

Pupil Premium Strategy Statement



1. Summary information

School	Trinity Church of England Primary School				
Academic Year	2017-18	Total PP budget	£14,520	Date of most recent PP Review	Sept 2017
Total number of pupils	150	Number of pupils eligible for PP	11 7.3%	Date for next internal review of this strategy	Jan 2018

2. Current attainment (End of 2016/17)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	44%	60%
% making at least expected progress in reading	78%	53%
% making at least expected progress in writing	78%	63%
% making at least expected progress in maths	78%	57%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Pupils being ready to learn in class (being in a secure mental state)
B.	Gaps in prior learning

External barriers (issues which also require action outside school)

C.	Access to activities above and beyond the curriculum that stimulate enthusiasm
D.	Attendance and punctuality

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils can access learning in class because their psychological, safety and esteem needs are met	Pupils are ready and eager to learn. They say that they enjoy school and feel safe
B.	Gaps in learning are identified and learning is individualised to meet these needs	Ongoing assessment will ensure gaps are being addressed and pupils will make at least expected progress
C.	Pupils are enthused to learn by accessing clubs and trips that stimulate their interests	All pupil premium children attend all trips that are available to them and access clubs outside of school hours that they wish to attend
D.	Disadvantaged pupils attendance to improve	Disadvantaged pupils attendance (which was 94.4% at July 2017) to improve to above national non-disadvantaged benchmark (96.6%)

5. Planned expenditure

Academic year 2017-18

The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gaps in learning are identified and learning is individualised to meet these needs	Fund a teaching assistant to lead interventions in the afternoons in order to address gaps or misconceptions in learning	Previous success of this approach. Research carried out by the EEF suggests that providing small group work has a positive impact on progress.	SEND Co-ordinator will regularly monitor interventions in place and report on progress. Any interventions not showing progress will be adjusted or stopped.	TM & KF	Termly (6x year)
	Invest in quality regular staff CPD	Quality CPD for teachers ensures that staff are upskilled in current pedagogy to support.	Weekly staff CPD planned in advance in order to reflect the SDP.	SD	Termly (3x year)
Total budgeted cost					£5000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils can access learning in class because their psychological, safety and esteem needs are met	Fund a family link support worker to support families of disadvantaged children where appropriate.	Past use of the family link support worker has resulted in good progress both for children and for families resulting in children being ready to learn at school.	HT attends most sessions involving the family and the support worker. Where he does not attend, a written report is sent in order to monitor progress. Review meetings are held with the family link support worker termly.	SD	Termly (3x year)
Pupils are enthused to learn by accessing clubs and trips that stimulate their interests	Support the families of those disadvantaged children in order to access trips on offer to all children.	Without this support, some parents of disadvantaged children would be unable to pay for their child to attend. Payment contributions from non-disadvantaged pupils are very well supported at our school which means that trips are likely to go ahead. Enabling all children to take part has a positive impact on their self-esteem as well as the exposure to extra curricular activities.	The office staff are aware of the children who are in receipt of the pupil premium. Therefore, when planning trips, the members of staff in the office shall speak to those parents to offer support in the payment of funds.	MW	Termly (3x year)
Total budgeted cost					£4000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils attendance to improve	Fund breakfast club places for disadvantaged children whose attendance is poor, including punctuality	Previous success with this support showed that the children were much more ready to learn after attending our breakfast club in the morning. Evidence shows that children who eat breakfast in the morning are in a better position to learn throughout the morning.	Regular monitoring of attendance will highlight those children whose attendance is a cause for concern. HT will work in conjunction with parents and targets shall be set and regularly reviewed.	SD	Termly (6x year)
Total budgeted cost					£1500

6. Review of expenditure

2017-18

11 PP Children on roll

£14,520 received

i. Quality of teaching for all

Desired outcome	Chosen action(s) or approach(es)	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Gaps in learning are identified and learning is individualised to meet these needs	<p>Fund a teaching assistant to lead interventions in the afternoons in order to address gaps or misconceptions in learning</p> <p>Fund a teacher to support one afternoon a week in Year 6 in order to accelerate progress in reading</p> <p>Invest in quality regular staff CPD</p>	<p>All disadvantaged children in years 3-5 are now working at least in line with the expected standard. One pupil made accelerated progress in writing as a result of this intervention work and is now attaining the expected standard.</p> <p>Success criteria met. Children involved in the group increased their scaled scores by 2.3 on average with the highest increasing by +7 over the year.</p> <p>Whole school CPD delivered on managing children's behaviour which</p>	We shall continue with this approach due to its success. We shall look to see if similar impact can be made on the progress of mathematics across the school.	£6906

ii. Targeted support

Desired outcome	Chosen action(s) or approach(es)	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils can access learning in class because their psychological, safety and esteem needs are met	Fund a family link support worker to support families of disadvantaged children where appropriate.	<p>Families have been supported as and when required and this impacted on the readiness of children to learn in class.</p> <p>Parental support advisor supported two families who are in receipt of pupil premium and 2 families of non-disadvantaged children. All four families benefitted from the support and EHAs managed successfully. In two cases, support was given in order to ensure the transition to secondary school was successful for the children and this resulted in both children attending the school of their choice despite disagreement between parents.</p>	This is a support mechanism that we shall continue to fund as we have now seen that the impact of this support is invaluable to families in times of need. The contacts and referrals that are made as a consequence support the children so that they are ready to learn in school.	£2052

Pupils are enthused to learn by accessing clubs and trips that stimulate their interests	Support the families of those disadvantaged children in order to access trips on offer to all children.	All children eligible for pupil premium attended all trips offered to them. All disadvantaged pupils were offered music tuition supported by these funds.	This support meant that all children were able to attend the residential visits as well as the trips throughout the year. This would otherwise not have been the case. The children reported that they thoroughly enjoyed the trips, particularly the residential stays. Continue this approach on a targeted basis.	£1315
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iii. Other approaches

Desired outcome	Chosen action(s) or approach(es)	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils attendance to improve	Fund breakfast club places for disadvantaged children whose attendance is poor, including punctuality	The attendance of disadvantaged pupils rose from 91.5% to 94.7% over the year. This was supported by the attendance at breakfast club as well as other strategies put in place with the family support worker to support the families in raising the attendance of pupils.	The attendance of disadvantaged children is still below the national benchmark. However, this strategy had a positive impact and therefore we shall continue to use this. However, we shall need to supplement this with other support in order to increase above national benchmarks.	£2176
			Total budget spent in year:	£12449
			Remaining to carry forward into next year:	£2071

7. Additional detail

When planning our spend of pupil premium funds, research of successful strategies is used from:

- the [Teaching and Learning Toolkit](#);
- the [NfER report](#) on supporting the attainment of disadvantaged pupils
- [Ofsted's 2013 report](#) on the pupil premium
- [Ofsted's 2014 report](#) on pupil premium progress.