



Amadeus
Primary Academies Trust
Limitless Learning Together

January | 20

Holy Trinity Lamorbey CE Primary School Pupil Premium Strategy and Report

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School overview

Metric	Data
School name	Holy Trinity Lamorbey CE Primary School
Pupils in school	390
Proportion of disadvantaged pupils	54 (14%)
Pupil premium allocation this academic year	£72,260
Academic year or years covered by statement	2019-20
Publish date	January 2020
Review date	April 2020
Statement authorised by	Mr A Twyman
Pupil premium lead	Mrs A Molloy
Governor lead	Mrs S Dean

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.13
Writing	-1.01
Maths	-0.53

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	14%
Achieving high standard at KS2	7%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
EYFS	Termly assessment data in the	July 2020

	EYFS shows disadvantaged children are making accelerated progress in knowledge and skills across all areas of learning, enabling them to achieve a good level of development.	
Progress in Reading, Writing and Maths	Disadvantaged children in KS1 attain as well or better than other children in reading, writing and maths. End of KS1 data is in line with national. Disadvantaged children in KS2 attain as well or better than other children in reading, writing and maths. End of KS2 data is in line with national.	July 2020
Phonics	Phonics screening results are at least national and show pupil premium children attained as well or better than other children.	July 2020
Other	Pupil premium children also identified as having a special education need will make accelerated progress.	July 2020
Other	The absence % for disadvantaged children will decrease. The % gap between disadvantaged children and others will narrow.	July 2020

Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>To continue to develop and embed robust and reliable assessment and tracking systems across the school using the PiXL tools.</p> <p><u>DHI X 3 days per half term, 18 days= £3,861</u> Half termly moderation reviews by leading practitioner=£1,306 PiXL=2,700</p>
Priority 2	<p>Developing a curriculum, with a clear and ambitious intent, ensuring quality long, medium and short term plans.</p> <p><u>AHT X 3 days per half term for monitoring, 18 days= £3,527</u></p>
Priority 3	<p>Introduce new structure for the teaching of phonics using 'Read, write Inc' phonics program and related staff training.</p> <p>Developing further CPD and monitoring to quality assure all phonics teaching.</p> <p><u>DHI X 0.5 days per half term, 3 days= £649</u></p>
Priority 4	<p>Embed 'Project X' and 'Comprehension Express' programs.</p> <p><u>Comprehension Express= £1,595</u></p>
Priority 5	<p>Develop handwriting policy and strategies.</p> <p><u>Handwriting Resources= £355</u></p>
Priority 6	<p>Further develop the mathematics policy and implementation of the 'Power Maths' scheme of learning.</p> <p><u>Power of Maths CPD=£1,300</u></p>
Barriers to learning these priorities address	<p>Ensuring teachers use assessment data effectively to plan and teach lessons well matched to the children's next steps.</p>
Projected spending	£15,293

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Developing a whole school provision map detailing intervention groups, starting from children's needs. Including handwriting, phonics and maths and more able groups.</p> <p><u>DHI X 3 days per half term, 18 days= £3,860</u></p>

Priority 2	<p>Small group teaching in phonics using 'Read, Write Inc' program.</p> <p>Small group teaching in reading, writing and maths using 'PiXL' intervention materials.</p> <p>TA X 3392 hours=£39,347</p>
Priority 3	<p>Play therapy, nurture breakfast and games club.</p> <p>TA X 418 hours=4,848</p>
Priority 4	<p>Rapid response systems to address poor attendance and punctuality. This includes staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to support and address any barriers they face in getting their children to school.</p> <p>Attendance officer X 1 day per week, X 76 days= £4,254</p>
Barriers to learning these priorities address	<p>Ensuring quality targeted interventions.</p> <p>Improving attendance and access to learning.</p>
Projected spending	£52,309

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Educational visits.</p> <p>Average cost of visit X 54=£758</p>
Priority 2	<p>Specialist sports and dance teachers to ensure children are taught a quality broad and balanced curriculum including the foundation subjects.</p> <p>Cost of Gymnastics teaching= £2,650</p> <p>Cost of Dance teaching= £1,250</p>
Priority 3	<p>School journey.</p> <p>Cancelled and refunded due to Covid.</p>
Barriers to learning these priorities address	Improved wellbeing, self-confidence and academic outcomes.
Projected spending	£4,658

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Allowing time for teachers to analyse assessments and to inform planning.	Schedule core group meetings. Monitor and feedback on planning.
Targeted	Shared understanding of children's needs and the best	Schedule core group meetings.

support	interventions and strategies to support these.	Introduction and training on SEND toolkit.
Wider strategies	Planning and booking educational visits and journeys.	All trips to be booked in September for the academic year ahead.

Review: last year's aims and outcomes

Aim	Outcome
To raise attainment and achievement	The % of all children achieving a good level of development is above national. The outcomes for disadvantaged children are below national although progress from their starting points and on entry data is evident. Phonics screening results were slightly below national and show pupil premium children attained below other children. Disadvantaged children's attainment is significantly below that of others at the end of KS1 in reading and maths. Disadvantaged children's attainment is significantly below that of others at the end of KS2 in reading, writing and maths.
Early intervention and support for children with poor speech and language skills as they enter into EYFS	Children identified and discussed with SALT and Early Intervention Team and strategies shared and agreed.
Improve attendance	Overall attendance for disadvantaged children is 92.5% compared to 94.47% of others, and 17% for persistent absentees compared to 12.53% of others.
Children's social and emotional skills will be developed which will result in an improvement in engagement	Positive impacts on self-confidence, relationships and wellbeing have all positively impacted on engagement.