

## Trinity CE Primary School

### Pupil Premium Strategy Statement (September 2020)

1. Summary Information					
Academic Year	2020/21	Total PP budget	£19140	Date of most recent PP review	September 2019
Total number of pupils	154	Number of pupils eligible for PP	15 (Jan 2020) 13 (Sept 2021)	Date of next internal review of this strategy	January 2020

2. Attendance and Behaviour of children in receipt of pupil premium (2018/19)			
Sources: SIMS School Behaviour Records	Trinity pupils eligible for PP	Pupils not eligible for PP (Trinity)	Gap
Attendance (2018-19)	96.94%	96.06%	+0.88%
Late Codes	1.63%	0.26%	-1.37%
Behaviour incidents	1	8	-7

3. Impact of Covid19 on attendance of pupils in receipt of pupil premium	
Sources: DfE attendance reports	% (number)
Proportion of pupil premium children attended school daily from 23/3/20 until end of Summer term (Key Worker and or Vulnerable)	31% (4/13)
Proportion of pupil premium children attending school classed as vulnerable from 23/3/20 until end of Summer term	100% (3/3)
Attendance of children in receipt of pupil premium since 1/9/20	96.38% (up to 28th Sept)

#### 4. Attainment

**Average attainment for disadvantaged pupils in reading, writing, maths and grammar, spelling and punctuation.  
NB Due to the suspension of National Curriculum assessments in 2019-2020, the previous year's data is used,**

	Trinity % achieving expected standard (high score/greater depth) (disadvantaged)	National (NCER) % achieving expected standard (high score/greater depth) (non- disadvantaged)	Trinity average scaled score (disadvantaged)	National average scaled score (non- disadvantaged)
Reading	100% (66.7%)	78% (31.3%)	114.3	105.5
Writing	100% (100%)	82.7% (23.7%)	N/A	N/A
Maths	100% (100%)	87.3%(31.3%)	113	106.1
GPS	100%(100%)	82.7%(40.6%)	116	107.4

**Average progress for disadvantaged pupils in reading, writing and maths (NCER 2018/19)**

2019 (3 children)	
Trinity pupils eligible for PP	National (non-disadvantaged) (NCER)
5.67	0.32
6.74	0.26
4.40	0.37

**5. Impact of Covid19 on pupil progress**

Sources: Internal tracking	Trinity (other) %	Pupil Premium %
Progress is less than expected (based on prior attainment)		
<p>NB Progress measured at Year 4,5,6 (expected progress since KS1 and progress since Spring 2020) Year 3 (expected progress since Spring 2020) Year 2 (expected progress since Spring 2020 and outcomes of phonics screen 2019) Year 1 (expected progress since Spring 2020)</p>		

**TO BE COMPLETED AFTER WHOLE SCHOOL ASSESSMENTS ARE COMPLETE IN AUTUMN TERM 2020**

**6. Progress - Four year trend (2016-2019) (No data available for 2020 due to suspension of National Curriculum assessments)**

Year (Number in cohort)	2016 (3)		2017 (4)		2018 (2)		2019 (3)	
Sources: RaiseOnline (2014-2016) ASP (2017)	Trinity pupils eligible for PP	National (non-disadvantaged)	Trinity pupils eligible for PP	National (non-disadvantaged)	Trinity pupils eligible for PP	National (non-disadvantaged)	Trinity pupils eligible for PP	National (non-disadvantaged) (NCER)
Average progress in reading	-0.02	0.33	5.58	0.33	1.81	0.28	5.67	0.32
Average progress in writing	2.36	0.12	1.14	0.18	0.07	0.2	6.74	0.26
Average progress in maths	2.49	0.24	4.51	0.29	4.38	0.27	4.40	0.37

**7. Barriers to future attainment (for pupils eligible for PP)**

See outcome	In school barriers (issues to be addressed in school)
A	Risk of pupils in receipt of pupil premium making less progress than others with similar starting point.
B	Children in receipt of pupil premium with medical needs creates detrimental effect on academic progress
	External barriers
C	Need for support for parents to promote positive attitudes to learning.
D	Emotional vulnerability of children in receipt of pupil premium
E	Additional costs limits opportunities for extra-curricular activities and musical opportunities
F	Negative impact of Covid 19 including lack of support and opportunities at home and access to IT.

**8. Desired outcomes**

Barrier to be addressed	Success criteria
A Risk of pupils in receipt of pupil premium making less progress than others with similar starting point.	Children in receipt in PP achieve in line or better than age appropriate expectations
B Medical support for pupil in receipt of pupil premium means learning not disrupted significantly	Child's attainment and progress in line or better than peers.
C Need for support for parents to promote positive attitudes to learning.	Parents provided with resources to support children's learning at home.

D	Emotional vulnerability of children in receipt of pupil premium	Children in receipt of pupil premium have emotional and mental health needs met and prevent the need for access to targeted early help.
E	Additional costs limits opportunities for extra-curricular activities and musical opportunities	High take-up of disadvantaged children engaging with extra-curricular opportunities and taking music tuition.
F	Negative impact of Covid 19 including lack of support and opportunities at home and access to IT.	Evidence of accelerated progress made by children in receipt of pupil premium. Access to remote learning not dependent on IT (and access to IT enhanced).

## 9. Planned expenditure – Academic Year 2020/21

### i. Quality of teaching for all

“Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.” The EEF Guide to Pupil Premium

Barrier to be addressed	Chosen action/approach	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Risk of pupils in receipt of pupil premium making less progress than others with similar starting point.</p> <p>Negative impact of Covid 19 including lack of support and opportunities at home and access to IT.</p>	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.	<p>Sutton Trust’s 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds</p> <p>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</p>	Regular monitoring of pupils written work.	Jack Pittaway/John Rowe	Termly
(C)Need for support for parents to promote positive attitudes to learning.	Use of Accelerated Reader, Times Table Rock Stars and Nesy.	Has worked well for the last 2 years and is also supported by evidence from Education Endowment Foundation Effective use of TTRS reported by other schools	Has worked well in the past.	Jack Pittaway/Heather Rapley/John Rowe	Termly

Total budgeted cost:					£12634 (TA) £2381 (TA support) £97.50 (AR) £10.50 (TTR) £40 (Nessy)
<p>ii. Targeted support</p> <p>“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” The EEF Guide to Pupil Premium</p>					
Desired outcome	Chosen action/approach	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Risk of pupils in receipt of pupil premium making less progress than others with similar starting point.	121 and small group TA led provision based on teacher directed activities following half-termly progress review.	Some children would benefit from targeted support to catch up. This worked well in addressing gaps in progress in 2016/17 and 2017/18 and is supported by evidence from other schools.	Organise timetable to ensure sufficient staff delivering provision.	John Rowe/Jack Pittaway	Termly
Total budgeted cost:					£1444
Additional costs limits opportunities for extra-curricular activities	No charge for children in receipt of pupil premium for extra-curricular activities.	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.	Communication to parents in receipt of pupil premium about offer.	John Rowe/Jack Pittaway	Termly
Total budgeted cost:					£702
Medical support for pupil in receipt of pupil premium means learning not disrupted significantly	Provision of some additional teaching assistant support to provide support for pupil with medical needs.	This worked well in previous year and enabled the pupil to not be adversely affected by support	Organise TA timetable to ensure effective support for class.	John Rowe/Jack Pittaway	End of Year
Total budgeted cost:					£387.66
iii. Other approaches					

“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.” The EEF Guide to Pupil Premium

Desired outcome	Chosen action/approach	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Emotional vulnerability of children in receipt of pupil premium	Ensure children have access to trained Emotional Literacy Support Assistant.  Termly needs audit by ELSA to assess unmet mental health needs.	Research suggests positive outcomes for LAC children in relation to access to ELSA. (See study by Bowerman & Davies, Child and Educational Psychologists, Cheshire West and Chester. Spring 2018).	Supervision by Educational Psychology Service.	John Rowe/Jack Pittaway/ Kate Coutts	January 2020
Total budgeted cost:					£1444

## 8. 2018/19 & 2019/20 Review of Impact & Expenditure

Note					
This includes a review of impact from the previous year due to school closures from 23/3/20 to ensure a true reflection of the impact and expenditure					
Desired outcome/s	Chosen action/approach	Impact	Lessons learned	Cost	
(A) Improve attainment of middle ability writers in year 6 in receipt of pupil premium (D) Improve attainment and progress of all children in receipt of pupil premium in writing and reading comprehension. Improve attainment of middle ability writers in year 6 in receipt of pupil premium Improve attainment and progress of all children in receipt of pupil premium in writing and reading comprehension. (C) Develop parental engagement and positive attitudes to learning in respect of reading.	Continue to ensure that high-quality feedback for children  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.  Use of Accelerated Reader and Times Table Rock Stars (SDP 2018-19)	Middle ability PA children attained well. Attainment and progress was better than non-disadvantaged children nationally. See data above.	Continue to ensure quality-first teaching, supplemented by targeted intervention where appropriate.  Ensure deployment of TAs matches skills.  Need to continue to refresh Accelerated Reader scheme.  TTRS was successful. It remains to be seen how this can be maintained in term so pupil interest levels.	£11,225	

(D) Improve attainment and progress of children in receipt of pupil premium in writing and reading comprehension.				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
(A) Improve attainment of middle ability writers in KS2 in receipt of the pupil premium. (D) Improve attainment and progress of all children in receipt of pupil premium in writing and reading comprehension. (E) Improve attainment and progress of children in receipt of pupil premium in mathematics.	121 and small group TA led provision based on teacher directed activities following half-termly progress review.	Variable. Made a big impact for those children with gaps in knowledge and understanding and who were at risk of not making expected progress.  For others, in-class support/extension was more beneficial and did not result in children being extracted for sessions.	Needs to be targeted to address specific gaps in understanding rather than all children.  To continue to provide input for children informed by school tracking (3 times per year)	£9,360
(D) Improve attainment and progress of all children in receipt of pupil premium in writing and reading comprehension. (E) Improve attainment and progress of children in receipt of pupil premium in mathematics.	Subsidised music tuition for children in receipt of pupil premium.  Free, extracurricular activities for children in receipt of pupil premium	This had a very positive impact. 63% of children in receipt of pupil premium sought to take instrumental lessons (including Associated Board Exams)  29% took part in drama club.  81% took part in at least one extra curricular activity.  Outcomes for progress/attainment reinforced EEF research indicates 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.	Enhance communication to parents in receipt of pupil premium about offer to increase participation rates.  The school was able to source alternative free school music tuition through the Jon Hayward Trust (guitar and keyboard). Shropshire Music Service provide their own subsidised arrangements for violin tuition.	£1,500
(F) Medical support for pupils in receipt of pupil premium means learning not disrupted significantly	Provision of some additional teaching assistant support to provide support for pupil with medical needs.	Made a larger difference for younger children with additional medical needs.	Continue to ensure this is provided for, particularly for trips and visits and in considering TA deployment.	£1,320

			Ensure that there is sufficient support to enable children with additional needs to access extra-curricular provision.	
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**A. Additional detail**

See documents from Analysing School Performance.