

# Trinity CE Primary

## Pupil premium strategy statement - 2021/22



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 CofE Primary School
Number of pupils in school	152 (Sep 21)
Proportion (%) of pupil premium eligible pupils	13% (Sep 21)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year (Due to fluctuations in the number of pupils between years)
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jack Pittaway/John Rowe
Pupil premium lead	Jack Pittaway/John Rowe
Governor / Trustee lead	Ruth Mason

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17440
Recovery premium funding allocation this academic year	£2320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£19760</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Trinity CofE Primary School, we value and nurture each individual, and aim to ensure that all children reach their full potential. Our pupils in receipt of Pupil Premium face particular barriers in reaching their full potential; therefore, at Trinity, we are determined and committed to provide the necessary support and opportunities that these pupils require to overcome them.

The Pupil Premium funding that the school receives will be used effectively to implement the necessary support and provision to support identified 'disadvantaged' pupils to facilitate pupil's access to education, access to a rich and varied curriculum, inc. extra-curricular activities, and access to specific interventions, outlined within this Pupil Premium Strategy Plan. This has been informed by the latest research, guidance and regular evaluation, to meet the children's pastoral, social and academic needs.

Given the size of our school, and the high level of inward pupil mobility we traditionally experience, it is not possible to determine funding for children as part of an accurate three-year plan.

## Challenges

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

Challenge number	Detail of challenge
1	Risk of pupils in receipt of pupil making less than expected progress than their peers with similar starting points, especially in Writing.
2	Children in receipt of pupil premium with medical needs creates a detrimental effect on academic achievement.
3	Parental engagement to promote positive attitudes towards learning.
4	Emotional vulnerability of children in receipt of pupil premium.
5	Additional costs limits access to extra-curricular opportunities e.g. clubs, music tuition, etc.
6	Negative impact of Covid-19, including lack of support and access to ICT.

## 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
Children in receipt of pupil premium achieve their expected target in line with their peers with similar starting points.	80%+ make expected or better than expected, or better than expected, progress in reading, writing and mathematics.
Medical needs do not have a detrimental effect upon the child/ren's education and academic achievement, as well as access to extra-curricular activity.	Children in receipt of pupil premium with a medical needs plan make expected, or better than expected, progress in reading, writing or mathematics. Pupils have equal opportunities to participate in extra-curricular activities.
Parents are actively engaged in their child's learning and promote a positive attitude towards education.	Parental communication is effective, especially during home learning periods. Parents attend parents' evenings. Parents support homework. Pupil attendance is in-line with peers.
Pupils emotional and mental health needs are met and receive the necessary support when required.	All pupils feel safe and happy at school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and staff members.
All pupils have access and equal opportunities to participate in extra-curricular activity.	All pupils in receipt of pupil premium are able to participate in chosen extra-curricular activity.
Disadvantaged pupils have access to the necessary IT equipment, internet and/or resources to carry out home learning.	Pupils carry out home learning successfully and submit work each day/week during any periods of enforced isolation.

## 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: £18,375**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Use of TAs to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE.	£18221.97	Sutton Trust's 2011 report revealed that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. This has been highly successful in the past. Use of intervention plans ensured that children made significantly better than average progress in reading, and mathematics. Use of TAs enabled higher adult to pupil ratios within classes to support teaching and learning.	1
Use of Accelerated Reader, Times Table Rock Stars and Nessy.	£153.03	Has worked well for the last 2 years and is also supported by evidence from Education Endowment Foundation (EEF). Effective use and outcomes of TTRS reported by other schools.	1, 3, 6

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

**Budgeted cost: £1592.76**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
121 and small group TA led provision based on teacher directed activities following half-termly progress review	£1592.76	Some children would benefit from targeted support to catch up and 'close the gap'. This worked well in addressing gaps in progress in 2016/17, 2017/18 and 2018/19 and is supported by evidence from other schools.	1

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

**Budgeted cost: £3403.47**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
No charge for children in receipt of pupil premium for extra-curricular activities, if requested.	£891	EEF research indicates improved outcomes have been identified in English, mathematics and science learning. On average greater effects have been identified for younger learners. Widespread evidence on positive impact on self-esteem.	3, 5
Ensure children have access to trained Emotional Literacy Support Assistant. Termly needs audit by ELSA to assess unmet mental health needs	£1717.09	Research (See study by Bowerman & Davies, Child and Educational Psychologists, Cheshire West and Chester, Spring 2018) suggests positive outcomes for LAC children in relation to access to ELSA.	4
Provision of some additional teaching assistant support to	£796.38	Self-evaluation and working closely with the NHS Shropshire Diabetes Team demonstrates that this has worked well in	2

provide support for disadvantaged pupils with medical needs.		previous years and enabled pupils to not be adversely affected.	
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## Summary

Pupil premium funding allocation this academic year	£17440
Recovery premium funding allocation this academic year	£2320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget available for this academic year</b>	<b>£19,760</b>
Budgeted costs:	
Teaching	£18375
Targeted academic support	£1592.76
Wider strategies	£3403.47
<b>Total budgeted cost:</b>	<b>£23,377</b>
<b>Overspend (to be met from school budget)</b>	<b>£3617</b>

## 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 2020 to 2021 academic year.

#### Impact of Teaching and Targeted academic support

##### Internal assessments – Summer 2021

Reading

Pupil Premium / Disadvantaged		
Below expected progress	2/18	11%
Expected progress or better	16/18	89%
Above expected progress	6/18	33%

Writing

Pupil Premium / Disadvantaged		
Below expected progress	7/18	39%
Expected progress or better	11/18	61%
Above expected progress	4/18	22%

Mathematics

Pupil Premium / Disadvantaged		
Below expected progress	5/18	28%
Expected progress or better	13/18	72%
Above expected progress	6/18	33%

## 2019 National Assessments

### Average progress for disadvantaged pupils in reading, writing and maths ?

► [Help with progress scores](#)

	Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>
Progress score for disadvantaged pupils	<b>5.67</b>	<b>6.74</b>	<b>4.40</b>
Confidence interval ?	-1.3 to 12.7	0.3 to 13.2	-1.7 to 10.5
Number of disadvantaged pupils	3	3	3
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils ?	0.32	0.27	0.37

### Prior attainment of disadvantaged pupils - 3 year trends ?

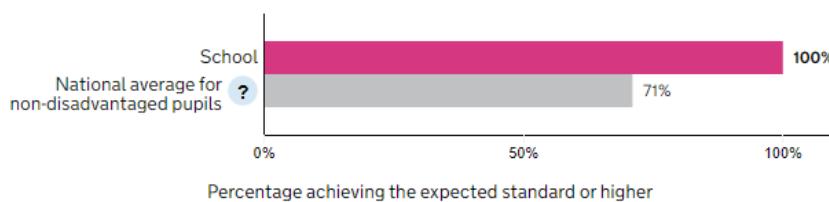
Group	2017		2018		2019	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	23	4	20	2	17	3
Prior attainment (based on key stage 1 average point score)	16.69	15.63	16.83	16.00	16.03	18.67

### Reading, writing and maths combined ?

#### Percentage of disadvantaged pupils achieving the expected standard or higher

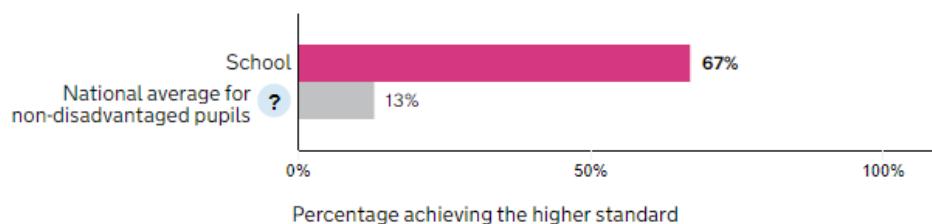
Number of disadvantaged pupils = 3

[View as table](#)



#### Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 3



## **Impact of wider strategies**

Participation of disadvantaged pupils in extra-curricular activities was impacted by Covid-19 restrictions as these had to be restricted to class groups. All disadvantaged pupils, however, participated in at least one extra-curricular activity during the academic year. In the Summer term (as restrictions eased), 70% of disadvantaged pupils were taking part in an after school activity.

The school's Emotional Literacy Support Assistant provided support for 46% of disadvantaged pupils. For looked after children in Y6, additional support to facilitate transition was also deployed through the REACH programme. This was partially funded by the Shropshire Virtual School. This enabled a smooth transition during periods of restriction.

Two disadvantaged pupils with medical needs received additional intervention and were able to participate in all lessons and extra-curricular activity.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Nuffield Early Language Intervention	School (funded by Shropshire Council)

## **Service pupil premium funding**

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	The two children in receipt of service pupil premium funding are included in the strategies to support all disadvantaged pupils.
What was the impact of that spending on service pupil premium eligible pupils?	The impact of intervention is also indicated in the overall analysis of the performance of all pupils within this group.

## **Further information**

In 2021/22, the school will also look to deploy additional IT resources (through laptops), or sought alternative provision if Wifi at home was an issue, to support any disadvantaged child during any enforced stay at home due to Covid-19. This is not dependent on pupil premium or recovery premium funding.