Trinity Anglican Methodist Primary School

Pupil premium Strategy Statement 2022-2023

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. Our funding allocation will focus on three core areas:

1. Teaching
2. Targeted academic support
3. Wider strategies

School overview

Total number of pupils in school	406
Proportion of disadvantaged pupils	38 pupils, 9.3%
Proportion of disadvantaged pupils who have SEND	9 pupils, 23.6%
Academic year/years that our current pupil premium strategy plan covers	2022,23
Publish date	December 2022
Review date	March 2023, July 2023
Statement authorised by	LGC

Pupil Premium lead	S Nickells
Governor lead	E Broyd

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£49 940
Recovery premium funding allocation this academic year	£5 445
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	£55 385

Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

Our vision at Trinity: Together we inspire, through our Christian values, unique individuals who believe they can achieve more than they ever thought possible - in mind, body and spirit. Through nurture and challenge, we provide a firm foundation to enable all to thrive - to lead and serve in their lifelong journey as local, national and global citizens. This means, we encourage everyone to, 'Aim higher together every day in every way.'

Our Pupil Premium Strategy works towards achieving this for our disadvantaged children by:

- Encouraging increased attendance
- Building strong trusting relationships
- Equipping children with self-regulation skills to use in their behaviour and learning choices so they can develop a growth mindset
- Providing opportunities for language development and increased cultural capital

These priorities align with our whole school development plan.

Challenges

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

Challenge	Detail of challenge
1	Oracy (Vocab & remembering)
2	Self-regulation
3	Achievement in writing
4	Attendance

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.

Challenge	Intended outcome	Success criteria

1	Involvement in Oracy 21 Project to develop children's vocabulary, memory and oracy skills.	• Oracy Project action Plan criteria • Vocabulary development in children's writing
2	Children understand about their emotional/thinking brains and can use related strategies to make more expected and aspirational choices in their behaviour and learning.	• Children can explain these strategies in relation to their brains. • Behaviour for learning scores and conduct logs demonstrate children are using more self-regulation strategies
3	Progress in writing increases	• Assessment shows an increase in: *vocabulary *ideas *readiness to write *effective editing
4	Increased attendance and punctuality	• Persistent absence figures improve for this group of children in comparison to similar points in the year 2021, 22 • Children are more punctual as shown by 'late' marks • Caveat: excluding factors relating to Covid, Scarlet Fever

Activity in this academic year 2022-2023

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: £6 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training - Oracy 21 Project	EEF evidence: • Oral language intervention +6 months	1, 3
Staff training in WalkThrus	• Cognitive Load • Adaptive teaching • Learning model of the brain	1,2,3
Staff training -Trauma informed approach	EEF evidence: • Self-regulation +7 months • Social & emotional +4 months • Behaviour intervention +4 months Eg Social stories & comic strip conversations	1,2
Staff training –Thrive	EEF evidence: • Self-regulation +7 months • Social & emotional +4 months	2, 4
Staff training – phonics and early reading	EEF evidence: • Feedback +6 months • Phonics +5 • Reading comprehension +6	1,3

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £39 386

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children have smart ILPS in place	EEF evidence: • Feedback +6 months • Individualised instruction +4 months	1, 3
Writing interventions	EEF evidence: • Feedback related to outcomes eg success criteria +6 months • Individualised instruction +4 months • Collaborative learning +5 (eg Tutoring in group of 3) • IPEELL	1, 3
Phonics and early reading interventions	EEF evidence: • Phonics focus +5 months • Homework club +5 months	1,3

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £9 999

Activity	Evidence that supports this approach	Challenge number(s) addressed

Trauma/Thrive approach	EEF evidence • Self-regulation +7 months • Social & emotional +4 months	2
Mindfulness	EEF • Social & emotional learning +4 months • Positive feedback from children	2
Enrichment eg STEM, JASS	EEF evidence • Oral & language intervention +6 months	1, 3
Subsidies eg trips, uniform	EEF evidence • Parental engagement +4 months	1, 3
Attendance monitoring	EEF evidence • Parental engagement +4 months	4
Oasis Parent, Carer Coffee mornings	EEF evidence • Parental engagement +4 months	4

Total budgeted cost: £6 000 + £39 386 + £9 999 = £55 385

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes (Teacher Assessed and Statutory KS2 outcomes)

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

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress. ***Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 to 2022 results will not be used to hold schools to account.***

Summary Progress Data between July 21 and July 22 (with comparisons to the Trust)

Trinity Relative Progress (In additional months)	Maths July 22	Reading July 22	Writing July 22
All Pupils	**0.2**	**-0.1**	**-3.0**
PP	**0.8**	**1.8**	**-2.0**
Trust Relative Progress (In additional months)	Maths	Reading	Writing
All Pupils	-1.4	-1.0	-3.5
PP	-3.1	-1.9	-4.4

July 21 to July 22 For progress, Trinity same or better than the Trust for 'all pupils' and PP in R/W & M . PP in Trinity made increasing progress across the year in M and better progress than 'all pupils' in M, R & W.

Commentary and conclusions on outcomes including phonics:

Commentary on Progress Data above:

Identified factors have impacted on progress which can be summarised as follows:

- Specific factors related to individual children
- SEND – 23.6% of PP have SEND
- Illness – especially Covid related

Phonics:

- Y1 2/3 PP children did not meet the standard (1 SEND)
- Y2 4/10 did not meet the standard (Majority SEND)
- Y4 1/6 has not met the standard (SEND)
- Interventions are in place for children not meeting the phonics check.

Actions:

- Specific factors will be followed up through individual plans.
- Writing continues to be a whole school focus for 2022, 23
- Address impact of attendance on progress

Review of expenditure for the year 2021 22
1. Teaching

Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
The data shown above demonstrates that progress for PP children is consistently good in reading and maths and better than for 'all pupils' by the end of the year. PP children made better progress in writing than 'all pupils' but needs to improve and is a whole school focus. Progress for PP children is better than for PP children across the Trust in all three subjects. First quality teaching was a focus through staff training around the trauma informed approach, including Thrive and aspects of SEND. There was also significant input on phonics, early reading and writing from external providers. In addition, the school started its journey with the Voice 21 Project. An external SEND audit recognised that 'pupil engagement was strong and students were well supported through both quality first teaching but also through targeted and thoughtful intervention, designed to meet their individual SEND needs. The school is	Our focus on staff training will continue next academic year with time allocated to embedding good practice into inclusive first quality teaching especially in writing. We will develop this work by exploring strategies to support children in 'remembering more'.	£25 450
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Learning mentor work with identified PP (and non-PP) children contributed to strategies being adopted by children when dysregulated. 8 children received targeted Thrive plans (some for actioning at home and some for school) 1 family received plan specifically for home-use and regular 1:1 liaison with phone calls from learning mentor and inclusion lead which enabled support to be delivered and sign-posting to other options. PP parents attended parenting workshop run on two occasions on 'Trauma Informed Parenting' parental feedback was very positive on its impact and 2 parents put on Thrive pathway as a result. Tutoring for reading for Y2/Y5 PP 4/4 = 100% made expected progress by T4 and	Thrive as an approach is very impactful. Will continue with approach but make key techniques for self-regulation and calming whole-school focus in 22-23 academic year. More focussed parenting workshop over multiple weeks in Term 1 of 2021. Further monitoring of phonics for 22, 23 Continue with tutoring Collaborative learning with an evidenced based writing intervention	£22 126
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**

Attendance DHT-involvement with specific PP child resulted in support for family in raising attendance. Regular 'check ins' with PP & vulnerable families occurred to ensure school remained priority and any lack of engagement in home learning was followed up. Regular EWO monitoring visits to school and to support specific families as necessary. • Persistent absence figures improve for this group of children in comparison to similar points in the year 2021, 22 Absence and persistent absence is up on May 21 mainly due to Covid related absence. PP absence May 21 = 2.41, May 22 = 7.17 PP PA May 21 = 5.56, May 22 = 21.21 • Children are punctual as shown by 'late' marks May 22 Average lates for PP from Sep 21 = 4.6 per child. This includes two children with sibling drop offs at other schools	Close monitoring will continue Formalise this as a 'PP offer' with lunch community group offered across the year. Any ongoing support for PP families to include reference to the work going on in school.	£5 809

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive	Thrive

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (Optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.