

Pupil Premium Strategy Overview

2019-20



SUMMARY INFORMATION					
School	Leatherhead Trinity School				
Academic Year	2019-20	Total PP budget	£153,120	Date of most recent PP review	October 2019
Total number of pupils	362	Number of pupils eligible for the grant	121	Date of next internal review	January 2020

We have high aspirations and ambitions for our children and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child’s potential in any way. Our school motto ‘Inspiring learning, unlocking the future for all’ reflects our high expectations of the whole school community and we aim to be an optimistic school in every respect.

Our population: Leatherhead Trinity school is located in an area of high social deprivation and we have a high percentage of children eligible for pupil premium compared to many in Surrey, which brings some complex challenges. However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe there is no “one size fits all” so it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish.

“Leaders have improved disadvantaged pupils’ outcomes significantly. These pupils are making good progress across the curriculum. In particular, leaders have tackled the underperformance of disadvantaged pupils effectively. They have successfully created a culture amongst staff to provide disadvantaged pupils with extra support and opportunities.” (Ofsted June 2019)

We aim to use the pupil premium funding to counter disadvantage and to ensure greater equity.

We will do this by taking a three-tiered approach: 1. Improving quality first teaching 2. Providing targeted academic interventions 3. Using a broad range of strategies to overcome barriers to learning.

Date	SEN	Pupil Premium Whole School	Recep PP	Recep Non PP	Year 1 PP	Year 1 Non PP	Year 2 PP	Year 2 Non PP	Year 3 PP	Year 3 Non PP	Year 4 PP	Year 4 Non PP	Year 5 PP	Year 5 Non PP	Year 6 PP	Year 6 Non PP
16/09/2019	93.50%	94.70%	97.50%	99.20%	89.90%	96.60%	92.00%	98.60%	98.50%	98.50%	97.00%	94.40%	91.50%	97.00%	96.80%	96.30%
27/09/2019	93.80%	94%	97.00%	95.40%	84.70%	96.10%	90.50%	98.70%	98.60%	98.40%	95.10%	95.00%	92%	97.70%	97.00%	96.60%
11/10/2019	94.40%	93.90%	96.40%	94.90%	85.90%	90.40%	90.90%	98%	97.90%	98.00%	94.50%	96.00%	95%	98.20%	96.90%	97.30%
25/10/2019	94.50%	93.90%	96.20%	95.70%	87.50%	96.80%	92%	97.40%	97.80%	96.90%	93.70%	96.60%	93%	97.80%	97.00%	96.90%

Number on Roll	Total	Pupil Premium	
Nursery	38	5	13.2%
YR	51	16	31.4%
Y1	41	9	21.9%
Y2	45	13	28.9%
Y3	43	17	39.5%
Y4	52	20	38.5%
Y5	40	17	42.5%
Y6	54	24	44.4%
Totals	364	121	33.2%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Poor oral / literacy skills and lack of reading opportunities outside school
B.	The number of children with social, cultural and emotional issues
C.	Ensuring teaching consistency ensures accelerated progress for pupil premium pupils
D.	Multiple barriers e.g. SEND alongside eligibility for PP grant
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Limited access to social, cultural and sporting activities which can impact on maths and English outcomes.

F.	Lower attendance of pupil premium pupils	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve progress in reading for all pupils across the school. Increase the % of pupil premium children attaining at expected standard and greater depth standard in year all year groups	100% of pupils with one disadvantage make expected progress in line with National 20% of pupils with one disadvantage make better than expected progress 80% of pupils with multiple disadvantages make expected progress
B.	PP Children are offered pastoral support in the form of mentors. ELSA, one to one or small group tutorials, the Burrow, bespoke social and emotional work, LLS or other.	100% of PP children report feeling supported emotionally % PP children involved in behaviour incidents or exclusions is tracked and does not exceed 33% as a whole school proportion.
C.	Progress for pupils in reading, writing and maths is in line with the school goal and the attainment gap is therefore reduced across 19-20. Improve the % of pupil premium children achieving greater depth by the end of the year. From their starting point, ensure high prior attaining pupils make good progress and to ensure maintained or better end of year attainment.	See progress target for A across all core subjects. % of pupil premium achieving GDS meeting that of chn not eligible for PP. Higher ability pupil premium children identified and their progress monitored through
D.	To ensure the delivery of high expectations in learning, appropriate tasks and timely interventions for all vulnerable groups focusing on Pupil Premium children with additional SEND needs.	80% Children in vulnerable groups access learning and making expected or accelerated progress in reading, writing and maths in the classroom but supported in a group or 1 to 1. Outside the classroom in small targeted groups. Effective assessment for learning informs targeted teaching and accurately pitched interventions which are monitored and evaluated regularly.
E.	Target bespoke wider curriculum opportunities at disadvantaged children. These will be sports, trips, music and anything other that a child or parent nominate as being of use. Schools wider curriculum inspires all children through its richness of experience and content	Children with one or more disadvantage achieve in line with their peers across the school in wider curriculum subjects. % of the enrichment experiences listed taken up by PP children is above 50%
F.	Whole school attendance rate improves and remains above 96%. Pupil premium attendance is at or above 96% Pupil premium children represent no more than 33% of the school's PA (persistent absent) figure.	The percentage of PA (persistent absent) children in the school drops to 7% and pupil premium children do not make up any more than a representative 33% of that number in line with the school population

5. Planned expenditure					
Academic year	2019-20				
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. Improving quality first teaching					
Desired outcome (from A to F above)	Chosen action / approach (Item/project)	What is the evidence and rationale for this choice?	Objective	Year group	Cost
A, C	Forge a link with a local school with similar intake to share ideas and expertise	Working in partnership broadens opportunities for success and links in with whole school links target	Our pupil premium children achieve in line with non pupil premium children nationally.	Whole school	£1000
A, C	Inset has clear focus on effective feedback. Lesson observations, book looks and learning walks check new strategies are practiced and embedded	EEF funding research on high impact strategies to support PP children	Pupils receive incisive feedback about what they can do to improve their knowledge, understanding and skills. This feedback is used effectively by children	Whole school	£4570
A, C	Phase Leaders Release to support improved teaching and learning and to ensure quality assurance	Research shows that within school variance in teaching standards can have a negative effect on progress, especially for disadvantaged pupils. Phase leaders will support greater consistency in teaching, as well as developing some of the more effective interventions as highlighted in the EEF toolkit – feedback,	Ensuring consistent implementation of practice and expectations - Improving monitoring and evaluation Ensuring quality first teaching: - Team teaching and planning Modelled lessons - Provide targeted CPD Sharing best practice	Whole school	£19.604

			<p>Release for staff to share best practice – Modelled lessons</p> <p>Ensuring more accurate data: - Supporting effective use of data and gap analysis - Moderation</p>		
A, C	<p>SLT focus time on ensuring 95% of teaching in the school is good or better.</p> <p>Deputy Head teacher will continue to lead on pupil premium achievement.</p> <p>Assistant head teacher will lead on teaching and learning.</p>	<p>Research shows that within school variance in teaching standards can have a negative effect on progress, especially for disadvantaged pupils</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)</p>	<p>Ensuring the goals for our PP children are clear.</p> <p>Robust systems for tracking pupil premium children are in place.</p> <p>Where there is underachievement the strategies used to tackle it are effective and swift.</p> <p>Regular meetings with link governor.</p> <p>Keep abreast of research in this area and manage the introduction of new educational theories in timely and effective way.</p> <p>Modelling good practice or signposting teachers to in house or external settings to see good or better practice</p>	Whole school	<p>£11,466 (DHT)</p> <p>£8,765 (AHT)</p> <p>£8,765 (AHT and INC manager)</p>

			<p>Ensuring planning is thorough, differentiated and leads to engaging lessons.</p> <p>Track the spending on each section of the strategy closely to ensure value for money and improve systems for calculating impact – spend relationship.</p>		
A,C	Additional HLTA teaching in year 6 4 mornings a week				£14,556 (FT)
Total budgeted cost					£68,726.

ii. Providing targeted academic interventions					
Desired outcome (A to F above)	Chosen action/approach (item/project)	What is the evidence and rationale for this choice?	Objective	Year group	Cost
C,D	DHT and HLTA teach a separate year 6 maths groups daily 1hr 40 mins	EEF toolkit has identified small group support as having a positive impact on progress and attainment	Children all attain in line with national expectations in maths. Children have a love of maths	Whole school	
B,D,E	Every Child a Reader (BRP)	EEF toolkit identifies 1:1, small group support and oral language interventions as having a positive impact.	Children all attain in line with national expectations in reading. Children have a love of reading. Children have access to a wide range of books in school and out	KS2	£8,991
B,D,E	Success@arithmetic	The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition	Catch up maths intervention aimed at 2 sets of children. Number sense (yr4 or Yr5) and calculations (Yr5) (Spring and summer term only)	KS2	£7,225

B,D,E	Greater depth maths challenge group	<p>EEF toolkit identifies mastery learning as having a positive impact</p> <p>'There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.'</p>	Children are familiar with and learn the necessary skills to achieve GDS. Pupil voice will reflect an enjoyment and appetite for challenge	Year 6 and 5	£2145
B,D,E	Reading comprehension pre teach and maths pre teach	<p>EEF toolkit identifies 1:1, small group support and oral language interventions as having a positive impact.</p> <p>Nothing can replace effective quality first teaching using the Teachers' Standards, but pre and over-learning are very clear examples of the application of these – establishing an effective learning environment, quality assessment, differentiated planning and effective deployment of support staff. Daniel Sobel</p>	Children are offered the chance to gain vocab, ideas and knowledge of a skill/topic before it is taught to the whole class	Whole school	£6,403
B,D,E	1 st class @ number	The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition	<p>Autumn term - Targeted year 3 children. Revisiting year 2 curriculum.</p> <p>Autumn term – targeted year 2 children revisiting year 1 curriculum</p> <p>All children involved catch up and achieve expected standard</p>	KS2 KS1	Cost in Success@arithmetic

B,D,E	ELSA	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	Children are able to regulate and organise their thoughts and therefore concentrate in lessons which will result in better progress and attainment.	Whole school	£7,786
B,D,E	Addition RWI phonics session in KS2	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Identified children (EAL, new to the school) are given the opportunity to use phonics as a reading and spelling strategy	Currently in year 3	£3,500
B,D,E	Additional phonics top ups for KS1 children	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Identified children (those not yet at age expected) are given the opportunity to use phonics as a reading and spelling strategy	KS1	(Cost in additional LSA in year 2 as same person F/T)

B,D,E	LLS behaviour support to allow better access to learning		Challenging behaviours are managed and strategies given to children so they can access the learning	Across all year groups	£7,225
B,D,E	SLT monitor impact of interventions regularly and closely	NFER documentation states that 'clear, responsive leadership' and 'an ethos for attainment for all' are crucial in closing the gap between pupil premium and on pupil premium children	Impact of interventions is clear and easy to evidence due to thorough and regular checking. Where interventions are not successful other strategies are introduced rather than continuing to be unsuccessful. Where interventions are successful the children are swiftly moved out and back into QFT and their space given to another child who made need it.	Whole school	£5,600
B,D,E	Pre school and post school reading, writing and maths booster groups (including home learning club)	Previous evidence has shown that children attending booster classes make excellent progress. The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition	Targeted children in years 2, 3,4,5 and 6 are taught to their gaps and make rapid progress towards expected progress.	KS2	£7,225

Total budgeted cost	£60,078
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iii. Using a broad range of strategies to overcome barriers to learning.					
Desired outcome (A to F above)	Chosen action/approach (item/project)	What is the evidence and rationale for this choice?	Objective	Year group	Cost
F	Reward scheme for most improved attendance half termly	'a child who is absent a day of school per week misses an equivalent of two years of their school life. 90% of young people with absence rates below 85% fail to	Families with low attendance are encouraged to improve and realise that PA status is not permanent	Reception to Year 6 with focus on year 5	£1500

F	Attendance meetings held informally every two weeks and attendance panels held as and when necessary.	achieve five or more good grades of GCSE and around one third achieve no GCSEs at all' (Hants.gov.uk) "Children who are absent for substantial parts of their education fall behind and struggle to catch up. By lowering the threshold, we are encouraging schools to crack down on absence before the problem escalates" (Nick Gibb)	Families feel supported and reassured by the school rather than judged. The culture is one of attendance through understanding the importance of school not fear of fines.	Reception to Year 6 with focus on year 5	£11,466* This cost is spread over several SLT actions her you see *
F	Key messages around attendance shared through flyer sized information handouts e.g. term dates Percentage points per class Post cards and texts sent to parents whose children are improving		Barriers to good attendance are not logistical or based round poor communication (feedback from parent questionnaire November 2018 stated communication could be an area to improve)	Reception to Year 6 with focus on year 5	£7650 (admin time)
F	Member of SLT walks the school between 8.55 and 9.00 to check on/praise/take note of here attendance is good and where it is weaker. SLT to make some of the first day calls.		First day absences are noted early and calls made immediately. Good attendance is visibly valued by SLT	Reception to Year 6 with focus on year 5	*

F	EYFS leader to create starter information pack with a strong emphasis on EY attendance.		Culture of 100% attendance starts before statutory age to get families into good habit and value EY education	Nursery and Reception	£2000
F	SLT to meet with pupil attendance panel (year 5 and 6 children selected) fortnightly to talk through attendance and how we think we can improve it.		Children begin to take responsibility for their own attendance and model good practice to all year groups	Year 5 and 6	*
F	SLT to build up a better knowledge of traveller community and understanding of attendance issues – work towards recruiting a parent rep from this group.		Traveller community feel understood and supported by the school which in turn leads then to respect our attendance boundaries.	Whole school	*

F	100 % of Pupil premium children attend school trips and residential				£5780
F	Targeted parent meetings – PP lead, class teacher and parent.	<p>Targeting / supporting parents has been successful in the past when the parent has not attended parents evening we have followed up with a one to one.</p> <p>It has resulted in children making improved progress.</p>	Supporting parents to overcome barriers to children’s learning and increasing engagement of parents in learning.	Whole school	*
F	Ensure parents attend the class workshops, parent learning sessions and become part of FOLT if they want to	Teachers and LSAs invite parent so an individual basis to learning sessions e.g. phonics workshops to ensure attendance	Supporting parents to attend family learning sessions Increasing parental engagement in children’s learning	Whole school	No cost

	Total budgeted cost £28,396
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