

## Pupil Premium Strategy Statement

### Academy overview

Metric	Data
Academy name	The Trinity Primary Academy
No. of pupils in academy	185
Proportion of disadvantaged pupils	26%
Pupil premium allocation this academic year	£54120
Academic year or years covered by statement	2020-2021
Publish date	August 2020
Review date	December 2020
Statement authorised by	Clare Murray
Pupil Premium lead	Hannah Allender
Governor lead	TBC

### Disadvantaged pupil progress scores for last academic year - based on teacher assessment from Insight

Measure	Score
Reading	0
Writing	-0.6
Maths	+0.2

### Disadvantaged pupil performance overview for last academic year – based on teacher assessment

Measure	Score
Meeting expected standard at KS2	40%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Many of the aims in this strategy are an extension of 2019-2020 due to Covid-19.

Measure	Activity	Cost
Priority 1: To ensure disadvantaged children are making accelerated progress therefore narrowing the gap with non- disadvantaged children nationally.	<p>Continue to embed a mastery curriculum to meet the learning style needs of disadvantaged children as appropriate throughout the year.</p> <p>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.</p> <p>Pre learning is provided for children who need to narrow the gap with a specific focus on Pupil Premium children.</p> <p>Ensure that pre and post learning sessions are available for all Pupil Premium children.</p>	£9000
Priority 2: To develop children's resilience, emotional wellbeing and mental health, especially in light of Covid-19.	<p>TA and SENCo who are Thrive trained to work with a range of children across the school. This will be prioritised based on the Thrive Screening tool. Children to receive weekly sessions based on their level of need. These will be focused on Pupil Premium children first and foremost.</p> <p>To continue to resource our Thrive Room so that children can be supported appropriately.</p> <p>To continue to develop CPD for staff so that they have good understanding of the principles of Thrive.</p> <p>To introduce Forest Schools for Y5, Y6 and a group of targeted children to develop resilience and cooperation skills. These groups have been selected due to the high proportion of Pupil Premium children who will be involved.</p>	£20000
Barriers to learning these priorities address:	<p>Children who have a below average baseline when they enter the school.</p> <p>Ensuring the curriculum, through a mastery approach, is fluid and broad enough to engage reluctant learners.</p> <p>Children leading healthy (physical and mental health) lives.</p> <p>Children showing a lack of resilience and the ability to work cooperatively.</p>	
Projected spending		£29 000

***Projected spending must equate to the amount of funding allocated***

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<+1	July 2021
Progress in Writing	<+1	July 2021
Progress in Mathematics	<+1	July 2021
Phonics	Y1: 80% (4/5 PP children) Y2: 78% (7/9 PP children)	June 2021 June 2021
Other		

***Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.***

### Targeted academic support for current academic year

Measure	Activity	Cost
Priority 1: 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.	<p>An enquiry/ knowledge based curriculum which puts learning into a clear context.</p> <p>In Y6 each child will have the opportunity to attend the theatre in London. (Covid-19 dependent) This will instil ambition and develop a sense of culture</p> <p>Key Vocabulary section included in planning documentation</p> <p>Wow moments and bringing it in the classroom e.g. bringing a volcano to life</p> <p>At least 2 trips per academic year. (Covid-19 dependent)</p> <p>Embedding our curriculum with a focus on knowledge retention.</p> <p>Children to be aware of the specific subjects and the key knowledge for that area. Pre learning for children in vulnerable groups</p>	£3000
Priority 2: To build on the language and oracy of our disadvantaged learners	<p>Language and oracy to be a key factor in our recovery curriculum. Children to have the opportunities to talk about the situations that they have been through.</p> <p>Staff to use the Oracy toolkit which was created in 2019-2020 to embed the differing type of language skills. Oracy to be interwoven into all aspects of the curriculum.</p> <p>DHT to continue her involvement in the Wiltshire and Swindon oracy project.</p>	£2120

	Pre learning to teach key vocabulary for the lesson. Early intervention from SALT	
Rationale (data/research)	<p>1: 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.</p> <p>Children learn when they are engaged and inspired.</p> <p>2: The Education Endowment Foundation's Research states oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>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.</p> <ul style="list-style-type: none"> <li>•targeted reading aloud and book discussion with young children;</li> <li>•explicitly extending pupils' spoken vocabulary;</li> <li>•the use of structured questioning to develop reading comprehension; and</li> <li>•the use of purposeful, curriculum-focused, dialogue and interaction</li> </ul> <p>Oracy promotes good outcomes in attainment.</p>	
Barriers to learning these priorities address	<p>Children who have a below average baseline when they enter the school.</p> <p>Ensuring the curriculum, through a mastery approach, is fluid and broad enough to engage reluctant learners.</p> <p>Children's language skills and oracy.</p>	
Projected total spending		£5120

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#### **Wider strategies for current academic year**

Measure	Activity	Cost
Priority 1: To plan and deliver individualised intervention programmes as required throughout the year for those vulnerable to underachievement and also poor behaviour choices.	<p>Use of Thrive trained staff – SENCo and TA.</p> <p>Use of ELSA trained staff – 2 x TA.</p> <p>Use of Thrive Room to create a safe space for children to access intervention.</p> <p>Use of Forest Schools for a targeted group of KS1 children in order to support their emotional wellbeing and resilience.</p>	£19500

	Use of Forest Schools for Y5 and Y6 (high proportion of vulnerable learners) in order to support resilience, emotional and physical wellbeing.  Targeted teacher and TA support to meet the needs of individual children.	
Priority 2: To improve parental engagement so that parents can support their children academically at home	Use of See-Saw and Tapestry for parental engagement.  Use of Microsoft Teams for parents to engage in school while they are not able to enter the school building.	£500
Rationale (data/research)	<p>1: 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.</p> <p>The Trinity CE Primary Academy's pastoral team work with children, staff and families on an individual basis as part of our provision mapping.</p> <p>2. Seesaw fosters home-school relationships</p> <p>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.</p> <p><a href="http://www.kathleenamorris.com/2019/03/26/seesaw/">http://www.kathleenamorris.com/2019/03/26/seesaw/</a></p> <p>This has been recommended by Pickwick Learning Alliance as a way to improve communication.</p>	
Barriers to learning these priorities address	<p>Children leading healthy (physical and mental health) lives.</p> <p>Children showing a lack of resilience and the ability to work cooperatively.</p> <p>Parental lack of engagement with school.</p>	
Projected total spending		£20000

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### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Attendance of children from disadvantaged backgrounds due to Covid-19 protocols including parents being anxious.	<p>PSA to be involved in reassuring families that their children are safe in school.</p> <p>Ensuring that school have the ability to set work on Seesaw and Tapestry for any of</p>

		the children who need to isolate and cannot be in school. This will limit any loss of learning time.
Targeted support	Children being able to take part in school trips and theatre trip due to Covid-19.	Look at trips which can take place outside and locally to avoid travel. Explore having outside agencies in to support these aspects of the curriculum.
Wider strategies	Parents who are not accessing Seesaw and therefore are harder to reach and engage.	Look at this list of parents and PSA to target discussing this with them to unpick the barriers and discuss where the school can support this,.

### Review: last year's aims and outcomes

Aim	Outcome
To ensure disadvantaged children are making accelerated progress therefore narrowing the gap with non- disadvantaged children nationally.	<p>PP Progress:</p> <p><b>Reading</b> 51 pupils · Average: <b>-0.3</b></p> <p><b>Writing</b> 51 pupils · Average: <b>-0.3</b></p> <p><b>Maths</b> 51 pupils · Average: <b>-0.2</b></p> <p>Non-PP Progress:</p> <p><b>Reading</b> 122 pupils · Average: <b>-0.3</b></p> <p><b>Writing</b> 122 pupils · Average: <b>-0.3</b></p> <p><b>Maths</b> 122 pupils · Average: <b>-0.2</b></p> <p>PP and not PP progress is in line. PP have made the same rate of progress as non PP children.</p> <p>EHCP PP:</p> <p><b>Reading</b> 5 pupils · Average: <b>0</b></p> <p><b>Writing</b> 5 pupils · Average: <b>-0.2</b></p> <p><b>Maths</b> 5 pupils · Average: <b>0</b></p> <p>This group of children have made accelerated progress particularly in reading and maths</p>

	<p><b>SEND PP:</b></p> <p><b>Reading</b> 13 pupils · Average: <b>-0.1</b></p> <p><b>Writing</b> 13 pupils · Average: <b>-0.1</b></p> <p><b>Maths</b> 13 pupils · Average: <b>-0.2</b></p> <p>This group of children is in line with PP and no PP data.</p> <p><b>No SEN PP</b></p> <p><b>Reading</b> 27 pupils · Average: <b>-0.3</b></p> <p><b>Writing</b> 27 pupils · Average: <b>-0.4</b></p> <p><b>Maths</b> 27 pupils · Average: <b>-0.2</b></p> <p>These children have achieved lower in reading and writing and therefore need to be the priority group for next year. They are also the children who have done been in school since March 2020 (except a handful across key year groups) so need to be prioritised.</p>
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.	<p>Children in Y6 went to Mary Poppins in February 2020.</p> <p>All classes went on a least one school trip linked to their curriculum. There were further ones planned but cancelled due to the Covid-19.</p> <p>The curriculum overview is in place and progression documents have been created for all subjects. These are being used to plan for the curriculum. The curriculum drivers are matched to the needs of our learners and are being used to plan accordingly. This needs to be continued and embedded.</p>
To build on the language and oracy of our disadvantaged learners	<p>DHT started attendance at Wiltshire and Swindon Oracy projects linked to the Voice 21. All training which was undertaken has been disseminated. An Oracy toolkit is in place and staff understood the types of oracy which need to be taught. All classes have taught oracy discretely so that children have a clear understanding of the importance of this. An Oracy tracking system has been developed by DH in order to show progress in oracy. This needs to be embedded and continued.</p>

<p>To plan and deliver individualised intervention programmes as required throughout the year for those vulnerable to underachievement and poor behaviour choices.</p> <p>To ensure disadvantaged learners attend school regularly</p>	<p>TA is now Thrive trained and leading interventions for targeted children across the school.</p> <p>Thrive Space has been created so that children can access the provision in safe space.</p> <p>Attendance as of February 2020 had improved for all learners including PP:</p> <p>Whole school: 97%</p> <p>Pupil Premium: 96.7%</p> <p>This is almost in line with whole school and 1% increase from 2018-2019.</p> <p>FSM: 93.7% Although this is lower it is within 1% with 2018-2019. This needs to be prioritised next year.</p>
<p>To provide children vulnerable to exclusion with alternative provision to help re-engage them in learning.</p>	<p>Children who are at risk of exclusion access alternative provision to support this, including equine therapy and Forest Schools.</p> <p>Fixed-term exclusions have decreased from 2018-2019.</p> <p>Child A: 3 fixed term exclusion of 3 day (all in T1, there have been none since this time)</p> <p>Child B: 1 fixed term exclusion of 0.5. (had 2 fixed term exclusions the previous for longer period of time)</p>
<p>To improve parental engagement so that parents can support their children academically at home</p>	<p>Seesaw has been introduced for all children in Y1-Y6. This was also used to support home-learning from March 2020. Parents feedback is positive and shows that there are at least 75% of parent accessing in each year group. The use of this needs to be continued as parents will not be able to come into school regularly next year. This will be key for parents to keep up with their learning.</p>