



The Midsomer Norton Schools Partnership

Trinity Church School

Pupil Premium Report 2019-20

Pupil Premium Strategy Statement 2019/20

1. Summary information

School	Trinity Church School				
Academic Year	2019/20	Total PP budget	£71460	Date of most recent PP Review	Sept 2019
Total number of pupils	199	Number of pupils eligible for PP	70	Date for next internal review of this strategy	Jan 2020

2. Current attainment (2018/19)

	PP	Non PP	National (all children)		PP	Non PP	National
% achieving in reading, writing and maths	29%	48%	65%	% Achieving a Good level of development in Early Years	50%	89%	72%
KS2 Progress measure in reading	63%	85%	73%	Key Stage 1 attainment measure in reading	63%	74%	75%
KS2 Progress measure in writing	63%	92%	79%	Key Stage 1 attainment measure in reading	50%	87%	69%
KS2 Progress measure in maths	63%	84%	79%	Key Stage 1 attainment measure in mathematics	63%	74%	76%

It is worthy of note that 5 of the 9 PP children (55%) in this cohort were dual vulnerability as opposed to 3 of the 12 non PP children (25%).

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

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Some PP children have low prior attainment, either at the start of EYFS or whenever they joined the school in later year groups.
B.	PP children do not always make expected progress from their starting points. At Trinity, in 2018/19 there was a difference between PP and non-PP children's progress in Reading and Maths.
C.	Social, emotional and behavioural problems affecting wellbeing and progress

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Many of the PP children lack the resilience of their peers.
E.	Home environment and/or lack of routine means that PP children arrive less prepared for learning e.g. incomplete homework, missing uniform, disrupted evening / morning routine, emotional difficulties.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	Increase the % of Pupil Premium pupils achieving age related expectations in all year groups.	Quality first teach and 1-1 and small group intervention to allow children to 'keep up' not 'catch up'. Progress of PP children to be inline or better than non-PP children in all year groups.
B.	To work with individuals and small groups on targeted and specific interventions based on emotional outcomes.	Thrive practitioner to ensure PP children (when required) have access to assessment and resources. PP TA to work with all PP children across the school over her 3 days in either maths or English, in class or out of class to ensure progress inline or better than their peers.
C.	For PP children to achieve at or above national average progress scores in reading, writing and maths in KS2	Quality first teach, 1-1 and small group intervention
D.	For PP children to achieve at or above the national average in phonics screening by the end of KS1	Quality first teach, 1-1 and small group intervention
E.	To improve attendance of disadvantaged pupils to above 98%	For the school to work with the EWO when necessary and preferably before attendance dips to below 98%

5. Planned expenditure

**Academic year
2019-20**

The three 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.

i. Quality of teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (Reference to EEF research and effect size)	Success Criteria	Staff lead	When will you review implementation?
<p>Parents to have a greater capacity to support their child's learning at home through use of online software.</p> <p>To improve the quality of teaching and learning for all pupils.</p>	<p>Use of a variety of online software to support learning both at home and school EG AR, Purple Mash, SPAG.com and TTRS.</p> <p>Quality first teach in the classrooms by well experienced teachers or well qualified NQTs supported by experienced teachers</p>	<p>Giving opportunities for parents to support pupils at home and gaining an understanding of curriculum content.</p> <p>Good teaching is the most important level schools have to improve outcomes for PP children.</p>	<p>Class teachers to monitor usage in class and impact in curriculum areas.</p> <p>Lesson observations with constructive feedback and CPD.</p>	<p>Class teachers and NJ</p> <p>NJ and MP</p>	<p>March '20 Purple Mash, SPAG.com, TTRS, Doodle Maths all available for children/parents to access from home. Homework regularly set using these programs. Oct '19 All observations for PM were all good. March '20 Observations for maths deep dive and SIP visit were all good. Feedback given where appropriate.</p>
Total budgeted cost					£45000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
Through effective, targeted support PP pupils will make greater progress.	Teaching assistant support so that each class has one dedicated TA to support and enable the class teacher to support those children who need it. PP TA to work with PP children across the school in her 3 days. Pre-teach of vocabulary and skills before a lesson to ensure they are able to access all lessons.	Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.	NJ has specific responsibility for PP children. She will monitor the progress of pupils through lesson observations, learning walks, discussions with staff, book scrutinies, meetings with parents and pupil voice.	NJ	Feb '20 All PP children have interventions with class teacher, SEND team or with PP TA. Intervention list compiled and regularly reviewed and updated by teachers and NJ.
Pupil Premium and SEN children are more supported throughout the school through targeted interventions	2 x SEN HLTAs working in and out of the classroom with dual vulnerability children. PP TA to work with PP/SEN children across the school in her 3 days. Pre-teach of vocabulary and skills before a lesson to ensure they are able to access all lessons	Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.	Regular liaison with PP TA. Progress meetings, analysis of interventions and data.	NJ and SENDCO	Feb '20 PP TA now working 4 days a week for targeted intervention for PP children. SEND team working (as best they can) with SEND children.
Provide the SEN/ PP children with support from outside agencies, for example: Educational Psychologist	Services purchased in order to provide support to staff in school, pupils and parents	This additional support will enable teachers to give focussed support to children with SEN	NJ will monitor the impact of this support through planning meetings, discussions, targets achieved on IEPs	NJ and SENDO	Feb '20 All appropriate referrals made and either completed or ongoing. EHCPs submitted for 4 children this term.
Total budgeted cost					£15000

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
To provide the best start each day with a choice of breakfast food.	Families and children are more supported at home by ensuring the child has breakfast and free school meals to alleviate the pressure of providing breakfast before school.	Families across the school need support with particular behaviours/routines at home in order for children to close barriers to learning.	Number of children taking up breakfast club places at the beginning of the year. Number of parents being offered breakfast club as a result of the child not having had breakfast.	MP	June '20 March review - Number of PP children accessing Breakfast Club is
To provide financial assistance, transport, tuition costs and residential costs	Subsidising trips and activities so that more children can access them, enhancing learning.	By part funding these activities this ensures that these visits and activities can take place enriching the education of pupils taking part. The fund also allows for Pupil Premium pupils to participate in events that parents might not be able to afford for example residential visits. Research suggests that participation in such events increases confidence and that this improved confidence subsequently improves attainment.	Details of the percentage paid from Pupil Premium funding towards these events will be kept so that it is always in proportion to the number of pupil premium pupils attending. This is currently set at 50% but can be higher in negotiation with parents.	MP	June '20 All PP children have had a number of trips subsidised. Some children in Year 6 have all of camp paid for from their PP funding as this was the only way they would have been able to go. Music lesson via MfS provide discounts for PP children and this has enabled them to take part in music lessons. Two PP children have had transport (bus ticket) funded for 2 terms before they left to attend a closer school.
Total budgeted cost					£8000

6. Review of expenditure

Academic Year
2019/20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Actual Cost
Parents to have a greater capacity to support their child's learning at home through the use of online software.	Purple Mash, SPAG.com, TTRS, Doodle Maths all available for children/parents to access from home. Homework regularly set using these programs. During lockdown and for those not returning to school the use of Google Classroom and Seesaw was the most effective way of setting work. Teachers also used Zoom and Google Meet to have face to face contact with the children.	<p>It is estimated that 90% of our PP children engaged with online learning before lockdown.</p> <p>This decreased due to lack of appropriate computers at home during lockdown. This was supplemented with paper packs delivered to home.</p>	<p>The biggest issue was with access to computer equipment. Parents were able to access via mobile phones but during lockdown this was not an effective method of learning.</p> <p>We applied for 8 government funded chrome books for our most vulnerable children (CP plans) all of which are also PP. These will be divided out between the CP families and other PP children ready for next year.</p> <p>The use of online software has its place but unless the child has access to a computer at home it is meaningless. Further purchase of chromebooks may be necessary to fully achieve this desired outcome.</p>	<p>Purple Mash £450</p> <p>Seesaw for Schools £700</p> <p>Doodle Maths £1080</p> <p>SPAG.com £200</p> <p>TTRS £95</p> <p>NESSY £400</p> <p>Total cost £2925</p>
To improve the quality of teaching and learning for all pupils.	Prior to lockdown all observations for PM were all good. Observations for maths deep dive and SIP visit were all good.	Prior to lockdown, all PP children were making expected progress. It is impossible to judge how lockdown affected the children's progress until they fully return to school in September.	<p>Teaching at Trinity overall is good and some outstanding. There is no change of staffing so this will continue into next year. Staff and children will need time to adjust to their new environment and class. Assessment will take place in late September to address gaps in learning.</p> <p>A greater emphasis on PHSE will address social and emotional issues created by the lockdown.</p>	Costs £42,000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Through effective, targeted support PP pupils will make greater progress.	All PP children had interventions with class teacher, SEND team or with PP TA.	Again due to lockdown, it is impossible to say if PP children made greater progress.	<p>Many PP children during lockdown were hard to engage for a variety of reasons: access to computers; ability of parents to support the child; working parents; siblings etc. However, this was not just PP children.</p> <p>If lockdown were to occur again, we will need to consider how we will effectively support our PP children. This may mean including them in the key worker/vulnerable children category and have them in school. Alternatively, allowing them to borrow a chrome book to access home learning.</p>	
Pupil Premium and SEN children are more supported throughout the school through targeted interventions	PP TA worked 4 days a week for targeted intervention for PP children. SEND team working with SEND children.	Prior to lockdown, the PP TA was working with all PP children across the school. This was mainly in class in the morning and focussing on the lowest 20% readers in the afternoon. Until March, these children were making good progress (AR data).	<p>Duel vulnerability children will need significant intervention on our return in September. We have a new SENDCO who will be responsible for timetabling SEND support for all SEND children. In class TAs will support both SEND and PP children.</p> <p>The use of a new SEND tracking system will be utilised fully on our return (this was only set up during lockdown).</p>	
Provide the SEN PP children with support from outside agencies, for example: Educational Psychologist	Between September and March a number of children were referred to the following outside agencies: OT, Ed Psych, pediatrician, ASD support, speech and language.	By the end of the year we had successfully applied for 6 EHCPs for PP children. This gives us greater funding to support them moving forward into the next academic year.	On our return to school, the use of external support for children will not change. They will however, need to follow the COVID risk assessment. Once the new SENDCO has identified those needing further support (only after quality first teaching) will these agencies be contacted.	

	During lockdown, referrals continued to be made and children were supported by the above agencies either over the telephone or by additional work being sent/delivered to them.			Costs £15000
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide the best start each day with a choice of breakfast food.	PP children given the opportunity to have breakfast at school as part of their funding.	PP children started the day with a good breakfast and this time was use for intervention (reading) with PP children. 15 of the 32 children attending breakfast club were PP.	Use of TA for reading intervention with PP children during breakfast club and TASC. Inviting PP children's parents to use their funding for this purpose.	Spending per class: Redwood £823.90
To provide financial assistance, transport, tuition costs and residential costs	50% discount will be given to all PP children to assist with funding school trips. Further discounts can be negotiated as necessary. PP children are also given free school uniform.	All PP children have had a number of trips subsidised. Some children in Year 6 have all of camp paid for from their PP funding as this was the only way they would have been able to go. Music lesson via MfS provide discounts for PP children and this has enabled them to take part in music lessons. Two PP children have had transport (bus ticket) funded for 2 terms before they left to attend a closer school.	This has continued to work well. Parents who need additional support are able to contact NJ and negotiate further discounts on trips especially Year 6 camp. Food vouchers and food parcels were given out to PP parents before, during and after lockdown to ensure children did not go hungry. Government funded FSM vouchers were also sent out during this time. Spending is lower this year due to COVID 19. Trip subsidies were much lower and funding for breakfast club and TASC was lower. UFSM children who are PP have their meal funded from their PP money. This needs to be reflected in the budget next year.	Maple £561 Cherry £964.15 Willow £900.50 Cedar £711.90 Chestnut £457.54 Conker £53.05 Acorns £29.50 Whole school total £4501.54