

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Trinity CE Primary
Number of pupils in school	303
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2 Years (2021, 2022)
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Headteacher
Pupil premium lead	Beatriz Melero
Governor	Anne Griffith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,775
Recovery premium funding allocation this academic year	£2,032.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 23,807.50

Part A: Pupil Premium Strategy Plan

Statement of intent

At Trinity CE Primary School, the overarching aim for our School Improvement Plan is:

“We aspire to encourage diversity and a love of learning that nurtures well-rounded individuals, with curious minds who shine in service to our community and are inspired to flourish”

We believe that every child is entitled to an education and experiences of the highest quality. The targeted and strategic use of the Pupil Premium Grant supports us in achieving our aim of helping every child to achieve their full potential. We seek to achieve this by:

- Ensuring the best possible delivery of learning experiences in the classroom
- Establishing positive and respectful relationships between pupils and teachers to ensure each child is known as an individual and can have their needs met and any barriers to learning removed
- Providing a well-planned, carefully sequenced and structured curriculum which ensures all children have the opportunity to thrive, experience success and achieve well in all subjects
- Having a range of group and individual interventions designed to support those with identified needs
- Offering a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning
- Using every area of school life as an opportunity for learning and development – academic, social and emotional

Our School Vision is that we will inspire and enable our school community to shine in service to the community and flourish and the strategic and careful use of the Pupil Premium Grant (and Recovery and Catch Up Premiums) supports us in this endeavour. We seek to ensure that no child is disadvantaged within the classroom, or in the wider learning experiences that school can provide.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals
- Pupil Premium funding is allocated following a needs analysis which will identify priority classes, groups or individuals
- Pupil Premium is used to support pupils in all areas of school life, ensuring that no child is excluded from an opportunity or experience for financial reasons

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance (for some pupils)
2	Low prior attainment in core areas and levels of SEND
3	Accelerating progress to ensure pupils are securely at ARE
4	Emotional wellbeing and mental health needs which impacts on behaviours for learning and participation
5	A language deficit, significant gaps in vocabulary and speech and language needs leading to slower reading and writing progress in subsequent years

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve attendance for all pupils identified as vulnerable	No pupil identified as a PA, with target of attendance being 96%+
Improve attainment in Reading, Writing and Maths for all pupils identified as 'vulnerable'; Pupils eligible for PPG achieve threshold in Y1 Phonics Check and Y4 MTC	Reduction in number of pupils assessed as WTS in Reading, Writing and Maths Pupils eligible for PP meet threshold in Phonics check
ARE (or GD) is maintained for identified pupils and worked towards for others (with SS improving from July 2021)	ARE is secured for all identified pupils. SS improves for all pupils, meaning ARE is within closer reach for identified pupils
Ensure the individual emotional needs of disadvantaged pupils are being effectively supported	Pupils in receipt of ELSA and targeted pastoral care make good progress throughout the school
Disadvantaged pupils have the communication, language and oracy skills to enable them to fully access and engage in the whole curriculum	Provision for PP children considered individually to enable them to make progress at least as well as their peers. The difference in progress between reading and writing is reduced.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost £12,500

Activity	Evidence that supports this approach	Challenge addressed
<p><i>Quality First Teaching: Good and outstanding teaching across the curriculum, High quality modelling of key concepts and strategies, scaffolding the learning. Effective use of guided and focus groups within lessons, TAs planned for across the day, Targeted Support (Catch Up, School Led Tutoring, Third Space Learning), Focus within Pupil Progress Meetings, Peer Tutoring in Maths</i></p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p>	<p>2, 3, 5</p>
<p>All staff to undertake The Write Stuff Training and implement the new approach to writing across the school</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported.”</p> <p>Evidence from research shows the extent to which language affects the gap between disadvantaged and non-disadvantaged (Hirsch 2003). He describes the language gap as the chief cause of the achievement gap between socio-economic groups</p>	<p>2, 3, 5</p>

<p>Adopt the principles of PIXL across the school to identify target and track key pupils and ensure that additional support is given. Children will be identified for interventions designed to address the gaps in their learning. Provision maps will be used to monitor the impact of these interventions and those from previous year used to help inform choices of intervention</p>	<p>Programs such as PIXL allow identification of key marginal children. Through targeted support, tracking and assessment these children are able to make accelerated progress and are more likely to achieve across all key areas. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>2, 3, 5</p>
<p><i>Retain high level of TA support in each class, ensuring they provide high quality support of main teaching input, alongside targeted provision (see below)</i></p>	<p>EEF Small Group Tuition – (one teacher / TA working with 2 to 5 pupils in a group) 4 months progress over a year EEF – Teaching Assistant Interventions (4+ months)</p>	<p>2, 3, 5</p>
<p>Provide 1:1 Teacher: Pupil feedback sessions for vulnerable pupils</p> <p>Discuss morning work and address any issues that require attention</p>	<p>Feedback to children during teaching chunks EEF –(+6 months)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>“Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.”</p>	<p>2, 3, 5</p>

<p>Ensure the Phonics curriculum is fit for purpose and meets the needs of all pupils – Review current programme and research DfE approved schemes.</p>	<p>The Reading Framework – June 2021</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>“Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.” EEF</p>	<p>2, 5</p>
<p>Improved nurture provision through an ELSA/Peer Mentor service, enabling children to have high quality SEMH support</p>	 <p>Maslow's hierarchy of needs</p> <p>“Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.”</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Intended outcomes

Budgeted cost: £5,567

Activity	Evidence that supports this approach	Challenge addressed
<p>Extending school hours to support Y6 study support to include morning/after school booster sessions</p>	<p>EEF – Teaching & Learning Toolkit - +3 Small group tuition +4</p> <p>Research shows that small group tuition learning impacts positively on learning with pupils making up to an additional 4 months</p>	<p>2, 3, 5</p>
<p>Whole School Subscription to Times Tables Rock Stars</p>	<p>School evidence that this approach has resulted in greater engagement with TT at home.</p>	<p>2, 3, 5</p>

<p><i>Whole School Subscription to PIXL/PM Benchmark</i></p>	<p>EEF – Teaching & Learning Toolkit - +3 Small group tuition +4</p> <p>Research shows that small group tuition learning impacts positively on learning with pupils making up to an additional 4 months</p>	<p>2, 3, 5</p>
<p><i>Target Group for Reading – Specific intervention for pupils identified as needing additional support with reading (Echo Reading, 1:1 reading; PM Benchmark, PIXL)</i></p>	<p>EEF – Effective use of TAs. Experienced TA/teacher/HT have been identified to support group of children from across the school with reading skills</p> <p>EEF – Reciprocal reading</p> <p>EEF Small Group Tuition – (one teacher TA working with 2 to 5 pupils in a group) 4 months progress over a year</p>	<p>2, 3 and 5</p>
<p><i>School Led Tutoring for 6 pupils – To be identified after December data drop. SLT agree best time to start will be January 2022, children will have had a term in new classes with focused support</i></p>	<p>EEF Guidance and School Led Tutoring</p> <p>Guidance from DfE</p> <p>Experienced Teacher to deliver the tutoring outside of school hours</p>	<p>2,3 and 5</p>

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

Budgeted cost: £5,775

Activity	Evidence that supports this approach	Challenge addressed
<p>Continue to employ the school counsellor for one/two days per month</p>	 <p>Maslow's hierarchy of needs</p> <p>“Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.”</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>4</p>
<p><i>Pastoral Team to meet fortnightly to review cases and prioritise support</i></p>	 <p>Maslow's hierarchy of needs</p> <p>“Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.”</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>4</p>
<p><i>Engage the services of OCC OXSIT regarding extreme behaviours by two PP children</i></p>	<p>“Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand</p>	<p>4</p>

	things from another person’s perspective, and communicate in appropriate ways.” https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	
<i>Ensure all pupils eligible for PP Grant are able to attend a club, and/or fund the cost of trips (including residential)</i>	School has seen excellent uptake on trips and residential (Y6 historically 100% attend). Pupils also attend a wide selection of clubs – supporting their engagement and well-being	1 and 4
<i>Weekly meetings between PP Champion and Attendance officer.</i>	Pre COVID these meetings were effective in improving the attendance of key children who were PAs.	1 and 4

Total budgeted cost: £24,275

*There will be additional spend from the recovery Grant – this will be used to support School Led Tutoring – We anticipate 6 pupils receiving tutoring, but final decisions will be made after assessment week in December, and tutoring will start in Spring term. Tutoring.

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 academic year.

Current attainment	Pupils eligible for PP (your school)
2021 Results (2 Pupils eligible for PPG – 2 PP had SEMH/CSC)	
% achieving ‘Expected’ or above in reading, writing and maths	50% (2021)
% achieving ‘Above Expected’ or above in reading, writing and maths	0% (2021)
% achieving ‘Expected’ or above in reading	50% (2021)

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% achieving 'Expected' or above in writing	50% (2021)
% achieving 'Expected' or above in maths	50% (2021)

1. Review of Desired Outcomes of 2020 - 2021 **Plan reviewed and available on website**

	<i>Desired outcomes</i>	<i>Success criteria and Review</i>

