

Pupil Premium Report to Governors March 2020 by Dominy Jones

PP children include those in receipt of free school meals (FSM), Looked-After children (LA) and Forces children. The school receives £1,320 for FSM children, £2,300 for LA children and £300 for Forces children.

The main thrust of support to PP children continues to be through quality first teaching in the classroom. "A rising tide lifts all." It is recognised that overall children perform better when kept in the classroom rather than spending much of their day away from their peers with an adult. They learn from higher ability children around them and become more independent if they are supported within the class by their peers, a TA and differentiated work. Knowing each child individually allows teachers to challenge, support and monitor effectively.

Budget Analysis

- Funding is received based on the January census of the previous year. This means that, for children who become eligible for the pupil premium in year, the school may not receive funding for them until the following year. Conversely, we continue to receive funding for children who left for another year.
- Funding received for the academic year 2018/19 was £23,260 based on the 17 PP children in the census of January 2017.
- 3 additional children have become eligible to receive the pupil premium during the last 6 months but funding for them will only appear in the academic year 2020-21.

Of the £23,260 premium received for this year, the majority (£18,200) is used to fund teaching assistants' work, both directly and indirectly, with PP children. This represents 23% of the TA budget. This includes working one-to-one or in small groups with children; planning for and evaluating interventions; preparing resources; monitoring and supporting those children who find social interaction difficult; taking the class to release a teacher to work with PP children and a 'nurture group' for LA children run by Ann Heath which will extend to other children.

Close to £3,000 was spent on enrichment activities including swimming and music lessons, residential trips, school trips and sports clubs.

Approximately £500 was spent on formal training but much training is delivered at the point of use between teachers and teaching assistants and has not been quantified.

Performance of PP children 2016-17 (May '17)

exc SEN/forces/FS2 children

	Reading	Writing	Numeracy
Greater Depth	2 (20%)	2 (20%)	3 (30%)
Expected	7 (70%)	7 (70%)	6 (60%)
Working Towards	1 (10%)	1 (10%)	1 (10%)

Performance of PP children 2017-18 (May '18)

exc SEN/forces/FS2 children

	Reading	Writing	Numeracy
Greater Depth	5 (36%)	4 (29%)	5 (36%)
Expected	8 (57%)	7 (50%)	7 (50%)
Working Towards	1 (7%)	3 (21%)	2 (14%)

Performance of PP children 2018-19 (May '19)

exc SEN/Services/FS2 children

	Reading	Writing	Numeracy
Greater Depth	2 (20%)	2 (20%)	1 (10%)
Expected	6 (60%)	6 (60%)	7 (70%)
Working Towards	2 (20%)	2 (20%)	2 (20%)

We take a forensic approach to data and have stripped out SEN and Service children (the latter generally perform well) leaving 2 PP children who left KS2 in July '19. The national average of children (exPP) who achieved the expected level or above at the end of KS2 was 65% (DfE Sept '19). In Holy Trinity it was 100% as both children achieved the expected level and, indeed, one child achieved greater depth in 2 disciplines.

Current Actions

A thorough approach to monitoring performance has highlighted PP children's attainment against their peers (see tables above). It should be stressed, however, that teachers have always known each child's abilities and performance.

The use of provision maps detailing the interventions for all children allows us to track the investment in and outcomes of our PP children. Even OFSTED acknowledge the difficulty of measuring the success of interventions for children as you cannot run a control test on those same children. Some children require extra support to maintain their slow rate of progress which, on paper, shows a poor return for investment. Others' progress will be accelerated with interventions.

Training took place for support staff (MDSAs and TAs) to assist with working with children with ASD and Attachment Disorder who find non-directed time in school difficult to navigate. Further training for all staff in this area is planned for this year.

The governors have approved the funding of additional teaching hours directed primarily at our disadvantaged learners from February to July 2020. These hours will be used to support those children in the most effective way deemed by their teachers and the extra support will be evaluated by individual teachers at the end of the academic year on a qualitative basis.

Professional Development

I have been attending 3 networking meetings per year with the wider school community which gives access to current research and strategies used by other schools. Results are fed back to teachers and TAs at staff meetings. Due to a change in staffing at Wiltshire Council, the network meetings and annual Pupil Premium Conference are currently suspended and we are waiting to see how the new format will look.