

Pupil premium (PP) strategy statement Trinity First School, Frome. 17/18.

1. Summary information					
School	Trinity CEVC First School, Frome				
Academic Year	17/18	Total PP budget	£58,380	Date of most recent PP Review	n/a
Total number of pupils	297	Number of pupils eligible for PP	46	Date for next internal review of this strategy	February 2018 Termly

2. Current attainment			
	<i>Pupils eligible for PP (Trinity)</i>	<i>All Pupils (Trinity)</i>	<i>national average (all pupils)</i>
EYFS GLoD	60%	77%	71%
Year 1 Phonics	50%	70%	81%
KS1 % achieving in reading, writing and maths	25%	73%	64%
KS1 % achieving expected standard in reading	50%	78%	76%
KS1 % achieving expected standard in writing	38%	77%	68%
KS1 % achieving expected standard in maths	50%	87%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Pupils eligible for PP lack the range of skills needed to achieve GLD at the end of EYFS.
B.	Phonics skills in Reception and Y1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress for PP children in subsequent years.
C.	Some pupils who are eligible for PP have basic needs which make learning more difficult for them than for other children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Persistent absenteeism of a number of children eligible for PP is impacting negatively on their attainment and progress
E.	Parents of children eligible for PP tend to engage less with school than parents of other children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Broaden the skills of pupils eligible for PP to enable them to achieve GLD at the end of EYFS	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Improve phonics, reading and writing skills for pupils eligible for PP	Pupils eligible for PP make rapid progress in reading and writing so that by the end of the Year 1 all pupils eligible for PP meet age related expectations.
C.	Employ a range of strategies to ensure pupils are ready to learn	Pupils eligible for PP have the skills and strategies they need to enable them to overcome their difficulties
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 93% to 96% in line with 'other' pupils.
E.	Increased engagement by parents of children eligible for PP	Attendance of parents of children eligible for PP at Stay and Play, Open Classrooms, information sessions and parents evenings increases, leading to greater engagement in their child's learning.

5. Planned expenditure					
Academic year	58,380				
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 for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Broaden the skills of pupils eligible for PP in EYFS	Rainbow challenge	The Rainbow Challenge is designed to encourage children to complete a meaningful self-initiated task across all areas of the EYFS curriculum each week. By encouraging pupils to engage on a weekly basis in a range of different tasks we intend to broaden the skill-set of the children.	EYFS staff monitor and record on a weekly basis to track children's access and achievement.	JG AS	Weekly Termly
B. Improve phonics skills for pupils eligible for PP	Use Read Write Inc. Programme to deliver high quality phonics and early reading teaching to all children.	We know that there is a strong correlation between a lack of phonics skills in year 1 and low attainment in reading and writing in later years. If children acquire these essential early reading skills, progress and attainment in reading and writing will follow. Our low writing scores in 2016 for children eligible for PP have led us to seek a holistic approach to phonics, reading and writing. We trialled RWI in 2016-2017 as a small group intervention. The children who took part due to their poor prior phonic attainment made accelerated progress.	Observations of phonics sessions to monitor effectiveness of provision. Regular meetings with all staff to maintain quality of delivery. Termly assessments and monitoring, including governor monitoring, will track the progress of all children and the effectiveness of implementation.	KD AS Governors	Every 6 weeks Termly Termly
C. To employ a range of strategies to ensure pupils are ready to learn.	Whole staff training to fully embed best practice in line with the values and ethos of the school. Achievement for All	Collated information gathered on case studies highlighted a broad range and level of needs which act as barriers to children making progress. The school has also reviewed its vision and values in light of recent training. Advice following personal experience of School Improvement Advisor, coupled with her knowledge of the school's needs.	Class observations and learning walks with a particular focus on interactions between adults and children. Feedback from pupil voice meetings between children and DL champion. Whole school training and development.	AS ASo	Termly Termly
Total budgeted cost					£11,519.45
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Broaden the skills of pupils eligible for PP in EYFS	Talk Boost	Baseline assessments. Talk Boost has proven results in improving speaking and listening.	Training provided for key staff to deliver. Entry and exit data monitored by EYFS lead.	AS/KF	After 10 week intervention
	Children eligible for PP will be focus children for staff to ensure they have equity of opportunity across all areas of learning	Some children will need adult support to enable them to access and succeed across a range of activities.	EYFS staff will track progress weekly.	JG/EG/HW	Weekly £1040
B.Improve phonic skills for pupils eligible for PP	Deliver RWI in small groups directly linked to the ability of the pupil. 1:1 teaching to 'keep up' those pupils assessed as at risk of falling behind.	RWI works best when it is delivered in small groups of children whose ability is very closely matched. 1:1 sessions are aimed at preventing children from falling behind.	Whole school training and development days. Reading leader tracks progress of children across a term and reading teachers track progress of children on a daily basis.	KD All reading staff	Termly Daily £7,780
C.To employ a range of strategies to ensure pupils are ready to learn	ELSA PFSA Wizard Theatre Thrive Rockets Kites EWO 121 support	Collated information gathered on case studies highlighted a broad range and level of needs which act as barriers to children making progress.	Termly monitoring of case studies. Pupil voice through DL Champion	AS/KF/ASo	Termly £26,211
Total budgeted cost					£35,031
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Monitor pupils and follow up quickly on absences. Reward high levels of attendance. Involve Education Welfare Officer in cases of persistent absence. Achievement for All	We can improve attainment for children when they are attending school. Aim to encourage improved attendance through a positive approach in the first instance and follow up with letters and EWO intervention when required. Attendance of children eligible for PP improved during 2016 – 2017 (91% to 93%)	Regular focus groups with parents / carers and pupils to monitor the impact of the programme. Regular monitoring of attendance of targeted pupils	AS/JR/DE	Termly

		but further improvement is needed to bring it into line with attendance for all pupils (96%)			
E.To increase levels of parental engagement for disadvantaged families	Reward reading at home. Offer wider range of opportunities for parental involvement at school Achievement for All	Monitoring of attendance at school events shows parents of children eligible for PP consistently attend less. Advice of school improvement advisor who has seen AfA have a very positive impact in other schools. Evidence in reading shows children who are supported regularly at home make better progress.	Continue to monitor attendance and work with AfA coach.	AS	Termly
PP pupils are able to attend school clubs and out of school provision. Including subsidised breakfast club, Kites and residential visits.	Enrichment fund	Equal Opportunity. No child should be excluded from extra-curricular activities on grounds of cost.	Regular monitoring to ensure those eligible are making full use of their entitlement.	AS	Termly
Total budgeted cost					£11,830

6. Review of expenditure				
Previous Academic Year				
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)	Cost
A. Improve oral language skills for pupils eligible for PP	Marking and feedback to provide positive next steps and engage pupils in discussion about their learning	Monitoring, including book scrutinies, evidences a positive impact.	A worthwhile activity to review marking and feedback to ensure it is providing what pupils need to advance their learning but this will not continue to be a key focus.	£0
C. To develop pupils' metacognition skills	All staff trained on 'growth mind-set' approach to learning	Case studies and progress grid for pupils eligible for PP evidences progress PP children are making from their starting points, although there remains a gap in overall attainment between children eligible for PP and all pupils. There has been a positive impact on the mindsets of pupils and staff.	This has been a useful addition to the strategies staff employ with all pupils and has helped staff to identify more clearly the specific individual needs of pupils which now need to be addressed.	£630
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
A.Improve oral language skills for pupils eligible for PP	121 and small group provision. Talk Boost Wizard Theatre	Talk Boost data shows good progress, together with positive feedback from staff regarding improved communication during and after the intervention. 121 and small group provision further supported development of oral language skills. All pupils attending gained confidence, evidenced in their own and others' evaluations.	Targeted support has had a positive impact and we will continue with this but with a specific focus on enabling children eligible for PP to access and succeed at a range of tasks within the Rainbow Challenge each week. Talk Boost is an extremely successful intervention for pupils in EYFS with poor language and communication skills. This will continue. Wizard theatre offers all PP children, including those whose attainment is good, an opportunity to shine and will be continued.	£9984 £28,200 £1800 £3264

B. Improve phonics skills for pupils eligible for PP	Phonics training through the Read Write Inc. Programme to support staff.	Progress data was very positive with all pupils acquiring more sounds through RWI.	The impact on small groups was good, but we feel we need to make this a whole school approach to ensure it has maximum impact on all pupils across reading and writing.	£10,640
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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
Enrichment fund	<p>PP pupils are able to attend school clubs and out of school provision.</p> <p>Including subsidised breakfast club, Kites and residential visits.</p>	Those eligible are making full use of their entitlement.	To be continued and further developed next year	<p>£4500</p> <p>£1,155</p>

iv. Overall Impact

Outcomes	<p>Tracking of progress indicates that all pupil premium pupils are making progress</p> <p>A review of pupil premium impact by the SIP agreed that the school was focussed on the key issues for supporting the children in the school.</p> <p>All Pupil premium pupils in year 4 on track to reach the expected level in reading Summer 2018</p>	<p>Continue the focus on improving outcomes for pupil premium pupils</p> <p>Continue to explore what can be even better for pupil premium pupils.</p> <p>Monitor closely to ensure current standards are maintained.</p>	
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