



Ramsgate Holy Trinity C.E. (VA) Primary School
Pupil Premium Action Plan 2018-19

Allocation = £27,680																																					
Current Free School Meals and Ever 6: 14 (£1,320) = £18,480		Adopted: 4 (£2,300) Total = £9,200																																			
Start Date	Finish Date	Lead Person/ Others involved	Action required:	Resources/ Finance	Success Criteria/Impact																																
September 2018	July 2019	SE/JC	HLTA employed in PM to support Pupil Premium and interventions between Year 5 and 6	0.5 HLTA £7,683 (approx.)	<p>PP pupils make at least good progress in all subjects Gaps are identified and addressed, leading to high proportion achieving EXS+</p> <table border="0"> <tr> <td colspan="2">EXS+ (out of 23 PP children)</td> <td colspan="2">Progress in line with entry to phase (out of 21)</td> </tr> <tr> <td>Reading</td> <td>65%</td> <td>52%</td> <td>*</td> </tr> <tr> <td>Writing</td> <td>74%</td> <td>81%</td> <td></td> </tr> <tr> <td>Maths</td> <td>78%</td> <td>90%</td> <td></td> </tr> </table> <p>7 PP children have significant other needs. When those children are removed from the sample, the figures are as follows:</p> <table border="0"> <tr> <td colspan="2">EXS+ (out of 16 PP children)</td> <td colspan="2">Progress in line with entry to phase (out of 21)</td> </tr> <tr> <td>Reading</td> <td>94%</td> <td>44%</td> <td>*</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>100%</td> <td></td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>100%</td> <td></td> </tr> </table> <p>* 38% drop from GDS to EXS (6 chn) In Reading, the school has introduced new thresholds this academic year for EXS in order to minimise the gap to age-appropriate expectations at the end of KS2. In addition, we also deal with historic idiosyncratic assessments at the end of a phase to inform current progress.</p> <p>In KS1, 5 children benefitted from early interventions and additional phonics session, handwriting practice and reading. All of those children have made expected progress in Writing.</p>	EXS+ (out of 23 PP children)		Progress in line with entry to phase (out of 21)		Reading	65%	52%	*	Writing	74%	81%		Maths	78%	90%		EXS+ (out of 16 PP children)		Progress in line with entry to phase (out of 21)		Reading	94%	44%	*	Writing	100%	100%		Maths	100%	100%	
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September 2018	July 2019	SE/EP (and class teachers)	PPA teacher employed to deliver Reading interventions 2 mornings per week	0.1 M6 Teacher £8, 145 (approx.)	<p>PP pupils make at least good progress in Reading. Gaps are identified and addressed, leading to high proportion achieving EXS+</p> <p>Y2 PP children retook the Phonics screening test and passed.</p> <p>Main focus was on Y5 and Y6 PP pupils (five children). 80% EXS+. (The one child on WTS has significant other needs but is predicted to reach Expected standard in Year 6 based on the excellent progress made in Y5.)</p> <p>One Y6 child had +8 points progress in Reading (SATS).</p> <p>One child closed the gap from having dropped to WTS after having GDS in Y2; is now EXS and predicted to get GDS in Year 6.</p> <p><i>Quote from child: "I liked the smaller group. It was really fun and I could learn more. I'm much better at reading now and I manage to finish all of it now like the others."</i></p> <p><i>Quote from CT: "It was such an invaluable opportunity to give specialised support to a vast number of pupils. I am so pleased with the progress of the targeted pupils."</i></p>
September 2018	July 2019	EP/CC	Subsidy of Educational visits and clubs for PP pupils.	£600 (approx.)	<p>100% participation from PP pupils. All PP pupils to attend at least 2 after school clubs per year.</p> <p>All PP pupils were able to take part in educational visits.</p> <p>Priority was given to all Pupil Premium pupils to attend after school clubs. Of the 17 PP pupils in KS1 and KS2, 10 attended a club and 9 represented the school in a tournament. Uptake in KS2 was stronger where 8 out of the 11 PP pupils attended a club and represented the school in a tournament.</p> <p>Two PP pupils had 2/3 of the trip money for the residential trip in September 2019 subsidised.</p>
September 2018	July 2019	EP/LJ All staff	<p>Lunchtime behaviour supervision and intervention, x3 TAs</p> <p>Development of Friendship Club</p>	<p>(2.5 hrs per week x3) £2,927 (approx.)</p>	<p>PP pupils and others to be supported make positive relationships with peers and manage conflict effectively.</p> <p>Nurture group created, teachers have been able to identify pupils and refer. This has increased well-being and created a safe space for vulnerable pupils to go to at lunch.</p> <p>Ratio adult:child in KS1 to increase at lunchtime.</p> <p>We have been able to build in 30 mins of lunch duty for almost all TAs. This has significantly increased the ratio at lunchtime to as high as 1:15 at times.</p>



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					<p>Friendship club to provide emotional support for pupils as well as developing communication and language skills.</p> <p>Active Play at playtime and lunchtime has had a positive impact on the wellbeing and behaviour of all children thus benefitting PP children by creating a safe and stimulating environment.</p> <p>TA's interacted with identified children during playtimes, in particular to develop communication and interpersonal skills.</p> <p><i>Quote: "I like this new playtime. There is always someone [an adult] to talk to and they help me to choose the right friend."</i></p> <p>In KS2, in particular in Upper KS2, JC and SE put pastoral care in place for 2 PP children and adjusted deployment of TA's to support PP children (either to allow the CT to support those children or to give support by the TA. All 5 PP children in Year 5 and 6 have value added in at least one core subject.</p>
September 2018	July 2019	EP/ LL/ LJ/ JC/ SE All staff	<p>Development of outdoor learning:</p> <ul style="list-style-type: none"> -Reception outdoor space -KS1 resources -KS2 reflection space -Upkeep of allotment 	£8,325	<p>Reception provision to reflect outstanding practice, all pupils to access high quality learning and development opportunities inside and out. Communication and language to improve. Observations to evidence Reading, Writing and Number development outside as well as inside. Healthy lifestyle, active play and PSED development evidenced.</p> <p>Positive impact on all children, in particular the two PP children in YR. One of them has significant other needs but has made good progress towards age-appropriate expectations.</p> <p>KS2 PP children involved in upkeep of the allotment, nurturing the importance of care for the environment as well as the community.</p> <p>KS1 to build outdoor learning into curriculum, enhancing all aspects of learning.</p> <p>KS2 Reflection space to be utilised at lunchtime and break times to support Pupil Premium pupils and others to manage feelings and behaviour effectively; thus better able to learn and focus in the afternoons.</p> <p>Having the facility in place was important to allow children to have a safe place to talk about their feelings and how to adjust behaviour.</p> <p>In all cases these pupils were supported to manage their emotions and to engage in learning in class so that they were able to make academic progress.</p>



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					<p><i>Quote: "It's good to have someone to talk to. It helps me; and when I get angry [on the playground], I have a choice."</i></p> <p>Upkeep of allotments to promote healthy lifestyle and self-sufficiency for Pupil Premium pupils and others.</p> <p>Participation of all PP children in activities relating to healthy lifestyle and planting and looking after plants (KS2 in the allotment).</p>
Total				£27,680	