

Pupil Premium Strategy Statement

1. Summary information					
School	The Trinity CE Primary Academy				
Academic Year	2019 - 2020	Total PP budget	£54120	Date of most recent PP Review	January 2018
Total number of pupils	174	Number of pupils eligible for PP	47 (27%)	Date for next internal review of this strategy	December 2019
2. Current attainment (to be completed when ASP is ready)					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving expected standard or above in reading, writing and maths					
Progress measure in reading					
Progress measure in writing					
Progress measure in maths					
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.	Children have a below average baseline when they enter the school				
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.	Poor behavioural choices and lower attendance
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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.	Accelerated 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.	Accelerated progress is made by pupil premium children in reading, writing and maths as this is linked to oracy and language skills
D.	All children will demonstrate impeccable behaviour and understand how to regulate themselves	Learning behaviour will be impeccable. Behaviour logs in Arbor will show a reduction in incidents.
E.	Children understand their own mental health needs accessing support where appropriate.	Children can articulate their understanding of mental health. Where Thrive is being used progress can be shown through the screening tool.

5. Planned expenditure

Academic year		2019-2020			
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 therefore narrowing the gap with non- disadvantaged children nationally.	Continue to embed a mastery 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	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 Regular CPD ensures that staff are confident with the approach and we can work on breaking down any barriers which are in place.	Class teachers, with the support of the senior leadership team through pupil progress meetings. Target sheets/ one page profiles to meet the needs of the learners- to be monitored fortnightly and adapted where necessary. Ensuring quality first teaching is in place. Training to take place on the Training Day on 3rd September	HT/DHT All class teachers and teaching assistants	Termly during pupil progress meetings

	challenging the most able whilst supporting those underachieving. Pupil Premium Champion – Fiona Spencer Pre learning is provided for children who need to narrow the gap	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/ knowledge based curriculum which puts learning into a clear context. In Y6 each child will have the opportunity to attend the theatre in London. Key Vocabulary section included in planning documentation Wow moments and bringing it in the classroom e.g. bringing a volcano to life At least 2 trips per academic year. Introduction of new curriculum and focus on knowledge retention. Children to be aware of the specific subjects and the key knowledge for that area. Pre learning for children in vulnerable groups	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. Children learn when they are engaged and inspired.	Class teachers, with the support of the senior leadership team through the monitoring of the curriculum. Monitoring of planning and ensuring that there are WOW moments for all classes- Subject leaders to monitor and ensure that there is coverage of knowledge. Fortnightly quizzes for recall of knowledge Pupil voice Subject leader release to monitor the curriculum. In the books, displays to show knowledge progression. Topic celebrations, engagement and excitement in learning.	HT/DHT All class teachers and teaching assistants	Termly during pupil progress meetings

To build on the language and oracy of our disadvantaged learners	DHT to be involved in the Wiltshire and Swindon oracy project Information to be disseminated Focus on key vocabulary in MTP/ STP to ensure Pre learning to teach key vocabulary for the lesson. Early intervention from SALT	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 Oracy promotes good outcomes in attainment.	Language will be a key focus in all learning walks looking at the modelling of language and the language children are being exposed to. Pre learning will be used to cover vocabulary that is key for the lesson-observed being delivered daily The Oracy project tools to be used and shared with staff Classrooms will show key vocabulary on displays. Opportunities to debate and discuss planned in throughout the year. A debate team to be established in school.	Specific teacher and TA English subject leader. DHT All teachers and TA. Wiltshire and Swindon oracy project.	
Total budgeted cost					£25 324
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?

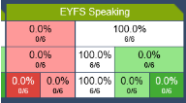
To plan and deliver individualised intervention programmes as required throughout the year for those vulnerable to Underachievement and poor behaviour choices. To ensure disadvantaged learners attend school regularly.	Parent Support Advisor to liaise with parents and outside agencies TA to be trained in THRIVE and to work 2 afternoons a week to deliver Thrive alongside the SENCo Review and adapt attendance procedures.	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 team and parent support advisor will monitor: - behaviour through Boxall Profiling/ thrive profiling - academic progress using Insight - attendance through Arbor / behaviour logged on Arbor - the use of alternative provision through weekly and termly reports from other professionals Intervention delivered inside the classroom Thrive approach to be used and implemented in every class- some children to receive individual sessions.	Pastoral Team Parent Support Advisor HT SENCo/DHT Outreach worker from St James	Termly (6 times per year) Thrive individual action plans to be reviewed every 6 weeks Class every 12 weeks Attendance meetings every 12 weeks.
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, thrive, ELSA, Improve and use the outside area for outdoor learning. Outdoor lead to establish opportunities for each class to experience outdoor learning. Weekly slots for forest schools provided by Wiltshire Wildlife- all have specific targets to work on.	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 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.	The pastoral team will monitor the impact of alternative provision through Thrive profiling. Pastoral team to monitor outdoor learning- use of pupil voice also monitoring of the sessions.	SENCo Thrive practitioner TA ELSA Outdoor learning lead- Sara Jackson Forest schools	Termly (6 times per year)
Total budgeted cost					£28796

i. 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 improve parental engagement so that parents can support their children academically at home	Use of See-Saw for parental engagement	Seesaw fosters home-school relationships Parents love to see what students are working on in the classroom and anything that helps build the home-school relationship is going to be worthwhile. http://www.kathleenamorris.com/2019/03/26/seesaw/ This has been recommended by Pickwick Learning Alliance as a way to improve communication.	Staff meeting – T1 for all staff to set up their class pages. Set expectations as a staff team so that staff know how often they need to update this. Parent catch up 3 times a year – Tea and Chat for parents bring any issues to us.	DHT	End of each term.
Total budgeted cost					£0

6. Review of expenditure

Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To ensure disadvantaged children are making accelerated progress therefore narrowing the gap with non-disadvantaged	Introduce a mastery 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	See data below	See data below Individual tracking has helped to break down some of the learning barriers for individual children. Staff more of an awareness of their PP children and subsequent barriers.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost

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. To build on the language and oracy of our disadvantaged learners	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. To introduce a blogging club which will be broadcast on our Anomaly screen each week. Key vocabulary decided as art of all aspects of the curriculum and this to be modelled by staff.	The curriculum needs to be deeper and provide children with more knowledge in line with the Ofsted Framework. Monitoring shows that standards are similar in all subjects across the curriculum. Children loved attending the theatre in London and pupil voice captured their experience. Many children had not attended before so it was an amazing opportunity. Staff understand the importance of oracy and this can be seen in aspects of the curriculum. <u>PP/EYFS Speaking</u> 	Break down curriculum progression further to ensure key knowledge and skills are taught. Unfortunately this was not possible due to time commitments of staff.	
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.	See data for PP children in maths	Pre-learning to link to reading next year – link to oracy.	

To plan and deliver individualised intervention programmes as required throughout the year for those vulnerable to underachievement and poor behaviour choices.	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.	Part way through the year our Pastoral Manager qualified as a teacher which met the Sanctuary provision ceased. TAs were used to support disengaged children. 1 child had 2 fixed term exclusions in Autumn by has had none since due to the engagement with his TA.		
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.	See above Use of Forest Schools has effectively reengaged two children who have had fixed term exclusions this year.	Continue Forest Schools but look at how we use entry and exit data to show impact.	
				£52,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

To provide support for children in the importance of healthy diet and exercise To develop and support the emotional health and well-being of disadvantaged learners.	Introduction of the Daily Mile Achieve Healthy Schools Silver Award – looking at lunch boxes, snack trolley and PTFA run events Introduce a Thrive Approach for Mental Health alongside a trained ELSA. PSHE curriculum to include teaching children about mental health.	Submitted Healthy Schools Award – Silver – awaiting to hear results. See Case Study and data for JS and RK to show 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.	In some classes children show metacognition and self-regulations strategies. This has been disseminated to support teachers in other classes. There has not be as much impact for certain groups of children.		

To raise the aspirations of disadvantaged children. Arranged for w/b: 25th February	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 achieve when they are older. Subsidised school trips to allow our disadvantaged learners high quality experiences.	PP children have experienced a wide range of trips which allowed to the access their learning in a deeper way. Careers Week was successful and the children could identify careers they may be interested in when they were older. To be run again 2020-2021.		
				£6,360

Additional detail including impact data

7. REVIEW AND IMPACT OF 2018- 2019 PUPIL PREMIUM STRATEGY

Key Stage 2

Awaiting ASP data – Nov 2019

Whole School

Writing progress	Progress
ALL CHILDREN [192 100.0%]	+3.2
Pupil Premium and Service Children [42 21.9%]	+2.9
NOT Pupil Premium and Service Children [150 78.1%]	+3.3
Pupil Premium [42 21.9%]	+2.9
NOT Pupil Premium [150 78.1%]	+3.3
FSM [42 21.9%]	+3.1
NOT FSM [150 78.1%]	+3.3
PP SEN [12 6.3%]	+2.2
PP NOT SEN [30 15.6%]	+3.2
NOT PP SEN [16 8.3%]	+1.9
NOT PP NOT SEN [134 69.8%]	+3.5

Writing

- Pupil Premium children made slightly less progress than those of their peers by -0.3 points.
- FSM made slightly less progress than those of their peers by -0.1 progress
- FSM have outperformed PP children by +0.2
- PP NOT SEN have performed in line with their peers.

Reading

- Pupil Premium children made slightly less progress than those of their peers by -0.5 points.
- FSM made slightly less progress than those of their peers by -0.1 progress
- FSM have outperformed PP children by +0.4. This is in line PP NOT SEN.

Maths and progress	Progress
ALL CHILDREN [192 100.0%]	+3.3
Pupil Premium and Service Children [42 21.9%]	+3.0
NOT Pupil Premium and Service Children [150 78.1%]	+3.4
Pupil Premium [42 21.9%]	+3.0
NOT Pupil Premium [150 78.1%]	+3.4
FSM [42 21.9%]	+3.1
NOT FSM [150 78.1%]	+3.3
PP SEN [12 6.3%]	+2.1
PP NOT SEN [30 15.6%]	+3.3
NOT PP SEN [16 8.3%]	+2.5
NOT PP NOT SEN [134 69.8%]	+3.4

Reading progress	Progress
ALL CHILDREN [192 100.0%]	+3.4
Pupil Premium and Service Children [42 21.9%]	+2.9
NOT Pupil Premium and Service Children [150 78.1%]	+3.5
Pupil Premium [42 21.9%]	+2.9
NOT Pupil Premium [150 78.1%]	+3.5
FSM [42 21.9%]	+3.3
NOT FSM [150 78.1%]	+3.4
PP SEN [12 6.3%]	+1.9
PP NOT SEN [30 15.6%]	+3.3
NOT PP SEN [16 8.3%]	+2.3
NOT PP NOT SEN [134 69.8%]	+3.6

- Pupil Premium children made slightly less progress than those of their peers by -0.3 points.
- FSM made slightly less progress than those of their peers by -0.2 progress
- FSM have outperformed PP children by +0.1.
- PP NOT SEN have performed in line with their peers.

[13] At or Above ARE : Key Groups

No filter

WHOLE SCHOOL	Boys	Girls	Pupil Premium	NOT Pupil Premium	PP with SEN	PP without SEN	Service Children	NOT Service Children
188	82	106	42	146	12	30	0	188
ALL 67.6% [127]	ALL 56.1% [46]	ALL 76.4% [81]	ALL 35.7% [15]	ALL 76.7% [112]	ALL 0% [0]	ALL 50% [15]	ALL [0]	ALL 67.6% [127]
WR 70.7% [133]	WR 56.1% [46]	WR 82.1% [87]	WR 42.9% [18]	WR 78.8% [115]	WR 8.3% [1]	WR 56.7% [17]	WR [0]	WR 70.7% [133]
RE 73.9% [139]	RE 63.4% [52]	RE 82.1% [87]	RE 45.2% [19]	RE 82.2% [120]	RE 0% [0]	RE 63.3% [19]	RE [0]	RE 73.9% [139]
MA 73.4% [138]	MA 67.1% [55]	MA 78.3% [83]	MA 38.1% [16]	MA 83.6% [122]	MA 0% [0]	MA 53.3% [16]	MA [0]	MA 73.4% [138]
FSM	NOT FSM	SEN Support	EHCP	Statement	ALL SEN	NOT SEN	EAL children	NOT EAL children
40	148	19	7	0	26	162	11	177
ALL 37.5% [15]	ALL 75.7% [112]	ALL 10.5% [2]	ALL 0% [0]	ALL [0]	ALL 7.7% [2]	ALL 77.2% [125]	ALL 63.6% [7]	ALL 67.8% [120]
WR 45% [18]	WR 77.7% [115]	WR 15.8% [3]	WR 0% [0]	WR [0]	WR 11.5% [3]	WR 80.2% [130]	WR 72.7% [8]	WR 70.6% [125]
RE 47.5% [19]	RE 81.1% [120]	RE 15.8% [3]	RE 14.3% [1]	RE [0]	RE 15.4% [4]	RE 83.3% [135]	RE 63.6% [7]	RE 74.6% [132]
MA 37.5% [15]	MA 83.1% [123]	MA 31.6% [6]	MA 14.3% [1]	MA [0]	MA 26.9% [7]	MA 80.9% [131]	MA 63.6% [7]	MA 74% [131]

Attendance:

[5] Attendance by Key Groups

No filter

WHOLE SCHOOL	Boys	Girls	Pupil Premium	NOT Pupil Premium	PP with SEN	PP without SEN	Service Children	NOT Service Children
95.8%	94.9%	96.5%	95.5%	95.9%	96.9%	95%	-	95.8%
FSM	NOT FSM	SEN Support	EHCP	Statement	ALL SEN	NOT SEN	EAL children	NOT EAL children
94.9%	96%	94.9%	79.6%	-	90.7%	96.6%	96.3%	95.8%
In Care	NOT In Care	Low KS1 APS	Mid KS1 APS	High KS1 APS	Custom Group: sanctuary2016 17			
90%	96%	92.7%	96.6%	97.9%	97.6%			

PP attendance has risen from 90.6% in 2017-2018 to 95.5% which is almost in line with the whole school.

PP with SEN attendance was 85.3% in 2017-2018 which has risen to 96.9% in 2018-2019. This is a 13% increase.

FSM attendance has risen by 7% from 2017-2017 to 2018-2019.