adult support to be provided in the family.</p>	<p>Infant Language Link Junior Language Link Attention Hillingdon (Listening and Attention Programme) CPD for staff around visual learning</p>	<p>£6000</p>	<p>Baseline and end of year assessment using language link to check progress and impact of intervention Attention Hillingdon formative assessment tracking</p>
<p>Some of our children entitled to pupil premium funding find it difficult to manage their emotions and need additional support to develop affective social and emotional relationships and to overcome difficulties they have experienced in their lives. Some children lack confidence and as a result have a low self-esteem, which can impact learning. This is sometimes the case with children who are post looked after children, who may need additional support to work through their family circumstances in order to flourish and achieve.</p>	<p>Therapeutic intervention with a qualified Play Therapist. Nurture Groups. Access to a therapeutic, quiet space. Social stories books to help at school and at home.</p>	<p>£6000</p>	<p>Reduction in behaviour incidents. Reports from Play Therapist. Consultation with parents and children. Tracking of pupil data. Feedback from staff and meetings with class teachers. Pupil survey.</p>

<p>Some of our children entitled to pupil premium funding need additional consolidation and support to meet the expected level in reading, writing and maths. They need more time and adult support to consolidate basic concepts, which impact on their learning in these subjects.</p>	<p>Interventions in maths, reading and writing by experienced teaching assistants. Doodle maths for KS1 Timestable rockstars for KS2</p>	<p>£16,500</p>	<p>Assessment of learning and tracking of assessments.</p>
<p>Some of our families entitled to pupil premium funding find it challenging to enable their children to participate in extracurricular activities and attend residential and school trips.</p>	<p>Provision of grant funding. Funded places in after school clubs to improve social skills and homework support. Concessions for school trips</p>	<p>£3000</p>	<p>We will monitor participation rates and consult reflections from children at the end of the year with regards to what they have enjoyed.</p>

The school keeps a register of pupils who are entitled to the pupil premium and their progress and attendance is monitored each term and additional support and its impact is recorded.

Date of the next review of the school's pupil premium strategy: September 2020.



Holy Trinity C E Primary School Northwood Pupil Premium Impact Report 2018-2019

During the academic year 2018-19, Holy Trinity C E Primary School received a total of £43,420 of funding to support disadvantaged children.

The following table shows how this funding was used to support the disadvantaged children in the school.

Intended outcome	Impact
To raise attainment and increase progress rates of disadvantaged pupils in reading.	100% of PP pupils met the standard in reading at the end of Key Stage 2 All children who received this provision made at least 2 colour banding levels of progress. All children working with the qualified teacher improved on their NFER reading scores in the summer term.
To increase pupil premium children's attention and listening skills. To support language development and social interactions.	82% of children in EYFS met or exceeded the expectation in attention and listening. Staff reported an improvement in learning behaviours for those receiving Attention Hillingdon intervention. 79% of children in EYFS met or exceeded the expectation in understanding. 82% of children in EYFS met or exceeded the expectation in speaking. 91% of children in EYFS met or exceeded the expectation in making relationships.
To raise attainment and increase progress rates of disadvantaged children in mathematics.	66% of PP pupils met the standard in maths at the end of Key Stage 2 and the 2 children who did not also had SEND. All children who received additional support made progress in maths and particularly in mental mathematics, number and calculation. All children working with the qualified teacher improved on their NFER maths scores in the summer term.
To support disadvantaged children who need additional support to manage behaviour, social, emotional and mental health related issues.	The two children who attended this provision made significant improvements in behaviour and social skills and the management of their emotions, which led to a reduction in the number of incidents of poor behaviour and improvements in learning.
To support disadvantaged children to build effective social relationships and to have support with homework.	Staff report that pupils attending completed homework more consistently and improved social skills.
To increase participation in	Pupils were able to develop their confidence and teachers reported an increase in participation in class.

physical activities after school and take part in team sports.	
To support disadvantaged children to attend residential school trips that enable them to develop their independence and learn new skills.	Pupils had an enjoyable experience and felt included. They demonstrated independence and were able to try new activities that they would not otherwise have been able to do. This supported their spiritual, moral, social and cultural development.