



The Midsomer Norton Schools Partnership

Trinity Church School

Pupil Premium Report 2019-20

September 2019

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 ?
Parents to have a greater capacity to support their child's learning at home through use of online software.	Use of a variety of online software to support learning both at home and school EG AR, Purple Mash, SPAG.com and TTRS.	Giving opportunities for parents to support pupils at home and gaining an understanding of curriculum content.	Class teachers to monitor usage in class and impact in curriculum areas.	Class teachers and NJ	March '20
To improve the quality of teaching and learning for all pupils.	Quality first teach in the classrooms by well experienced teachers or well qualified NQTs supported by experienced teachers	Good teaching is the most important level schools have to improve outcomes for PP children.	Lesson observations with constructive feedback and CPD.	NJ and MP	Oct '19 March '20
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
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	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

	to access all lessons				
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
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
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
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.				
To improve the quality of teaching and learning for all pupils.				

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.				
Pupil Premium and SEN children are more supported throughout the school through targeted interventions				
Provide the SEN PP children with support from outside agencies, for example: Educational Psychologist				
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.				

To provide financial assistance, transport, tuition costs and residential costs				
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