

## **Pupil Premium**

### **What is the Pupil Premium?**

The Pupil Premium (PP) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students and close the gap between them and their peers. These children are identified as Pupil Premium through having been eligible for free school meals (FSM) within the last six years (Ever6). Children who are looked after or have been adopted from care since 2005 receive funding to aid their individual progress.

### **What does this mean for Holy Trinity?**

For pupils who are FSM or Ever6 and of primary-age, the school receives £1,320 per pupil.  
For pupils who are looked after or been adopted since 2005, the school receives £1,900 per pupil.

There are currently 15 Pupil Premium children at Holy Trinity whose progress is carefully monitored and compared with their peers to ensure that we are 'closing the gap'. When tracking these pupils we compare them not just to the national expectation but also the class mean. This is because many of our students are working above the national expectation and we are keen to ensure that there is no disparity between our pupils.

Historically, the Pupil Premium is spent on immediate feedback sessions provided by teaching staff to consolidate and extend children's learning from classroom lessons. The school has embedded this support within English and Maths with the teaching staff within the class tasked to accelerate rates of student progress and raise attainment of Pupil Premium students.

A specialised Additional Support Teacher has been working with small groups of pupils to raise their attainment in specific areas. Some groups are working to address misconceptions, whilst others are being stretched to maximise progress. Each group, which has no more than 6 pupils, works for forty minutes to achieve the targets set by the class teacher. We aim to support all of our Pupil Premium children with targeted group intervention throughout the academic year.

All of our Pupil Premium pupils have extra intervention in class either receiving support from the teacher or teaching assistant during lessons or in small group work. In addition we have helped cover the cost of swimming lessons, school trips and after school clubs to ensure that our children are benefitting from all of the opportunities available to them.

### **Plans for 2017 -18**

In the classroom, the school will focus on the methods of teaching that have maximum impact, in particular the provision of quality feedback, development of growth mindsets and metacognition; learning about learning.

### **Allocation for Pupil Premium Expenditure 2017 – 18**

<b>Number of Pupils and Anticipated Allocation</b>	
Number of pupils eligible for Pupil Premium Grant	15
Amount of PPG expected to be received per pupil	£1320 per pupil entitled to free school meals £1900 per adopted pupil
Total anticipated PPG	£20960

It is clear that the interventions and support activities planned for children during the academic year 2015 – 16 have had a significant impact on closing the gap to the Pupil Premium children's peers – and in many cases, helped them to progress academically, socially and emotionally at an accelerated rate. We therefore propose to continue to implement these initiatives during the coming academic year.

<b>Provision</b>	<b>Objective</b>	<b>Impact</b>
<b>Facilities</b>		
Reconfiguration of the Terrapin building	To provide a space for one to one and small group intervention.	Children participate in intervention sessions in a room which minimises disturbances and distractions. Children will be motivated to take part in intervention sessions in a room that is decorated and resourced to match their interests.
<b>Extending school hours</b>		
One to one	To offer individualised support at all levels. Targeted support to be provided for children to address misconceptions, gaps and weaknesses.	Accelerated progress. Improved academic performance. Growing confidence and esteem.
<b>Curriculum support</b>		
Small groups in writing, reading and maths led by an additional, experienced teacher dedicated to intervention support.	To offer individualised support at all levels: Small group work to extend children's writing, reading and maths skills.	Increased self-esteem, attitudes to learning, sense of well-being; and enjoyment of school. Increased attainment in writing, reading and maths.
Feedback sessions	To provide feedback following lessons to raise attainment levels. Daily one to one feedback sessions.	Child has understood learning objectives and met success criteria from English and Maths lessons. Misconceptions are addressed and extension activities are introduced where appropriate.
Reading books	To develop reading comprehension skills – with a particular focus on inference.	Children will access a range of high interest books suitable for their reading level. One-to-one and small group interventions. Children are able to respond consistently and accurately to comprehension questions requiring an inferential understanding of the text.
<b>Enrichment Activities</b>		
Social and sports development activities	To provide places at clubs run by external agencies after school clubs.	Increased social interaction and confidence and an understanding of importance of teamwork and sportsmanship.
School trips	To enhance the curriculum, ensure the children are able to participate and give the children the opportunity to experience new and exciting activities.	To ensure child receives a deeper understanding of subject areas and bring school projects to life. To support knowledge retention.
Music lessons provided by Berkshire Maestros	To provide equality of opportunity and improved individual pupil engagement in school life.	Increased self-esteem. Children typically develop their engagement in other areas of the curriculum.
Art and Design Project	To work collaboratively with a professional artist to design and decorate an intervention space	Children will integrate into a group. They will form an intrinsic attachment to the room in which they will have one-to-one and group interventions. Children will be excited to attend interventions in the newly decorated space.
Swimming Lessons	To ensure that children are able to swim 25m unaided. To ensure that children learn key survival and life-saving skills.	Children can swim competently, confidently and proficiently over a distance of at least 25m. Children can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Children are able to perform safe self-rescue in different water-based situations.

<b>Pastoral, social and emotional well-being</b>		
Emotional Literacy support	To support children with emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties and loss.	Children will be more aware of their emotions and how to respond to them. Children will feel included in school and be able to express themselves appropriately.
Social development group sessions	To improve self-esteem, confidence and encourage relationships within school and the wider environment.	Increased self-confidence and better attendance. · Development of self-esteem and positive interactions with others.
Breakfast Club & After School Club	To improve attendance and punctuality. Places provided in Breakfast club where children take part in a range of enrichment activities.	Providing opportunities for social development. Increased confidence and provision of nutritional breakfast to start the day.