

# Pupil Premium Strategy Statement



## 1. Summary information

<b>School</b>	Trinity Church of England Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£14,520	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	125	<b>Number of pupils eligible for PP</b>	10 9%	<b>Date for next internal review of this strategy</b>	Feb 2020

## 2. Current attainment (End of 2017/18)

	<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>	56%	60%
<b>% making at least expected progress in reading</b>	78%	53%
<b>% making at least expected progress in writing</b>	89%	63%
<b>% making at least expected progress in maths</b>	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)*

<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      2019-20

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)
	Commission support of Jogo Behaviour Specialists in order to support those pupils who struggle to regulate in class environment	Feedback from other local schools suggests that this targeted support from external specialists has had a positive impact with pupils with similar difficulties.	HT communicates regularly with the leader of the service. Regular monitoring of the targeted support will take place. Monitoring of the intervention strategies will also be carried out.	SD	Termly (3x a 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.	Purchase a whole school access license to Tapestry.	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.	Regular reviews in staff meetings will ensure that the full functionality of the platform is being used	TB	Feb 2020, May 2020, July 2020
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. 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.