



The Midsomer Norton Schools Partnership

Trinity Church School

Pupil Premium Report 2020-21

Pupil Premium Strategy Statement 2020/21

1. Summary information

School	Trinity Church School				
Academic Year	2020/21	Total PP budget	£64560	Date of most recent PP Review	Sept 2020
Total number of pupils	191	Number of pupils eligible for PP (inc Nursery and service children)	67 (35%)	Date for next internal review of this strategy	Jan 2020

2. Current attainment (2019/20)

	PP (4 children)	Non PP (11 children)	All (15 children)		PP (9 children)	Non PP (5 children)	All (14 children)
KS2 % achieving in reading, writing and maths	*50% (2/4)	*100% (11/11)	*80% (12/15)	KS1 % achieving in reading, writing and maths	44% (4/9)	80% (4/5)	57% (8/14)
KS2 % achieving in reading	*75% (3/4)	*91% (10/11)	*87% (13/15)	KS1 % achieving in reading	67% (6/9)	80% (4/5)	71% (10/14)
KS2 % achieving in writing	*100%	*100%	*100%	KS1 % achieving in writing	44% (4/9)	80% (4/5)	57% (8/14)
KS2 % achieving in maths	*50% (2/4)	*100% (11/11)	*87% (13/15)	KS1 % achieving in maths	67% (6/9)	80% (4/5)	71% (10/14)
% Achieving a Good level of development in Early Years GLD assessment has been delayed until November 2020							

Notes - * figures based on teacher assessment as there were no formal SATS due to COVID-19

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.	A high proportion of our PP children are also SEND children (dual vulnerability 22% of school - 61% of PP)
C.	PP children do not always make expected progress from their starting points. As a result of COVID-19 many PP children's gaps have widened.
D.	Social, emotional and behavioural problems affecting wellbeing and progress. COVID-19 again has had a significant impact on their behaviour at home and their mental health.

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

E.	Many of the PP children lack the resilience of their peers.
F.	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.
G.	Parents have limited incomes and therefore children are unable to participate in extra-curricular activities such as music lessons or sports clubs. They also often lack the cultural capital of their peers due to the fact that parents either cannot afford or do not appreciate the importance of visits to museums, art galleries etc.

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria/Evidence
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' especially as a result of not being at school for nearly 6 months.
B.	To work with individuals and small groups on targeted and specific interventions based on educational and emotional outcomes.	PP children to be given additional 'catch up' time before and after school when required. PP TA to work with all PP children across the school over her 4 days in either maths or English, in class or out of class to ensure progress inline or better than their peers. Lowest 20% of readers (of which a high percentage are PP) to be YARK tested and appropriate interventions put in place.
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 as part of the 'catch up' programme.
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 as part of the 'catch up' programme.
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%
F.	Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum.	Pupils will engage on the wider school life – taking part in after school clubs and representing the school in events such as musical and sporting fixtures. Access to learning beyond the classroom has a positive impact on their achievement and wellbeing

5. Planned expenditure

Academic year **2020/21**

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 continue to have a greater capacity to support their child's learning at home through use of online software. (This is especially important if we have to send a bubble home or if there is another lockdown.)</p>	<p>Use of a variety of online software to support learning both at home and school EG AR, Purple Mash, SPAG.com, Google Classroom and TTRS.</p> <p>Chromebooks given to families identified as not being able to access online from home.</p>	<p>Giving opportunities for parents to support pupils at home and gaining an understanding of curriculum content. Parents will have access to curriculum documents on the school website.</p> <p>7 x chromebooks from government funding given to identified PP families.</p>	<p>Class teachers to monitor usage in class and impact in curriculum areas.</p> <p>These families engage fully with homework and home learning if/when we have another lockdown.</p>	<p>Class teachers and NJ</p> <p>Class teachers and NJ</p>	<p>March '21</p> <p>Continued use of Seesaw, PM etc before, through and after lockdown. Curriculum documents are available on the school website.</p> <p>We have signed up to the Third Space Learning maths programme for children in years 4/5/6 as part of the catch up funding. This has included 4 PP children.</p> <p>Further 17 chrome books applied for and sent out to parents of PP and nonPP children during lockdown.</p>
<p>To improve the quality of teaching and learning for all pupils.</p>	<p>Quality first teach in the classrooms by well experienced teachers and 2 x RQTs (supported by</p>	<p>Good quality teaching is the most important level schools have to improve outcomes for PP children.</p>	<p>Lesson observations with constructive feedback and CPD.</p>	<p>NJ and MP</p>	<p>Dec '20</p> <p>Lesson observations suspended due to lockdown and teacher well-being.</p>

teachers)

Walkthroughs CPD was implemented in T1/2 and will continue in T5/6

Total budgeted cost

£30,000

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?
<p>Through effective, targeted support PP pupils will make greater progress.</p>	<p>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.</p> <p>Each 'bubble' will have a HLTA or in training HLTA to ensure effective intervention for PP children</p> <p>PP TA to work with PP children across the school in her 4 days.</p>	<p>Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.</p> <p>A well qualified or experienced HLTA will lead interventions for their bubble to ensure that PP children get good quality intervention</p> <p>PP children and lowest 20% of readers to have targeted intervention using PP TA over 4 afternoons.</p>	<p>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.</p> <p>PP children will make the expected or better than expected progress than their peers as a result of high quality intervention by the TA/HLTA</p> <p>PP/lowest 20% readers will make expected or better than expected progress in reading.</p>	<p>NJ</p>	<p>Feb '21</p> <p>PP children's progress is monitored but SIMS is not set up to be able to focus solely on PP v non PP. Edukey has been set up for SEND and PP children and will allow better focus on PP children by NJ.</p> <p>Each class has a TA and each bubble has a HLTA - all have PM targets relating to progress in reading of PP/SEND children.</p> <p>Feb '21'</p> <p>Due to lockdown and bubbles, PP TA has been unable to work with all PP children so TAs have taken on this role to ensure continuity. PP TA (now HLTA) will oversee this.</p>

<p>Pupil Premium and SEN children are more supported throughout the school through targeted interventions</p>	<p>TAs working in and out of the classroom with dual vulnerability children. PP TA - to work with PP/SEN children across the school in her 4 afternoons focussing on reading. PP TA - Mornings will be spent with Year 5 maths intervention group which includes 9 PP/SEN children) SEND HLTA to work with those children identified by the SENDCo</p>	<p>Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.</p> <p>Small group intervention for maths will be effective as they are going back over KS2 gaps.</p>	<p>Regular liaison with PP TA. Progress meetings, analysis of interventions and data.</p> <p>Class teacher, TA and/or SENDCo to organise additional intervention for those children with dual vulnerability.</p> <p>Increase in SATS/NFER test results for this group of children</p>	<p>NJ and SENDCo</p> <p>SENDCo and NJ</p> <p>MP/NJ/SJ/EEI</p>	<p>Feb '21 Due to lockdown, this wasn't achieved as planned but many of the SEND/PP children attended school (at our request) over lockdown so interventions continued.</p> <p>March '21 Due to bubbles and lockdown, the SEND HLTA's role has changed to working more specifically with SALT children and a more pastoral role with our vulnerable families who are mainly PP.</p>
<p>Provide the SEN/ PP children with support from outside agencies, for example: Educational Psychologist, Speech and Language and Occupational Therapy.</p>	<p>Services purchased in order to provide support to staff in school, pupils and parents</p>	<p>This additional support will enable teachers to give focussed support to children with SEN.</p> <p>Teachers and TAs have access to these outside agency reports.</p>	<p>NJ will monitor the impact of this support through planning meetings, discussions, targets achieved on IEPs</p>	<p>NJ and SENDCo</p>	<p>Feb '21 This again has been limited in T3 due to lockdown. T4/5/6 SALT will be back at school. EP when required.</p> <p>SENDCo has given access to all reports to TAs as required. Use of EduKey has helped this process.</p>
<p>Total budgeted cost</p>					<p>£30,000</p>

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 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.	NJ	June '21 BC numbers have been lowered due to COVID restrictions however, PP children have access whenever required. BC offered to all PP parents when identified as an issue.
To provide PP children with a cooked meal each lunchtime	Families and children are more supported at home by ensuring the child has a free school meal to alleviate the pressure of providing a packed lunch.	Many PP families do not have access to fresh food cooked healthily. Many families rely on their child being fed a cooked meal at school to alleviate the financial pressure of feeding them a cooked meal at home.	Number of PP children taking the free school meal option daily.	NJ	June '21 All PP children who would like a school cooked lunch have one. Parents request this via ParentPay weekly and those children whose parents do not use ParentPay are asked weekly.

<p>To provide financial assistance, transport, tuition costs and residential costs</p>	<p>Subsidising trips and activities so that more children can access them, enhancing learning.</p>	<p>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.</p>	<p>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.</p>	<p>NJ/NC</p>	<p>June '21 Trips have not taken place so far this year, however parents have used their PP money for uniforms and to help fund the end of year residential for Yr 6 that is now going ahead. Edukey is being used to track this spending</p>
<p>Total budgeted cost</p>					<p>£4000</p>

6. Review of expenditure

Academic Year

2020/21

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
<p>Parents continue to have a greater capacity to support their child's learning at home through use of online software. (This is especially important if we have to send a bubble home or if there is another lockdown.)</p>	<p>Continued use of a variety of online platforms that can be accessed from home. Curriculum plans are also available on the school website. Third Space Learning used for catch up for children in Yr 4/5/6 of which 4 are PP. Progress of these children was good during their use of the program; the 4 PP children made very good progress.</p>	<p>Use of online platforms has allowed the children to keep up not catch up during the various lockdowns and periods of homeschooling. We made the choice to invite as many of the PP children into school during the 2nd lockdown so their progress was not hampered.</p>	<p>Some online platforms worked better than others (EG TTRS has produced good times tables results for all children not just PP)</p> <p>A further 17 chrome books were applied for and sent out to parents of PP children who did not have access to one at home. This enabled children who couldn't come into school during lockdown continue their home learning.</p> <p>In the future, we need to have all PP children at school should there be any further lockdowns.</p>	<p>Purple Mash £450</p> <p>Seesaw for Schools £700</p> <p>Doodle Maths £1080</p> <p>SPAG.com £200</p> <p>TTRS/NUMBOTS £95</p> <p>NESSY £400</p> <p>Third SSpace Learning £1500</p>
<p>To improve the quality of teaching and learning for all pupils.</p>	<p>Walkthrou's training for all teaching staff increased the quality of teaching in all year groups. Lesson observations and learning walks looked at the implementation of this CPD.</p>	<p>Increased expectations, better modelling, better relationships with the children and use of low stakes quizzes has been shown in planning, observations and learning walks. This CPD for all staff has improved the outcomes for all children, not</p>	<p>This training needs to continue in 2021/22 as there are more modules.</p> <p>Quality CPD for all staff to continue next year.</p> <p>Quality of teaching at Trinity is good with some outstanding. CPD has continued this year mainly remotely. Subject leaders have taken part in training</p>	<p>Walkthrou's training package £350</p> <p>Quality first teach from high quality teachers and TAs contribution from PP budget</p>

	Where possible, staff have continued to go on training courses throughout the year. Subject leaders have continued meeting virtually for additional CPD.	just PP.	and development meetings.	£25,000
				Total cost £29,775

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																												
<p>Through effective, targeted support PP pupils will make greater progress.</p>	<p>Class teachers and highly skilled TAs and HLTAs have worked with PP children in small groups.</p> <p>PP children have read to staff at least 3 times a week to increase reading skills.</p> <p>Each bubble had an HLTA to ensure effective intervention for PP children.</p>	<p>Each class has a TA and each bubble has a HLTA - all have PM targets relating to progress in reading of PP/SEND children. This has meant that PP children were heavily focused upon for all interventions needed.</p> <p>Class teachers were given targets for lowest 20% readers which often include a high number of PP children. Focused daily reading or 3 times per week have enabled PP children using Accelerated Reader to make +10 months progress across the year.</p>	<p>Children who are able to read are also able to apply these skills in their maths and writing. It is imperative that Trinity children are able to read fluently in order to apply these skills. Emphasis on reading and phonics over the year (including home learning) has meant that PP children are making 10+ progress in reading compared to 12 months for all children.</p> <p>Due to COVID restrictions, the PP HLTA was unable to work with all year groups successfully but was able to oversee class TAs in ensuring PP children were targeted in reading interventions. This has resulted in PP children's gaps in reading to be much less than expected due to lockdown and home learning.</p> <p>PP children were considered vulnerable and therefore were invited into school during lockdown. Over 85% of PP children were in school.</p> <p align="center">% of children expected or above (data shown for current year group but end of 2020/21 data)</p> <table border="1" data-bbox="1245 1203 1910 1505"> <thead> <tr> <th></th> <th colspan="2">Reading %</th> <th colspan="2">Writing %</th> <th colspan="2">Maths %</th> </tr> <tr> <th></th> <th>PP</th> <th>non-PP</th> <th>PP</th> <th>non-PP</th> <th>PP</th> <th>non-PP</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>63</td> <td>87</td> <td>54</td> <td>73</td> <td>63</td> <td>87</td> </tr> <tr> <td>5</td> <td>83</td> <td>90</td> <td>50</td> <td>80</td> <td>67</td> <td>85</td> </tr> </tbody> </table>		Reading %		Writing %		Maths %			PP	non-PP	PP	non-PP	PP	non-PP	6	63	87	54	73	63	87	5	83	90	50	80	67	85	<p>£30,000</p>
	Reading %		Writing %		Maths %																											
	PP	non-PP	PP	non-PP	PP	non-PP																										
6	63	87	54	73	63	87																										
5	83	90	50	80	67	85																										

Pupil Premium and SEN children are more supported throughout the school through targeted interventions

Dual vulnerability children were supported by the class teacher and TA during maths and English lessons daily and by the class teacher in the afternoons.

During lockdown these children were invited into school to ensure their education continued.

Work provided in a format that is accessible to the family in some cases where IT was an issue paper packs and additional resources were provided to allow dual vulnerability children best opportunities to continue to access learning.

Provide the SEN/ PP children with support from outside agencies,

Speech and Language Therapist commissioned

Over 90% of dual vulnerability children were at school throughout the year including lockdown.

25 pupils received support from Speech and Language Therapist

4	67	85	50	86	67	86
3	43	83	21	78	43	89
2	40	90	40	80	40	100

As you can see, PP children scored significantly lower than their non-PP peers in reading, writing and maths. PP children in all classes will be focused on for the forth coming year using the recovery fund to ensure these gaps do not get any wider.

% of children expected or above for dual vulnerability (data shown for current year group but end of

for example:
Educational
Psychologist, Speech
and Language and
Occupational Therapy.

for targeted support and
early identification of need
for pupils from reception to
year 6

2019/20
18/25 children were PP
Support from reception means that
dual vulnerability children are not
needing continued support beyond
KS1 - this is particularly true for PP
children (excluding those with
statutory EHCP provision)

Due to the impact of the pandemic
we have higher numbers of children
in current Year 3 accessing speech
and language support than normal
as this service was withdrawn by
the provider during the pandemic.
Early intervention for Speech and
Language for PP children is having
a positive impact.

2020/21 data)						
	Reading %		Writing %		Maths %	
	PP/ SEND	non-PP/ SEND	PP/ SEND	non-PP/ SEND	PP/ SEND	non-PP/ SEND
6	0	50	0	50	0	50
5	67	50	0	50	33	50
4	50	0	25	0	50	0
3	0	0	0	0	20	0
2	0	NA	0	NA	0	NA

This shows our PP and SEND children are performing better than their non-PP/SEND peers in Year 4 (R/W/M), in Year 5 (R only), Year 3 (maths only).

Total cost £30,000

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.	Breakfast Club places have been limited due to COVID restrictions but PP children were given priority when necessary. During the year, Trinity has developed its own foodbank. PP parents have priority over this and are invited to come into	Breakfast Club has been offered to 12 PP families and taken up by 8 of them. These are the children of working parents who have used these facilities to be able to go to work. Families who have been identified as unable to use Breakfast Club due to going to school on the bus are sent home a food bank parcel	Moving forwards, PP parents need to know that their funding can be used to help with wrap around care. At present it is only offered to PP parents when the need has been identified by staff. PP parents need to know that PP funding can be used and a letter will be sent out explaining this. The food bank will remain a priority for all PP children and their families.	£782

	school to receive any items from the foodbank including breakfast items.	each week.		
To provide PP children with a cooked meal each lunchtime	Many families rely on their children being given a cooked meal each lunchtime.	During lockdown, our PP children were invited to come into school in order to ensure they were both educated and fed. This was on top of the additional funding PP parents received for their child's meal.	All PP children who want a free school meal receive one. If we go into lockdown again, all PP children will be invited into school again to receive a daily cooked meal.	Covered by FSM budget
To provide financial assistance, transport, tuition costs and residential costs	Music tuition, trips etc have all be hampered by COVID restrictions.	Year 6 camp went ahead and PP children were given 50% discount on their residential trip costs.	Due to many trips not going ahead, much of the budget for this part of the strategy has not been used.	Uniform £54 Yr 6 residential £1430 Total £2266

Total PP budget for 2020/21 £64560

Total spend for 2020/21 £62266

Underspend £2294