

Pupil premium strategy statement



Trinity School

CofE VA Primary & Nursery School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Owen Wilder Laura Druce
Pupil premium lead	Laura Druce
Governor / Trustee lead	John- Paul

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66,200
Recovery premium funding allocation this academic year	£ 4,350
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 70,550

Part A: Pupil premium strategy plan

Statement of intent

At Trinity C of E Primary and Nursery School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ❖ Remove barriers to learning created by poverty, family circumstance and background.
- ❖ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. Being part of the ACE academy, we are committed to achieving academic excellence for all children. Character Education is fundamental to the pursuit of academic excellence, where knowledge and academic progress work in tandem with the development of character traits as well as the ability to become an 'expert' learner.
- ❖ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ❖ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ❖ Enable pupils to look after their social and emotional wellbeing and to develop resilience. Within the ACE academy, this is achieved by the explicit teaching of learning to learn which includes the development of metacognition and crucially, character development.
- ❖ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context:

We are a large, 2 form entry Church school in the heart of Exeter. As a fairly new school, we sit in the middle of two continually developing housing estates which house a wide of families. We are 1 of 3 schools in Exeter who have recently joined The ACE academy Trust.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport, music and outdoor learning in the form of forest school.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

The identified Pupil Premium Lead, through regular monitoring will ensure that the objectives outlined in this strategy are upheld and that through regular reviews, no child falls behind.

Challenges

1 2 4 especially in maths. 5 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. 6

Challenge number	Detail of challenge	
1	Social, emotional and mental health	We are still seeing the impact of the pandemic which has caused a rise in the number of children who are requiring nurture time and a more bespoke curriculum to support their emotional needs and mental health. Next year will see us being above national

		average for the number of SEND children in in our school.
2	Gaps in reading, writing, maths and phonics,	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Speech, language and communication	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills gaps among many disadvantaged pupils. These are evident from Reception through to KS2
4	Attendance and punctuality	Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.
5	Access to wider opportunities	Our assessments, observations and discussions with pupils and families have identified compounded social and emotional issues for many pupils and with an increased lack of enrichment opportunities during school closure.
6	Parental engagement	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations,

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
<i>Reading, Writing, Maths</i>	<p>Achieve outcomes in-line with, or above, national average for all groups with progress being at least expected with some progress being better than expected.</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils. Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Improved reading attainment among disadvantaged pupils.</p>
Phonics	<p>At least above local authority and national 90% of pupils in Y1 achieve the expected standard in the phonics screening tests</p> <p>85% of children in Reception achieve the GLD in reading by the end of Reception.</p> <p>All staff are trained in the delivery of Little Wandle and how to successfully deliver Keep Up sessions that have a notable impact on children which puts them in line with their peers.</p>
Attendance	<p>Attendance for all pupils including those in receipt of Pupil Premium Funding is at least 96%.</p>
Improved wellbeing and mental health	<p>Enrichment activities are accessible to all pupils and uptake is equally positive across all groups including disadvantaged pupils. All pupils have access to and engage with the jigsaw curriculum. Sustained high levels of wellbeing demonstrated from student voice, student and parent surveys and teacher observations. Successful Implementation of our 'Character Curriculum' ensures that all children</p>

	strive for academic excellence and feel happy, safe and secure in doing so.
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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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>White Rose Maths introduced and all staff receive CDP</i> <i>NCTEM introduced in EYFS and KS1</i>	My Plans show clear progress towards individual targets, number confidence and basic skills in maths have improved. Work scrutiny and pupil conferencing show the improved progress. Staff feel confident delivering maths as a targeted intervention Staff are attending regular Maths workshops which aims to improve their own subject knowledge.	2,6
Enhancing early reading resources, support and training provided for all staff around early reading and phonics.	Phonics knowledge and understanding has improved with the 70% of disadvantaged pupils reaching the required standard in the Y1 phonics check	2,3
Quality first teaching CPD for teachers in all year groups. National college, ACE Academy Trust partnership, working closely with ACER.	There has been a real push to support Middle/Subject leaders with how to successfully lead a curriculum area through CPD. The school has recently joined the ACE Academy Trust and have taken on a new and exciting curriculum that places academic excellence for all at its heart. Staff have made links with other Trust schools to create a network of success. Staff have had training on the key principles of the ACE curriculum including Character and Metacognition.	1,2,3,5

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early reading and phonics interventions across KS1 and EYFS	Language rich environments, staff training in phonics, enhanced early reading resources and targeted support for speech, language and communication have all supported progress of individual pupils and groups to make rapid progress across the course of the year.	2,3,6,
Screen all children in Reception for language and those children identified for speech.	Language rich environments, staff training in phonics, enhanced early reading resources and targeted support for speech, language and communication have all supported progress of individual pupils and groups to make rapid progress across the course of the year.	1,2,3
1-1 tutoring for pupils in need of specific gap filling	Progress made by pupils receiving tutoring has shown to close attainment gaps and fill knowledge gaps where needed. This is seen in book scrutiny, pupil conferencing and internal data. 2, 3	2,3,5,6
Before and after school Small group tutoring across KS 2 and KS 1 to support gap filling and catch-up programme.	These groups are led by teachers and focus on children's individual target data. Progress made by pupils receiving tutoring has shown to close attainment gaps and fill knowledge gaps where needed. This is seen in book scrutiny. pupil conferencing and internal data.	2,3,5,6

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

Budgeted cost: £ 15,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw/ revised RE curriculum.	The Jigsaw PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance. Newly revised RE curriculum helps support children's spiritual understanding as well as the academic.	1,4,5,6
EWO support	Attendance data shows that all groups of pupils within school have attendance in line with or above national averages. Levels of persistent absence are significantly below national average levels.	4, 6
Early Help and employment of Family Support worker	Measurable targets set within the TAF are being met and targeted support provided to support wellbeing and attendance. We have employed a Family Support Worker who offers practical help and emotional support to families, empowering them to address various challenges. They will work along side the SENco to ensure that our most disadvantaged pupils receive the best level of care and support.	1, 4, 6
ACE Character Curriculum	All staff have had extensive training on how to plan and implement the ACE 'Learning Experience' approach to delivering the curriculum. Through talking to subject leaders, pupil conferencing and looking through the new journaling style of recording, it is evident that pupils are retaining more learning and that their use and understanding of key vocabulary is improving.	1,2,3

<p>Wellbeing and Nurture Team</p>	<p>As a result of the rising number of children presenting with social, emotional and mental health challenges, the school have implemented a range of strategies to support this such as employing a highly qualified member of staff who, in the afternoons provides nurture groups for children based on their individual needs. This includes Lego Therapy, Therapeutic Play, Language Groups and Sensory Activities. This is closely monitored by the SENCO who also runs a lunchtime nurture group.</p> <p>Funding has been used to set up 2 sensory/quiet rooms for children to use. They are equipped with a range of resources to help support children's sensory and emotional wellbeing.</p>	<p>1, 3, 5</p>
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Total budgeted cost: £ 70,550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Triangulation of monitoring through lesson observations, work scrutiny, pupil conferencing and using internal and diagnostic data shows that actions taken during 2021-22 lead to gaps closing for disadvantaged pupils. The Pupil Premium Lead has tracked the progress of the current Year 6 children from Year 3 and then checked this against their target data and it shows that every identified PP child from that year will make ARE in reading, writing and most will achieve this in maths.

This is a very positive picture of how well supported our PP children are as they journey through our school. It demonstrates that no PP child has fallen behind and has either maintained their current level or they have made accelerated progress and moved from below to working towards or working towards to expected.

A review of the strategy indicates that all the measures that have been put into place are having a positive impact on the children in our school. From their starting points in Reception, the majority make great progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
XXXXXX	
XXXXX	