



Planned Expenditure 2020 - 2021

Holy Trinity CE Primary School NW3

At Holy Trinity, NW3, we believe that raising the attainment of pupils eligible for Pupil Premium funding is essential to enhancing the life chances of these pupils.

Pupil Premium 2020 - 2021: Planned Expenditure

Number of pupils and pupil premium grant (PPG) received for financial year 19/20						
Total number of pupils on role:			184 (PAN 189)			
Total number of pupils eligible for PPG:			47%			
Rec	Y1	Y2	Y3	Y4	Y5	Y6
7/27	7/27	10/27	13/27	8/27	11/27	14/27
Amount of PPG received per pupil:			£1320			
Total amount of PPG received:			£114,000			

KS2:

Pupil characteristics breakdown

3B) **Disadvantaged pupils** - % pupils reaching expected standard in each subject, and average scaled scores. Compared to Camden and national results.

Holy Trinity, NW3

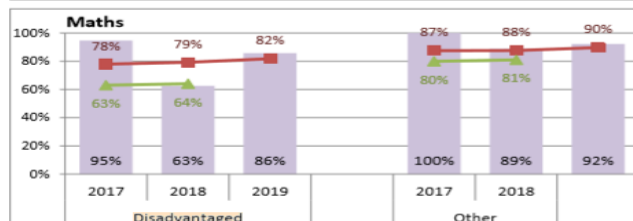
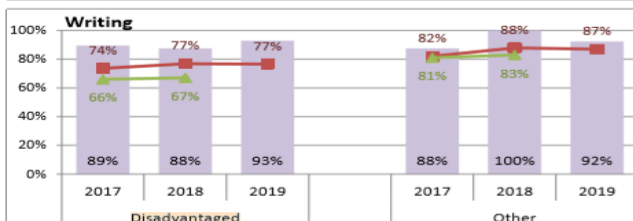
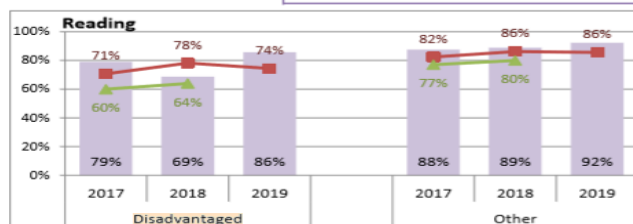
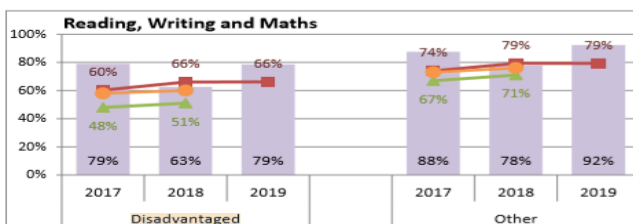
	School		Camden	
	Number	%	Number	%
Disadvantaged	14	52%	759	49%
Other	13	48%	777	51%



Notes

Disadvantaged pupils are as identified from the DfE file.

This page compares the results of disadvantaged pupils to the same cohort nationally. This differs from DfE analysis, where disadvantaged pupils are compared to those not disadvantaged.



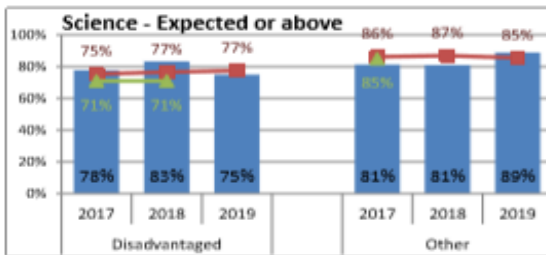
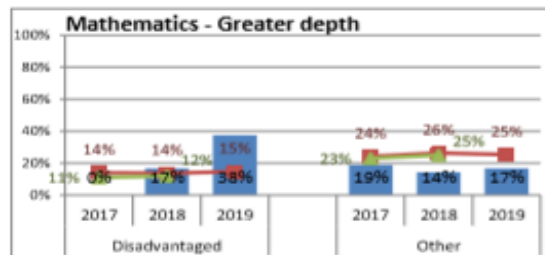
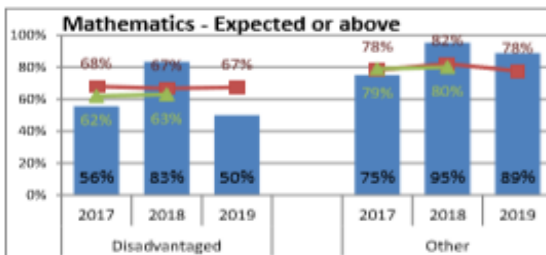
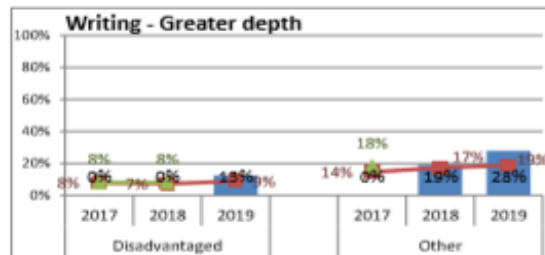
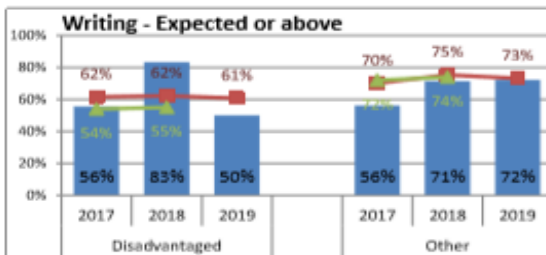
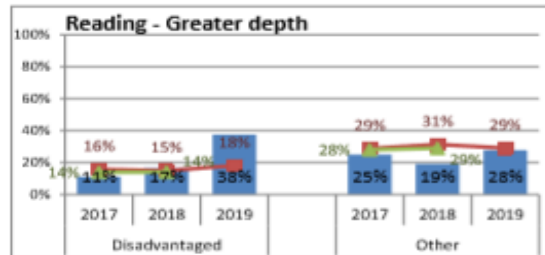
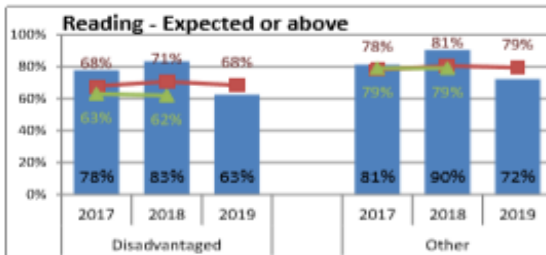
Key Stage 1:

Pupil characteristics breakdown

Holy Trinity, NW3

2c) Disadvantaged - % pupils reaching expected standard and greater depth in each subject

2019 cohort information				
	School		Camden	
	Cohort	%	Cohort	%
Disadvantaged	8	31%	408	26%
Other	18	69%	1164	74%



Notes
 Disadvantaged pupils are pupil premium pupils (FSM 6 Ever) and those adopted. National data for 2018 is not yet available.
 This page compares the results of disadvantaged pupils to the same cohort nationally. This differs from DfE analysis, where disadvantaged pupils are compared to those not disadvantaged.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	On entry to school pupils have delayed language, lack of vocabulary and poor basic skills.
B.	Social Deprivation – The IDACI shows that 92% (2019) of the school’s population is in the top 10 percent of most the deprived postcode areas in England. Many pupils are affected by high levels

	of social, emotional and mental health issues which have a significant impact on learning and wellbeing.	
C.	A number of pupils eligible for pupil premium have additional needs EAL and SEND	
D.	Some pupils eligible for pupil premium have fallen behind and are not on track to reach ARE /or are making less than expected progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Many pupils lack 'life experience' and have not visited places outside of school which stimulate creative and imagination skills, because of additional costs	
F.	Attendance and punctuality; holidays taken during term time and punctuality mean children are vulnerable and missing vital learning.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Accelerated progress in language acquisition for those new to school.</p> <p>Children are able to use a breadth and depth of vocabulary used in both written and spoken forms appropriately. Measured through pupil outcomes.</p> <p>Maintain standards and progress data at the end of EYFS, KS1 and KS2 measured through key performance indicator data.</p>	<p>Early identification of pupils with speech and language needs. Pupils will access SALT, specialist language groups and additional intervention to accelerate progress and remove barriers to learning. Attainment and progress will be monitored at pupil progress meetings and demonstrate accelerated progress. By end of EYFS pupils have made accelerated progress and are working at the expected standard in the prime and specific areas. The increase the percentage of pupils working at ARE in CL by the end of EYFS, narrowing the gap between school and national figures. Pupils have increased knowledge and understanding of vocabulary which they are able to use accurately in both written and spoken forms.</p>
B.	<p>To lessen and /or remove social / emotional barriers to learning for some pupils to ensure that they engage fully in learning and to provide opportunities through relational work to improve self esteem and manage own choices around behaviour. All pupils eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and</p>	<p>A range of targeted therapeutic approaches including play therapy, drama therapy and gardening and group work will be in available for targeted vulnerable pupils. This will increase the wellbeing and engagement of all pupils creating a purposeful learning environment.</p>

	will be happy and ready to engage and learn. Pupils will make at least expected progress relative to their starting point.	Number of recidivists in the behaviour log will reduce.
C.	All pupils eligible for pupil premium with additional needs; EAL/SEND will make at least expected progress, relative to their starting points, in reading, writing and mathematics.	EAL and SEND data shows all pupils make at least expected progress relative to their starting points. Quality first teaching and an inclusive approach will help reduce barriers to learning. Pupils will access the support they need to allow them to access learning. All pupils who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO. Pupils with EAL will access specialist teaching and learning support in order to remove barriers to learning. The progress of these pupils will be monitored at pupil progress meetings. Parents with EAL have more opportunities to develop their own language acquisition/skills.
D.	To support the accelerated progress of those pupils not on track to reach EOY targets by improving Home Learning opportunities and extending out of hours learning opportunities.	Pupils have access to a range of home learning opportunities and extended out of hours learning opportunities. Parents will have a better understanding on how to help their children at home. The vast majority of pupils eligible for pupil premium will achieve at least the expected standard in reading, writing, maths, GVP and combined at the end of KS2. The vast majority of pupils eligible for pupil premium will achieve at least the expected standard in reading, writing and maths at the end of KS1.
E.	All pupils who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Pupils will have opportunities to develop their cultural capital by experiencing a range of enrichment opportunities to enhance aspiration and raise expectations. Pupils will experience residential trips, educational visits and visitors. There will be a focus on providing a wide range of extra-curricular activities and funding will be provided. All of the pupils will learn an instrument in Year 4. Pupils will demonstrate improved learning behaviours; independence, resilience, try new things, creativity, and

		perseverance. The majority of pupils will reach at least ARE.
F.	Attendance and punctuality of pupils in receipt of PPG is monitored and in-line with other pupils in school and nationally. Celebrate good and outstanding attendance and good punctuality each half term. Gap between school PA and figures has been narrowed.	Attendance and punctuality is at least in-line with other pupils in school and nationally. Pupils/groups identified as a cause for concern will be monitored closely and intervention/action put in place to remove barrier to learning. Families work closely with Attendance officer.

3. Planned expenditure

Academic year

2020-2021

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?	When will you review implementation?
To ensure that families are supported to adequately meet children's needs and enable them to be supported in their education	Leadership capacity	Many parents need additional support in dealing with a range of issues which include self-esteem, literacy skills, dealing with debt, housing issues, establishing routines and setting boundaries.	Meet every two weeks with caseworker to review families receiving support and monitor the impact of support.	Review every half term
To ensure attendance and punctuality are at least in line with National figures.	Attendance Officer Celebrate good and outstanding attendance.	Targeted work with families has improved attendance and punctuality where attendance is below 90%. Targeted work will reduce the % of children arriving late for school.	Track and monitor pupil attendance every three weeks. Meet with the parents of pupils whose attendance is below 90%. Meet with parents of pupils who are persistently late for school.	Review every half term
To accelerate the acquisition of language in Reception	Deployment of teaching assistant to undertake delivery of language programmes	TA deliver language groups and support implementation of 1 to 1 SALT programmes.	Monitoring of learning outcomes. Half termly review with SALT	Review at the end of the 20 week programme.

To improve pupil mental health and wellbeing of all children with a particular prioritisation of pupil premium children	Therapist 1 day a week Support for staff training	This approach has led to improved confidence of staff and strengthened their capacity to deal with individual pupils' presenting with additional pastoral needs. Also allows pupils and families to access therapeutic intervention	Half termly review of therapeutic interventions. End of year outcomes.	Review every half term at Pastoral intervention meeting.
Raised attainment and progress in Year 6 in reading, writing, maths and GPS	SLT capacity allows for booster classes	Continue to close within school attainment and progress gaps between identified groups through employment of an additional full time teacher in Year 6 to reduce class size	End of year outcomes; monitoring at pupil progress meetings 4 times a year Review of pupil progress after each assessment point.	Review achievement every half term,
Raised attainment in Year 2 in reading, writing and maths	Leadership capacity allows for booster	Analysis shows that disadvantaged pupils at the end of KS1 do not achieve as well as non-disadvantaged pupils.	End of year outcomes; monitoring at pupil progress meetings 4 times a year Review of pupil progress after each assessment point.	Review achievement every half term,
Maintained attainment and progress in Year 3 and 4 in reading, writing, maths and GPS and combined	Employment of a 2 x TA 2 to support teaching and learning in Key Stage 2	To maintain the school's outcomes in core subjects in line with/ above average at 5, 7 and 11	End of year outcomes; monitoring at pupil progress meetings 4 times a year	Review achievement termly. Observe TA performance 3 times a year.

To raise attainment and accelerate the learning of those pupils entitled to PPG through the improvement of opportunities for Home Learning	Access to online maths programme with UCS	Pupils can access learning at home and can practice skills independently. This also helps supports parent involvement; opportunities for them to help at home.	End of year outcomes; monitoring at pupil progress meetings 4 times a year	Review achievement every half term
Raised attainment in writing across the school; focus on effective feedback	Teacher to work alongside colleagues to develop pedagogy and develop consistency when making judgements in writing.	Teacher to work 1 additional afternoon each week to support colleagues in the development of writing	End of year outcomes; monitoring of writing outcomes at pupil progress meetings 4 times a year	Review achievement every half term
ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
Improve attainment and progress of lower attaining pupil premium pupils at risk of not achieving aspirational targets in maths.	Booster classes	Pupils to access SATs booster	Monitor learning outcomes. Analysis of weekly reports.	Review achievement after each assessment point
To accelerate the progress of EAL pupils	Group language session focus on pre tutoring of vocabulary and language acquisition.	EAL full time teacher to work with identified children to raise attainment across the school has shown pupils make accelerated progress.	End of year outcomes; termly monitoring. Monitor learning outcomes at pupil progress meetings 4 times a year	Provision will be mapped termly on a provision map

To ensure appropriate provision is in place to support the attainment and progress of vulnerable pupils and pupils with SEND.	SENDCO out of class to monitor the provision for SEND pupils.	Early identification of SEND and effective targeted intervention will ensure that pupils meet their EOY target.	Analysis of termly assessment data and monitoring of one page profiles. To ensure provision is appropriate.	Review half termly.
To secure achievement of pupils in external tests; phonics, end of KS1 and end of KS2.	Holiday schools for identified pupils. Employment of good/outstanding teachers to provide targeted support based on gap analysis and as specified in the Holiday School/After school booster Intervention Plans Y6, Y2 and Y1 Holiday school –	Teachers who work in the school know the children really well; they know the gaps in children's learning. Children can access small group targeted support.	End of year outcomes; monitoring at pupil progress meetings 4 times a year	Review achievement after each assessment point
To provide support for pupils with SPLD	1x pupils to access specialist support	Specialist support provided through SALT SLA. TA to deliver programme.	Half termly reviews with NHS SALT	
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?	When will you review implementation?
To provide children with healthy snack at break time to reduce any barriers to learning resulting from hunger	Provision of playtime fruit	Children should eat at least five portions of fruit and vegetables every day to remain healthy. But research shows that on average children in England eat only about three portions, with many eating fewer	Pupils have access to a range of fresh fruit.	Review half termly

Enhanced curriculum opportunities.	<p>Development of teaching skills in art through the employment of a specialist art teacher 1 day per week</p> <p>Development of teaching skills in music through employment of a specialist music teacher 1 day per week</p>	<p>Many pupils have limited experiences outside of school which results in little understanding of the world around them. Some pupils struggle in communicating through written forms so art and music allow pupils to communicate feelings through different medium.</p> <p>SLA from music service</p>	<p>Displays around the school show evidence of improved art work</p> <p>Children demonstrate improved confidence to perform.</p>	Review termly
Ensure all pupils have access to a range of stimulating life experiences that enrich their learning and development.	<p>Cost of class trips subsidised</p> <p>Residential trip subsidised</p> <p>Access to a range of after school clubs</p>	<p>Many pupils enter Reception with low basic skills. All year groups show a lack of experiences and understanding of the world around them. Experience has shown us that children are really motivated by trips and cite them as memorable learning experiences during the year. They also produce outcomes which are enhanced in content and creativity as a result of these visits.</p>	End of year outcomes; monitoring at pupil progress meetings 4 times a year	Review every half term
Total Targeted Spend 2020-2021				£14000