

# Pupil Premium Strategy Statement



## 1. Summary information

<b>School</b>	Trinity Church of England Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£14,520	<b>Date of most recent PP Review</b>	April 2019
<b>Total number of pupils</b>	134	<b>Number of pupils eligible for PP</b>	11 9%	<b>Date for next internal review of this strategy</b>	July 2019

## 2. Current attainment (End of 2018/19)

	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	60%	60%
<b>% making at least expected progress in reading</b>	70%	53%
<b>% making at least expected progress in writing</b>	80%	63%
<b>% making at least expected progress in maths</b>	60%	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)*

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

### *External barriers (issues which also require action outside school)*

<b>C.</b>	Access to activities above and beyond the curriculum that stimulate enthusiasm
<b>D.</b>	Parental involvement

## 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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
<b>C.</b>	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
<b>D.</b>	Parents of disadvantaged pupils to receive better communication from school in order to increase engagement in their child's education	Increased communication to parents about their child's progress through the use of IT. Parents feel more involved in their child's learning.

## 5. Planned expenditure

**Academic year**      **2018-19**

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 we ensure it is implemented well?	Staff lead	When will we 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)
<b>Total budgeted cost</b>					<b>£5000</b>

### ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we 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)
<b>Total budgeted cost</b>					<b>£4000</b>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Communication to parents about their child's progress and learning is to be increased by school.	Research the use of IT platforms that can aid the communication to parents about their child's learning. Increase opportunities through this communication for children to access learning at home.	Evidence from the EEF suggests that parental engagement in children's learning can increase attainment by 15%. We also believe that by getting parents engaged in their child's learning will increase their involvement in school and benefit the attendance of pupils in school.	A teacher has been tasked with finding an IT platform that can be used to communicate with parents. This will be trialled in one class before being rolled out to all.	GG & SD	Feb 2019, May 2019, July 2019
Children ready to learn at school by increased attendance or punctuality	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.	CP	Termly (5x year)
<b>Total budgeted cost</b>					<b>£3000</b>

## 6. Review of expenditure to date

Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action(s) or approach(es)	Estimated impact: Did we meet the success criteria? Includes impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we 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>Invest in quality regular staff CPD</p>	<p>Success criteria partly met. Children in Year 6 who sat the SAT assessments made good progress in reading and writing but progress in maths required improvement.</p> <p>Drawing and Talking programme now in place as well as an 'Addressing Anxiety' programme. However, these programmes are in the early stages of being delivered and therefore it has been difficult to measure impact to date.</p>	<p>We shall continue with this approach but a review of our support for developing mathematics shall be required.</p> <p>Next year, we shall introduce pre-teaching strategies for pupils not making the expected progress in mathematics. This will be to ensure that all pupils can get the most out of the quality first teaching that is delivered by their class teacher.</p>	£5414
ii. Targeted support				
Desired outcome	Chosen action(s) or approach(es)	Estimated impact: Did we meet the success criteria? Includes impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost
Pupils can access learning in class because their psychological, safety and esteem needs are met	<p>Fund a family link support worker to support families of disadvantaged children where appropriate.</p> <p>Train staff in positive handling techniques</p>	<p>Family link supporter was not used during this academic year. However, we utilised the services of a specialist behaviour consultant to meet these needs. The consultant worked with staff, pupils and parents in order to support psychological, safety and esteem needs. Therapy programmes were delivered as part of the support which has led to us being able to support emotional needs much better.</p> <p>6 staff now trained in positive handling techniques and have been able to support children that are deregulated. This was required on 7 occasions this year and each occasion led to a positive outcome within 2/3 minutes. Positive handling plans are now in place which means that better, consistent and pro-active strategies are being used by all staff.</p>	The support provided was very useful for staff and parents which ultimately benefitted the children. Therefore, this approach would be used again, but on a needs basis only.	£1542

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 disadvantaged children attended the trips on offer to them. Feedback from children has been extremely positive. In particular, one pupil that returned from swimming after a few sessions was full of personal achievement and proudness that they had been to go swimming for the first time and after a few sessions was brave enough to enter the water and splash around!	We know that some parents like to contribute something towards some of their child's costs but cannot necessarily meet the costs of all enrichment activities. Therefore, we shall continue with this approach but be sensitive to those parents that wish to contribute to their child's provision.	£2100
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action(s) or approach(es)</b>	<b>Estimated impact:</b> Did we meet the success criteria? Includes impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether we will continue with this approach)	<b>Cost</b>
Communication to parents about their child's progress and learning is to be increased by school.	Research the use of IT platforms that can aid the communication to parents about their child's learning. Increase opportunities through this communication for children to access learning at home.	Research carried out and a few platforms shortlisted for use. However, none of these platforms passed the GDPR screening	Need to find a platform that will be GDPR compliant in order to use. Work with Trust to establish.	£5400
Children ready to learn at school by increased attendance or punctuality	Fund breakfast club places for disadvantaged children whose attendance is poor, including punctuality	All children eligible for support attended all trips and visits on offer to them which meant they could benefit from these opportunities.  7 children supported to attend breakfast club and/or after school club.		
<b>Total budget spent in year:</b>				<b>£11,744</b>
<b>Remaining to carry forward into next year:</b>				<b>£2776</b>

## 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.