



July | 20



Holy Trinity Lamorbey CE Primary School Pupil Premium Report

Table of Contents

HOLY TRINITY LAMORBAY CE PRIMARY SCHOOL PUPIL PREMIUM REPORT 2019-20	3
1. REVIEW OF EXPENDITURE	3
QUALITY OF TEACHING FOR ALL	3
TARGETED SUPPORT	5
OTHER APPROACHES	7
2. ADDITIONAL DETAIL- OUTCOMES FOR PUPILS (INTERNAL JULY 19 DATA).....	8

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Review of Expenditure

Aims:

To enable disadvantaged children to make accelerated progress and attain as well as all other children nationally in all core subjects.
To consistently monitor pupil progress to ensure social factors aren't a barrier to good attainment.

Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact	Next steps	Cost
<p>Termly assessment data in the 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 (GLD).</p> <p>Phonics screening results are at least national and show pupil premium children attained as well or better than other children.</p>	<ul style="list-style-type: none"> • To continue to develop and embed robust and reliable assessment and tracking systems across the school using the Pixl tools. • Further CPD, assessment and moderation sessions with other trust schools. • Half termly moderation reviews by Y2 leading practitioner and implementation of recommendations • To hold regular 'core team meetings' to ensure that gaps are identified rapidly and 	<p>Robust and reliable assessment systems are in place allowing teachers to effectively track pupil progress and plan further teaching and interventions to address identified gaps.</p> <p>Assessment and moderation has been carried out in year groups, phase teams and has been supported by leading practitioners. Cross borough moderation has been carried out in Y2 and Y6, enabling teachers to have their assessment judgements externally validated and to plan to address any gaps.</p> <p>Assessment and moderation with other trust schools has been postponed due to the restrictions</p>	<p>Develop a broad and balanced recovery curriculum in order to ensure the gaps are closed for all children and that their core skills are not affected long term and do not hamper them reaching their full potential.</p> <p>Clearly planned and sequenced teaching of phonics using 'Read, write Inc' phonics program and related staff training. Well planned and resourced, multisensory phonics sessions for all children.</p> <p>Developing further CPD and monitoring to quality assure all</p>	

<p>Disadvantaged children in KS1 attain as well or better than other children in reading and maths. End of KS1 data is in line with national.</p> <p>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.</p> <p>Pupil premium children also identified as having a special education need will make accelerated progress.</p>	<p>that planning, teaching and learning meets those gaps consistently.</p> <ul style="list-style-type: none"> • Developing a curriculum, with a clear and ambitious intent, ensuring quality long, medium and short term plans. • Introduce new structure for the teaching of phonics using 'Read, write Inc' phonics program and related staff training. • Developing further CPD and monitoring to quality assure all phonics teaching. • Embed 'Project X' and 'Comprehension Express' programs. • Develop handwriting policy and strategies. • Further develop the mathematics policy and implementation of the 'Power Maths' scheme of learning. 	<p>imposed by the Covid-19 pandemic.</p> <p>Core team meetings have been held regularly through which actions have been agreed to further meet children's needs. The curriculum has been developed further and the Senior Leadership Team has provided teachers with feedback on planning which has led to significant improvements.</p> <p>Due to the Covid-19 pandemic there have been no end of key stage statutory assessments this academic year. However, our internal assessment data shows we were on track to meet at least national at expected in EYFS good level of development, and in KS1 and KS2 in reading, writing and maths.</p>	<p>phonics teaching. Embed 'Project X' and 'Comprehension Express' programs. Ensuring all new staff have the opportunity to observe teachers delivering all of the above.</p> <p>Develop a clear handwriting policy and strategies.</p> <p>Further embed the implementation of the 'Power Maths' scheme of learning, ensuring planning makes reference to this resource.</p>	<p>£19,324</p>
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Targeted support

Desired outcome	Chosen action/approach	Estimated impact	Next steps	Cost
<p>Termly assessment data in the 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 (GLD).</p> <p>Phonics screening results are at least national and show pupil premium children attained as well or better than other children.</p> <p>Disadvantaged children in KS1 attain as well or better than other children in reading and maths. End of KS1 data is in line with national.</p>	<ul style="list-style-type: none"> • Developing a whole school provision map detailing intervention groups, starting from children's needs. Including handwriting, phonics and maths and more able groups. • Developing a monitoring cycle to quality assure all interventions. • Small group teaching in phonics using 'Read, Write Inc' program. • Small group teaching in reading, writing and maths using 'PiXL' intervention materials. • Local services SLA, including behaviour, EITs and EWO. Assessments, interventions and staff training. • Play therapy • Nurture Breakfast Club • Games Club 	<p>A number of children have received interventions in phonics, maths and more able groupings with positive impact on progress and attainment evidenced. Provision to enable children to access learning at an appropriate level of challenge has continued throughout the Covid-19 lockdown. Gateway and differentiated tasks have been planned, resourced and posted on Google classroom to enable children to continue with their learning from home.</p> <p>Service level agreements have been utilized creatively to ensure children are still able to access the support and intervention they need during lockdown. This has included telephone and Zoom conversations to offer support to children and their families.</p>	<p>Accurate assessment of gaps and quality teaching interventions to close these, using the Diagnosis, Therapy, Testing, Revisiting PiXL model and resources.</p> <p>Developing a whole school provision map for 2020-21, detailing intervention groups, starting from children's needs. Including handwriting, phonics, reading, writing, maths and more able groups. Monitoring impact from pre and post intervention data.</p>	

<p>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.</p> <p>Pupil premium children also identified as having a special education need will make accelerated progress.</p> <p>The absence % for disadvantaged children will decrease. The % gap between disadvantaged children and others will narrow.</p>	<ul style="list-style-type: none"> Attendance 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>Children who would usually access play therapy have been supported through a wellbeing Google classroom.</p> <p>The average attendance % for disadvantaged children is 91.55%, compared to 92.97% of others.</p> <p>The % for persistent absence is 20.41% for disadvantaged children, compared to 12.10% for others.</p>		<p>£56,339</p>
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Other approaches

Desired outcome	Chosen action/approach	Estimated impact	Next steps	Cost
<p>Termly assessment data in the 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 (GLD).</p> <p>Disadvantaged children in KS1 attain as well or better than other children in reading and maths. End of KS1 data is in line with national.</p> <p>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.</p> <p>Pupil premium children also identified as having a special education</p>	<ul style="list-style-type: none"> • Educational visits • Specialist sports and dance teachers to ensure children are taught a quality broad and balanced curriculum including the foundation subjects • School Journey 	<p>Specialist sports and dance provision has had a significant positive impact on children's wellbeing and confidence. Provision for Physical Education has continued throughout lockdown with posted activities on Google classroom.</p> <p>Educational visits have proved successful in offering 'wow' experiences and reflections to hook children into cross curricular and thematic learning, often described by teachers as bring the learning alive.</p> <p>Unfortunately, many planned trips and school journeys were cancelled due to Covid-19.</p>	<p>To research, book and plan for three educational visits per year group to support topic and adventure learning that will positively impact on academic learning.</p> <p>To review, research and book a full range of extra-curricular after school clubs to further support children's wellbeing.</p>	

need will make accelerated progress.				£8,688
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Additional Detail- Outcomes for pupils (Internal March 19 Data)

No end of key stage statutory assessment tests due to Covid-19

KS2	All children	National	Children eligible for PP (3)	National
% achieving expected + in reading, writing and maths	84		33	
% achieving expected + in reading	90		33	
% achieving expected + in writing	86		33	
% achieving expected + in maths	92		33	
% achieving greater depth + in reading, writing and maths	12		33	
% achieving greater depth + in reading	51		33	
% achieving greater depth + in writing	18		33	
% achieving greater depth + in maths	33		33	
KS1	All children	National	Children eligible for PP (4)	National
% achieving expected + in reading	77		25	
% achieving expected + in writing	57		25	
% achieving expected + in maths	75		25	
% achieving greater depth + in reading	32		0	

% achieving greater depth + in writing	0		0	
% achieving greater depth + in maths	30		25	
Phonics Screening	All children	National	Children eligible for PP	National
% Achieving Phonics Threshold	85		50	
EYFS	All children	National	Children eligible for PP	National
% achieving a Good Level of Development	65		0	