

## Trinity & St Michael's CE/M Primary School

### Pupil Premium Strategy Statement 2023/4

Do everything in ....



**“Stand firm in the faith, be courageous, be strong,  
do everything in love”  
(1 Corinthians 16:13-14)**

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	Trinity & St Michael's CE/M Primary School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Claire Procter
Pupil premium lead	Claire Procter
Governor / Trustee lead	Vikki Tayler

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,225
Recovery premium funding allocation this academic year	£3,436
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£58,661</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

### Statement of Intent

At Trinity & St Michael's CE and Methodist Primary School we strive to follow Jesus's example and **do everything in Love**. Through living out our Christian Values we seek to equip our pupils with the skills to be able to **learn to love** and **love to learn** so that they are able to become the very best they can for themselves, for others and for our wonderful world. We want children to be able to enact positive change across all spheres of society.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions and align pupil premium use with the wider school improvements.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions

required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our key principles and priorities are:

- Ensuring that every child has access to a highly trained, outstanding teacher and receives quality first teaching;
- Ensuring that every child achieves their academic potential from their starting point by providing targeted academic support if needed;
- Providing every child with a balanced and well-structured curriculum that meets their needs ensuring that they learn more and remember more;
- Ensuring that every child develops emotionally and spiritually and through targeted opportunities and life experiences begins to understand what makes that unique and extraordinary;
- Ensuring barriers to attendance and behaviour are addressed;
- Ensuring the attainment gap between disadvantaged pupils and their peers is closed.
- Ensuring that the PPG reaches those pupils who need it most.

## Challenges

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

Challenge Number	Detail of Challenge
1.	35% of pupils eligible for PPG have specific nurture and/or emotional literacy needs. They also have low self-esteem and high pastoral needs
2.	51% pupils eligible for PPG have specific SEND needs and as a result of this have additional barriers to learning
3.	Average 2-year attendance percentage for pupils eligible for PPG is 3.55% lower than that of non-PPG pupils 2022/2023 the attendance for pupils eligible for PPG was 5.1% lower than that of non ppg pupils
4.	For some pupils eligible for PPG they have limited access to enriching experiences outside of school that offer opportunities to develop and enhance their cultural capital. They have limited opportunities to develop new skills, hobbies and or interests.
5.	Underdeveloped oral language and vocabulary gaps are more prevalent among many pupils who are eligible for PPG.

## 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
Higher attendance rate for PPG pupils	Attendance of disadvantaged pupils above 96% and the gap between disadvantaged and non-disadvantaged pupils narrowed.
A high proportion of disadvantaged pupils are working at year group expectations in Reading	Triangulated evidence, including engagement in lessons, pupils book study and ongoing formative assessment. Increase in percentage of disadvantaged pupils making at least expected progress. Increase in percentage of disadvantaged pupils working at year group expectations. Pupil's voice reflects a love of reading. Successful implementation of Reading Plus and Reading Eggs. Disadvantaged pupils achieve or exceed end of key stage attainment and progress based on their prior attainment.
A high proportion of disadvantaged pupils are working at year group expectations in Writing	Triangulated evidence, including engagement in lessons, pupils book study and ongoing formative assessment. Increase in percentage of disadvantaged pupils making at least expected progress.

	<p>Increase in percentage of disadvantaged pupils working at year group expectations.</p> <p>Successful implementation of IDL.</p> <p>Disadvantaged pupils achieve or exceed end of key stage attainment and progress based on their prior attainment.</p>
A high proportion of disadvantaged pupils are working at year group expectations in Mathematics	<p>Triangulated evidence, including engagement in lessons, pupils book study and ongoing formative assessment.</p> <p>Work in books demonstrates improving confidence in problem solving and reasoning.</p> <p>Increase in percentage of disadvantaged pupils making at least expected progress.</p> <p>Increase in percentage of disadvantaged pupils working at year group expectations.</p> <p>Successful implementation of Dynamo Maths, Numberbots and Times Tables Rockstars</p> <p>Disadvantaged pupils achieve or exceed end of key stage attainment and progress based on their prior attainment.</p> <p>Disadvantaged pupils achieve their Multiplications check in Year 4</p>
A high proportion of disadvantaged pupils achieved greater depth in core subjects	<p>Increase in percentage of disadvantaged pupils working in greater depth.</p>
Improved knowledge of vocabulary and improved oracy amongst disadvantaged pupils	<p>Independent writing demonstrates a widening choice of vocabulary.</p> <p>Reading assessments indicated a widening understanding of the use of vocabulary.</p> <p>Prompt and successful referral to SALT.</p> <p>Successful implementation of Speech and Language plans.</p>
Disadvantaged pupils are able to identify their emotions and understand that behaviours and responses are linked to their emotions. Pupils can discuss the impact of these on their learning and relationships	<p>Discussion in PSRHE, Worship and RE lessons demonstrate that pupils understand their emotions and the impact of these.</p> <p>Pupils access support and can regulate their emotions and respond positively.</p> <p>Mental health champion builds successful relationships with disadvantaged pupils and 1:1 interventions are impactful. Progress is measure through the Boxall profile.</p>
Improved resilience	<p>Pupils are aware of metacognition and use these strategies to support and extend their own learning</p>
Increased cultural capital and extra-curricular experiences	<p>Attendance of disadvantaged pupils at extracurricular activities is the same as the same as non-disadvantaged pupils.</p> <p>Attendance at extracurricular activities positively impacts on attainment and wellbeing.</p> <p>All disadvantaged pupils attend school visits.</p> <p>Disadvantaged pupils talk positively about their experiences at extracurricular activities.</p>

### Activity in this academic year 2022/3

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed.

Teaching		
Activity	Evidence that supports this approach	Challenge number addressed
Ensure staff are trained in the final section of Little Wandle Phonics (Year 2)	<p><a href="http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Phonics has a strong evidence base that has a positive impact on all areas of Literacy acquisition especially word reading. +5months</p>	2/5

All Staff recap the training of 'Reading Partners' intervention  Purchase additional Little Wandle Reading Books to support the complete programme. £2654	EEF Guide to Literacy: Giving every child the skills they need to read and write well is a central ambition of our education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum.  EEF Putting Evidence to Work: A School Guide to Implementation.	2
High quality CPD through assured providers such as LPDS, Excellence in education and DBE (£10,000)  Structured teacher development and subject leadership development (INSET/Weekly staff meetings)	The EEF Guide to Pupil Premium identifies the importance of spending on improving teaching and professional development. EEF Guidance Report: Effective Professional Development	1/2/3/4/5
Budget Costs	£12,654	

Targeted Academic Support		
Activity	Evidence that supports this approach	Challenge number addressed
Employ a Mental Health Champion/Pastoral Support worker to support and work 1:1 or with small groups of pupils to address issues associated with poor attendance, lack of self-esteem, behaviour, and emotional difficulties. These issues can become barriers to learning. MHC to support families in accessing support. (£10,578)	EEF report, 'Improving Social and Emotional Learning in Primary Schools' stresses that it is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates to access good SEL support.  Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> Evidence suggests that mentoring can positively impact attainment, attitudes, attendance and behaviour. +2 months	1/2/3/4
Employ a Play Therapist to work, weekly, 1:1 or with small groups of pupils to address issues associated with poor attendance, lack of self-esteem, behaviour, and emotional difficulties. These issues can become barriers to learning. PT to support families in accessing support.  Play therapist to support the family of PLAC pupils. Siblings to access bespoke therapy. £2055	EEF report, 'Improving Social and Emotional Learning in Primary Schools' stresses that it is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates to access good SEL support.  Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> Evidence suggests that mentoring can positively impact attainment, attitudes, attendance and behaviour. +2 months	1/2/3/4

Provision Mapping Meetings (£5000) Class cover to release staff to discuss the needs of and plan for disadvantage pupils. Meetings will also monitor the impact of interventions.	<a href="http://www.centreforpublicimpact.org/insights/championing-the-disadvantaged">www.centreforpublicimpact.org/insights/championing-the-disadvantaged</a>  Sir John Dunford states that it is essential to regularly monitor pupil premium pupils with staff members to discuss potential barriers and strategies to overcome these.	1/2/3/4/5
1:1 TA support to provide the Reading Partner intervention (£18,306.12)	EEF Guidance Report: Making Best Use of Teaching Assistants will inform decisions regarding the deployment of TA's and additional adults in school. EEF Putting Evidence to Work: A School Guide to Implementation.	2/5
Budgeted Cost	£35,939.12	

Wider Strategies		
Activity	Evidence that supports this approach	Challenge number addressed
Provision for all disadvantage pupils including PPG is well led by a team including: a member of the SLT -PPG champion; mental health champion and pastoral lead. (£2270)	<a href="http://www.gov.uk/government/publications/the-pupil-premium-an-update">www.gov.uk/government/publications/the-pupil-premium-an-update</a> identifies that weak leadership and governance is an obstacle to schools and disadvantaged pupils being successful  <a href="http://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a> identifies the importance of a school creating a leadership climate that is conducive to good implementation so that systems ensure disadvantage pupils achieve.	2
<i>Employ a Mental Health Champion/Pastoral Support worker to support and work 1:1 or with small groups of pupils to address issues associated with poor attendance, lack of self-esteem, behaviour, and emotional difficulties. These issues can become barriers to learning. MHC to support families in accessing support. (see targeted support)</i>	<i>EEF report, 'Improving Social and Emotional Learning in Primary Schools' stresses that it is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates to access good SEL support.</i>  <i>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> <i>Evidence suggests that mentoring can positively impact attainment, attitudes, attendance and behaviour. +2 months</i>	1/2/3/4
Subsidise pupils attending extra-curricular activities. Ensure disadvantage pupils access free clubs which widen opportunities. (£500)	The report, 'An Unequal playing field: extra-curricular activities, soft skills and social mobility', highlights the significant impact and potential of extra-curricular activities.  Ofsted guide, 'The Pupil Premium' (Jan 2013), identified extra-curricular activities as levers for improvement. All pupils should have full access to broad educational experiences.	1/4

Subsidise educational visits and residential visits for pupils eligible for ppg (£520)	EEF states that experiences can positively influence self-confidence, self-efficacy, and motivation. At Trinity and St Michael's we believe that pupils benefit greatly from these experiences, and they are a vehicle to help the pupils 'learn to love and love to learn.'	4
Subsidise snacks for break time Toast (£1000) Milk (£327)		1/4
Budget Cost	£4617	

Teaching	£12,654
Target Academic Support	£35,939.12
Wider Strategies	£4,617
<b>Total Budget Cost</b>	<b>£53,310</b>

## Part B: 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 2022/2023 academic year.

#### Allocation

In 2022/3 the school received £44,240 in Pupil Premium allocation.

#### Impact of Pupil Premium Funding 2021/22

Statutory Results show that at the end of Key Stage 1 and 2 PPG pupils achieve in line with non-PPG pupils.

Key Stage 2	Working at the Standard (100-110)	Working above the expected standard (110-120)
Reading – 7 pupils (5 SEND incl 2EHCP)		
PPG Pupils	86%	0%
Non-PPG Pupils	96%	56%
SPAG – 7 pupils		
PPG Pupils	86%	29%
Non-PPG Pupils	96%	52%
Mathematics		
PPG Pupils	86%	29%
Non-PPG Pupils	96%	60%
Writing		
PPG Pupils		
Non-PPG Pupils		

<b>Key Stage 1</b>	<b>Working at the Standard (100-110)</b>	<b>Working above the expected standard (110-120)</b>
Reading – 4 chn (1 EHCP/1 CSC/1CFWBS)		
PPG Pupils	25% (33%)	0%
Non-PPG Pupils	83% (87%)	42% (44%)
Writing		
PPG Pupils	25% (33%)	0%
Non-PPG Pupils	83% (87%)	42% (44%)
Mathematics		
PPG Pupils	25% (33%)	0%
Non-PPG Pupils	88% (91%)	50% (52%)
<b>Whole School</b>	<b>Working at the Standard (96-119)</b>	<b>Working above the expected standard (120-141)</b>
Reading		
PPG Pupils	55%	0%
Non-PPG Pupils	82%	19%
Writing		
PPG Pupils	48%	5%
Non-PPG Pupils	84%	18%
Mathematics		
PPG Pupils	65%	5%
Non-PPG Pupils	86%	23%

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
<b>Reading Eggs</b>	3P Learning
<b>Reading IDL</b>	IDL
<b>Maths IDL</b>	IDL
<b>Dynamo Maths</b>	Jelly James Publishing
<b>Times Tables Rockstar/Numberbots</b>	Maths Circle