



The Midsomer Norton Schools Partnership

Trinity Church School

Pupil Premium Report 2021-22

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November 2021

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 School
Number of pupils in school	152 (not inc Nursery)
Proportion (%) of pupil premium eligible pupils	32.2% (49/152)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2023
Date this statement was published	November 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Michelle Parsons
Pupil premium lead	Natalie Jones
Governor / Trustee lead	Jen Hird

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,905 (£1345 x 49) £930 (£310 x 3 service children) <b>£66,835 (Total funding)</b>
Recovery premium funding allocation this academic year	£145 per PP child £7105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2294
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£76234.50</b>

# Part A: Pupil premium strategy plan

## Statement of intent

EEF Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that our school strategies focus on support for disadvantaged pupils.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of Trinity's pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are dual vulnerability (PP and SEND), those with parents who are illiterate and those with parents earning low wages. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision the senior leadership team at Trinity consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Moving forward, ensuring class sizes do not go above 30 thus improving opportunities for effective teaching and accelerating progress
- To use existing staff for 'Catch Up' - providing small group work focussed on overcoming gaps in learning. We believe our staff know our children best and are therefore the most appropriate to teach them.
- 1-1 support where appropriate
- Additional teaching and learning opportunities for all children EG author visits, trips etc
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support through TA intervention
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom
- Breakfast Club provision to ensure PP children start their day with a good breakfast
- TASC provision to help PP parents who are working and need additional child care to do so.

## Challenges

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

Challenge number	Detail of challenge
1	The attendance and arrival times of our pupil premium children as a group is lower than that of the whole school
2	Our pupil premium children as a group are not making as rapid progress in reading, writing and maths as non-pupil premium children
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need (dual vulnerability at Trinity is currently 39%)
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have meaning knowledge of the world and vocabulary acquisition is limited (cultural capital)
5	Many children attending Trinity in nursery and reception have underdeveloped oral language skills and vocabulary gaps especially among disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

6	Assessments, observations, and discussions with pupils suggest some disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
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## 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												
<p>1 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).</p> <p>2020/21</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>&lt; 89%</td> <td>6.5%</td> <td>0.8%</td> <td>2.3%</td> </tr> <tr> <td>+90%</td> <td>93.5%</td> <td>99.2%</td> <td>97.6%</td> </tr> </tbody> </table>		PP	Non-PP	All	< 89%	6.5%	0.8%	2.3%	+90%	93.5%	99.2%	97.6%	<ul style="list-style-type: none"> <li>● Office assistant will promptly call families who have an absent child without reason</li> <li>● Pastoral HLTA will be made aware of persistent absences and lateness to offer support</li> <li>● Discussion with the EWO will take place where attendance falls below 96%</li> <li>● Extremely poor attendance (below 90%) will be challenged with communication from the EWO.</li> </ul>
	PP	Non-PP	All										
< 89%	6.5%	0.8%	2.3%										
+90%	93.5%	99.2%	97.6%										
<p>2a - Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition and will include high quality teaching and effective feedback for learning.</p>	<ul style="list-style-type: none"> <li>● PP children will develop a love of reading</li> <li>● They will engage in any reading challenges set</li> <li>● They will be heard to read three times per week by an adult at school.</li> </ul>												
<p>2b - Pupil premium children will make good or better progress in maths and will include high quality teaching and effective feedback for learning.</p>	<ul style="list-style-type: none"> <li>● They will engage in any maths challenges set EG TTRS</li> <li>● Additional online maths activities such as TTRS and Numbots will excite and enthuse the children</li> <li>● Children will work towards getting their times tables badges by the end of Year 4</li> </ul>												
<p>2c - Pupil premium children will make good or better progress in writing and will include high quality teaching and effective feedback for learning.</p>	<ul style="list-style-type: none"> <li>● PP children will develop a love of writing</li> <li>● Writing will be planned around an exciting book, film clip or trip to ensure children have a purpose to write</li> <li>● Additional activities such as author visits and trips will excite and enthuse the children</li> </ul>												

<p>3 - A strong professional dialogue will be kept open between SENDCO and PP Lead</p>	<ul style="list-style-type: none"> <li>• Meetings will take place with the SENDCO and PP Lead</li> <li>• We will continue to use the EduKey system to identify any new dual vulnerability pupils at the beginning and throughout the year and notify class teachers as appropriate.</li> </ul>
<p>4 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Trinity</p>	<ul style="list-style-type: none"> <li>• A wide range of in and after school clubs will be offered to tap into our children's passions</li> <li>• Pupil premium children have priority in after school clubs and be paid for from PP funding if a parent cannot afford to pay</li> <li>• Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc</li> <li>• Children are able to learn a new instrument or continue playing an instrument they had been learning</li> </ul>
<p>5 - Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks, learning walks and ongoing formative assessment.</li> <li>• Use of the Mrs Wordsmith scheme across the school to enhance the children's vocabulary.</li> </ul>
<p>6 - Improved phonics outcomes for disadvantaged children</p>	<ul style="list-style-type: none"> <li>• PP children will achieve the same phonics screening outcomes as their non-PP peers at the end of Year 1.</li> <li>• Little Wandle intervention to be used when in class teaching is not enough.</li> </ul>

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school (inc nursery) quality first teaching from experienced and 'good or better' teachers and support staff and include effective feedback for learning.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Improving classroom teaching from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p1-12</p> <p>Also effective feedback for learning What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p13-24</p> <p><a href="https://www.bloomsbury.com/uk/what-works-9781472965639/">https://www.bloomsbury.com/uk/what-works-9781472965639/</a></p>	<p>1, 2, 3, 4, 5 and 6</p>
<p>Purchase a new whole school (inc nursery) phonics scheme and associated books with intervention package (for years 3-6) and use the INSET day to train all staff members to use this effectively</p>	<p>Schools which have a consistent approach achieve good results.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Phonics from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p57-62</p> <p><a href="https://www.bloomsbury.com/uk/what-works-9781472965639/">https://www.bloomsbury.com/uk/what-works-9781472965639/</a></p>	<p>2, 3, 5 and 6</p>
<p>SENDCo and the PP Lead will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils</p>	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>TAs and HLTAs become more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p>	<p>2 and 3</p>

<p>Continued use of standardised diagnostic assessments (NFER/SATS and AR reading and STAR maths)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><u><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></u></p>	<p>2, 3, 6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u><a href="#">Improving Mathematics in Key Stages 2 and 3</a></u></p> <p>Mastery learning from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p51-56</p>	<p>2 and 3</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by trained TAs and HLTAs who are already working with these children.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p>1-1 tuition research from What Works? Research and evidence for successful</p>	<p>2, 5 and 6</p>



	<p>teaching - Lee Elliot Major and Steve Higgins p29-34</p> <p><a href="https://www.bloomsbury.com/uk/what-works-9781472965639/">https://www.bloomsbury.com/uk/what-works-9781472965639/</a></p>	
<p>School Led Tutoring (first £6277.50 NTP funded plus £7105 recovery funding) Total £13,382.50</p> <p>35 children to receive small group catch up provision from NTP (hours will be dependent on the intervention - first £6277.50 from NTP then remainder from recovery funding budget)</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that all years groups have gaps in maths, phonics and reading. A list of children and the areas of weakness has been drawn up and the School Led Tutoring funding will be used for these interventions which will be both in and outside of the school day.</p> <p>1-1 tuition (p29-34) and individualised learning (p103-108) research from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins</p> <p><a href="https://www.bloomsbury.com/uk/what-works-9781472965639/">https://www.bloomsbury.com/uk/what-works-9781472965639/</a></p>	2, 3 and 6
<p>Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	1, 2 and 3

	<p>Think of yourself: self regulation and metacognition from What Works?          Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p35-40  <a href="https://www.bloomsbury.com/uk/what-works-9781472965639/">https://www.bloomsbury.com/uk/what-works-9781472965639/</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum including residential for year 6	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.	2 and 4
Pastoral HLTA to work with vulnerable families and improve parental engagement via meetings and phone calls, food parcels from the school food bank and referrals to outside agencies such as the Children's Centre and Connecting Families.	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	1, 2, 3, and 6
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Peripatetic instrumental lessons or access to after school clubs	Children who are able to follow their hobbies and passions without finance	4

	<p>being a barrier will be able to foster their love of music, raising their self-esteem.</p> <p>Sport for health and wider outcomes from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p115-118  <a href="https://www.bloomsbury.com/uk/what-works-9781472965639/">https://www.bloomsbury.com/uk/what-works-9781472965639/</a></p>	
Access to Breakfast Club and TASC	<p>Breakfast Club provision to ensure PP children start their day with a good breakfast. Children who eat breakfast before school are twice as likely to score highly in tests and assessments at 11 than those who start learning on an empty stomach, new research shows. A study of 5,000 nine to 11-years-olds carried out by Cardiff University reveals the first authoritative link between eating breakfast and academic performance.</p> <p><a href="https://www.independent.co.uk/news/education/education-news/children-who-eat-breakfast-school-twice-likely-perform-well-tests-a6736496.html">https://www.independent.co.uk/news/education/education-news/children-who-eat-breakfast-school-twice-likely-perform-well-tests-a6736496.html</a></p> <p><a href="https://www.itv.com/news/wales/2015-11-17/study-finds-children-who-eat-a-proper-breakfast-achieve-better-grades">https://www.itv.com/news/wales/2015-11-17/study-finds-children-who-eat-a-proper-breakfast-achieve-better-grades</a></p> <p>TASC provision to help PP parents who are working and need additional child care to do so.</p>	1, 2, 3

**Total budgeted cost: £ 75,000**

## **Part B: Review of outcomes in the previous academic year (2020/21)**

### **Pupil premium strategy outcomes**

See the 2020/21 academic year review as part of the PP Strategy for the same year.