

Trinity CE Primary School

# Pupil Premium Strategy Statement

2020-21



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## School overview

School name	<b>Trinity CE Primary School</b>
Pupils in school	<b>125</b>
Proportion of disadvantaged pupils	<b>5.6%</b>
Pupil premium allocation this academic year	<b>£12,105</b>
Academic year or years covered by statement	<b>2020-21</b>
Publish date	<b>01 October 2020</b>
Review date	<b>01 September 2021</b>
Statement authorised by	<b>Katherine Towns</b>
Pupil premium lead	<b>Scott Dainty</b>
Governor lead	<b>***</b>

## Disadvantaged pupil progress scores for last academic year (2019-20)

Measure	Score
Reading	No pupil scores or percentages available for 2019-20 due to the cancellation of assessments because of COVID-19.
Writing	
Maths	

## Disadvantaged pupil progress scores for the academic year 2018-19

Measure	Score
Reading	+0.56
Writing	+1.20
Maths	-3.86

## Disadvantaged pupil performance overview for the academic year 2018-19

Measure	Score
Meeting expected standard at KS2	Data suppressed due to small number of children.
Achieving high standard at KS2	

## Summary of strategy aims for disadvantaged pupils

Area of focus	Aims
Quality First Teaching	Improve the quality of teaching in writing so that pupils achieve as well as they do in reading
Targeted Academic Support	Ensure an effective academic intervention programme is in place so that identified gaps in learning are addressed quickly and effectively
Wider Strategies	Support the emotional wellbeing of pupils so that they are ready to learn at school
<b>Projected spending</b>	£12,105

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading	Sept 21
Attainment and Progress in Writing	The percentage of pupils attaining at both expected and greater depth is at least in line with the national average Achieve average KS2 writing progress score	Sept 21
Attainment and Progress in Mathematics	The percentage of pupils attaining at both expected and greater depth is above the national average Achieve average KS2 Mathematics progress score	Sept 21
Phonics	Achieve 90% in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to be at least in-line with their peers (96.5%)	Sept 21

## Quality first teaching priorities for current academic year

Measure	Activity
<p>The percentage of pupils attaining at both expected and greater depth is at least in line with the national average</p> <p>Achieve average KS2 writing progress score</p>	<p>Invest in high quality CPD for all teachers and support staff in the teaching of writing. From this, adapt the teaching sequence so that writing is prioritised and taught well right across the curriculum.</p>
	<p>Engage the work of a local author to speak to and work with children, particularly those who lack enthusiasm for writing, in order to inspire and motivate.</p>
	<p>Participate in Year 2 of the Achievement for All Programme.</p>
<p>Barriers to learning these priorities address</p>	<p>Children's lack of engagement in writing which in turn leads to a lack of enthusiasm and motivation to write.</p>
<p>Rationale for the above approaches</p>	<p>Evidence shows that the best way to improve outcomes for disadvantaged pupils is to invest in the CPD of all teachers and to prioritise quality first teaching for all. Prioritising writing across the curriculum provides a purpose for writing and will stimulate more children.</p> <p>Working closely with an author has previously had an impact in our school on children's reading when we asked a local author to come and lead an assembly. In engaging a local author, this time with a focus on writing, it is hoped that a similar impact will be evident.</p> <p>Year 1 of the Achievement for All Programme showed early signs of significant impact. The progress through this programme was halted by school being closed during the early onset of COVID-19 and the national lockdown period.</p>
<p><b>Projected spending</b></p>	<p>£4,400</p>

## Targeted academic support for current academic year

Measure	Activity
Gaps in learning are identified and addressed through a formalised approach	<p>Fund a trained ELSA to work with children across the school as and when needed in order to support children in a variety of different psychological, safety and esteem needs.</p> <p>Buy and embed use of SHINE across all year groups to ensure appropriate and effective interventions are in place following the gap analysis of termly assessments in all subjects.</p>
Barriers to learning these priorities address	Providing catch-up to fill gaps in key skills that prevent children from making further progress in lessons
Rationale for the above approaches	Resource produced by a standardised testing company that has been tried and tested nationally.
<b>Projected spending</b>	£5,524

## Wider strategies for current academic year

Measure	Activity
Pupils can access learning in class because their psychological, safety and esteem needs are met	<p>Employ a family link support worker to support struggling families in broader areas of need and to offer specialist support services where needed.</p> <p>Employ the support services of a behaviour support consultant to ensure provision in class meets the needs of all learners.</p>
Pupils are enthused to learn by accessing clubs and trips that stimulate their interests	The most disadvantaged pupils have funded places on all school trips and school clubs so that they are able to attend with their peers and benefit from the opportunities presented through these opportunities.
Children ready to learn at school by increased attendance or punctuality	Fund access to breakfast club to increase punctuality. Work with families where attendance becomes an issue working through the attendance policy and in conjunction with the LA where necessary.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Rationale for the above approaches	Strategies previously impacted positively on pupil engagement and/or wellbeing
<b>Projected spending</b>	£2,336

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring continuity of teacher  Getting system up and running with all data	Enter into a contracted agreement with known teacher  Provide admin team time to establish system and then teachers time to upload results
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools for the benefit of each family.

## Review of 2019-20 aims

Aim	Outcome
<p>Gaps in learning are identified and learning is individualised to meet these needs</p>	<p>Introduction of hot and cold tasks in mathematics provided useful assessment information to teachers.</p> <p>Impact of academic intervention before lockdown was slow.</p> <p>A more formal approach needed for 2020-21.</p> <p>Participation in the Achievement for All Programme began this year although was disrupted by the school closure and lockdown. However, of the two sessions delivered, significant progress was made in the focus area of identifying and supporting pupil underachievement by making better use of our pupil progress meetings. This is a 2-year programme that will continue next academic year and into the following.</p>
<p>Pupils can access learning in class because their psychological, safety and esteem needs are met</p>	<p>The introduction of a pastoral assistant was positive. All children who required emotional support were able to access it when needed.</p> <p>The decision to fund the pastoral assistants CPD to train to be an ELSA has already started to impact positively on the breadth of support the school is able to offer to children in need.</p> <p>Next year, this will continue to develop as the pastoral assistant completes the ELSA training along with other pastoral CPD and continues to broaden the offer of support available.</p>
<p>Pupils are enthused to learn by accessing clubs and trips that stimulate their interests</p>	<p>All children, prior to lockdown, were able and did attend all trips on offer to them. 3 children also began to learn to play an instrument through peripatetic teachers.</p> <p>This focus will need to continue to be supported next year.</p>
<p>Communication to parents about their child's progress and learning is to be increased by school.</p>	<p>The introduction of Class Dojo was very positively received by parents. All disadvantaged children were able to access home learning through the app except one where paper work was provided.</p> <p>Not needed to continue as a focus next year.</p>
<p>Children ready to learn at school by increased attendance or punctuality</p>	<p>Saw a positive increase in attendance before the national lockdown. Attendance at school during lockdown wasn't as positive.</p> <p>Continue as a focus for 2020-21.</p>