



Holy Trinity Rosehill CofE (VA) Primary School



Pupil Premium Strategy Statement 2020 / 2021 impact review

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 CofE 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	<p>EEF – Improving social and emotional learning in Primary schools –</p> <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 2021	Cover for key staff release - £5,000	RSE curriculum continues to be introduced across school. Parent and carer survey completed and consultation meetings to take place in June to support parent/carers concerns or questions. Staff training delivered to support staff knowledge and understanding to aid delivery.
		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		Children and families have been identified within school with social and emotional needs. Relevant agencies are involved to support with school.
		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	Staff CPD and cover - £4,200	CPOMS continues to be used as a strength to assist with tracking and safeguarding children across school. Entries are used to support decisions made.
		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	Yoga Bugs resource – £3000	Resources purchased to enrich and develop teaching and learning within the classroom. Staff cpd has taken place virtually which has allowed a wider range of cpd to be accessed by staff. This has then
				£2,500	

	<p>Studies consistently show benefits for children in academic learning as well as confidence</p>	<p>To develop pupil and staff wellbeing through Yoga Bugs</p> <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>Yoga Bugs sessions will be established within school. Class teachers to use sessions when 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>£4,500</p>	<p>been shared via allocated staff meeting time.</p> <p>Yoga Bugs resource purchased and used within school. Parent Portal shared with parent/carers via newsletter. Resource included through home learning to encourage use at home.</p> <p>Visitors have not been possible due to covid restrictions. Zoom meetings have taken place with a variety of visitors offering this approach as an alternative. This in turn has allowed children access to educational experiences.</p> <p>Extra curricular activities have not been possible due to Covid restrictions.</p>
<p>Attendance and punctuality – across school</p>	<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</p>	<p>1 day per week of admin time - £4,500</p>	<p>Half termly monitoring through vulnerable children and attendance meetings have identified children where attendance and punctuality is a concern. Attendance letters sent to those when needed.</p> <p>Regular discussion between HT and DHT alongside admin assistant has</p>

			discuss current data and work with identified families to establish support plans		taken place ensuring identified families are supported and actions put in place for moving forwards.
Family Engagement – working in partnership with school and external agencies	EEF – Guide to supporting school planning – a tiered approach 2020 – 21 Tier 3 (Wider strategies) Working with Parents to support children’s learning (EEF)	To establish a PP parent ambassador to work in partnership with school during the academic year To encourage parent workshops, open mornings to support and celebrate learning within school or via social media (including Teams). To maximise the use of Facebook to communicate with parents to encourage positive dialogue about learning To introduce PP: School conversations to support families with children’s needs	PP parent ambassador included within team to share views and discuss support that would be helpful Dependant on Covid restrictions, parent and school communication dates throughout the academic year to share and celebrate learning Facebook page will showcase activities in school throughout the year and be personalised towards year groups promoting positive interactions with parents PP children and families who may be identified will have support from school or via external agencies dependent upon their individual needs.	Cover for key staff release - £6,200	To develop in the next academic year. Due to Covid restrictions and risk assessments, this has not been possible to take place in school. The role of the parent ambassador has supported and strengthened the link between home and school and social media has been used to celebrate learning across school. The number of Facebook followers has increased significantly over the past academic year. Posts feature on a regular basis celebrating various activities and learning that has taken place. Early Help and Family Support Lead established within the school structure. Regular conversations with identified families took place throughout lockdown.

		Provide support for families linked to home learning routines and establishing good habits	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 be identified and plans put in place to ensure learning continues for individuals.		Daily engagement took place with families and children not present during lockdown. Parent survey completed and results shared with governors, staff and parent/carers. Class teachers in regular contact with all families via year group email system ensuring individual needs were met.
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	Meetings have taken place with relevant staff and SENDCo on a 1:1 basis. In addition to this, all children across school, including those who identify as PP, have been closely monitored through half termly meetings to ensure that relevant support is in place.
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	Staff have virtually attending CPD to enrich and develop their knowledge and understanding of curriculum areas. Skills have been shared with staff through staff meetings and are included in action plans for the next academic year.
	EEF – Guide to supporting school planning – a tiered approach 2020 – 21	Phonics – To purchase additional resources and books to continue the use of Big	Resources purchased to enhance and support scheme, mainly in ks1 in	Big Cats resources - £3000	Resources purchased and rolled out across EY and KS1.

	<p>Tier 2 Targeted (academic support) Maximising the impact of TAs NFER quality interventions support progress and attainment</p> <p>EEF - Improving Literacy in KS1</p>	<p>Cat Phonics reading scheme to increase reading for pleasure and exposure to a wider range of text type and vocabulary</p> <p>Establish small group phonics interventions across ks1</p> <p>Purchase and introduce new phonics and reading programme to support children both within school and through Home Learning</p>	<p>connection with phonics Children use a wider range of vocabulary and can talk about their reading more confidently</p> <p>Children are equipped with the reading skills needed for comprehension Attainment in reading is sustained Children continue to achieve well</p> <p>Children identified within school. Phonics progress is made in relation to age expectations Phonic check scores show progress across the academic year for PP children</p> <p>Phonics and reading progress is made in relation to age expectations Phonic check scores show progress across the academic year for PP children</p>	<p>TA time - £7,100</p> <p>£250</p>	<p>Vocabulary continues to be a focus across school.</p> <p>Children in school have worked in focussed intervention groups to meet individual needs. Regular discussion between teaching staff and TAs has ensured that progress has been made and changes made when needed.</p> <p>Children in Year 1 achieved well with the phonics screening. 93% achieved the expected score.</p>
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Glossary of acronyms

FSM	Free School Meals	Ever 6	A child who in the past 6 years has been entitled to Free School Meals	LAC	Looked After Child	Post LAC	Post Looked After Child - adopted	EH	Early Help
SEND	Special Educational Need and Disability	EAL	English as an Additional Language	EEF	Education Endowment Foundation	RSE	Relationships and Sex Education	SEL	Social and Emotional Literacy
SAFE	Safety Attitude Friendship Empathy	CPOMS	Child Protection Online Management System	CPD	Continuing Professional Development	PP	Pupil Premium	NFER	National Foundation for Educational Research
HT	Head Teacher	DHT	Deputy Head Teacher	SENDCo	Special Educational Need and Disability Coordinator	TA	Teaching Assistant		

Pupil Premium Governor – Mr John Britton

Governor Monitoring – Autumn term 2020, Spring term 2021, Summer term 2021

Date of next reviews: Vulnerable Children meetings with HT/DHT/SENCO - September 2020, December 2020, February 2021, April 2021, July 2021