



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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 Church of England/Methodist Primary School
Number of pupils in school	614
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	J R Wright
Pupil premium lead	F Fairweather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,870 (Indicative budget)
Recovery premium funding allocation this academic year	£10,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£96,310

Part A: Pupil premium strategy plan10

Statement of intent

Our learning culture and nurturing environment ensures that we set the highest expectations for all children. We continually strive to ensure that children succeed and enjoy school. Through targeted interventions we work to eliminate barriers to learning. We consistently track all groups of children to ensure that they make good or better progress in order to enable them to reach age related expectations as they move through school. Once at age related expectations we continue to extend their learning further to ensure that they reach higher levels of attainment.

Our Pupil Premium Strategy is a three year plan aimed at ensuring Pupil Premium children achieve their full potential, attain in line with their peers as a result of targeted support or intervention and gain the same knowledge, life skills and experiences as their peers. We want all children at Trinity school to live 'Life in all its Fullness'.

The key principles of this Strategy are

- To ensure Pupil Premium children achieve in line with their peers post COVID
- To develop language skills of Pupil Premium children
- To ensure Pupil Premium children have equality of opportunity to enrichment experiences
- To ensure Pupil Premium children and their families are supported through access to a Family Support Worker
- To improve the attendance of Pupil Premium children post COVID

Challenges

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

Challenge number	Detail of challenge
1	Children enter school with levels of ability below age related expectations in all areas of learning
2	Children have levels of vocabulary lower than their peers
3	Pupil Premium can often not have access to the same life opportunities/wider learning opportunities as their peers
4	Parental engagement
5	Children have lower social and emotional skills than their peers (SEL) skills
6	The attendance of pupil premium children is lower than that of their peers post Covid (91% compared to 94% over 2021/2022)

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
For Pupil Premium children to make better than expected progress in reading	The gap between Pupil Premium children and their peers in reading will have been closed. Pupil Premium children will achieve in line with their peers in KS2 SATs in reading
For Pupil Premium children to make better than expected progress in writing	The gap between Pupil Premium children and their peers in writing will have been closed. Pupil Premium children will achieve in line with their peers in KS2 SATs in writing
For Pupil Premium children to make better than expected progress in maths	The gap between Pupil Premium children and their peers in maths will have been closed. Pupil Premium children will achieve in line with their peers in KS2 SATs in maths.
For Pupil Premium children to achieve the expected standard in Year 1 phonics screening	Pupil Premium children will achieve the expected standard in phonics screening tests in Year 1
Pupil Premium children will have the same language skills as their peers	Pupil Premium children will have access to speech and language services as needed
Pupil Premium children will have equality of opportunity to enrichment experiences	Pupil Premium children will have been able to access the same experiences/extra curricular clubs as their peers
For Pupil Premium children's attendance to be in line with their peers post covid.	The attendance of Pupil Premium children will be in line with that of their peers.

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: £3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Feedback (Marking) Policy	Research by the EEF (Education Endowment Foundation) states that providing verbal feedback is well evidence and has a high impact on learning outcomes. This is particularly useful for low attainers.	1, 2, 5
Little Wandle Phonics training for all staff (including supply cover costs)	'Phonics has positive impact overall with very extensive evidence and important component in development of early reading skills particularly for children from disadvantaged backgrounds' (EEF)	1
Talkboost training and Early Talkboost Training for new staff	'The average impact of an oral language intervention is approx 6 months progress over the course of a year' (EEF)	1, 2, 5
Use of INSET days and Staff Meetings to cover staff training as need arises		
Use of staff meeting and INSET time for maths training by Maths Consultant		1, 2

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

Budgeted cost: £ 85,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Intervention: 1:1 work/Early Talkboost/Talkboost</p> <p>Access to Speech and Language therapist</p>	<p>'The average impact of an oral language intervention is approx 6 months progress over the course of a year' (EEF)</p>	<p>1, 2, 5</p>
<p>Teaching Assistant(s) Support: Intervention work – small group/1:1</p> <p>Using programmes proven to make progress</p>	<p>Use of Teachings Assistants to deliver 1:1 or small group interventions/support can accelerate progress by 4/6 months. (EEF)</p> <p>Reading Comprehension Strategies – progress +6 months (EEF)</p>	<p>1, 2, 5</p>
<p>HLTA support – weekly reading opportunities and social emotional learning development.</p> <p>Targeting the lowest 20% readers and children with higher rates of absence.</p>	<p>“One to one tuition can be effective, providing approximately six additional months’ progress on average.” (EEF)</p> <p>‘Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text’ (EEF)</p>	<p>1, 2, 5, 6</p>
<p>HLTA targeted one to one tuition and small group intervention closely linked to learning in class and gaps in learning.</p>	<p>“One to one tuition is very effective at improving pupil outcomes and can add approximately six additional months progress on average” (EEF)</p>	<p>1,2, 6</p>
<p>HLTA/TA support – Assorted clubs run by HLTA Homework Club, for Pupil Premium children with access to ICT learning programmes, drama and a creative writing club using ICT at KS2.</p>	<p>EEF studies show that homework clubs where technology is used have greater impact on children’s progress</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £ 25,425.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy into Clayton and Whittle Family Centre for Family Support Worker 1.5 day per week	The wide range of support available means that we are more able to address Pupil Premium children's social and emotional needs - (SEL) skills and support families. The EEF supports Parental Engagement on different levels relevant to school's situation and in particular attendance.	4, 5, 6
5 places available at School's Out Breakfast Club	School self evaluation - a limited number of breakfast club places will continue to be provided to ensure children enter school on time, 'ready to learn' which has a direct impact on learning and routine.	1, 4, 5, 6
Access to enrichment opportunities: Outdoor adventure learning (Y6) Cooking Club (KS2) Monthly magazine delivered to home (Rec/KS1) Science Club	Clubs including the Year 6 outdoor adventure learning visit build Cultural Capital for our children creating opportunity for a variety of skills to be implemented (collaborative learning/resilience/self confidence/practical problem solving). Enrichment activities can also have an impact on attainment (EEF) Outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation (EEF)	3, 5, 6
Access to educational visits ie theatre trips/visitors to school	'Arts Participation Approach can have a positive impact in academic outcomes'. This can impact on oral, written, English and maths work in addition to building self confidence. (EEF)	1, 2, 3, 5
ELSA trained Teaching Assistant	'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils ... which may subsequently increase academic attainment' (EEF)	1, 2, 5

<p>Monitoring of attendance and targeted support of AHT, HLTA, Family Support worker.</p> <ul style="list-style-type: none"> • Building relationships and supporting the reasons behind particular patterns of absence. • Involvement in LA led project • Using resources such as ESBA and attend framework with children and parents 	<p>There is a positive impact of responsive and targeted approaches to attendance (EEF)</p>	<p>3, 6</p>
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Total budgeted cost: £ 113,704.50

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Background information:

Analysis of our internal data in Spring 2020 demonstrated that we had successfully narrowed the gap between Pupil Premium children and their peers at the end of KS2.

The impact of COVID 19 meant that, like many other schools, this group of children were adversely affected. We targeted funding from the National Tutoring Programme, along with other funding into school to enable Pupil Premium children to make at least good progress.

Due to difficulties families were experiencing we increased the amount of hours we bought into our Family Support Worker service as absence was becoming a concern. This will continue.

Moving forward the main academic focus of the Strategy will be to narrow the gap between Pupil Premium children and their non Pupil Premium peers whilst increasing the attendance of Pupil Premium children.

Externally provided programmes

Programme	Provider
Espresso	Discovery Education
Numbots	Maths circle
Times Table Rockstars	Maths circle
Seesaw	Seesaw
Letterjoin	Green and tempest
IDL	IDSL/Ascentis
Spelling shed	Edshed
Lancashire Reading Partners	Lancashire English Consultants
Little Wandle Phonics	Wandle Learning Trust

Further information

We have increased staffing this year to deliver targeted support to Pupil Premium children with a focus on both academic and relationship building with parents which will increase attendance and punctuality. An increased focus on extra curricular clubs, using ICT, will ensure that Pupil Premium children will make good progress through transferrable skills in the classroom. This approach addresses all challenges.

A large percentage of our Pupil Premium children take advantage of extra curricular activities because of the way in which we have allocated spaces. This is supported by Sports Premium funding. This approach addresses challenges 3, 4, 5.