



# Matlock Bath Holy Trinity CofE Primary - Pupil Premium Strategy Statement 18/19

1. Summary information					
School	Matlock Bath Holy Trinity CofE (VC) Primary School				
Academic Year	2018/19	Total PP budget	£10,560		
Total number of pupils	42	Number of pupils eligible for PP	6	Date for next internal review of this strategy	April 19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard or above in reading, writing and maths	0	14% / 61%
% achieving expected standard or above in reading	0	71% / 71%
% achieving expected standard or above in writing	0	43% / 76%
% achieving expected standard or above in maths	0	29% / 75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Progress of PP pupils, last year, has been generally lower than that of non PP pupils, particularly in writing.
B.	Poor oral language skills
C.	Some relationship issues
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Learning at home is not supported as well as it could be and as frequently as it could be
E.	Some instability in home life and family situations
F.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues
<b>B.</b>	PP children's spelling and writing progress improves in line with non-pp children and end of year expectations are improved	PP children make better progress in their writing & spelling is influenced by this Children enjoy writing and can talk enthusiastically about a piece they are creating PP children achieve in line with non-PP children / progress shows good
<b>C.</b>	Increased PP family engagement with learning	Parents attendance at parents' evenings, family afternoons and meetings when appropriate to their child. Regular communication – formally and informally / verbal and written through the Home-School diary Increased engagement with school projects and ideas out of school
<b>D.</b>	Pupils to experience extra-curricular activities they might have otherwise not have had the chance to be involved in,	KS2 pupils to learn a musical instrument and receive expert tuition Extra provision offered within and out of school hours for trips and clubs and are attended by PP children

5. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. .	PSHE & Circle Time embedded within the curriculum. Whole school review of Behaviour Policy. Safeguarding updates for all staff including 'listening to the child' guidelines. Marvellous Mentors.	1:1 and small group personalised support. Time allocated to specific emotions and real situations is important for children to experience & be given the time to work through. Feeling of security within school is well known to develop emotional understanding.	Feedback to teachers on observations of the children within the classroom and on the playground to use to feed into planned lessons.	HP (SENDCo)	Termly
PP children's spelling and writing progress improves in line with non-pp children and end of year expectations are improved	No-nonsense spelling programme. The Write Stuff approach to writing.	Spelling with a large number of children is quite poor in school, which hinders their ability to write more fluently. Researched a number of schemes available and attended cluster training – impressed with the structure and approach, good for mixed age classes.	Monitoring of teaching and learning. Feedback from the children on it. Speak with staff about its implementation. Moderation of writing termly.	SS All teachers	Termly pupil progress meetings / writing moderation.
Pupils to experience extra-curricular activities they might have otherwise not have had the chance to be involved in.	Part funding for trips / towards the Music Partnership / Cluster events including sporting events	By providing opportunity, pupils are introduced to new experiences and are shown that they are able to achieve in areas beyond the school curriculum. Inspire them to try new things and encourage them to develop dedication and commitment.	Qualified music teacher through Derbyshire Music Partnership who inspires and encourages children. Quality sports coaches to deliver a wide range of clubs. Planning trips and other experiences that offer aspirations and high participation.	All teachers	Summer 17
Total budgeted cost: No-nonsense spelling programme / Funding towards extra-curricular activities / TA hours					

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Children to have developed skills socially, emotionally and behaviourally in order for them to access everyday situations with confidence.	Positive Play (Nurtured Ninjas) programme	1:1 and small group personalised programme / nurture group as appropriate. Enable vulnerable pupils to access the curriculum within the classroom / playground more readily and easily with their needs addressed individually.	Feedback from the positive play mentor Observations of pupils in the classroom and on the playground.	SS AG / HP	Termly April 18
PP children's spelling and writing progress improves in line with non-pp children and end of year expectations are improved	No-nonsense spelling programme Specific intervention within the class lesson – small cohorts	Spelling with a large number of children is quite poor in school, which hinders their ability to write more fluently. Researched a number of schemes available and attended cluster training – impressed with the structure and approach, good for mixed age classes. Maintain relationships within the classes & support 'in the moment'.	Monitoring of teaching and learning. Feedback from the children on it. Speak with staff about its implementation. Moderation of writing termly.	SS	Termly pupil progress meetings
Increased PP family engagement with learning	Activities that can be done at home are shared through the school website. Family afternoons provide a chance for families to work within school alongside their child.	Parent partnership shows the importance of learning to all children. Shared expectations has more value.	Monitoring Parents' evenings / Home-School diaries / attendance at school & family events / attendance at Church events & services	All teachers	Termly
Focussed learning	Breakfast club funded provision / after school clubs.	A good breakfast & active start to the day is shown to impact on school performance. Pupil engagement in a variety of activities shown to increase social skills & emotional understanding.	Sign up to club monitored & discussion with class teachers to show level of engagement in lesson times	SS	Termly
Total budgeted cost: Positive Play mentoring / No-nonsense spelling programme / Home-School diaries / extra materials for family learning as appropriate / breakfast club staffing / TA hours					

iii Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Continue to improve rates of progress and attainment within mixed age classes.	Employment of additional TA hours for specific support throughout the week. Smaller ratios of staff to children more often throughout the school. Targeted approach to the needs of children. 0.4 class teacher appointed to enable smaller KS2 classes for English and Maths.	Due to the nature of the mixed age class and the distribution of the PP children this means that the class teachers have the opportunity to focus on specific groups more readily with targeted support where needed by both the TA and class teacher. Quality First Teaching – priority for children's progress.	Monitoring of teaching and learning. Classroom observations showing the use of teachers and TAs Observations of additional TA hours. Monitor of data showing progress and attainment.	SS	Termly pupil progress meetings Termly staff performance management review
Total budgeted cost: TA hours					

6.				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increasing rates of progress with more focussed smaller group work and interventions	Additional TA hours to have smaller staff to child ratio.	Progress was sound for most children. We had no PP children in y6. Writing not as strong. Smaller group work enable better focused teaching and learning.	Need to focus objectives more to groups. More structured organisation of staff needs to be in place. This approach will continue but in a more structured way.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Develop relationships within and outside of the classroom between children.	Additional TA hours to have smaller staff to child ratio. Behaviour support nurture.	Behaviour support nurture offered a secure environment for the small group to develop confidence around others and relationships were more effective for both PP and non PP children.	Meeting personal and social needs enables children to work more effectively in the classroom. Continue this approach adapting to the needs of the pupils through the positive play programme.	
i. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Wider range of extra curricular opportunities.	Trips & excursions part or fully funded. Additional clubs & enrichment activities offered.	Enrichment allows non-academic abilities to shine and to develop self-confidence and independent skills.	The whole child's needs to have nurture & opportunities to enrich their development in the wider sense. Less academic children get the chance to shine. This approach will continue.	

7. Additional detail