

Pupil Premium Strategy Statement 2016 – 2017

1. Summary information					
School	The Trinity CE Primary Academy				
Academic Year	2016 -17	Total PP budget	£71280	Date of most recent PP Review (self-review)	September 2016 January 2017
Total number of pupils	181	Number of pupils eligible for PP	44	Date for next internal review of this strategy	July 2017
2. Current attainment					
		Pupils eligible for PP (your school)			
(Cohort of 10 children. 60% Pupil Premium)		Year 6 (July 2016)			
% achieving expected standard or above in reading, writing and maths		17%			
Progress measure in reading (average progress score for PP children)		-4.1			
Progress measure in writing (average progress score for PP children)		0.4			
Progress measure in maths (average progress score for PP children)		-3.1			
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
In-school barriers					
A.	The number of disadvantaged children attaining age related expectations.				
B.	Ensuring the curriculum is fluid and broad enough to engage reluctant learners.				
External barriers					
D.	Parent involvement in learning.				
E.	Children leading healthy (physical and mental health) lives.				

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium children will attend school regularly.	Attendance of pupil premium children to be at 97%.
B.	In reading, writing and maths, Pupil Premium children are to make accelerated progress so the gap is narrowed with non-pupil premium children.	More than 3 points progress is made by pupil premium children in reading, writing and maths.

5. Planned expenditure

Academic year		2016-17				
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?	
To ensure disadvantaged children are making accelerated progress and narrowing the gap with non disadvantaged children nationally.	Resource the curriculum to meet the learning style needs of disadvantaged children as appropriate throughout the year. To ensure staff have the most up to date training to be able to tailor the curriculum to the needs of all children, including challenging the most able whilst supporting those underachieving.	The Education Endowment Foundation’s Research shows that ... Whilst there is not much evidence at this time, the theory is that learning will be more effective if pupils are taught using the specific style or approach that has been identified as their learning style.	Class teachers, with the support of the senior leadership team through pupil progress meetings.	Deputy Headteacher - Hannah Allender	Termly during pupil progress meetings (6 times per 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?	Cost	Staff lead	When will you review?
To engage reluctant readers and those with a reading age less than their actual age.	Continue with the Bug Club online reading subscription so that children can use the resources in school and at home.	The 2015-16 school data showed that there was an overall improvement of 12.9% achieving age related expectations (ARE) across the school in reading. Pupil premium children across the school made an average of 4 tracking points progress (TPs) (3.5 TPs or above is a sign of good progress). Other groups	Monitoring by the Literacy subject leader, pupil conferencing, discussion at parent forum meetings and through pupil progress meetings.	£800	Sam Stowe - Literacy Leader	Termly (6 times per year)

		of children made accelerated progress in reading for example: yr 6 boys, yr 6 summer born, yr 5 girls, yr 4 children with an Education Health Care Plan (EHCP) and yr 2 boys).				
To prevent exclusion from being used except as a last resort. To support high levels of engagement in learning. To plan and deliver individualised intervention programmes as required throughout the year for those vulnerable to underachievement and poor behaviour choices. To ensure disadvantaged learners attend school regularly. To ensure gaps in learning narrow and children achieve age related expectations.	Continue to provide a pastoral team, working from The Sanctuary, for disadvantaged and vulnerable children to ensure high levels of engagement in learning by tailoring provision to individual needs.	The Education Endowment Foundation's Research shows that ... Behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. The Trinity CE Primary Academy's pastoral team work with children, staff and families on an individual basis as part of our provision mapping.	The pastoral leader and pupil premium champion will monitor: - behaviour through Boxall Profiling - academic progress using school pupil tracker - attendance through SIMs - the use of alternative provision through weekly and termly reports from other professionals	£38,000	Sophie Boud - Pastoral Leader and Janet Bates - Pupil Premium Champion	Termly (6 times per year)
To ensure all children are able to socially interact positively with each other, including acceptance of those vulnerable to poor behaviour choices. To ensure lunchtime staff have the necessary knowledge and skills to be proactive in their work with vulnerable and disadvantaged children.	Provide training for lunchtime staff linked to behaviour management and play.	The Education Endowment Foundation's Research shows that ... Social and Emotional Learning interventions almost always improve emotional or attitudinal outcomes. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.	Senior Leaders, including the pastoral team, will monitor the frequency of lunchtime incidents and how lunchtime staff work proactively with individuals to reduce the risk of poor choices.	£500	Senior Leaders and the Pastoral Team	Termly (6 times per year)
To create a positive link between home and school. To work with families on child protection plans or	Continue employing a parent support advisor for 12 hours per week.	The DfE has research to show that ... evidence of Parent Support Advisor's (PSAs) work is valued and is effective in facilitating changes in parents and children. Parents are generally very positive about PSAs. Indicative evidence of PSA	The PSA produces termly reports giving details of the number of families she has worked with together with the progress that has been made in achieving the agreed targets.	£6500	PSA - Zoe Plets Headteacher - Andrew Wilson	Termly (6 times per year)

who are at child in need level to reduce the risk of significant harm. To work with families vulnerable to poor attendance to ensure this improves.		effectiveness was provided by both parents and PSAs for engaging and empowering parents, improving parents' relationships with their children and improving their children's behavioural, emotional and social development.				
To ensure disadvantaged children can engage in the full programme of activities, developing positive social interactions with peers and skills linked to offsite learning.	To subsidise the annual residential trip for disadvantaged children.	The Education Endowment Foundation's Research shows that ... Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. Children from our school who have had places subsidised in the past have benefitted from the experience in terms of increased confidence, self-worth and self-esteem.	The Headteacher will monitor which children are eligible and ensure the grant is used effectively.	£1000	Andrew Wilson - Headteacher	July 2017
To provide children vulnerable to exclusion with alternative provision to help re-engage them in learning.	Make use of alternative provision to meet the individual needs of vulnerable children e.g. forest school, equine therapy, counselling and trauma recovery.	The Education Endowment Foundation's Research shows that ... the impact of outdoor adventurous learning is greater the longer the course (more than a week), and those in a 'wilderness' setting, though other types of intervention still show some positive impacts. Research shows that one reason for the impact might be that non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes.	The pastoral team will monitor the impact of alternative provision on individuals through the weekly and termly reports provided by the individual instructors at each provision. The Trinity school uses alternative provision as a long term intervention as we have found the length of time a child is part of the provision, the greater the positive impact on their emotional wellbeing, confidence, self-esteem and academic performance. The key to successful alternative provision is knowing which core skills are being developed at the provision so school staff can build these into the programmes of support at school.	£5000	Pastoral Leader - Sophie Boud Headteacher - Andrew Wilson	Termly (6 times per year)
To use the gifted and talented programmes for children identified as being more able but vulnerable	Use the gifted and talented day courses provided by the local authority for English and Maths to provide more able	The Education Endowment Foundation's Research shows that ... Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for	The English and Maths subject leaders will use internal tracking systems to identify children eligible and track the success of the programmes through	£500	English subject leader - Sam Stowe	As the courses come available through the local authority.

through pupil premium identification.	children, eligible for pupil premium funding, with targeted educational challenges that link to developing mastery skills.	supporting each other's progress. Mastery learning may also be more effective when used as an occasional or additional teaching strategy as the impact decreases for longer programmes of over 12 weeks or so. Schools may wish to consider using mastery learning for particularly challenging topics or concepts, rather than for all lessons.	individual pupil conferencing and reports from the gifted and talented tutors following day courses.		Maths subject leader - Hannah Allender	
To provide breakfast and a positive start to the day for children at risk of poor attendance or lateness and for those vulnerable to negative influences before school.	Extend the pastoral managers hours to include one hour before school to facilitate a breakfast club (7:30 - 8:30am Mon - Fri during term time).	The school food trust's research shows that ... healthy eating, social skills and play opportunities have a positive impact on children's development. The research also states that a good, healthy breakfast is the most important meal of the day and schools within their research have found improvements in attendance and academic performance as a result of children having a healthy start each day. The Education Endowment Foundation's Research also shows that ... On average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.	The Headteacher and Pastoral Leader will monitor the numbers of children attending the breakfast club and track their attendance, academic performance and wellbeing, particularly those classed as vulnerable or disadvantaged.	£2500	Pastoral Leader - Sophie Boud Headteacher - Andrew Wilson	Termly (6 times per year)
Total budgeted cost						£52,080
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?	
To provide support for children in the following areas: how the body works, the importance of healthy diet and exercise, safe use of medicines, the risks of tobacco, alcohol and non-prescription drugs and emotional wellbeing (including bullying.)	To continue funding the annual visit of the Life Education Bus to supplement the PSHE curriculum.	Coram Life Education who provide the Life Education Bus service report that ... An annual school staff survey and pre and post session children's questionnaire shows that 98% of teachers think CLE meets their pupils' needs. Coram Life Education makes a significant impact on children's knowledge around smoking as a social norm, and 90% of children report that what they learnt will help them in the future.	The PSHE subject leader will work with the Life Education Bus staff and school staff to tailor the programme to meet the needs of our children. The sessions will be monitored through the use of staff and pupil questionnaires.	PSHE subject leader - Mandy King	July 2017	

To ensure systems and practises keep vulnerable children safe from neglect and harm.	To purchase My Concern - an online safeguarding tool that allows staff to monitor vulnerable children and those at risk of significant harm.	In June 2015 Ofsted mentioned My Concern directly in an inspection report stating that ... 'Statutory safeguarding requirements are met. The school has an innovative database recording system that enables staff to log all concerns, and the Headteacher to check and monitor incidents accurately and quickly.'	The Designated Safeguarding Lead (DSL) will monitor the use and effectiveness of My Concern by using the software to complete the annual safeguarding audit for the local authority. The DSL will also monitor the use of the software in tracking patterns in concern logs and how the system makes identification of patterns and concerns easier to manage and report on.	DSL - Andrew Wilson	Termly (6 times per year)
To enable 'learning without walls' to become embedded in the curriculum, especially for those with SEN (e.g. autism) and disadvantaged in a variety of ways.	To develop the school grounds in a variety of ways, ensuring children with SEN and all disadvantaged groups are able to access 'learning without walls' as part of their curriculum.	Research by autism awareness groups show that ... Outdoor play and learning environments for children with autism and special needs help children have fun in a safe and accepting outdoor setting, connecting them with the restorative benefits of nature while building on skills learned in the classroom. Many children with autism are in highly structured indoor learning environments during their day and receive great benefits from having meaningful experiences outdoors. The Education Endowment Foundation's Research also shows that ... Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation) may also be involved.	The pastoral team and Headteacher will monitor how the development of the school grounds is having a positive impact on the overall academic and pastoral work.	Pastoral Leader - Sophie Boud Headteacher - Andrew Wilson	Seasonal terms (3 times per year)
Total budgeted cost					£11,200

6. Additional detail including impact data

Key Stage 2

- Progress of disadvantaged pupils across KS2 as shown in the 2017 Year 6 results was well above the national average for non-disadvantaged pupils in all areas, especially writing.

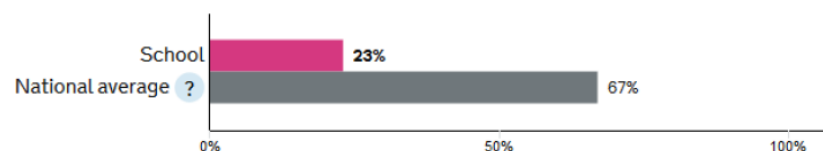
Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	+2.29	+5.49	+2.32
Confidence interval ?	-1.10 to +5.67	+2.20 to +8.78	-0.74 to +5.37
National average for non-disadvantaged pupils	+0.33	+0.17	+0.28
Number of disadvantaged pupils	13	13	13

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard

Number of disadvantaged pupils = 13



Percentage of disadvantaged pupils achieving the higher standard

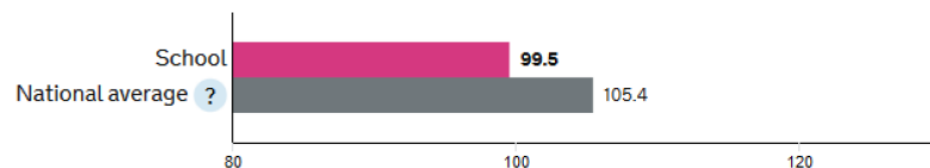
Number of disadvantaged pupils = 13



Average scaled score for disadvantaged pupils in:

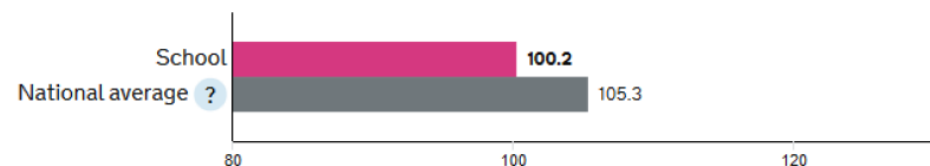
Reading

Number of disadvantaged pupils = 13



Maths

Number of disadvantaged pupils = 13



Whole School

- The vast majority of pupil premium children do not have SEN. This group is now attaining at age related expectations (ARE) because they are making better than expected progress.
- The smaller SEN pupil premium group are making less than expected progress.
- Overall pupil premium children are making slightly better than expected progress however children without pupil premium are making greater progress.

Mathematics ARE Comparison and Progress Scores	Baseline: End of Year Final 2015/2016				End point: End of Year Final 2016/2017				Progress (3 points is minimum expected progress)
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [183 100.0%]	15	15.2	-0.2	-	18.4	18.2	+0.2	+	+3.5
Pupil Premium and Service Children [51 27.9%]	16.8	18.1	-1.3	-	20	21.1	-1.1	-	+3.4
NOT Pupil Premium and Service Children [132 72.1%]	14.3	14	+0.2	+	17.8	17	+0.7	+	+3.5
Pupil Premium [49 26.8%]	16.6	17.9	-1.3	-	19.7	20.9	-1.2	-	+3.3
NOT Pupil Premium [134 73.2%]	14.4	14.2	+0.2	+	17.9	17.2	+0.7	+	+3.5
Service Children [2 1.1%]	22	22.5	-0.5	-	26	25.5	+0.5	+	+4.0
NOT Service Children [181 98.9%]	14.9	15.1	-0.2	-	18.3	18.1	+0.2	+	+3.5
FSM [24 13.1%]	14	16.3	-2.3	-	17.1	19.4	-2.3	-	+3.5
NOT FSM [159 86.9%]	15.1	15	+0.1	=	18.6	18	+0.6	+	+3.5
PP SEN [9 4.9%]	13.3	18	-4.7	--	14.4	21	-6.6	--	+1.9
PP NOT SEN [40 21.9%]	17.3	17.9	-0.6	-	20.9	20.9	0.0	=	+3.6
NOT PP SEN [18 9.8%]	13.4	14.5	-1.1	-	16.9	17.5	-0.6	-	+3.4
NOT PP NOT SEN [116 63.4%]	14.5	14.1	+0.4	+	18	17.1	+0.9	+	+3.6

Reading ARE Comparison and Progress Scores	Baseline: End of Year Final 2015/2016				End point: End of Year Final 2016/2017				Progress (3 points is minimum expected progress)
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [183 100.0%]	15.5	15.2	+0.3	+	18.6	18.2	+0.5	+	+3.2
Pupil Premium and Service Children [51 27.9%]	17.2	18.1	-0.9	-	20.2	21.1	-0.9	-	+3.3
NOT Pupil Premium and Service Children [132 72.1%]	14.8	14	+0.8	+	18	17	+1.0	+	+3.2
Pupil Premium [49 26.8%]	17	17.9	-1.0	-	20	20.9	-0.9	-	+3.2
NOT Pupil Premium [134 73.2%]	15	14.2	+0.8	+	18.1	17.2	+1.0	+	+3.2
Service Children [2 1.1%]	22.5	22.5	0.0	=	26.5	25.5	+1.0	+	+4.0
NOT Service Children [181 98.9%]	15.4	15.1	+0.3	+	18.5	18.1	+0.4	+	+3.2
FSM [24 13.1%]	14.7	16.3	-1.7	-	17.5	19.4	-1.9	-	+3.2
NOT FSM [159 86.9%]	15.6	15	+0.6	+	18.8	18	+0.8	+	+3.3
PP SEN [9 4.9%]	13.3	18	-4.7	--	14.9	21	-6.1	--	+2.4
PP NOT SEN [40 21.9%]	17.7	17.9	-0.2	-	21.1	20.9	+0.2	+	+3.4
NOT PP SEN [18 9.8%]	13.9	14.5	-0.6	-	16.9	17.5	-0.6	-	+3.0
NOT PP NOT SEN [116 63.4%]	15.1	14.1	+1.0	+	18.3	17.1	+1.2	+	+3.3

Writing ARE Comparison and Progress Scores	Baseline: End of Year Final 2015/2016				End point: End of Year Final 2016/2017				Progress (3 points is minimum expected progress)
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [183 100.0%]	14.9	15.2	-0.3	-	18.3	18.2	+0.1	=	+3.5
Pupil Premium and Service Children [51 27.9%]	16.8	18.1	-1.3	-	19.9	21.1	-1.3	-	+3.2
NOT Pupil Premium and Service Children [132 72.1%]	14.1	14	+0.1	=	17.7	17	+0.7	+	+3.6
Pupil Premium [49 26.8%]	16.6	17.9	-1.4	-	19.6	20.9	-1.3	-	+3.2
NOT Pupil Premium [134 73.2%]	14.3	14.2	+0.1	=	17.8	17.2	+0.7	+	+3.6
Service Children [2 1.1%]	23.5	22.5	+1.0	+	26.5	25.5	+1.0	+	+3.0
NOT Service Children [181 98.9%]	14.8	15.1	-0.3	-	18.2	18.1	+0.1	=	+3.5
FSM [24 13.1%]	14	16.3	-2.3	-	17	19.4	-2.4	-	+3.3
NOT FSM [159 86.9%]	15	15	0.0	=	18.5	18	+0.5	+	+3.6
PP SEN [9 4.9%]	12	18	-6.0	--	13.6	21	-7.4	--	+2.0
PP NOT SEN [40 21.9%]	17.5	17.9	-0.5	-	21	20.9	0.0	=	+3.5
NOT PP SEN [18 9.8%]	12.7	14.5	-1.8	-	15.9	17.5	-1.6	-	+3.2
NOT PP NOT SEN [116 63.4%]	14.5	14.1	+0.4	+	18.1	17.1	+1.0	+	+3.7

Whole School Attainment %ages

		Subjects Combined		Writing					Reading					Mathematics				
Group: Pupil Premium [49 children]	55.1% 27/49	44.9% 22/49	40.8% 20/49		59.2% 29/49			42.9% 21/49		57.1% 28/49			40.8% 20/49		59.2% 29/49			
			40.8% 20/49		38.8% 19/49	20.4% 10/49		42.9% 21/49		34.7% 17/49	22.4% 11/49		40.8% 20/49		46.9% 23/49	12.2% 6/49		
			14.3% 7/49	26.5% 13/49	38.8% 19/49	18.4% 9/49	2.0% 1/49	12.2% 6/49	30.6% 15/49	34.7% 17/49	20.4% 10/49	2.0% 1/49	14.3% 7/49	26.5% 13/49	46.9% 23/49	10.2% 5/49	2.0% 1/49	
		Subjects Combined		Writing					Reading					Mathematics				
Group: NOT Pupil Premium [134 children]	19.4% 28/134	80.6% 108/134	15.7% 21/134		84.3% 113/134			12.7% 17/134		87.3% 117/134			14.2% 19/134		85.8% 115/134			
			15.7% 21/134		40.3% 54/134	44.0% 59/134		12.7% 17/134		33.6% 45/134	53.7% 72/134		14.2% 19/134		42.5% 57/134	43.3% 58/134		
			3.0% 4/134	12.7% 17/134	40.3% 54/134	35.8% 48/134	8.2% 11/134	1.5% 2/134	11.2% 15/134	33.6% 45/134	47.0% 63/134	6.7% 9/134	1.5% 2/134	12.7% 17/134	42.5% 57/134	36.6% 49/134	6.7% 9/134	

2016 – 17 Attendance – Whole School

Class	December	April	June
Average:	96%	96%	96%

2016 – 17 Attendance – Pupil premium

Class	December	April	June
Average:	97%	97%	96%