



Holy Trinity Rosehill CofE (VA) Primary School



Pupil Premium Strategy Statement 2020 / 2021

Number of children eligible (37)	28 FSM /Ever6 2 Service 2 LAC 5 Post LAC
Total Pupil Premium received	£56,075

Identified barriers to educational achievement:

Holy Trinity Rosehill has identified the following barriers for some of the children and families currently in receipt of Pupil Premium:

- Social and emotional wellbeing – the need to develop mental/emotional wellbeing, improve resilience and develop trusted relationships
- Attendance and punctuality – across school
- Family Engagement – working in partnership with school and external agencies
- Additional Needs - EH, SEND, EAL
- Attainment – Behaviour for Learning and progress across the curriculum

Ambition for our children in receipt of Pupil Premium:

At Holy Trinity Rosehill Cof E Primary school we aim for all of our children:

- To be successful. Pupil Premium means that we can support some of our most vulnerable children so that they can fully access school in a successful way
- To make the best possible progress, pupil premium means that additional support can remove barriers and accelerate learning, readiness at each phase
- To be active citizens. Pupil premium means that we can help targeted children to develop their social and emotional skills
- To manage a successful transition to their next phase in education. Pupil Premium allows us to plan transitional work with secondary schools so children who are most anxious know how to cope

Key expenditure – how the allocation will be spent for 2020 2021

Barrier	Research	Focus	Expected Impact	Cost	Review
Social and emotional wellbeing – the need to develop mental/emotional wellbeing, improve resilience and develop trusted relationships	EEF – Improving social and emotional learning in Primary schools – <ul style="list-style-type: none"> • Teach SEL skills explicitly • Integrate and model SEL skills through everyday teaching • Plan carefully for adopting a SEL programme • Use a SAFE curriculum – Sequential, Active, Focused and Explicit • Reinforce SEL skills through whole school ethos and activities • Plan, support and monitor SEL implementation 	To develop RSE curriculum across school	Curriculum introduced and established by July 2020	Cover for key staff release - £5,000	
		To introduce a Tiered approach to provide support for children within school who have social and emotional needs, including support from Circles Psychology, Early Help, Emotional Resilience Team and CAMHS	Children and families identified and supported through various agencies		
		To monitor the use of CPOMS to support the tracking and development of PP children across school	All stakeholders within school to use CPOMS effectively to track children across school. CPOMS entries to inform VC meeting reviews on a half termly basis		
		To introduce current resources to support teaching and learning within the classroom, including staff CPD	Curriculum Leads to select and purchase relevant resources to compliment needs of the children within school	Staff CPD and cover - £4,200	
		To develop pupil and staff wellbeing through Yoga Bugs	Yoga Bugs sessions will be established within school. Class teachers to use sessions when	Yoga Bugs resource – £3000	

	Studies consistently show benefits for children in academic learning as well as confidence	<p>Educational Experiences – To support PP children to experience visitors, school visits and residential.</p> <p>To improve the access to extra curriculum activities to allow them to access opportunities and a variety of experiences</p>	<p>needed in line with the children’s needs</p> <p>PP children will have exposure to a variety of experiences. Learning is supported by visits that are carefully planned to enhance the school’s curriculum</p> <p>Social skills, independence and team work are all developed through participation in various activities. Talent, skills and efforts in non academic subjects are celebrated and develop self confidence</p>	<p>£2,500</p> <p>£4,500</p>	
Attendance and punctuality – across school	<p>NFER briefing for school leaders (attendance)</p> <p>Improving attendance is a priority to improve attainment</p>	<p>To develop the role of admin assistant to track attendance and punctuality for PP children.</p> <p>To monitor attendance and punctuality</p>	<p>PP children will be tracked for their attendance and punctuality within school on a regular basis</p> <p>HT/DHT release time together used to discuss current data and work with identified families to establish support plans</p>	1 day per week of admin time - £4,500	
Family Engagement – working in partnership	EEF – Guide to supporting school	To establish a PP parent ambassador to work in	PP parent ambassador included within team to share views and	Cover for key staff release - £6,200	

<p>with school and external agencies</p>	<p>planning – a tiered approach 2020 – 21 Tier 3 (Wider strategies)</p> <p>Working with Parents to support children’s learning (EEF)</p>	<p>partnership with school during the academic year</p> <p>To encourage parent workshops, open mornings to support and celebrate learning within school or via social media (including Teams).</p> <p>To maximise the use of Facebook to communicate with parents to encourage positive dialogue about learning</p> <p>To introduce PP: School conversations to support families with children’s needs</p> <p>Provide support for families linked to home learning routines and establishing good habits</p>	<p>discuss support that would be helpful</p> <p>Dependant on Covid restrictions, parent and school communication dates throughout the academic year to share and celebrate learning</p> <p>Facebook page will showcase activities in school throughout the year and be personalised towards year groups promoting positive interactions with parents</p> <p>PP children and families who may be identified will have support from school or via external agencies dependent upon their individual needs.</p> <p>Home learning will continue to promote good habits to help support families. Survey completed to gather views of parents regarding their access to online learning. Families will</p>		
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			be identified and plans put in place to ensure learning continues for individuals.		
Additional Needs - EH, SEND, EAL	EEF – Metacognition and self-regulation EEF rate metacognition as ‘high impact for a very low cost, based on extensive evidence’	To identify PP children who have additional needs. SENDCo release time to ensure strategies are in place and relevant agencies involved to support individuals.	Children’s individual needs are tailored to specific needs and relevant agencies involvement supports children to allow them to make at least expected, or more than expected progress within school.	Cover for SENDCo and key staff - £5,600	
Attainment – Behaviour for Learning and progress across the curriculum	EEF – Guide to supporting school planning – a tiered approach 2020 – 21 Tier 1 (Teaching)	Provide CPD for subject leaders and work with subject leaders to organise and develop the curriculum ensuring that in the long term learners will remember more. Ensure that subject leaders cascade knowledge and expertise to class teachers.	Staff will be better equipped to meeting the children’s needs which will lead to pupil progress. Staff meetings allocated to share CPD with others.	Staff CPD and cover - £4,200	
	EEF – Guide to supporting school planning – a tiered approach 2020 – 21 Tier 2 Targeted (academic support) Maximising the impact of TAs NFER quality interventions support progress and attainment	Phonics – To purchase additional resources and books to continue the use of Big Cat Phonics reading scheme to increase reading for pleasure and exposure to a wider range of text type and vocabulary	Resources purchased to enhance and support scheme, mainly in ks1 in connection with phonics Children use a wider range of vocabulary and can talk about their reading more confidently	Big Cats resources - £3000 TA time - £7,100	

