



Trinity School

CofE VA Primary & Nursery School

Trinity CE VA Primary School
Pupil Premium Data Publication 2020/21 academic year REVIEWED

1. Summary information

School	Trinity C of E Primary School				
Academic Year	2020/21	Total PP budget	£25,555 (£930 – service children)	Date of most recent PP Review	Autumn 2021
Total number of pupils On roll	238 (45 nursery)	Number of pupils eligible for PP	20 3 service children	Date for next internal review of this strategy	Autumn 2022

	<i>Pupils eligible for PP (your school)</i>
% Achieving at least ARE standard in reading	48%
% Achieving at least ARE standard in writing	39%
% Achieving at least ARE standard in maths	39%
% Achieved pass rate in National Phonics Screen (taken November 2020)	88%
% children experiencing some PSED issues	61%

2. Barriers to future attainment (for pupils eligible for PP including high ability)

These barriers to learning have been identified after discussions with staff and children, looking at what helps and hinders learning for groups and individuals. Both quantitative and qualitative data have informed these discussions. Input from class teachers, subject leaders, SENCO and outside agencies, parent and child questionnaires.

In-school barriers

A.	% of SEND children within the cohort 13% (no individual behaviour plans)
B.	61% of our PP children are experiencing some aspect of PSED issues – affecting feelings of self-esteem, well-being and involvement. These issues can filter out and affect relationships, managing feelings and resilience as learners.

	We record the involvement and wellbeing of our children using Leuven scale on Tapestry
C.	Gaps in Literacy which can make independent accessing of the curriculum increasingly difficult. For primary age children this is the biggest barrier to learning.
D.	Lack of access/experience of the full range of educational experience.
External barriers	
A.	Some of our PPG children face challenges at home both hidden and seen. Financial pressures on families can cause complex family issues. These are carefully monitored on a family by family basis. Trinity School fosters strong relationships with parents and encourages an open door policy with all adults at school.
B.	Attendance and lateness may be an external barrier. School attendance officer and EWO plus CPOMS and SIMS provide updated tracking.
C.	Lack of facilities for self- study. This may take the form of quiet space, IT equipment, broadband, adult support and meals all to hand. Covid pandemic has only highlighted this.

Pupil Premium Objectives for the current academic Year

The four headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

1. To identify and address the gaps in specific areas of learning and development within pupil premium groups and carefully target support.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Allocated cost	Staff lead	REVIEW
Staff understand and aware of the achievement data surrounding PP children and its changing picture. They have ownership of this and because a strategic approach is taken, staff have professional respect for the schools PP approach and outcomes.	Class teachers to build an in-depth profile of each of their PP children in collaboration with all adults across unit and SENCO. See appendix 1.	Building a personal profile of children brings together all useful information to cross reference and discuss. PSED, attendance data as well as progress in core areas can then create a better insight into need.	<ul style="list-style-type: none"> Time has been allocated half termly to update these profiles and shared. Staff meeting time is given for staff to share and compare trends and insights. Deadlines pre-set to complete and share profiles Profiles uploaded onto INSIGHT our school tracking system. 		SL AD	January 2021 Easter 2021 July 2021
All staff use data tracking that identifies the gaps. Assessment is used rigorously across the school and identifies all underachieving pupils. Subsequent interventions are based on underperformance and factors that contribute. For example, attendance, PSED	<p>Teachers are using INSIGHT to input end of term judgements on children's progress.</p> <p>Tapestry is being used across the whole school as a planning, assessment and gap analysis tool.</p> <p>In school assessments Power Maths end of unit, Phonics diagnostic,</p>	<p>Rigorous assessment enables staff to analyse the attainment of all children and PP/ vulnerable groups. This information is then used to inform planning and analyse gaps.</p> <p>Educational Provision can be more carefully tailored to need due to regular reflection of Tapestry.</p>	<ul style="list-style-type: none"> SLT regular data checks INSIGHT reports Prediction reports ahead of statutory tests 	<p>INSIGHT licence</p> <p>Tapestry Licence and training</p>	OW, SL,	<p>Tapestry scrutiny.</p> <p>Half termly</p> <p>Dec 2020</p> <p>Feb 2021</p> <p>Easter2021</p> <p>July 2021</p> <p>Data reports as above</p>

<p>The gaps in learning within PP groups which have been carefully identified are successfully filled.</p>	<p>Tailored individual support is given across the curriculum and arrangements made for resources to be made available for each pupil as necessary. Staff will take responsibility for this and be reactive and prompt in responding to need so that pupils can make the quickest</p>	<p>Live, reactive and tailor-made approaches are the most effective way of bridging gaps. Our research on cognitive load shows that children need immediate or previous support to absorb and apply new concepts. This is the best and most rapid way of making progress and enabling those learners to be fluent, competent and knowledgeable therefore independent and resilient learners.</p> <p>Class teachers are the best adults to undertake this teaching with established relationship.</p>	<ul style="list-style-type: none"> • Timetabled cover for class teachers every week to check in with PP children • Check in for all children even those performing at ARE (evidence shows that attainment gap can form at any time – this group is under hidden pressures) • Group children for specific targeted teach • Focus on key area taught in class that week – relevant and recent. • Review after half a term 	<p>£5,700+ For release time for class teachers</p>	<p>OW SL AD</p>	<p>Half termly</p>
--	---	--	--	--	---------------------	---------------------------

REVIEW of objective 1

Teacher assessment and thumbnail portraits of PP children is an effective tracker of need. Staff are confident with the template and online data system (INSIGHT) and can use the tools to break down the areas of need and form next steps in detail. Sometimes the target is child-generated and articulated by the teacher. The intervention time allocated by the HLTA can be used 1:1 or to release the teacher to do the intervention.

Data tracking systems and training are implemented well across the school providing an up to date picture of those PP children's learning. The impact is that teachers can be exact about where those children are and where the successes are.

100% of PP children passed the November phonics screen.

Reading has continued to hold as a strength within this group. We can see from the data that as children move up the school reading continues to improve with 100% PP children at or above ARE in Year 4.

COVID CONTEXT: the tailored intervention time has been repeatedly interrupted due to staff shortages and lockdown.

2.						
To raise the profiles of and aspiration for our PP children by developing a more embedded understanding of relational practice and policy.						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Allocated cost	Staff lead	When will you review implementation?
To embed a new approach to behaviour management in school via a relational practice approach. This will improve interpersonal relationships across the school -child to child, adult to child, Adult to adult	There are three main components to the relational model, developing Relationships, Responding and Calming and Repairing and Restoring as well as guidance on working in relationship in the classroom and through a graduated response.	Relational Practice and Policy which is aligned with current research and theory from the fields of attachment and trauma, behaviour management and on effective support for personal development. It emphasises the need for schools to place a greater importance on inclusion and belonging through promoting positive relationships and behaviour, effective teaching and preventative responses	<ul style="list-style-type: none"> • Training booked and planned into calendar of staff inset. • Whole school approach re-written • New behaviour policy 	£3,500	OW AD	Regularly post training September 2021

REVIEW OF objective 2

All staff have received relational practice training from Matt Jones (Babcock SEMH team) and emotion coaching. This has run alongside the School's Behavior Policy which has a restorative theme. Nurture practice is also run throughout year groups as well as outside agencies like Play therapy, SAFE (Domestic Violence counselling), attachment mentoring and lego therapy.

The impact of this is evident in the settled behavior across the school. PP children are registering with high SEMH – some alongside SEN intervention. However the impact of that is contained in a nurturing, positive environment where adults are highly skilled at managing those relationships. There have been no internal or external exclusions at the school. The PP register also logs where children are on watch lists for lateness or poor parental contact/ missed parent's evenings. Relationships are good with parents.

Relational practice is monitored in the weekly learning walks. Staff supervision allows a weekly slot of discussion for staff to deal with relationships in the class.

COVID CONTEXT: All PP children were offered school places during remote-learning periods. Take up was high with over 90% attending. Some training has been put on hold due to restrictions. This will form the basis for next year's strategy.

3.	To ensure a culturally rich curriculum which exposes children to experiences and opportunities to enhance their learning.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	COST	Staff lead	When will you review implementation?
<p>That all our PP children have access to a rich, varied, knowledge- based curriculum. The curriculum should be culturally rich and broad. All children will have full access to enriching and broadening aesthetics of the curriculum – music, art, sport and Humanities..</p> <p>That in planning for all our pupils and especially our PP groups, language acquisition must be a high priority with explicit strategies for extending vocabulary as well as a language rich environment. (understanding and use in context).</p>	<p>A carefully constructed Curriculum which is broad and rich. Equal weight and value given to both core and foundation subjects, outdoor learning and learning off site.</p> <p>Through careful selection of language to be taught (tiered vocabulary found in many different contexts) Activities to extend pupils’ expressive and receptive vocabulary will relate to current topics, with opportunities to practise using new vocabulary. language teaching will develop breadth</p>	<p>A broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.</p> <p>By identifying and understanding “the word gap” teachers can better equip children with the oracy skills to tackle new subject areas as well as justify and explain their own knowledge and understanding.</p>	<ul style="list-style-type: none"> • Curriculum leads with CPD to support the building and rolling out of broad curriculum • Progression woven through a knowledge rich curriculum. • Cross curricular planning • Interest- led planning • Trinity Library developed post COVID. • Specialist teachers for Music, PE, Forest School • Cycle of trips, visits, visitors, enhancements planned in advance. • School Library Service • Links with University • Subscription to the Language link and speech link programme which can assess the word gap and provide in school programmes • Participation in the Plymouth Oracy project • Participation in the Nuffield Early Intervention Programme • Designated vocabulary subject lead to work alongside Literacy Lead to monitor and assess effectiveness of School’s Vocabulary Project. 		<p>OW SL</p> <p>SL, LD</p>	<p>Review March 2021</p> <p>July 2021</p> <p>Statutory assessment points May 2021 July 2021</p>

	(vocabulary size) and depth.					
--	------------------------------	--	--	--	--	--

Review of Objective 3

Reading is a key priority for the school. The school library continues to expand with junior librarians and a committed team of highly trained volunteers who bring a rich range of texts to the curriculum.

Devon Library service subscription has been ring-fenced in the budget.

There has been investment in Little Wandle phonics scheme.

The creation of a revised topic overview to reflect a broad and rich curriculum.

School trips and visitors continue to enrich the topics where possible

Forest School is still an integral part of the week.

Specialist PE and Music peripatetic teachers of Music still in school.

A wide range of lunchtime and after school clubs still run – and PP children are offered places unconditionally.

Collective Worship timetable offers the children a broad, philosophical, spiritual space weekly.

Oracy underpins all planning. Trinity took part in the Plymouth Oracy Project and the NELI speech and Language intervention programme. The school features in a research paper for the Oxford University Press.

Teachers are confident with using the vocabulary walls.

COVID CONTEXT: All curriculum leads have had training and support but staff shortages have impacted on that time.

4. To actively increase the self-esteem of PP children in order to directly impact on their learning outcomes.						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		Staff lead	When will you review implementation?
That by tracking and investing in the wellbeing of our pupils they will, irrespective of background and	The thumbnail portraits of our PP children are updated and circulated termly enabling all staff to take joint responsibility for	At Trinity we recognise issues of self esteem work as a barrier to learning and success at school. Our character curriculum and Christian ethos recognises the importance of “self” in the development of the whole child.	<ul style="list-style-type: none"> • Half termly reviews • Whole school approach • Child-spot • CPOMS 		AD, SL, OW SLT	Half termly

<p>barriers to learning, become happy, healthy, empowered adults who participate and contribute to society. Wellbeing, communication, achievement and independence are areas that the school seeks to address for identified students when spending Pupil Premium funding.</p>	<p>children’s wellbeing and self esteem.</p> <p>“child spot” is a regular part of staff meeting and briefing</p> <p>All issues that may affect the wellbeing of a child are recorded on school’s safeguarding system.</p> <p>Staff training on establishing a good relational practice will enhance relationships in school and provide a positive approach to behaviour management.</p> <p>Our PP children given vital conferencing time weekly to “check in” and make sure there is time to share any difficulties.</p>		<ul style="list-style-type: none"> • 1:1 interventions from our SENCO/Nurture Team • Weekly designated targeted teach with our PP children. • The use of Leuven scales in assessing children’s involvement and wellbeing. 			
--	---	--	--	--	--	--

Review of Objective 4

As reviewed above – behaviour across the school indicates that our PP children are ready to learn despite the identification of SEMH issues in 75% of our PP cohort. Our clearly modelled school values reinforce the importance of self-esteem and the development of the “whole self. ”

The relational practice supports the coaching of children in recognising their own dysregulation and development. We have a whole school approach to our PP children – they are well known and the responsibility of all staff.