



Holy Trinity

A learning Community Providing Catholic and Church of England Education for All

Pupil Premium Report 2016/17

Holy Trinity Mission Statement

Holy Trinity celebrates the uniqueness of every person as a child of God.

We seek to create an inclusive and supportive learning community, based on Gospel values, that nurtures each individual in order that they reach their full potential

What is Pupil Premium?

Pupil Premium funding is allocated by the Government and targeted at pupils who are disadvantaged.

Pupil Premium funding is allocated to support pupils who are:

- in receipt of Free School Meals
- have been in receipt of Free School Meals at some time in the past 6 years
- are looked after by the Local Authority
- have been adopted from care or who left local authority care on a special guardianship order or child arrangements order

There is also a premium for children whose parents are currently serving in the armed forces or who have served in the armed forces at any time during the last 6 years. This service premium is designed to address the emotional and social well-being of these pupils.

Nationally, statistics show that there is a gap between the attainment of pupils who have been eligible for Free School Meals and those who have not. Nationally, children in these groups make slower progress and attain at lower levels than their peers. The government believes that allocating additional funds to schools, targeted at these pupils, will help to improve the attainment of those who fall behind. The Department for Education website says that the government believes that the Pupil Premium is "the best way to address current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most."

If your child is eligible for free school meals, please ensure that you have claimed your entitlement.

What can we do with this funding?

The Department for education website says that "It is for schools to decide how the pupil premium allocated to schools per Free School Meals (FSM) pupils is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." So we are free to spend the funding as we believe most appropriate. However, we are accountable for how we decide to spend the funding and how effective our plans are in improving the attainment and progress of pupils who attract the pupil premium funding. We are required to publish how much Pupil Premium money we receive and how we have chosen to spend that money. We are also required to publish the impact of our spending of the Pupil Premium Grant.

What are we doing to help pupils to attain well and to make good progress?

At Holy Trinity we are working hard to improve the attainment and progress of all our pupils so that they achieve at least in line with pupils nationally. We carefully monitor the progress, attitude to learning and attendance of all our pupils. We set aspirational targets and regular meetings take place between relevant staff to ensure that strategies are put in place to help pupils who are falling behind to receive the support they require to catch up.

Our principles in the expenditure of this funding are:

- To enable pupils who attract the pupil premium grant to overcome barriers to learning and to progress in line with all pupils nationally
- To focus particularly on improving attainment and progress in reading, writing and numeracy as these skills will help pupils to reach their potential across the curriculum
- To deliver an inclusive education for all pupils
- To enable all pupils, regardless of personal circumstances to benefit from enrichment activities
- To raise pupils' self-esteem and encourage them to aspire
- To encourage high levels of attendance
- To work alongside parents to support the progress and aspirations of pupils
- To support the social and emotional development of pupils.

Barriers to progress encountered by pupils eligible for pupil premium funding

- EYFS: On entry to EYFS children in receipt of pupil premium funding are at lower starting points in all areas including reading, writing and maths. This leads to a barrier to the development of reading, writing and maths.
- Phonic skills for children in receipt of pupil premium funding are lower than non pupil premium.
- At the end of Key Stage 1, a smaller percentage children in receipt of pupil premium funding achieve the expected standard and the higher standard in reading and writing
- At the end of KS2 the progress made by children in receipt of pupil premium funding is much lower than the progress made by other pupils. A smaller percentage achieve the expected standard and the higher standard.

- Attendance of pupils eligible for pupil premium is lower than non pupil premium in almost all year groups. This is a particular issue in KS4.
- In the secondary phase, a higher percentage of pupil premium pupils have low prior attainment in reading. This prevents them making good progress across the curriculum.
- As pupils move through Key Stages 3 and 4, gaps widen
- A higher percentage of pupil premium pupils have low prior attainment in maths
- Attitude to learning grades for pupils eligible for pupil premium are lower in all year groups.
- Some of our pupils eligible for pupil premium have emotional and social issues. Some lack confidence in themselves as learners and some lack resilience when they encounter difficulties.

Desired outcomes and how they will be measured:

	<i>Desired outcomes</i>	<i>Success criteria</i>
A	High levels of progress in literacy for pupils eligible for Pupil Premium Funding in Reception.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for pupil premium meet age related expectations.
B	For children eligible for Pupil Premium Funding in Y1 to achieve in line with other pupils in the Y1 phonics test.	In Year 1 phonics checks, Pupils eligible for Pupil Premium Funding achieve in line with national expectations. Gap between PP and non-PP are narrowing.
C	Higher rates of progress across KS2 for pupils eligible for PP, especially for boys in receipt of PP.	Pupils eligible for Pupil Premium Funding make progress in line with 'other' pupils in all years in Key Stage 2 in maths, reading and writing. This will be evidenced through teacher assessments in November, February, May and July.
D	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for Pupil Premium in Year 7 make more progress in English by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced through teacher assessments in November, February, May and July.
E	High levels of progress in literacy for Years 8 and 9 pupils eligible for PP.	Pupils eligible for Pupil Premium in Years 8 and 9 make more progress in English by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced through teacher assessments in November, February, May and July.
F	As pupils move through Key Stages 3 and 4, gaps widen across the curriculum, between pupils eligible for pupil premium and other pupils.	Gaps narrow, so that by the end of the academic year, the percentage of pupils eligible for pupil premium making expected progress is at least in line with other pupils.

G	Improved rates of progress across KS3 and KS4 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track to meet targets by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments and senior team.
H	High levels of progress in maths for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress in Maths by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June.
I	High levels of progress in maths for Years 8 and 9 pupils eligible for PP.	Pupils eligible for Pupil Premium in Years 8 and 9 make more progress in Maths by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced through teacher assessments in November, February, May and July.
J	Increased attendance rates for pupils eligible for PP.	Reduce the percentage of persistent absentees (PA) among pupils eligible for PP from 21.5% to 15% or below. Overall attendance among pupils eligible for PP improves from 91.5% to 95.5% in line with 'other' pupils.
K	Attitude to learning grades improve for pupil premium pupils so that they are in line with non pupil premium. (Behaviour points / achievement points)	Fewer behaviour incidents recorded for these pupils on the school system. Attitude to learning grades improve and are in line with 'other' pupils. The number of achievement points and behaviour points are in line with 'other pupils'
L	Pupils are supported to overcome emotional and social issues.	Pupils make progress in line with peers because they have strategies which help them to overcome difficulties.

Planned Expenditure 2017-2018

For this academic year, the school has received £300,355 in pupil premium funding. This reflects the fact that across the primary phase, 105 pupils have been eligible for free school meals at some point in the last 6 years (25.2% of pupils) and in the secondary phases 173 pupils (25.8%) have been eligible for free school meals at some point in the last 6 years. We also received additional funding to support pupils who are in care.

Primary and Secondary

Need	Strategy	Success Criteria
To ensure that all teachers are focused on the attainment and progress of pupil premium children.	Pupil premium pupils are well known by their teachers. All teachers identify pupil premium children in their classes. They identify their needs and plan lessons to remove barriers to learning. Teachers seek to engage parents where their support is needed.	Pupil Premium children make progress in line with their peers
	All development plans have strategies to raise the attainment of pupil premium children. The implementation of the strategies and its impact is monitored regularly.	
	Where attendance is an issue, appropriate strategies are implemented to support students in catching up on missed learning.	
	Pupil Premium Pupils are the first focus in data analysis. Appropriate intervention is identified, dependent on the needs of the pupils.	
	The attainment and Progress of Pupil Premium Pupils is discussed at line management meetings.	
	CPD: Opportunities are sought to share strategies on how to engage disaffected pupil premium pupils in lessons.	
	Strategies to develop resilience and student responsibility. Teachers will plan activities which will encourage active participation among pupils, to build confidence to tackle difficult tasks and to encourage pupils to aspire to high levels of achievement.	

Primary Phase

Need	Strategy	Success Criteria	Person Responsible
To ensure primary pupils are properly nourished and ready to learn	Children in Year 6 to attend breakfast booster classes Jan-May. Free breakfast provided.	Pupils are nourished and ready to learn. As a result, they make progress in line with their peers.	Key Stage Coordinator and Class teachers
	To provide FSM students in reception, KS1 and KS2 with free milk in the morning		
Children in receipt of Early Years Pupil Premium Funding achieve a Good Level of Development.	<p>Focused intervention by additional staffing (3 afternoons a week) for pupil premium children to ensure that they make progress in line with their peers.</p> <p>Staff plan from assessment information on key areas to address e.g. PSED, literacy, maths, communication and language for appropriate intervention.</p>	Gaps in attainment are closed between PP and non-PP.	EYFS leader
Children in Y1 pass the phonics screening test.	Quality first teaching by teacher for all groups. Targeted intervention for children in receipt of PP to ensure that they pass the Y1 phonics check through TA support in the daily lessons.	Gaps between PP and non-PP are closed.	Key Stage 1 leader
To ensure that all teachers are focused on the attainment and progress of pupil premium children.	In the primary phase, the deputy leader of the primary phase oversees the progress of pupil premium children and promotes strategies to remove barriers to learning and to maximise progress for pupil premium children, including the engagement of parents.	<p>Lesson observations and work scrutiny shows strategies which meet the needs of individual pupils.</p> <p>Pupils eligible for Pupil Premium funding make progress in line with peers.</p>	Primary Leader

Need	Strategy	Success Criteria	Person Responsible
	Purchase of Mintclass to ensure teachers have easily accessible, up to date information for planning and differentiation.	Lesson observations and work scrutiny shows strategies which meet the needs of individual pupils.	Assistant Headteacher (Teaching and Learning)
To raise standards in English and numeracy in attainment and progress in the primary phase	To continue to employ an additional part time teacher in order to reduce group size and provide a more individual support package. To support Y6 on 3 mornings and across the primary phase in the afternoons.	The attainment and progress of PP is in line with national non PP and gaps between PP and non PP narrow.	Teachers led by Key Stage Coordinator
To close gaps in Literacy for students not making expected progress.	To provide small group literacy support for Y6 pupils for 3 afternoons a week from October to May	The attainment and progress in literacy of PP is in line with national non PP and gaps between PP and non PP narrow.	Tutors coordinated by Key Stage Coordinator
To identify barriers to learning, so that strategies can identified to overcome them.	To employ the services of an educational psychologist for 36 hours over the year.	Barriers to learning are identified and specific strategies implemented, so individuals make progress in line with non PP students.	Primary SENCo led by Key Stage Coordinator
To support pupils with barriers to learning to help those pupils achieve as well as their peers nationally	To allocate TA support to those pupils that need support and are not supported by a statement. This allows support such as springboard, 1:1 reading, small group intervention, toe by toe, Read Write Inc etc.	The attainment and progress of PP is in line with national non PP and gaps between PP and non PP narrow.	Teaching Assistants led by class teachers and supported by primary SENCo

Need	Strategy	Success Criteria	Person Responsible
To ensure that primary pupils have full access to all lessons	To allocate funding which curriculum teams can bid for as part of their team development plan to support pupil premium pupils in accessing the curriculum and in making good progress	The attainment and progress of PP is in line with national non PP and gaps between PP and non PP narrow.	Curriculum Team Leader, overseen by Deputy Head Progress
To encourage the development of the whole child and to help pupils in the primary phase to engage in school.	To offer additional opportunities for pupils to develop in the arts and sport e.g. wider ops and swimming.	PP pupils take part in a wide range of activities.	Primary Leader
To enable primary pupils to access a full range of educational experiences	To support funding for school visits where parents cannot afford to pay.	PP pupils take part in a wide range of activities.	Requests to Deputy Headteacher made by teachers
To support primary pupils in attending school regularly to support them in making good progress	Attendance officer / receptionist to monitor attendance and intervene as appropriate e.g. first day absence calls to parents, record contact with parents, produce reports etc.	Attendance of PP is in line with non PP nationally.	Primary Leader led by Deputy Headteacher (ethos, care, guidance and support)
To support primary pupils in attending school regularly to support them in making good progress	To use EWO provision to ensure pupils attend regularly	Attendance of PP is in line with non PP nationally.	Primary Leader led by Deputy Headteacher (ethos, care, guidance and support)
To engage parents to support children's attendance, reading, organisation etc.	Employment of Parent support adviser	Parents are supported, PP needs are identified and appropriate strategies implemented so that PP achieve in line with non PP nationally.	Post Holder led by Primary Leader

Need	Strategy	Success Criteria	Person Responsible
To support students with emotional difficulties / difficult periods in their lives at home	Employment of a learning mentor to support emotional needs in primary phase.	PP needs are identified and appropriate strategies implemented so that PP achieve in line with non PP nationally.	Post Holder led by Primary Leader
To support students with emotional difficulties / difficult periods in their lives at home	Employment of lay chaplain to support spiritual and social development of pupils in the primary phase	Pupils are supported and barriers to learning arising from emotional issues are addressed.	Post Holder led by Primary Leader

Total: £138,000

Secondary Phase

Need	Strategy	Success Criteria	Person Responsible
To ensure that all teachers are focused on the attainment and progress of pupil premium children.	In the Secondary phase a pupil premium champion promotes strategies to remove barriers to learning, engage parents and promote positive attitudes to learning and mentors students.	Lesson observations and work scrutiny shows strategies which meet the needs of individual pupils.	Assistant Headteacher (teaching, learning and curriculum)
	Purchase of Mintclass to ensure teachers have easily accessible, up to date information for planning and differentiation.	Pupils eligible for Pupil Premium funding make progress in line with peers.	
To raise standards of attainment and progress in maths in the secondary phase, closing gaps between pupil premium and non pupil premium students.	To continue to employ an additional maths teacher in order to allocate more curriculum time to maths and to reduce group size in order provide a more individual support package	The attainment and progress in maths of PP is in line with national non PP and gaps between PP and non PP narrow.	Maths Teachers led by Head of Maths

	To employ a teaching assistant, deployed by the Head of Maths	The attainment and progress in maths of PP is in line with national non PP and gaps between PP and non PP narrow.	Head of Maths
To raise standards of attainment and progress in English in the secondary phase, closing gaps between pupil premium and non pupil premium students.	To continue to employ an additional English teacher in order to allocate more curriculum time to English and to reduce group size in order provide a more individual support package	The attainment and progress in English of PP is in line with national non PP and gaps between PP and non PP narrow.	English Teachers led by Head of English
	To employ a teaching assistant, deployed by the Head of English	The attainment and progress in English of PP is in line with national non PP and gaps between PP and non PP narrow.	Head of English
	To close gaps in attainment in Literacy for students below Level 4 on entry to the secondary phase by bringing this into the English Department and employing an additional English teacher	The attainment and progress in English of PP is in line with national non PP and gaps between PP and non PP narrow.	English Teachers led by Head of English
To close gaps in attainment in Literacy for students below Level 4 on entry to the secondary phase	To timetable a Literacy group of up to 60 students in Y7,8 and 9 and supported by TAs.	The needs of these students are met and them make accelerated progress to narrow gaps with their peers.	SENCo
To raise standards in English attainment and progress in the secondary phase	To introduce" Accelerated Reader" for Y7 to Y9. To be used as part of the English Curriculum to target reading skills.		Head of English
To identify barriers to learning, so that strategies can be put in place to overcome them.	To employ the services of an educational psychologist for 36 hours over the year.	Barriers to learning are identified and specific strategies implemented, so individuals make progress in line with non PP students.	Secondary SENCo led by Deputy Head

To ensure that secondary pupils have full access to all lessons and are not disadvantaged by lack of equipment	To allocate funding which departments can bid for as part of their department development plan to support pupil premium pupils in accessing the curriculum and in making good progress	The attainment and progress of PP is in line with national non PP and gaps between PP and non PP narrow.	Heads of Department, overseen by Deputy Head Progress
To support the emotional barriers to learning presented by some pupils	Employment of a learning mentor to create individual support plans which include regular meetings each week - secondary phase. To run a lunch club as a safe area for eating lunch and enable students to take part in supervised activities. Staffed by learning mentor and school chaplain	PP needs are identified and appropriate strategies implemented so that PP achieve in line with non PP nationally.	Learning Mentors led by Deputy Headteacher (Care, guidance and support)
To support secondary pupils in attending school regularly to support them in making good progress	Attendance officer / receptionist to monitor attendance and intervene as appropriate e.g. first day absence calls to parents, record contact with parents, produce reports etc.	Attendance of PP is in line with non PP nationally.	Heads of Standards led by Deputy Headteacher (learning and Care)
To support secondary pupils in attending school regularly in order that they learn well	To use EWO provision to ensure pupils attend regularly	Attendance of PP is in line with non PP nationally.	Heads of Standards led by Deputy Headteacher (learning and Care)
To support vulnerable students in the secondary phase who are struggling to adapt to secondary school life	The "Bubble". Staffing and space for students in time of need, staffed by a Grade 5 TA and a Grade 3 TA, providing a bespoke curriculum and emotional support and preparing them for return to normal timetabled lessons.	The needs of these students are met. They attend well and improve social behaviour. They make accelerated progress in English and Maths.	HLTA led by SENCo
To support vulnerable students who are struggling to cope in school	Provide for the funding to enable some students to access alternative provision on a full time / part time basis	Students experience success in alternative provision and are better engaged in school	Assistant Headteacher (Curriculum),
To ensure all pupils choose appropriate curriculum pathways and post 16 choices	To provide regular and timely careers advice and to ensure a varied curriculum that meets the needs of all students.	Students have a goal and are prepared for life after Holy Trinity. They have ambitious aspirations.	Assistant Headteacher (Curriculum), TLR post holder and HLTA

Total: £160,000

How did we spend the Pupil Premium Grant in 2016-17?

In 2016-2017, the school received £324,300 in pupil premium funding. This reflects the fact that across the primary phase, 109 pupils were eligible for free school meals at some point in the last 6 years (26.2% of pupils) and in the secondary phases 192 pupils (282%) were eligible for free school meals at some point in the last 6 years. We also received additional funding for pupils who are in care.

Our Holy Trinity Mission Statement is central to all that we do. In our Mission Statement, we state that:

Holy Trinity celebrates the uniqueness of every person as a child of God. We seek to create an inclusive and supportive learning community, based on Gospel values, that nurtures each individual in order that they reach their full potential

In line with this, the 'Pupil Premium', along with all school funding is carefully managed to enable us to offer personalised support for our pupils and to narrow attainment gaps between our highest and lowest achieving pupils. The following outlines some of the ways in which we use the funding.

Primary and Secondary

Need	Strategy	Success Criteria
To ensure that all teachers are focused on the attainment and progress of pupil premium children.	Pupil premium pupils are well known by their teachers. All teachers identify pupil premium children in their classes. They identify their needs and plan lessons to remove barriers to learning. Teachers seek to engage parents where their support is needed.	Pupil Premium children make progress in line with their peers
	All development plans have strategies to raise the attainment of pupil premium children. The implementation of the strategies and its impact is monitored regularly.	
	Where attendance is an issue, appropriate strategies are implemented to support students in catching up on missed learning.	
	Pupil Premium Pupils are the first focus in data analysis. Appropriate intervention is identified, dependent on the needs of the pupils.	
	The attainment and Progress of Pupil Premium Pupils is discussed at line management meetings.	
	CPD: Opportunities are sought to share strategies on how to engage disaffected pupil premium pupils in lessons.	
	Introduction of strategies to develop resilience and student responsibility. Teachers will plan activities which will encourage active participation among	

pupils, to build confidence to tackle difficult tasks and to encourage pupils to aspire to high levels of achievement.

Primary Phase

Need	Strategy	Success Criteria	Person Responsible
To ensure primary pupils are properly nourished and ready to learn	Children in Year 6 to attend breakfast booster classes Jan-May. Free breakfast provided.	Pupils are nourished and ready to learn. As a result, they make progress in line with their peers.	Primary Lead and class teachers
	To provide FSM students in reception, KS1 and KS2 with free milk in the morning		
Children with speech and language difficulties receive oracy support.	Learning mentor / Speech and Language Therapy to provide support for individual children, including those who enter EYFS with low oracy skills to improve skills. (15 minutes per day)	Children make progress and gaps with peers are closed.	Primary SENCO
Children in receipt of Early Years Pupil Premium Funding achieve a Good Level of Development.	<p>Focused intervention by additional staffing (3 afternoons a week) for pupil premium children to ensure that they make progress in line with their peers.</p> <p>Staff plan from assessment information on key areas to address e.g. PSED, literacy, maths, communication and language for appropriate intervention.</p>	Gaps in attainment are closed between PP and non-PP.	EYFS leader
Children in Y1 pass the phonics screening test.	Quality first teaching by teacher for all groups. This includes an active phonics approach to ensure boys are engaged in phonics and reading. (Supported by training for staff)	Gaps between PP and non-PP are closed.	Key Stage 1 leader

	Targeted intervention for children in receipt of PP to ensure that they pass the Y1 phonics check through additional TA support in the daily lessons.		
To ensure that all teachers are focused on the attainment and progress of pupil premium children.	In the primary phase, the deputy leader of the primary phase oversees the progress of pupil premium children and promotes strategies to remove barriers to learning and to maximise progress for pupil premium children, including the engagement of parents.	Lesson observations and work scrutiny shows strategies which meet the needs of individual pupils. Pupils eligible for Pupil Premium funding make progress in line with peers.	Primary Leader
	Purchase of Mintclass to ensure students have easily accessible, up to date information for planning and differentiation.	Lesson observations and work scrutiny shows strategies which meet the needs of individual pupils.	Assistant Headteacher (Teaching and Learning)
To raise standards in English and numeracy in attainment and progress in the primary phase	To continue to employ an additional part time teacher in order to reduce group size and provide a more individual support package. To support Y6 on 3 mornings and across the primary phase in the afternoons.	The attainment and progress of PP is in line with national non PP and gaps between PP and non PP narrow.	Teachers led by Primary Leader
To close gaps in Literacy for students not making expected progress.	To provide small group literacy support for Y6 pupils for 3 afternoons a week from October to May	The attainment and progress in literacy of PP is in line with national non PP and gaps between PP and non PP narrow.	Tutors coordinated by Primary Leader
To identify barriers to learning, so that strategies can identified to overcome them.	To employ the services of an educational psychologist for 36 hours over the year.	Barriers to learning are identified and specific strategies implemented, so	Primary SENCo led by Primary Leader

		individuals make progress in line with non PP students.	
To support pupils with barriers to learning to help those pupils achieve as well as their peers nationally	To allocate TA support to those pupils that need support and are not supported by a statement. This allows support such as springboard, 1:1 reading, small group intervention, toe by toe, Read Write Inc etc.	The attainment and progress of PP is in line with national non PP and gaps between PP and non PP narrow.	Teaching Assistants led by class teachers and supported by primary SENCo
To ensure that primary pupils have full access to all lessons	To allocate funding which curriculum teams can bid for as part of their team development plan to support pupil premium pupils in accessing the curriculum and in making good progress	The attainment and progress of PP is in line with national non PP and gaps between PP and non PP narrow.	Heads of Department, overseen by Deputy Head Progress
To encourage the development of the whole child and to help pupils in the primary phase to engage in school.	To offer additional opportunities for pupils to develop in the arts and sport e.g. wider ops and swimming.	PP pupils take part in a wide range of activities.	Primary Leader
To enable primary pupils to access a full range of educational experiences	To support funding for school visits where parents cannot afford to pay.	PP pupils take part in a wide range of activities.	Requests to Deputy Headteacher made by teachers
To support primary pupils in attending school regularly to support them in making good progress	Attendance officer / receptionist to monitor attendance and intervene as appropriate e.g. first day absence calls to parents, record contact with parents, produce reports etc.	Attendance of PP is in line with non PP nationally.	Primary Leader led by Deputy Headteacher (learning and Care)
To support primary pupils in attending school regularly to support them in making good progress	To use EWO provision to ensure pupils attend regularly	Attendance of PP is in line with non PP nationally.	Primary Leader led by Deputy Headteacher (learning and Care)

To engage parents to support children's attendance, reading, organisation etc.	Employment of Parent support adviser	Parents are supported, PP needs are identified and appropriate strategies implemented so that PP achieve in line with non PP nationally.	Post Holder led by Primary Leader
To support students with emotional difficulties / difficult periods in their lives at home	Employment of a learning mentor to support emotional needs in primary phase.	PP needs are identified and appropriate strategies implemented so that PP achieve in line with non PP nationally.	Post Holder led by Primary Leader
To support students with emotional difficulties / difficult periods in their lives at home	Employment of lay chaplain to support spiritual and social development of pupils in the primary phase	Pupils are supported and barriers to learning arising from emotional issues are addressed.	Post Holder led by Primary Leader

Total: £145,000

Secondary Phase

Need	Strategy	Success Criteria	Person Responsible
To ensure that all teachers are focused on the attainment and progress of pupil premium children.	In the Secondary phase a pupil premium champion promotes strategies to remove barriers to learning, engage parents and promote positive attitudes to learning and mentors students.	Lesson observations and work scrutiny shows strategies which meet the needs of individual pupils.	Primary Leader
	Purchase of Mintclass to ensure students have easily accessible, up to date information for planning and differentiation.	Pupils eligible for Pupil Premium funding make progress in line with peers.	

To raise standards of attainment and progress in maths in the secondary phase, closing gaps between pupil premium and non pupil premium students.	To continue to employ an additional maths teacher in order to allocate more curriculum time to maths and to reduce group size in order provide a more individual support package	The attainment and progress in maths of PP is in line with national non PP and gaps between PP and non PP narrow.	Maths Teachers led by Head of Maths
	To employ a teaching assistant, deployed by the Head of Maths	The attainment and progress in maths of PP is in line with national non PP and gaps between PP and non PP narrow.	Head of Maths
To raise standards of attainment and progress in English in the secondary phase, closing gaps between pupil premium and non pupil premium students.	To continue to employ an additional English teacher in order to allocate more curriculum time to English and to reduce group size in order provide a more individual support package	The attainment and progress in English of PP is in line with national non PP and gaps between PP and non PP narrow.	English Teachers led by Head of English
	To employ a teaching assistant, deployed by the Head of English	The attainment and progress in English of PP is in line with national non PP and gaps between PP and non PP narrow.	Head of English
	To close gaps in attainment in Literacy for students below Level 4 on entry to the secondary phase by bringing this into the English Department and employing an additional English teacher	The attainment and progress in English of PP is in line with national non PP and gaps between PP and non PP narrow.	English Teachers led by Head of English
To close gaps in attainment in Literacy for students below Level 4 on entry to the secondary phase	To timetable a Literacy group of up to 60 students in Y7,8 and 9 and supported by TAs.	The needs of these students are met and them make accelerated progress to narrow gaps with their peers.	SENCo
To raise standards in English attainment and progress in the secondary phase	To introduce" Accelerated Reader" for Y7 to Y9. To be used as part of the English Curriculum to target reading skills.		Head of English

To identify barriers to learning, so that strategies can be put in place to overcome them.	To employ the services of an educational psychologist for 36 hours over the year.	Barriers to learning are identified and specific strategies implemented, so individuals make progress in line with non PP students.	Secondary SENCo led by Deputy Head
To ensure that secondary pupils have full access to all lessons and are not disadvantaged by lack of equipment	To allocate funding which departments can bid for as part of their department development plan to support pupil premium pupils in accessing the curriculum and in making good progress	The attainment and progress of PP is in line with national non PP and gaps between PP and non PP narrow.	Heads of Department, overseen by Deputy Head Progress
To support the emotional barriers to learning presented by some pupils	Employment of a learning mentor to create individual support plans which include regular meetings each week - secondary phase. To run a lunch club as a safe area for eating lunch and enable students to take part in supervised activities. Staffed by learning mentor and school chaplain	PP needs are identified and appropriate strategies implemented so that PP achieve in line with non PP nationally.	Learning Mentors led by Deputy Headteacher (Learning and Care)
To support secondary pupils in attending school regularly to support them in making good progress	Attendance officer / receptionist to monitor attendance and intervene as appropriate e.g. first day absence calls to parents, record contact with parents, produce reports etc.	Attendance of PP is in line with non PP nationally.	Heads of Standards led by Deputy Headteacher (learning and Care)
To support secondary pupils in attending school regularly in order that they learn well	To use EWO provision to ensure pupils attend regularly	Attendance of PP is in line with non PP nationally.	Heads of Standards led by Deputy Headteacher (learning and Care)
To support vulnerable students in Y8 and Y9 who are struggling to adapt to secondary school life	The "Bubble". Staffing and space for students in time of need, staffed by a Grade 5 TA and a Grade 3 TA, providing a bespoke curriculum and emotional support and preparing them for return to normal timetabled lessons.	The needs of these students are met. They attend well and improve social behaviour. They make accelerated progress in English and Maths.	HLTA led by SENCo
To ensure all pupils choose appropriate curriculum pathways and post 16 choices	To provide regular and timely careers advice and to ensure a varied curriculum that meets the needs of all students.	Students have a goal and are prepared for life after Holy Trinity. They have ambitious aspirations.	Assistant Headteacher (Curriculum and Ethos), TLR post holder and HLTA

Total: £175,000

Impact of Funding

How are gaps closing and how does Holy Trinity compare to other schools nationally?

Measure	2016		2017		2016
	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP	Pupils not eligible for PP	National Average for pupils not eligible for PP
% of pupils achieving GLD at end of EYFS2	50%	69%	67%	71%	72%
% of pupils passing the Phonics Check in Year 1	50%	63%	55%	82%	83%
% of pupils passing the Phonics check by the end of Year 2	87%	87%	87%	93%	93%
% achieving expected standard in KS1 reading	67%	76%	67%	78%	78%
% achieving expected standard in KS1 writing	67%	64%	47%	71%	70%
% achieving expected standard in KS1 maths	60%	76%	73%	84%	77%
% achieving expected standard in KS2 (Y6) reading, writing, and maths	38%	43%	48%	47%	60%
% achieving expected standard in KS2 reading	56%	52%	57%	64%	72%
% achieving expected standard in KS2 writing	63%	77%	57%	61%	79%
% achieving expected standard in KS2 maths	50%	57%	52%	61%	76%
% achieving expected standard in KS2 Grammar, punctuation, grammar	69%	61%	61%	78%	78%
Progress 8 (KS4)	-0.9	0.13	-0.19	0.13	0.3
Attainment 8 (KS4)	33.7	50.5	38.9	46.6	52.7
% achieving A*-C / Grade 4-9 in English and Maths	27%	66%	56%	66%	70%
% achieving Grade 5-9 in English and Maths			28%	43%	
% achieving Standard EBacc (Grade 4 or above)	5.4%	25.3%	11%	32%	29%
% achieving Strong EBacc (Grade 5 or above)			8%	32%	

In EYFS, non pupil premium are now in line with national. The gap between pupil premium and non pupil premium narrowed significantly and the percentage of pupil premium achieving a "good level of development" increased from 50% to 67%.

In year 1 phonics, the gap between pupil premium and non pupil premium widened but with improved attainment for both. Non pupil premium are in line with national

At KS1 there was an improvement in maths and little difference in reading. Writing is an area of priority this year.

At Key Stage 2 the strategies implemented in 2015-17 did not have the intended impact. Some of the strategies will continue for 2016/17, as identified in the planned expenditure, but with increased CPD for staff focusing on a mastery approach in English and Mathematics and using assessments more effectively to inform planning so that pupils of different abilities make good progress. Teachers will plan activities which will encourage active participation among pupils, to build confidence to tackle difficult tasks and to encourage pupils to aspire to high levels of achievement.

At Key Stage 4 the differences between pupil premium and non pupil premium narrowed significantly.

Attendance

	Holy Trinity			National
	2016	Sept-June 2016-17	Sept – July 2016-17	2016
Whole School	93.7	95.1	94.4	
Primary Phase	95.4	95.9	95.6	96.1
Secondary Phase	92.6	94.7	93.7	95
Pupil Premium Primary	94.4	95.8	95.4	94.8
Non Pupil Premium Primary	96.1	96.1	95.8	96.6
	Gap -1.7%	Gap -0.3%	Gap -0.4%	Gap: -1.8
Pupil Premium Secondary	88.8	92.5	91.5	92.8
Non Pupil Premium Secondary	94.2	95.4	94.3	95.9
	Gap -5.4%	Gap -2.9%	Gap -2.8	Gap: -3.1
Persistent Absence (Primary)		6.15		8.8
Persistent Absence (Secondary)		12.03		12.4

Attendance across the school improved, particularly in the secondary phase.

The difference was greatest for pupil premium pupils so gaps narrowed.