

Pupil premium strategy statement

Trinity All Saints CE Primary School

2022 -2023

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	197
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	C. Taylor
Pupil premium lead	C. Taylor
Governor / Trustee lead	Rev M. Weaver G. Hardman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 94, 834
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£94, 834

Part A: Pupil premium strategy plan

Statement of intent

'Growing Together'

'Growing Together' is our school motto; it reminds us that we must all work together to GROW into the very best versions of ourselves.

VISION

We believe that there is no ceiling to what a child can achieve. All children deserve the opportunity to GROW into the very best version of themselves and our ambition is to support all children in our school to achieve this.

It is our intention that ALL children, regardless of their personal circumstances have the opportunity to make good progress and achieve well across all subject areas.

Guided by the EEF we have worked hard to utilise our pupil premium money to remove barriers to learning and address the needs of our disadvantaged children.

In the main the funding is used to provide additional support within the quality first teaching provision, this enhancement provides children with additional support through SMART targeted classroom intervention and discreet provision that is well linked to the needs of the children in our care.

It is also used to provide enriched learning experiences which evidence suggests strengths the learning journey and provides children with crucial memories on which to pin their learning.

We also prioritise inclusion and feel strongly about enabling all families to be in a position to purchase school uniform, attend trips and take part in residential.

Challenges

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

Challenge number	Detail of challenge
1	Academic: There is an attainment gap between disadvantaged and non-disadvantaged pupils.
2	Social and Emotional: We are experiencing an increase in social emotional need with our pupils. Some disadvantaged children require well being support.
3	Enrichment: Some of our disadvantaged pupils have limited opportunities to access enrichment opportunities e.g. visits, residential
4	Economic: provide disadvantaged pupils with appropriate school uniform, which creates financial pressure on families.
5	Continued Professional Development for staff

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>To close the gap between disadvantaged pupils and non-disadvantaged pupils.</i>	There will be a reduction in the % gap.
To accelerate the progress of our disadvantaged children.	Our disadvantaged pupils make good progress from their starting points.
To ensure children in need of social and emotional support know who their trusted adult is and they receive the supporting intervention for their needs.	The school provision map will show children receiving the support they need and leaving the intervention when their need has been met.

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: £16,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development		
<i>Moderation of writing</i>	<i>Shared strategies for improving outcomes for disadvantaged pupils.</i>	1 5
<i>Network meetings</i>	<i>Shared good practice in EYFS to engage parents and therefore improve outcomes for disadvantaged pupils.</i>	1 2 5
<i>Diocese of Leeds Enhance Service Plan</i>	Consultation with Improvement partners ensures decision making and provision is appropriate and impactful on the progress of our disadvantaged pupils.	
<i>School Improvement Support</i>	<i>Evaluation of current practice in</i> <ul style="list-style-type: none"> • <i>Writing across school,</i> • <i>PSHE</i> • <i>Breadth of curriculum planning</i> <i>To ensure we maximise all opportunities for disadvantaged children to achieve.</i>	1 5
<i>Safeguarding Training</i>	<i>Ensure staff are kept up to date with safeguarding procedures and knowledge to</i>	3

	<i>ensure all children including disadvantaged are kept safe.</i>	
<i>SIAMS Curriculum Training</i>	Our current curriculum is improved so that it is engaging, motivating, ethical and effective in giving pupils good aspirations and adding cultural capital.	5
<i>Appointment of KS leaders</i>	To monitor and support the development of provision so that it is effective in motivating pupils to learn.	1 3 5

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

Budgeted cost: £67,662

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Assistants – Reading, Writing and Maths class support</i>	Reading, writing maths – same day learning support to ensure PP are able to access to the curriculum and to accelerate progress.	1 3
<i>Small group interventions</i>	Daily SMART intervention to accelerate progress.	1
<i>Pre post teaching</i>	Pupils are given the best opportunities to “Keep up” rather than catch up with learning.	1
<i>Curriculum Subscriptions</i>	The curriculum is enriched with motivating activities than promote access to the curriculum.	1 3
<i>Purchase of phonically decodable reading books.</i>	Pupils are provided with access to early reading by equipping them with phonetically decodable books that can be matched accurately to their reading level.	1 3

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

Budgeted cost: £ 22,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Milk payment</i>	Pupils are nourished so that they are ready to learn.	4
<i>Swimming lessons</i>	Develop life skills, increase confidence and meet sensory needs.	3
<i>Achievement awards</i>	To ensure pupils have achievement goals. £135 weekly awards	2 3
<i>Visits and residential</i>	Subsidised educational visits / residential trips to enrich the curriculum and provide first hand learning experiences	2 3 4
<i>Developing the learning environment</i>	Learning environments will be low stimulus and non-invasive to support pupils well-being.	2 3
<i>Drawing and Talking Sessions</i>	Pupils suffering from trauma or anxiety will receive skilled counselling.	2
<i>Attendance meetings and administration</i>	Adherence to the attendance policy ensures it is used effectively to improve attendance and close the gap of targeted pupils. To support PP families in achieving attendance.	2
<i>Uniform</i>	Ensure all children are supported in coming to school in the correct uniform.	2 4
<i>Food technology resources</i>	Children will be provided with an enriched curriculum that equips them with life skills.	3
School Ping	Improved communications with parents.	1 2

Total budgeted cost: £106,000

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

The data shows in attainment there are year groups where PP are out performing (Other). The gaps in learning from COVID however are still impacting this data. As pupils have consistent attendance, the gaps will reduce as learning builds on previous achievement with no interruptions to learning.

Attainment (July 2022)

Disadvantaged/Other Gap The % in brackets is GD	Reading		Writing		Maths	
	Disadvantaged (D)	Other (Oth)	Disadvantaged	Other	Disadvantaged	Other
Reception (6D & 18oth)	57%	94%	57%	82%	71%	94%
Year 1 (4D & 13oth)	0	69% (15%)	0	62% (15%)	0	69% (23%)
Year 2 (10D & 14oth)	60% (40%)	93% (29%)	40% (20%)	71% (17%)	60% (10%)	93% (21%)
Year 3 (8 D & 16oth)	75% (38%)	63% (13%)	75% (13%)	44% (6%)	75% (25%)	56% (19%)
Year 4 (16D & 35oth)	56% (19%)	69% (34%)	50% (19%)	63% (31%)	63% (19%)	74% (26%)
Year 5 (14D & 28oth)	50% (14%)	86% (39%)	50% (14%)	68% (29%)	50% (7%)	82% (57%)
Year 6 (15D & 31oth)	47% (27%)	87% (29%)	33% (20%)	71% (16%)	47% (13%)	77% (13%)

Progress

Progress of pupil premium pupils measured against non-pupil premium pupils (other).						
Key Green = out performing Orange = equally performing	R		W		M	
	PP	Other	PP	Other	PP	Other
Y1 (EXP progress 2 points)	2	1.92	2	1.77	2	1.92
Y2 (EXP progress 3 points)	3.2	3.5	2.9	3.07	3.2	3.5
Y3 (EXP progress 3 points)	3.38	3.31	3.63	3.06	3.25	3.25
Y4 (EXP progress 3 points)	3.06	2.91	2.94	3.11	2.94	2.94
Y5 (EXP progress 3 points)	2.86	2.89	3.07	3	2.36	2.79
Y6 (EXP progress 3 points)	4.2	4.06	3.33	3.61	4.2	3.8

There are PP cohorts that outperformed (other) across school in terms of progress and some cohorts where there is no gap. PP pupils are catching up in terms of progress but the knowledge gaps created through COVID are having an impact. We will address this with attendance in school ,no interruptions to learning and back filling curriculum gaps.

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
Third Space Learning	£1815.00
Key Learning Tutor	£7,000

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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.