



Pupil Premium Strategy Statement



This statement details Trinity St Mary's use of pupil premium for the 2022 to 2023 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.

School Overview

Detail	Data
School name	Trinity St Mary's CE Primary School
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	48.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lynn Anderson Head Teacher
Pupil premium lead	Chloe Keys Deputy Head Teacher
Governor / Trustee lead	Hayley Van Den Bergh Chair of Governors




Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,540
Recovery premium funding allocation this academic year	£14,202
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	£118,742

Pupil Premium Strategy Plan

Statement of Intent




Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We focus on supporting all children, particularly disadvantaged children in the following areas:

-  **Raising attainment:** To raise attainment and accelerate progress of PPG pupils, closing the gap between disadvantaged pupils and their peers.
-  **Reducing barriers to learning:** To meet the personal, social and emotional needs of pupils to ensure that they are able to settle and engage in learning.
-  **Enrichment:** To provide access to experiences that broadens children's knowledge and skills for life.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Contained in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

-  ensure disadvantaged pupils are challenged in the work that they're set
-  hold regular monitoring meetings and pupil progress meetings to ensure we can act early to intervene at the point need is identified
-  adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of Challenge
1	<p>Gaps in curriculum knowledge</p> <p>Some disadvantaged pupils' starting points are lower compared to non-disadvantaged peers. Gaps in curriculum knowledge include:</p> <ul style="list-style-type: none"> • Vocabulary gaps and underdeveloped oral language skills among many disadvantaged pupils. • Greater difficulty in phonics compared to non-disadvantaged peers. This negatively affects them as readers. • Some families from disadvantaged backgrounds have difficulty in supporting children in their learning at home due to their own curriculum gaps. • Some disadvantaged children have additional vulnerabilities including English as an Additional Language or Special Educational Needs which require intervention.
2	<p>Social, Emotional and Mental Health:</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils which manifest in various ways in school and at home.</p> <ul style="list-style-type: none"> • Overcrowding or poor homes can lead to issues in attendance, punctuality and impacts on sleep quality • Some of our disadvantaged families have poor attendance or punctuality due to wider issues (e.g. moved out of borough for housing, managed moves) • Proportion of disadvantaged families have emotional needs due to family circumstances which require social and emotional support.
3	<p>Financial pressures:</p> <p>Some of our children from disadvantaged families may be experiencing financial difficulties.</p> <ul style="list-style-type: none"> • Buying school uniform and other school related items e.g. swimming equipment • Affording experiencing wider experiences that families from non-disadvantaged background can afford • Affording healthy, nutritious food • Affording energy bills to maintain a home
4	<p>Access to wider life experiences</p> <p>Some of our disadvantaged children do not have access to opportunities to expand their experiences.</p> <ul style="list-style-type: none"> • Less access to books, stories, conversations and games/toys at home • Limited exposure of trips/events • Deficit of exposure to cultural capital compared to their non-disadvantaged peers
5	<p>Attendance and Punctuality</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils.</p>

	3 - 5% of disadvantaged pupils have been 'persistently absent' compared to 1 - 2% of their peers during that period. Our assessments and observations indicate that absenteeism is having a negative impact on disadvantaged pupils' progress.
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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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction reporting of concerns/anxiety • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
TAs deployed effectively to support catch-up across the school. Training in place to enable effective provision.	TA employed to support disadvantaged children, training in place for TAs on various intervention programme when needed.

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: £28,500

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and training to support whole school consistent approach.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Purchase of additional phonetically decodable texts to provide all KS1 and new to English children with books read at home in order to improve their word reading and fluency.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Purchase of phonetically decodable books aimed at KS2 to ensure children are provided with a text suitable for their reading ability to read at home to develop their reading fluency as well as improve their reading comprehension. Some of our disadvantaged pupils have very little access to books at home	Research shows that being able to read fluently aids reading comprehension. Providing children with suitable books for their reading ability will support their reading fluency.	1
Enhance our teaching of the curriculum with a strong focus on recall and ongoing feedback within lessons so that children	Principles of Instruction states that revisiting knowledge reduces the forgetting curve which ensures that built in regular recall of knowledge in lessons will mean that children are more likely to learn and remember key knowledge.	1,2,3,4

know and remember more.		
<p>Specialised Music Teacher:</p> <ul style="list-style-type: none"> Inspires and motivates our children Provides strong subject knowledge Provides wider life experiences through clubs that are run by music teacher 	Specialised music teacher allowing children to develop their music ability and confidence across the school. EEF evidence shows that involvement in artistic and creative activities can develop engagement and also language skills.	1,2,3,4
INSET training for all staff on delivering high quality phonics	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

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

Budgeted cost: £19,788

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Additional phonics and Speech and Language sessions targeted at disadvantaged pupils who require further support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch up –	1,2

	see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	
Teachers and support staff to provide additional reading for PP children and interventions on reading- KS1 and 2 targeted reading support	EEF (+4) "Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher or TA to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills." Accelerated progress for children in receipt of interventions and other targeted support. Having analysed our cohorts we have identified groups of children that need support to address gaps.	1,2
Easter School to support Year 6 pupils access education	EEF (+4) "Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher or TA to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills." Accelerated progress for children in receipt of interventions and other targeted support. Having analysed our cohorts we have identified groups of children that need support to address gaps.	1

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

Budgeted cost: £72,770

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff through P2Be</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5
<p>Subsidised visits/visitors, experiences and extra-curricular activities for PP children.</p>	<p>PP pupils do not have access to as many activities, which promote cultural capital. If visits and extracurricular activities are able to go ahead financial support can be provided to ensure children in receipt of PP are able to take part. Areas where PP pupils are supported: Residential visits where financial support may be offered to cover some/all costs. Visits out of school – fully supported, Visitors in to school – fully supported</p>	1,2,3,4
<p>Head teacher/Attendance officer to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with EWO re pupils <90%. Increased rewards for improving and good attendance.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe-funding-successfully</p>	5
<p>Support disadvantaged families with subsidised Wrap Around Care</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance</p>	3

Subsidised costs for Nursery or 2 Year Old provision for disadvantaged families.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.	3
Subsidised for uniform for disadvantaged families	Supporting inclusion and equality by subsidising access to full school uniform.	3

Total budgeted cost: £ 121,058

Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

The 2021-22 academic year was the first non-interrupted year for the children since 2018-19 academic year. The careful management of catch-up and filling gaps was important to ensure that knowledge was built upon to ensure progression was enabled across the year groups.

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
Phonics and online reading	Bug Club
Times Table Blast	LGFL
Language Angels - MFL	Language Angels
White Rose Maths Premium	White Rose
Oddizzi- Geography	Oddizzi
NESSY	NESSY

Further Information

The school supported families last year in a number of ways, these include:

- A food bank was created in school to provide support to vulnerable families
- Parent and child mental health support through Place 2 Be's school manager

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Ensuring a wide and relevant curriculum is being taught to inspire children and build key skills of resilience, knowledge of the world and current global issues e.g. Eco.