

Pupil Premium Strategy Statement

1. Summary information					
School	The Trinity CE Primary Academy				
Academic Year	2018-2019	Total PP budget	£71880	Date of most recent PP Review	January 2018 (external) July 2018 (internal)
Total number of pupils	190	Number of pupils eligible for PP	42 (22%)	Date for next internal review of this strategy	January 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	27%	70%
Progress measure in reading	+2.04	0.31
Progress measure in writing	+0.59	0.24
Progress measure in maths	-2.18	0.31

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.	The number of disadvantaged children attaining age related expectations.
B.	Ensuring the curriculum, through a mastery approach, is fluid and broad enough to engage reluctant learners.
C.	Children's language skills and oracy.

External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Children leading healthy (physical and mental health) lives.
E.	Children from disadvantaged backgrounds making poor behavioural choices and having poor attendance.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	In reading, writing and maths, Pupil Premium children are to make accelerated progress so that the gap is narrowed with non-pupil premium children.	4 points progress is made by pupil premium children in reading, writing and maths.
B.	Across the curriculum, Pupil Premium children perform as well as their peers.	Attainment in all subjects for PP children is in line with peers
C.	Children will have highly developed language skills which impacts on their learning across the curriculum.	4 points progress is made by pupil premium children in reading, writing and maths as this is linked to oracy and language skills
D.	Children have a good understanding of how to keep themselves healthy – physically and mentally.	Children will be happy and healthy. Progress will be seen on the Thrive indicator.
E.	All children will demonstrate impeccable behaviour and understand how to regulate themselves	Learning behaviour will be impeccable. Behaviour logs will show a reduction in incidents. .

5. Planned expenditure					
Academic year		2018-2019			
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 (4 tracking points) therefore narrowing the gap with non- disadvantaged children nationally.	Introduce a mastery curriculum to meet the learning style needs of disadvantaged children as appropriate throughout the year.	The Education Endowment Foundation’s Research shows that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress	Class teachers, with the support of the senior leadership team through pupil progress meetings.	Headteacher and PP lead	Termly during pupil progress meetings
	To ensure staff have the most up to date training to be able to tailor the	Regular CPD ensures that staff are confident with the approach and we can work on		All class teachers and teaching assistants	

	curriculum to the needs of all children, including challenging the most able whilst supporting those underachieving.	breaking down any barriers which are in place. Our internal monitoring of pupil progress shows that when disadvantaged children are given the appropriate scaffolding tools and support they are able to use these to achieve positive learning outcomes.			
To continue to develop a broad and balanced curriculum, fit for purpose for all, including pupils eligible for PP, which bridges the gap in cultural capital.	An enquiry based curriculum which puts learning into a clear context. In Y6 each child will have the opportunity to attend the theatre in London.	Ofsted set out the need for a broad and balanced curriculum to have a clear intention, be implemented well and for staff to evaluate this. We know that the broad and balanced curriculum inspires pupils to learn.	Class teachers, with the support of the senior leadership team through the monitoring of the curriculum.	Headteacher and PP lead All class teachers and teaching assistants	Termly during pupil progress meetings
To build on the language and oracy of our disadvantaged learners	To run a parent and toddler group to develop oracy from a young age. To introduce a blogging club which will be broadcast on our Anomaly screen each week. Key vocabulary decided as part of all aspects of the curriculum and this to be modelled by staff.	The Education Endowment Foundation's Research states oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. •targeted reading aloud and book discussion with young children; •explicitly extending pupils' spoken vocabulary; •the use of structured questioning to develop reading comprehension; and •the use of purposeful, curriculum-focused, dialogue and interaction	Language will be a key focus in all learning walks looking at the modelling of language and the language children are being exposed to.	Specific teacher and TA English subject leader. All teachers and TA.	
Total budgeted cost					£3500
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?
To ensure Pupil Premium (PP) children, of all abilities, are making accelerated progress and narrowing the gap with non-PP children.	Pre-learning each morning from 8:30am – 8:50am run by teachers Intervention TA's to provided targeted interventions. Introduce pupil premium record cards to track children throughout their school journey. Assign a member of staff to each pupil premium child so that they can touch base each day.	Our own action research shows that teacher led intervention makes more progress for lower ability pupils than when run by teaching assistants. The Education Endowment Foundation's Research shows that – Teaching Assistants (TAs) can have a positive impact on academic achievement particularly where TAs support individual pupils or small groups, which on average show moderate positive benefits. TAs to focus on specific needs rather than year/ class needs this year. Focus support on specific PP children	Special Educational needs co-ordinator (SENCO) to monitor and identify children for support following pupil progress meetings Starting point measure (baseline) to be taken, then compared against end point to show impact. Data on progress/ impact recorded by TAs Comprehensive training for TAs working with PPD pupils. Work is planned by and followed up by class teachers	SENCO and Class teachers Teaching Assistants	Termly in pupil progress meetings
c) 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.	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. Parent Support Advisor	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 parent support advisor will monitor: - behaviour through Boxall Profiling - academic progress using school pupil tracker - attendance through Arbor - the use of alternative provision through weekly and termly reports from other professionals	Pastoral Manager Parent Support Advisor HT SENCo/AHT	Termly (6 times per year)

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.	Pastoral Leader with the support of the PP leader	Termly (6 times per year)
Total budgeted cost					£65,131
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 importance of healthy diet and exercise	Introduction of the Daily Mile Achieve Healthy Schools Silver Award – looking at lunch boxes, snack trolley and PTFA run events	The findings from BMC Medicine show that in primary school children, the Daily Mile intervention is effective at increasing levels of MVPA, reducing sedentary time, increasing physical fitness and improving body composition. The Wiltshire Healthy Schools Standards have been developed to meet the health priorities and needs of the children and young people of Wiltshire. The Standards are linked to the current Ofsted Common Inspection Framework, national and local Public Health Outcomes and other guidance for schools including from NICE (National Institute of health and Care Excellence).	The PSHE subject leader will work with the AHT to implement and monitor the impact of the Daily Mile and healthy schools award talking to key stakeholders throughout.	AHT PSHE Subject leader Assigned members of staff	Termly.
To develop and support the emotional health and well-being of disadvantaged learners.	Introduce a Thrive Approach for Mental Health alongside a trained ELSA.	In a recent project evaluation, the service was shown to close the gap for vulnerable children (McGuire Snieckus, Bath Spa University, 2018), reporting the following outcomes:	SENCo to attend the 10 training days across the year to become a Thrive Practitioner. Thrive CPD to be held for the rest of the staff including for screening tool. Monitor		

	PSHE curriculum to include teaching children about mental health.	– Significant improvement in strengths and difficulties questionnaire assessment: emotional symptoms, peer relationships, conduct, attention and pro-social behaviour – Significant improvements in behaviour indices: attendance, managing feelings, listening and attentions, managing relationships, understanding and self-confidence – Academic attainment, maths, reading, writing, and speaking scores significantly improved post-training, closing the attainment gap for this vulnerable group	the use of the screening tool by all staff to see the impact.		
To develop clear metacognition and self-regulation strategies for learners.	CPD for staff on how to the EEF recommendations. Use of EEF planning format.	The EEF states: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.	Class teachers, with the support of the senior leadership team through pupil conferencing and learning walks.	Head AHT All class teachers Pastoral Manager	Termly
To raise the aspirations of disadvantaged children.	Careers Week in February 2019 where different members of the local area will come to talk about career possibilities and how to achieve them. Pupil Conference all PP children beforehand to unpick barriers and what the children want to	Although the EEF states that there is limited impact from Aspiration Interventions it also states that: most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. This will be the focus of the aspiration week.	Through Pupil Conferencing of all Pupil Premium children by PP lead in T2, T4 and T6 to see the impact.	Pastoral Manager Headteacher	T2, T4 and T6.

	achieve when they are older. Subsidised school trips to allow our disadvantaged learners high quality experiences.				
Total budgeted cost					£3249

6. Review of expenditure

Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To ensure disadvantaged children are making accelerated progress (4 tracking points) therefore 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.	See data below	This impact of this was not great enough. Although pupil progress meetings insured that PP children were discussed first there was not an individual tracking system in place which will be in 2018-2019.	£5000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

To ensure Pupil Premium (PP) children, of all abilities, are making accelerated progress and narrowing the gap with non-PP children.	Intervention LSA's to provided targeted interventions Senior Leaders monitor the quality of provision for PP pupils and interventions, only continuing with those that have a successful impact.	See data below	Specific groups of PP learners did really well. Link to whole school provision map. Explore where the most impact was had and why.	
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.	See data below	Reading data looks really positive however this is not due to Bug Club. When analysing how many times children login this resource is not being used and also the texts are not aspirational enough.	

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.	Massive success –see individual case study (OJ) See data below. No exclusions in 2017-2018.	Target specific children with clear entry and exit data to show impact.	
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, play therapy and trauma recovery.	No exclusions in 2017-2018.		

To use the gifted and talented programmes for children identified as being more able but vulnerable through pupil premium identification.	Use the gifted and talented day courses provided by the local authority for English and Maths to provide more able children, eligible for pupil premium funding, with targeted educational challenges that link	Only two children who are PP/G&T attended the course. Both made expected progress.	With this strategy it is hard to show impact and transference of skills into the curriculum. Look at ways to deliver this across Thrive Hub using already existing expertise.	
				£52,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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.	Use of the PSHE curriculum using Coram has really supported teaching and learning which is shown through various monitoring.		

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.	See data	Needs to be more regular and targeted to show impact.	
				£6,360

Additional detail including impact data

7. REVIEW AND IMPACT OF 2017- 2018 PUPIL PREMIUM STRATEGY

Key Stage 2

- Progress of disadvantaged pupils across KS2 as shown in the 2018 Year 6 results. Data shows that our disadvantaged pupils did considerably better in reading than the national average, broadly in line with writing but below in maths.

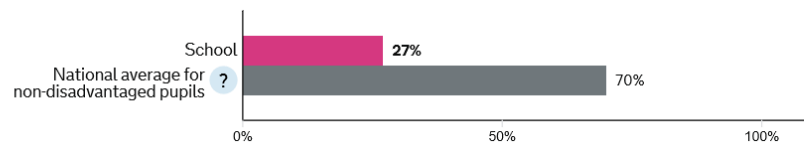
	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils ?	2.04	0.59	-2.18
Confidence interval ?	-1.7 to 5.7	-3.0 to 4.2	-5.6 to 1.2
Number of disadvantaged pupils	10	10	10
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils ?	0.31	0.24	0.31

Reading, writing and maths combined ?

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 11

[View as table](#)

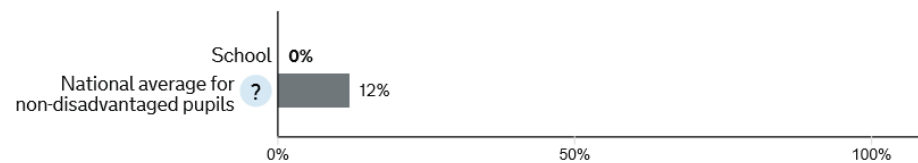


This is a 4% on 2017.

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 11

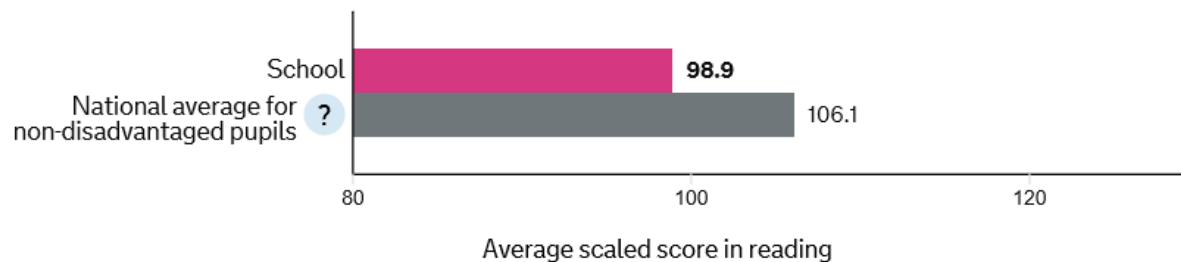
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Reading ?

Number of disadvantaged pupils = 11

[View as table](#)



Whole School

Writing ARE comparison and progress	Baseline: End of Year Final 2016-2017				End point: End of Final 2017-2018				Progress (3 points is minimum expected progress)
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [194 100.0%]	14.6	15	-0.4	-	18	18.1	-0.1	=	+3.3
NOT SERVICE CHILDREN [186 95.9%]	14.7	15	-0.3	-	18	18	0.0	=	+3.3
SERVICE CHILDREN [1 0.5%]	24	24	0.0	=	27	27	0.0	=	+3.0
NOT PUPIL PREMIUM [141 72.7%]	14.9	14.5	+0.3	+	18.3	17.6	+0.7	+	+3.4
PUPIL PREMIUM [46 23.7%]	14.3	16.5	-2.2	-	17.2	19.5	-2.3	-	+2.9
NOT PUPIL SERVICE PREMIUM [140 72.2%]	14.8	14.5	+0.3	+	18.2	17.5	+0.7	+	+3.4
FSM [30 15.5%]	12.4	15.4	-3.0	-	15.1	18.4	-3.3	--	+2.7
NO FSM [157 80.9%]	15.2	15	+0.2	+	18.6	18	+0.6	+	+3.4
PUPIL SERVICE PREMIUM [47 24.2%]	14.5	16.7	-2.1	-	17.4	19.7	-2.2	-	+2.9

- Pupil Premium children made slightly less progress than those of their peers by -0.5 points.
- The one service child made expected progress.
- FSM children made less than expected progress showing that there is still a gap between FSM and non-FSM.

Reading ARE comparison and progress	Baseline: End of Year Final 2016-2017				End point: End of Final 2017-2018				Progress (3 points is minimum expected progress)
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [194 100.0%]	14.8	15	-0.2	-	18.4	18.1	+0.3	+	+3.5
NOT SERVICE CHILDREN [186 95.9%]	14.9	15	-0.1	=	18.4	18	+0.4	+	+3.5
SERVICE CHILDREN [1 0.5%]	24	24	0.0	=	27	27	0.0	=	+3.0
NOT PUPIL PREMIUM [141 72.7%]	15	14.5	+0.4	+	18.6	17.6	+1.0	+	+3.6
PUPIL PREMIUM [46 23.7%]	14.8	16.5	-1.7	-	18	19.5	-1.5	-	+3.2
NOT PUPIL SERVICE PREMIUM [140 72.2%]	14.9	14.5	+0.4	+	18.5	17.5	+1.0	+	+3.6
FSM [30 15.5%]	12.9	15.4	-2.5	-	16.1	18.4	-2.3	-	+3.2
NO FSM [157 80.9%]	15.3	15	+0.4	+	18.9	18	+0.9	+	+3.6
PUPIL SERVICE PREMIUM [47 24.2%]	15	16.7	-1.7	-	18.2	19.7	-1.5	-	+3.2

- Pupil Premium children made above expected progress in reading but this is still behind their peers who made accelerated progress.
- FSM children made above expected progress in reading but this is still behind their peer group.
- The one service child made expected progress.

Math ARE comparison and progress	Baseline: End of Year Final 2016-2017				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2017-2018				Progress	Progress (3 points is minimum expected progress)
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp		
ALL CHILDREN [194 100.0%]	15	15	0.0	=	18.2	18.1	+0.1	=	+3.2	+3.0
NOT SERVICE CHILDREN [186 95.9%]	15	15	+0.1	=	18.2	18	+0.2	+	+3.2	+3.0
SERVICE CHILDREN [1 0.5%]	24	24	0.0	=	26	27	-1.0	-	+2.0	+3.0
NOT PUPIL PREMIUM [141 72.7%]	15.2	14.5	+0.6	+	18.4	17.6	+0.9	+	+3.3	+3.0
PUPIL PREMIUM [46 23.7%]	14.8	16.5	-1.7	-	17.5	19.5	-2.0	-	+2.9	+3.0
NOT PUPIL SERVICE PREMIUM [140 72.2%]	15.1	14.5	+0.6	+	18.4	17.5	+0.9	+	+3.3	+3.0
FSM [30 15.5%]	13	15.4	-2.4	-	15.6	18.4	-2.8	-	+2.8	+3.0
NO FSM [157 80.9%]	15.5	14.9	+0.5	+	18.7	18	+0.7	+	+3.3	+3.0
PUPIL SERVICE PREMIUM [47 24.2%]	15	16.7	-1.7	-	17.7	19.7	-2.0	-	+2.8	+3.0

- Progress in maths is lower for PP and FSM children than both reading and writing with both being -0.1 under expected progress of 3 points.
- The one service child only made 2.0 progress across the year however they made expected progress over Key Stage as they were a Y6 pupil.

13 At or Above ARE : Key Groups

WHOLE SCHOOL	Boys	Girls	Pupil Premium	NOT Pupil Premium	PP with SEN	PP without SEN	Service Children	NOT Service Children
187	80	107	46	141	16	30	1	186
ALL 71.5% [133]	ALL 65.8% [52]	ALL 75.7% [81]	ALL 32.6% [15]	ALL 84.3% [118]	ALL 0% [0]	ALL 50% [15]	ALL 0% [0]	ALL 71.9% [133]
WR 75.8% [141]	WR 69.6% [55]	WR 80.4% [86]	WR 41.3% [19]	WR 87.1% [122]	WR 0% [0]	WR 63.3% [19]	WR 100% [1]	WR 75.7% [140]
RE 80.6% [150]	RE 72.2% [57]	RE 86.9% [93]	RE 50% [23]	RE 90.7% [127]	RE 0% [0]	RE 76.7% [23]	RE 100% [1]	RE 80.5% [149]
MA 77.5% [145]	MA 75% [60]	MA 79.4% [85]	MA 41.3% [19]	MA 89.4% [126]	MA 12.5% [2]	MA 56.7% [17]	MA 0% [0]	MA 78% [145]
FSM	NOT FSM	SEN Support	EHCP	Statement	ALL SEN	NOT SEN	EAL children	NOT EAL children
30	157	20	8	0	28	159	12	175
ALL 13.3% [4]	ALL 82.7% [129]	ALL 10% [2]	ALL 12.5% [1]	ALL [0]	ALL 10.7% [3]	ALL 82.3% [130]	ALL 63.6% [7]	ALL 72% [126]
WR 20% [6]	WR 86.5% [135]	WR 15% [3]	WR 12.5% [1]	WR [0]	WR 14.3% [4]	WR 86.7% [137]	WR 63.6% [7]	WR 76.6% [134]
RE 33.3% [10]	RE 89.7% [140]	RE 15% [3]	RE 12.5% [1]	RE [0]	RE 14.3% [4]	RE 92.4% [146]	RE 63.6% [7]	RE 81.7% [143]
MA 26.7% [8]	MA 87.3% [137]	MA 25% [5]	MA 25% [2]	MA [0]	MA 25% [7]	MA 86.8% [138]	MA 75% [9]	MA 77.7% [136]

Attendance

5 Attendance by Key Groups

WHOLE SCHOOL	Boys	Girls	Pupil Premium	NOT Pupil Premium	PP with SEN	PP without SEN	Service Children	NOT Service Children
94.9%	93.2%	96.2%	90.6%	96.3%	83.5%	94.3%	100%	94.8%
FSM	NOT FSM	SEN Support	EHCP	Statement	ALL SEN	NOT SEN	EAL children	NOT EAL children
87.6%	96.3%	94.3%	68.9%	-	87.1%	96.2%	93.7%	95%
In Care	NOT In Care	Low KS1 APS	Mid KS1 APS	High KS1 APS	Custom Group: sanctuary201617			
-	94.9%	89%	96.6%	97.3%	96%			

Attendance is lower than national. For PP and FSM it is considerably lower.