

Pupil premium strategy statement - 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	153 (Sep 22)
Proportion (%) of pupil premium eligible pupils	10% (Sep 22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year (Due to fluctuations in the number of pupils between years)
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jack Pittaway
Pupil premium lead	Jack Pittaway
Governor / Trustee lead	Ruth Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,830
Recovery premium funding allocation this academic year	£2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£29,005

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. childcare, clubs, music tuition, trips & visits, residential, 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 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, trips & visits, and residential.	All pupils in receipt of pupil premium are able to participate in chosen extra-curricular activity. A pupils attend trips and visits. All pupils attend residential.
Disadvantaged pupils have access to the necessary IT equipment, internet and/or resources to carry out homework and/or home learning.	Pupils can complete homework. 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: £17,602

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.	£17,475	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. Education Endowment Foundation (EEF) also suggests that strategic deployment of TAs is important to ensure priority pupils are supported.	1
Use of Accelerated Reader and Times Table Rock Stars	£127	This has worked well for the last 3 years and is also supported by evidence from 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: £1593

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	£1593	<p>Third Space Learning suggests a variety of 121 intervention methods to provide individual support.</p> <p>Some children would benefit from targeted support to catch up and 'close the gap'.</p> <p>We have found that focused TA-led in-lesson support has worked well in addressing gaps in progress in previous years and is supported by evidence from other schools.</p>	1

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

Budgeted cost: £14,506

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Reduced charge for children in receipt of pupil premium for childcare costs, if requested.	£8550	<p>EEF research indicates that providing before-school breakfast / after-school clubs at a reduced cost can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>EEF also suggests that Extended school time encompasses purposeful changes to the school</p>	3, 5

		day or the school calendar.	
No charge for children in receipt of pupil premium for extra-curricular activities, if requested.	£1458	EEF research indicates these approaches may increase engagement in learning. This can extend upon core teaching, such as targeted after school programmes.	3, 5
Reduced cost for trips & visits and residential, if requested.	£1800	Third Space Learning evidence shows that wider experiences have positive benefits on learning, self-confidence, self-efficacy and motivations, especially for most vulnerable children.	4, 5
Ensure children have access to trained Emotional Literacy Support Assistant. Termly needs audit by ELSA to assess unmet mental health needs	£1873	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. Third Space Learning places importance of improving children's interaction and management of emotions to support pupils.	4
Provision of some additional teaching assistant support to provide support for disadvantaged pupils with medical needs.	£798	Self-evaluation and working closely with the NHS Shropshire Diabetes Team and/or parents demonstrates that this has worked well in previous years and enabled pupils to not be adversely affected.	2

Summary

Pupil premium funding allocation this academic year	£26,830
Recovery premium funding allocation this academic year	£2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget available for this academic year	£29,005
Budgeted costs:	
Teaching	£17,602
Targeted academic support	£1593
Wider strategies	£14,506
Total budgeted cost:	£33,701
Overspend (to be met from school budget)	£4696

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 to 2022 academic year.

Impact of Teaching and Targeted academic support

Internal assessments – Summer 2022

Reading

Summer 2022			Pupil Premium / Disadvantaged		
Below expected progress	20/136	15%	Below expected progress	2/17	12%
Expected/Above progress	116/136	85%	Expected/Above progress	15/17	88%
Above expected progress	58/136	43%	Above expected progress	11/17	65%
136 pupils in Y1-Y6			17 pp pupils in Y1-Y6		
WTS	30/136	22%	WTS	6/17	35%
EXS/GDS	106/136	78%	EXS/GDS	11/17	65%
GDS	66/136	49%	GDS	6/17	35%
136 pupils in Y1-Y6			17 pp pupils in Y1-Y6		

Writing

Summer 2022

Below expected progress	38/136	28%
Expected/Above progress	98/136	72%
Above expected progress	23/136	17%

136 pupils in Y1-Y6

WTS	68/136	50%
EXS/GDS	32/136	50%
GDS	23/136	17%

136 pupils in Y1-Y6

Pupil Premium / Disadvantaged

Below expected progress	4/17	24%
Expected/Above progress	9/17	77%
Above expected progress	4/17	33%

17 pp pupils in Y1-Y6

WTS	11/17	65%
EXS/GDS	5/17	35%
GDS	1/17	6%

17 pp pupils in Y1-Y6

Mathematics

Summer 2022

Below expected progress	31/136	23%
Expected/Above progress	105/136	77%
Above expected progress	59/136	43%

136 pupils in Y1-Y6

WTS	46/136	34%
EXS/GDS	90/136	76%
GDS	50/136	36%

136 pupils in Y1-Y6

Pupil Premium / Disadvantaged

Below expected progress	3/17	18%
Expected/Above progress	14/17	82%
Above expected progress	7/17	41%

17 pp pupils in Y1-Y6

WTS	8/17	47%
EXS/GDS	9/17	53%
GDS	4/17	24%

17 pp pupils in Y1-Y6

2022 National Assessments

2021/22 Data will be input here once finalised and available on ASP.

2019 National Assessments

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

[Help with progress scores](#)

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	5.67	6.74	4.40
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 ?

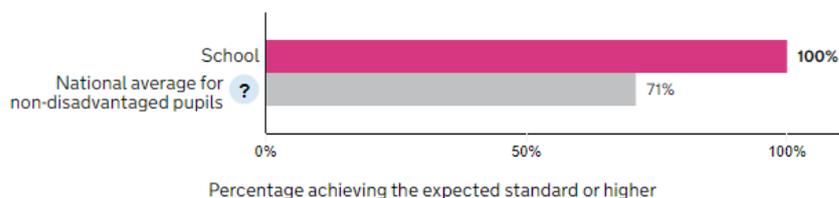
Group	2017		2018		2019	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	23	4	20	2	17	3
Prior attainment (based on key stage 1 average point score)	16.69	15.63	16.83	16.00	16.03	18.67

Reading, writing and maths combined ?

Percentage of disadvantaged pupils achieving the expected standard or higher

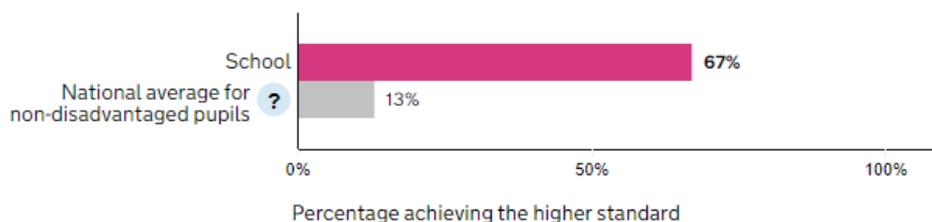
Number of disadvantaged pupils = 3

[View as table](#)



Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 3



Impact of wider strategies

All disadvantaged pupils participated in at least one extra-curricular activity and represented the school in at least one inter-school event during the academic year.

All disadvantaged pupils in Year 5/6 attended the residential.

All disadvantaged families in receipt of FSM received financial support during the holiday periods throughout 2021/22 through the Household Support Fund and Holiday Activity Fund (HAF).

The school's Emotional Literacy Support Assistant provided support for 46% of disadvantaged pupils.

For looked after children in Y6, additional support was provided with the Shropshire Virtual School.

Two disadvantaged pupils with medical needs received additional support and 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.

Programme	Provider
Nuffield Early Language Intervention	School (funded by Shropshire Council)
Talk Boost Intervention	Telford & Wrekin (funded by Shropshire Council)

Service pupil premium funding

Measure	Details
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 2022/23, 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 to complete homework or home learning during any enforced stay at home due to Covid-19.

This is not dependent on pupil premium or recovery premium funding.