

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Trinity CE Primary Academy
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	27% 2% Service
Academic year/years that our current pupil premium strategy plan covers	2021-2024 3 year PP strategy.
Date this statement was published	22 nd September 2021 Updated: 25 th September 2022 for 2022-2023
Date on which it will be reviewed	15 th December 2021 Update: July 2023
Statement authorised by	Clare Murray
Pupil premium lead	Hannah Allender
Governor / Trustee lead	Richard Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,720 Service: £1280
Recovery premium funding allocation this academic year	£8,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79,120

Part A: Pupil premium strategy plan

Statement of intent

At The Trinity Primary Academy all our staff strive to achieve the very best outcomes they can for every child through **quality first teaching**. We invest in **high quality training** for all staff to ensure teaching and learning is of a consistently high quality for everyone. We recognise that not every child receiving PPG is socially disadvantaged and also that not every child who is disadvantaged receives PPG. By focusing on children's individual needs we aim to enable every child to achieve and make the best progress they can. Whilst maintaining a careful track of all pupils' progress, we also closely track how well PPG children are achieving in comparison to their peers in order to close the gap.

Our priorities are:

- Ensuring all student receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well -being and cultural capital
- Providing opportunities for children that they would not have the opportunity to do otherwise

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children who have a below average baseline when they enter the school.
2	Children showing a lack of resilience and the ability to work cooperatively.
3	Children leading healthy (physical and mental health) lives.
4	Children attending school regularly and parental engagement with this.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure that there is Quality First Teaching in all lessons to meet the needs of all learners.	100% of teaching will be good or better, as shown through learning walks, book looks and data.
To ensure disadvantaged children are making accelerated progress therefore narrowing the gap with non- disadvantaged children nationally.	Data will show that children who are in receipt of PPG's progress will be in line or higher than

	those who are not receipt. This will be in line with their starting points.
To further develop children's emotional wellbeing, mental health and physical health.	Thrive profiles will show an improvement from baseline. Children will talk positively about strategies that they can use to support their mental health and wellbeing. There is a whole school policy in place to support children, parents and staff. Behaviour and relationships policy is being lived out.
To ensure that the children attend school regularly and on time.	Attendance for disadvantaged children will be in line with non-disadvantaged children.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching CPD for all teachers including: - Making Every Primary Lesson Count: Six principles to support great teaching and learning - Bespoke training for staff - Use of Walk Thrus to support pedagogy	Mastery learning: Mastery learning involves breaking down subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must achieve a level of success, measured through testing, before progressing to new content. https://www.walkthrus.co.uk/ Focus on deliberate strategies to improve Quality First Teaching	1 and 2
Use of Forest Schools (in house trained) teacher to support children across the school to support emotional wellbeing and leading a healthy life	Including support within the school day to identify and address gaps in social skills that will enable pupils to self-regulate more effectively. +7Mths (EEF) Collaborative learning opportunities with a supportive adult will enable individuals to apply social skills learnt and become more emotional literate. +5mths (EEF)	2 and 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme School led tutoring	Progress: +5 months One-to-one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. Research suggest that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6-12 weeks, appear to result in optimum impact. Evidence also suggests tuition	1

	should be additional to, but explicitly linked with, normal teaching	
Pre learning is provided for children who need to narrow the gap with a specific focus on Pupil Premium children. Ensure that pre and post learning sessions are available for all Pupil Premium children	Progress: +4 months Small group tuition involves a teacher working with up to five pupils, usually on their own in a separate classroom or working area. This intensive tuition approach is often provided to support lower attaining learners or those who are falling behind. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills	1
Use of feedback	Progress: +8 months Feedback is information given to the pupil or teacher about the learner's performance relative to learning goals or outcomes. Its aim is to improve student learning by redirecting or refocusing the teacher's or learner's actions to achieve a goal. Feedback can be verbal or written, or can be given through tests.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 38 740

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSA – support attendance and disadvantaged families	Progress: +3 months Involving parents in education benefits their children's academic outcomes. Encouraging parental engagement can include workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children as well as more intensive programmes for families in crisis.	4
<u>Use of Thrive</u> -TA x 2 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.	Progress: +4 months Targeting SEL of pupils aims to improve their interaction with others and their management of emotions rather than specifically academic goals. These can take the form of universal well-being programmes in the classroom, specialised programmes targeted at particular students or school-level approaches.	3

To continue to develop CPD for staff so that they have good understanding of the principles of Thrive		
Uniform and Trip budget for Pupil Premium children e.g. theatre trip for Y6 children	Arts Participation +3 months Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	3 and 4

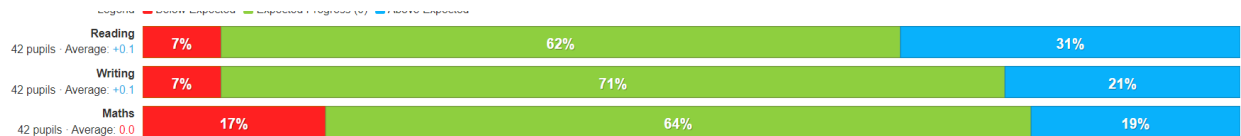
Total budgeted cost: £ 88 740

Part B: Review of outcomes in the previous academic year

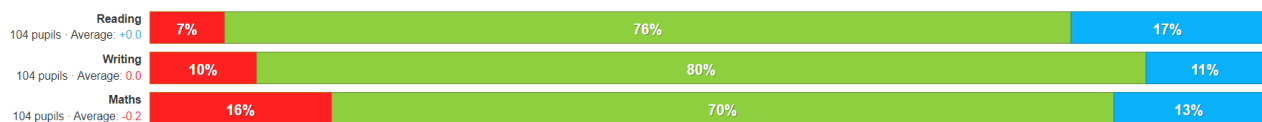
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Whole School Pupil Premium progress from July 2021 – July 2022

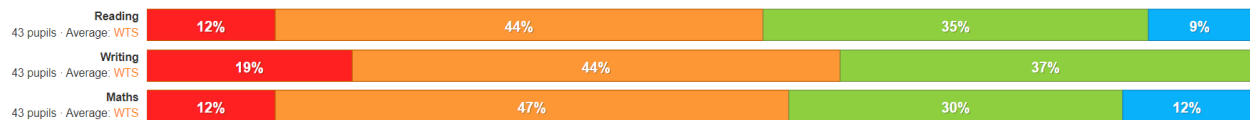


Non-Pupil Premium Progress

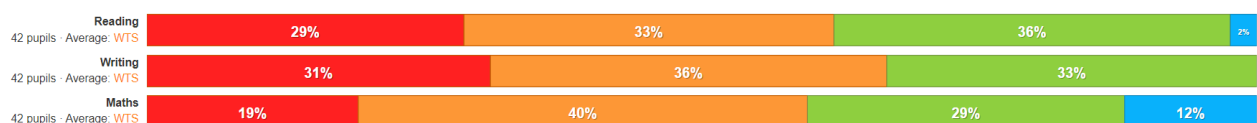


Progress was higher across all subjects for Pupil Premium children.

Attainment 2021-2022



Attainment 2020-2021



Higher percentage of children at ARE in Reading and Writing between the two years. Maths was inline. Increase of children who are not WTS the standard rather than BLW showing progress has been made for those children the gap is becoming smaller. Particularly evident in writing and reading.

Further impact:

- Staff attended Trauma informed practice training and this has been disseminated through Behaviour and Relationships Policy
- Y6 children received small tuition
- Additional TA hours for Mental health and 1:1 support
- Additional TA was put in YR based on their baseline

- *Children across the school, with a focus on Y1, Y2, Y4 and Y5 had weekly Forest Schools sessions. This increased resilience and well-being.*