



## Holy Trinity CE Academy, Rothwell 2017-2018 Pupil Premium Statement

The Pupil Premium is additional funding given to schools by the government so that they can support their disadvantaged pupils and diminish the attainment difference between them and their peers. The Pupil Premium funding for 2017-18 will be £1320 for primary-aged pupils who were in receipt of free school Meals as of January 2017 or who have been in receipt of free school meals in the last 6 years. Funding of £1900 is given for all looked after children, adopted children and children with guardians. Children recorded as having parents in the Services in January 2016 or in the previous 4 years receive funding of £300.

### Key Priorities

Our core aim is to raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers. In doing this we will address inequalities in education of pupils from low-income families and raise attainment of these pupils.

Good teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus and is one that we are working on with the Abbey Multi-Academy Trust and a number of schools in Calderdale as part of the Pearl Project. In addition to this, targeted intervention and support strategies are deployed in order to:

- improve levels of attainment and progress;
- close attainment gaps relative to school averages;
- enhance reading, writing, mathematics and communication skills;
- engage and develop learning through extra-curricular provision;
- have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils and
- support pupils in becoming aspirational, confident and successful learners through our “Growth Mindset” approach to learning

### Management of Pupil Premium

The Academy’s strategy in relation to pupil premium support is coordinated by the Principal, Vice Principal and Inclusion Leader and is monitored and supported by the Abbey Multi-Academy Trust. Priorities are disseminated to the Phase Leaders who meet with the Principal and Vice Principal following half-termly pupil progress meetings, to evaluate progress and assign resources available to support.

The inclusion team meets half termly to:

- review all vulnerable pupils and
- Review the strategies that are employed to ensure resources are targeted appropriately and in a timely fashion.

We currently review barriers to learning for pupil premium pupils associated with the following factors

- Attitudes to learning
- Behaviour
- SEN including Language and Literacy Skills



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- Children Looked After
- Attendance
- Home Support
- Experiences Outside of Learning
- Gaps in Learning
- Learning Resources

We use the following opportunities to review attainment and achievement of pupil premium pupils:

- Data tracking briefings
- Pupil progress meetings
- Inclusion team meetings
- Behaviour tracking briefings
- Attitudes to school survey analysis.

### **Numbers Involved 2017/2018**

Free School Meals/Ever 6: current 58

Children Looked After: 0

Total 58

This equates to 33% of our school population.

### **Pupil Premium Funding**

Academic year £68,8000 (Based on actual figures for April 17-March 18 and predictions from April 2017 onwards)



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### 2017-18 Strategy

Issue	Cost	Strategy	Anticipated impact
Leadership:	£12,000	<p>Clear leadership responsibilities based on the progress and accountability of pupil premium pupils, the role involves working with Achievement for All to:</p> <ul style="list-style-type: none"> <li>a) Engage in the annual PP audit as part of the PEARL (SSIF) project</li> <li>b) Lead and manage the intensive identification process and to target specific groups including those with more complex barriers to learning</li> <li>c) Monitor quality first teaching and identify and share best practice</li> <li>d) Rigorously track and monitor to ensure pupils who are not reaching their full potential have been identified and have appropriate intervention and support in place.</li> <li>e) Review the impact of all provisions and interventions that are in</li> </ul>	<ul style="list-style-type: none"> <li>1) Any additional barriers to learning are identified for all PP children leading to focussed provision and even better outcomes for an increasing majority</li> <li>2) To maintain and improve PP progress through EYFS, from EYFS to end KS1 and from the end of KS1 to end of KS2</li> <li>3) Attainment improves at EYFS, KS1 and KS2 especially in Literacy</li> <li>4) Parental engagement increases</li> </ul>



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		<p>place.</p> <p>f) Lead whole school events for disadvantaged pupils including events to promote parental engagement.</p> <ul style="list-style-type: none"> <li>• To engage fully in the PEARL project with all schools involved (SSIF) including working with the project lead (Katie North) and a SLE</li> <li>• To implement SeeSaw to aid parental engagement</li> </ul>	
Teaching and Learning	£10,000	<p>Maintaining high quality teaching:</p> <ol style="list-style-type: none"> <li>a) Half termly Pupil Progress Meetings</li> <li>b) Staff support</li> <li>c) Staff Training on feedback</li> <li>d) Literacy Lead Training (PEARL)</li> <li>e) 3 Support Staff to complete Teamworks Developing Pedagogy and Subject Knowledge programme (PEARL)</li> </ol> <p>A range of teaching and learning programmes that develop teacher skills and classroom practice. These include:</p>	



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		<ul style="list-style-type: none"> <li>a) SENCO Training: M Level</li> <li>b) SENCO Training: Local Training</li> <li>c) Learning Mentor Training</li> <li>d) Intervention programme training</li> <li>e) Training of NQT</li> <li>f) PEARL Project Training</li> </ul>	
Additional Teaching Hours/1:1 teaching	£10,000	Before/After school provision	
Cluster Level Services	£2000	<p>The Rothwell Cluster provide family support, pupil counselling services, holiday activities, and AIP provision on a referral basis</p> <p>AIP £1400</p>	
Interventions	£5000	<p>A highly qualified Support for Learning team also plays a crucial role in the daily support for pupils.</p> <p>Training we intend to access e.g:</p> <ul style="list-style-type: none"> <li>• Reciprocal reading</li> <li>• FFT reading</li> <li>• S&amp;L support</li> <li>• Closing the Gap Maths</li> <li>• Same day intervention</li> <li>• Early EYFS intervention</li> <li>• Intensive phonics support</li> <li>• Homework Club</li> </ul>	



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Learning Mentor	£11,000	<p>One to one and group mentoring and nurture groups support pupils with emotional, behavioural, attendance and/or Personal problems.</p> <p>Parental support, Early Help delivery, attendance strategy etc.</p> <p>This support is delivered in the main by the school Learning Mentors. They are supported by other members of the inclusion team and support staff</p>	
Specific Resources	£5,000	Budget allocated for the purchase of specific resources for pupils/ groups of pupils as a result of analysis of their individual needs	
Additional Teacher Summer Term	£10,000	To work alongside KS1 classes for small group intensive support	
Speech and Language Therapist	£3000	A Trust Speech and Language Therapist has been appointed 2017-18 to work with all pupils with S&L needs including those with PP funding	