Trinity Anglican Methodist Primary School

Pupil premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	2024 25 382 on roll plus 29 in nursery = 411
Proportion of disadvantaged pupils	24/25 33/382=**8.6%** **None in N/YR** (National average: 23% FSM)

Proportion of disadvantaged pupils who have SEND	24/25 10/33= 30%
Academic year/years that our current pupil premium strategy plan covers	2024, 25
Publish date	December 2024
Review date	Sep 24
Statement authorised by	LGC
Pupil Premium lead	S Nickells
Governor lead	E Broyd

Funding Overview 2024/25

Detail	Amount
Pupil premium funding allocation this academic year	£54 820
Recovery premium funding allocation this academic year	£5 365
Tutoring funding	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2 362
Total budget for this academic year 24/25 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60 185

Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years 24 25

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 24/25

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. 24/25

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 • Children can use Oracy Strategies to more confidently articulate their thoughts and feelings.
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 2024 25

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: £8 882

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 (Embedding) • Adaptive teaching (Embedding) • Learning model of the brain (Embedding) • Remembering more (Increased focus)	1,2,3
Internal staff training on composition strand of writing	EEF evidence • Self-regulation +7 months • Metacognition +7 months • Feedback +6 months	1,2,3
Staff training -Trauma informed approach and Team Teach	EEF evidence: • Self-regulation +7 months • Social & emotional +4 months	1,2

	• Behaviour intervention +4 months Eg Social stories & comic strip conversations	
Staff training –Thrive subscription Charge Learning mentor time to Thrive First Aid Mental health training	EEF evidence: • Self-regulation +7 months • Social & emotional +4 months	2, 4
Forest School Training	EEF evidence: • Self-regulation +7 months • Social & emotional +4 months	2, 4

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

Budgeted Cost: £35 066

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/T4W	1, 3
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 Eg cooking groups	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, other lunch support & breakfast club	• EEF evidence: • Self-regulation +7 months • Social & emotional +4 months	2, 4

Creativity workshop	EEF evidence: • Social & emotional +4 months	2,4
Y6 transition Youth Centre	EEF evidence: • Social & emotional +4 months	2,4

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

Budgeted Cost: £16 237

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 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	EEF evidence • Self-regulation +7 months	2

	• Social & emotional +4 months	
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

Forest school resources	• EEF evidence: • Self-regulation +7 months • Social & emotional +4 months	2,4
Breakfast club	• EEF evidence: • Self-regulation +7 months • Social & emotional +4 months	2,4

Total budgeted cost: Income £54 820 plus £5 365 = £ 60 185
Spending: £60 185

Part B: Review of outcomes to date in current academic year 2023-2024

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

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 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 24

% GLD (Good Level of Development) 5 ch PP		**% Y1 Phonics** 32+ 8 ch PP (3 SEND inc 2 EHCPs)		**KS1 % Meeting Expected Standard** Reading Writing Maths 3 ch PP (1 SEND)			**KS2 % Meeting Expected Standard** Reading Writing Maths 6 ch PP (2 SEND)		
Sch/Trust 23/24		Sch/Trust	Av Pt Score Sch/Trust	Sch/Trust	Sch/Trust	Sch/Trust	Sch/Trust	Sch/Trust	Sch/Trust
20	43	38	60	25	28	33	50	33	38	67 inc 1 at LD	52	50	58	38	51 50 GPS incl 1 LD	38	48

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 – 30% of PP have SEND including 6% with an EHCP.
- Specific attendance issues.

- Small cohorts of PP.
- KS1 writing in 2022, 23, 1 of the 4 PP children met the expected standard. 3 of the children made expected progress in Y3 and will continue to receive additional support.
- KS2 writing, 2 of the 6 children met the expected standard, 2 children with SEND made small steps of progress and 1 child made expected and 1 accelerated progress.

Phonics:

- Y1 5/8 PP children did not meet the standard (2 SEND, incl 1 EHCP)
- In 2022, 23, 2 of the 4 PP children did not meet the phonic expectation in Y1 but both children met it in year 2.
- Y1 Phonics 2023, 24, 3 of the 8 PP children met the standard; children who did not meet will be part of an intervention group in Y2.

Actions:

- Specific factors will be followed up through individual plans.
- Writing continues to be a whole school focus for 2024, 25.
- Address impact of attendance on progress.

Outcome from Making Information Matter (MIME) Reports Aut and Spring terms 2023 24:
No concerns identified for R, W, M for disadvantaged pupils

Review of expenditure for the year 2023 24		
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**

Providing inclusive support through universal provision continues to be a whole school focus. We continue to embed social stories and comic strip conversations and continue our journey with the Voice 21 Project. Quote: Consultant visit 22-02-24 Claire Fowler: *Oracy framework is clearly displayed in all classrooms and in key places around school eg library, corridor space, Computer suite (TB1/TB3) *Some teachers using/encouraging talk tactics in class discussion. (TB4) *Teachers are explicitly teaching and using the language of the oracy framework skills with children. (TB3) *Students feel their voice is valued and feel safe to share their ideas in	A focus on staff training was identified last year and since then, time has been allocated to embedding good practice into inclusive first quality teaching especially in writing. Eg: *Term 1 final staff Mtg on T4W led by James Walker *All staff attending Trust training on writing curriculum *Y6, 2, YR attending Trust Moderation meetings *Internal writing moderation in staff mtg 7-02-24 *Y6 regular writing moderation mtgs with HT 2x term *Focus of staff Mtgs T5 internal writing moderation for all year groups. *External moderation with St Joseph's School 15-11-23 &	£14 116
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**
Actions from last year: • Targeted Interventions: *Continue to update Inclusion Team training in Thrive. New Learning Mentor completed her Thrive training. Whole school training took place in INSET in June. • 3-06-24 staff feedback: 'It is important to remember that behaviour is a form of communication. Providing children with a safe space that they can go to when they need space away from the classroom. Inappropriate responses may sometimes be a result of a child going into fight, flight or freeze mode.'	Embed cpd for whole staff on Thrive. Continue collaborative learning with a focus on the composition strand in writing. Continue Booster sessions due to positive impact and feedback. Continue targeted interventions as identified in ILPs.	£37 166.52
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**

Actions from last year: Wider Strategies: Close monitoring of attendance will continue with the support of the EWO. Jan '24 PP attendance – 92.53% March '24 PP attendance – 92.27% July '24 PP attendance 91.49% This is fairly stable, with a slight drop in the Summer term and we are working towards improvement through internally and external strategies and professionals. There are examples where attendance has significantly improved for specific children. Outcome from Making Information Matter (MIME) Reports Aut and Spring terms 2023 24: No concerns identified for PP attendance. *Trial Mrs Wordsmith. This is being trialled in Y6 and is having a positive impact in children's writing. In year 6, 66% of PP children achieved the expected standard in GPs including one at the higher standard. *Further cpd on Talk for Writing took place Sep 23. *Oracy 21 also continues to be embedded	Continue close monitoring of attendance. Continue to offer parenting workshop courses by Kid's Matter. Roll out Mrs Wordsmith to year 5 due to positive impact on writing in year 6. Plan the Enrichment Project again this year due to positive impact, building on learning from previous year.	£16 237

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.