



## Pupil Premium Impact Statement 2022-23

This statement details the impact of the use of Pupil Premium Funding across the year 2022-23 at Trinity CE Primary School.

### Funding overview

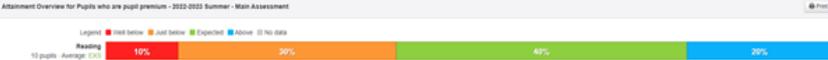
Detail	Amount
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 22,515.00

### Actual Spend in 2022-23

Detail	Weekly	Termly	Annually
Literacy	£11.52	£69.17	£415.04
Reading	£140.00	£839.97	£5,039.83
Maths	£28.45	£107.73	£1,024.40
Mental health and well being	£705.22	£4,560.63	£25,168.60
Extra Curricular	£5.84	35.01	£233.70
		<b>Total</b>	<b>£31,881.54</b>

### Review of Outcomes of 2022 - 2023

Activity	
<b>Attendance</b>	<ul style="list-style-type: none"> <li>In 2022/23 the overall attendance for PPG pupils was 96% which is up compared to the rest of the school at 95.86%. The attendance of 1 child brings this average down from 97.4% amongst the PPG children.</li> <li>The attendance of all children is up compared to last year's attendance record. (93% amongst PPG students and 94% amongst non-pupil premium children).</li> </ul>
<b>Maths</b> Booster groups in Maths for target children led by SENCO.	<ul style="list-style-type: none"> <li>In Maths 60% of pupil premium children have made expected progress – maths boosters led by the Maths lead have supported this progress within the Year 5 cohort. This is a raised level of progress in previous years due to a large post covid progress gap between non PPG and PPG learners.</li> </ul>

	<ul style="list-style-type: none"> <li>• However, maths progress for children in booster group who measure below expected progress, linked to expected standards, measured by Sandwell 8 yrs 1 month to 9 yrs in 7 which is 11 months progress in 7 months of intervention.</li> </ul>
<p><b>Reading</b></p> <p>Literacy support for key children by HLTA.</p> <p>Robust Bench Mark in place to ensure progress and tracking of progress.</p>	<p>Through rigorous benchmarking, priority reading groups and reading intervention children have made good progress in Reading.</p> <ul style="list-style-type: none"> <li>• As shown below 30% working at EXS + in September 2022 improved to 60% working at EXS + in July 2023</li> </ul> <p>Autumn Reading Attainment - 20% Below, 50% Working Towards, 20% Expected, 10% greater depth</p>  <p>Summer Reading Attainment - 10% Below, 30% Working Towards, 40% Expected, 20% Greater Depth.</p> 

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

The majority of the provision this year has been put in place to support the social, emotional and mental health needs of our pupil premium children. We used pupil premium funding to provide provision for this need which includes forest school, gardening club and ELSA support.

Activity	
<p><b>Extra-curricular</b></p> <p>Ensure all pupils eligible for PP Grant are able to attend a club, and/or fund the cost of trips (including residential)</p>	<ul style="list-style-type: none"> <li>• 90% of pupil premium children accessed multi-sports / Henley music school guitar lessons ensuring enrichment opportunities for PPG children.</li> <li>• Parents and children have reported raised confidence levels and positive feedback. See below:</li> </ul>
<p><b>Forest Schools</b></p> <p>Forest School session once a week, provided by a forest school leader for children of a range of ages.</p>	<ul style="list-style-type: none"> <li>• 100% of our Pupil Premium Children received Forest schools in 2022-23 for 24 weeks.</li> <li>• Conflict resolution strategies have been developed alongside 2:15 adult child support sessions in Forest Schools</li> <li>• Enrichment and improvement in the knowledge of the natural world.</li> <li>• Helped to develop self-regulation skills as evidenced through a drop in behaviour incident reports.</li> <li>• Increased motivation and concentration</li> <li>• Improvement in problem solving which has impacted children in Maths and Love of Learning week, DT and gaining confidence in applying different strategies to their learning.</li> <li>• Teachers have reported that this has had a positive impact on their students well-being – children are in class, more regulated and completing tasks during lessons.</li> </ul>

<p><b>Enrichment</b></p> <p>Gardening Club attended by children with PPG once a week. Provided for by an experienced member of staff. Children are grouped according to their need.</p>	<ul style="list-style-type: none"> <li>● Responsibility and independence development seen by children's discussions in school and confidence in speaking about their efforts in gardening.</li> <li>● Teamwork and communication developed through small group work as evidenced through feedback from volunteers.</li> <li>● Healthy lifestyles awareness through growing and selling vegetables grown at school and raised levels of enthusiasm in keeping healthy and understanding what healthy foods are.</li> <li>● Environmental awareness has developed as seen in topic learning in books.</li> </ul>
<p><b>Mental Health</b></p> <p>Mental Health training provided to staff to support all PPG children with SEMH needs in class and small group sessions.</p>	<ul style="list-style-type: none"> <li>● Staff have been trained and equipped to recognise barriers caused by poor mental health</li> <li>● Staff have been able to identify the triggers caused by poor mental health</li> <li>● Staff are able to record incidents under mental health and wellbeing and the mental health and wellbeing team are accurately notified to meet the needs of the children.</li> <li>● Mental health and well being is a high priority within the school.</li> </ul>
<p><b>ELSA</b></p>	<ul style="list-style-type: none"> <li>● ELSA support in place for weekly drop ins, daily check ins and weekly sessions alongside counseling sessions for children receiving pupil premium funding and identified as requiring ELSA support.</li> <li>● Children have strategies for building relationships, conflict resolution, understanding empathy and sensitivity to the feelings of others. Positive outcomes were fed back by staff in the following areas:</li> <li>● Social relationships - relationships between staff and children have improved with children being able to explain why they are feeling dysregulated.</li> <li>● Emotional regulation - children are able to regulate at a quicker pace than at the beginning of the academic year.</li> <li>● Educational outcomes - behaviour charts of specific target children have shown periods of sustained concentration and engagement following ELSA sessions.</li> </ul>