Trinity Anglican Methodist Primary School

Pupil premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	403 plus 36 on roll in nursery
Proportion of disadvantaged pupils	43 pupils, 10.6% (none in N) (National average: 23% FSM)
Proportion of disadvantaged pupils who have SEND	13/43 pupils, 30.2%
Academic year/years that our current pupil premium strategy plan covers	2023, 24
Publish date	December 2023
Review date	March 2024, July 2024

Statement authorised by	LGC
Pupil Premium lead	S Nickells
Governor lead	E Broyd

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£52 380
Recovery premium funding allocation this academic year	£5 365
Tutoring funding	£2 362
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	Tot £57 745 £ 65 589 when adding up below

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 2022, 23 • Children are more punctual as shown by 'late' marks • Caveat: excluding factors relating to Covid, other illness

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: £8 668

Activity last year £6 175	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 Team Teach	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 subscription Charge Learning mentor time to Thrive First Aid Mental health training Bereavement training	EEF evidence: • Self-regulation +7 months • Social & emotional +4 months	2, 4
Staff training – phonics and early reading	EEF evidence: • Feedback +6 months	1,3

ULS	• Phonics +5 • Reading comprehension +6	
Last year T4W	EEF evidence: • Feedback +6 month • Reading comprehension +6	1,3
		£6 592

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

Budgeted Cost: £35 966

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	1, 3

	• Collaborative learning +5 (eg Tutoring in group of 3) • IPEELL/T4W	
Boost Y6 children Maths	EEF evidence: • Feedback related to outcomes eg success criteria +6 months • Individualised instruction +4 months • Collaborative learning +5 (eg Tutoring in group of 3)	1,3
Phonics and early reading interventions	EEF evidence: • Phonics focus +5 months	1,3
1:1 support	EEF evidence: • Feedback related to outcomes eg success criteria +6 months • Individualised instruction +4 months	1,3
Nessy	EEF evidence: • Phonics focus +5 months	1,3
Lighthouse lunch and other lunch support	• EEF evidence: • Self-regulation +7 months • Social & emotional +4 months	2, 4
		£35 066

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma/Thrive approach eg, Jack Hazeldine Foundation	EEF evidence • Self-regulation +7 months • Social & emotional +4 months	2
Mindfulness and Mental Health/Well-Being Last year learning mentor & Mental Health Lead	EEF • Social & emotional learning +4 months • Positive feedback from children	2
Enrichment	EEF evidence • Oral & language intervention +6 months	1, 3
Archbishop Award – resources and planning time	EEF evidence • Self-regulation +7 months • Social & emotional +4 months	2
Subsidies eg trips, uniform, music lessons last year	EEF evidence • Parental engagement +4 months	1, 3
Attendance monitoring this year £550	EEF evidence • Parental engagement +4 months	4

Oasis Parent, Carer Coffee mornings	EEF evidence • Parental engagement +4 months	4
Milk to all year groups free for PP	• Health needs	
Subsidy emergency food vouchers	• EEF evidence • Parental engagement +4 months	4
Subscriptions classroom secrets and IXL	EEF evidence: • Feedback related to outcomes eg success criteria +6 months	
Homework books	• EEF evidence • Parental engagement +4 months	4
Jigsaw	• EEF evidence • Self-regulation +7 months • Social & emotional +4 months	2 £16 087

Total budgeted cost: Income £52 380 plus £5 365 = £ 57 745
Spending: £57 745

Part B: Review of outcomes in the previous academic year 2022-2023

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

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 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.

Summary Attainment Data July 23

% GLD (Good Level of Development) 8 ch		**% Y1 Phonics** 32+		Av Pt Score 4 ch	**KS1 % Meeting Expected Standard** Reading		Writing 4 ch		Maths		**KS2 % Meeting Expected Standard** Reading		Writing 6 ch		Maths	
Sch/Trust		Sch/Trust		Sch/Trust	Sch/Trust		Sch/Trust		Sch/Trust		Sch/Trust		Sch/Trust		Sch/Trust	
12.5	43	50	60	30 28	50	40	25	38	50	45	50	53	50	45	50	42

Commentary on Progress Data above:

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

- Specific factors related to individual children (eg anxiety, EAL)
- SEND – 35.5% of PP have SEND with 50% EHCPs in Y6 PP.
- Specific attendance issues.

Phonics:

- Y1 2/4 PP children did not meet the standard (2 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 2023, 24
- Address impact of attendance on progress

Review of expenditure for the year 2022 23		
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 information above shows that the percentage of PP at Trinity is less than half the National average, this means cohort groups are small which affects the validity of the data. That said, the attainment of pupils generally matches or exceeds Trust averages. This is not the case for: *GLD in EYFS – here 37.5% were SEND including one EHCP. *Y1 Phonics, although average point score was higher for PP than for the Trust – this was a group of 4 children. *KS1 writing which is a whole school focus; this was a group of 4 Children. Providing inclusive support through universal provision continues to be a	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 works with identified PP (and non-PP) children which has contributed to strategies being adopted by children when dysregulated- See ILPs for impact. Thrive plans feed into work with Learning Mentor, ILPs and EHCPs. Social stories and cartoon strip conversations are used to visually support children's understanding of tricky situations eg fall outs and transition times. Families who attended a series of five therapeutic parenting workshops fedback positively about their impact. Trust School Improvement Visit 2-03-23: 'Leaders have established an inclusive and caring culture.' Tutoring – see Entry/Exit data for progress: Y1 Handwriting group showed significance improvement in number of letters formed correctly.	Continue to update Inclusion Team training in Thrive. Continue to offer parenting workshop over multiple weeks. Continue 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**
Engagement Bespoke activities planned across KS2. Children reported enjoyment and teachers reported better concentration and focus upon returning from activity. The majority of PP children take a full part in school life, volunteering to participate in Young Leaders roles; where not, staff get alongside ch to understand any barriers. **Attendance** PP absence May 22 = 7.17; June 23 = 8.27 PP PA May 22 = 21.21; June 23 = 27.27 (July 23 25%) Higher due to one child with significant attendance issues which has been closely monitored throughout the year with the involvement of external agencies, otherwise PP absence = 7.14 similar to last year and PA = 25.49 just over last year. 10 PP ch have PA which includes, for example, impact of part-time timetable, alternative provision and secondary transition arrangements. 17 PP children (excl YR & new ch) have improved attendance compared to last year. 6 PP ch had 4 or more lates this year which is the same as last year. Whilst the overall number of lates has increased slightly, this has meant for 8 ch, their attendance has improved. **Writing**	Close monitoring of attendance will continue will the support of the EWO. Continue subsidies and increase use of Future Stars bursary. Use of Chapel fund from St Peter's Church Invites to local charity events eg Martha's kitchen at Methodist Church Use of Lunch boxes, Christmas Hampers and supermarket vouchers. Continue Breakfast Club for identified children. Writing remains a key focus, especially with regard to vocabulary, so next academic year we will trial Mrs Wordsmith and receive further cpd on Talk for Writing.	£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.