

Pupil premium (PP) strategy statement Trinity First School, Frome. 16/17.

1. Summary information					
School	Trinity CEVC First School, Frome				
Academic Year	16/17	Total PP budget	60,200	Date of most recent PP Review	n/a
Total number of pupils	291	Number of pupils eligible for PP	45	Date for next internal review of this strategy	Nov 16 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%	69.5%	69%
Year 1 Phonics	56%	82%	81%
KS1 % achieving in reading, writing and maths	36.4%	63.3%	60%
KS1 % making progress in reading	64%	78%	74%
KS1 % making progress in writing	43%	68%	65%
KS1 % making progress in maths	57%	72%	73%

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.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress for PP children in subsequent years.
B.	Phonics skills in Reception 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 less resilience in their work than other pupils which can affect their attitudes to learning.
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

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP	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 skills for pupils eligible for PP	Pupils eligible for PP make rapid progress so that by the end of the Year 1 all pupils eligible for PP meet age related expectations.
C.	Employ strategies to develop pupil's metacognition skills (learning to learn) and increase engagement in their learning	Pupils eligible for PP are actively engaged in their learning and have developed their resilience.
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 91% to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	60200				
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. Improve oral language skills for pupils eligible for PP	Marking and feedback – agree internal consistencies and marking strategies that support next steps in learning and pupil progress	This year's data shows a significant difference between the progress of disadvantaged pupils in reading and writing compared to all pupils. Raising awareness of the importance of effective marking and feedback for PP pupils will improve progress.	Pupil Progress meetings led by Head. Termly work scrutiny by SLT.	AS	Termly
C. To develop pupils' metacognition skills	All staff trained on 'growth mind-set' approach to learning	Discussion with staff and pupils, observations of teaching and learning and a visit to a local school. A whole school approach with a deliberate focus on positivity is intended to ensure consistency across school.	Regular reviews at staff training. Termly work scrutiny by SLT.	AS	Termly
Total budgeted cost					£630
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?
B. Improve phonics skills for pupils eligible for PP	Phonics training through the Read Write Inc. Programme to support staff.	We are currently working on ways of maximising the impact of the work of our TAs. We also believe that there is a strong correlation between a lack of phonics skills in year 1 and low attainment in reading in later years. If children acquire these essential early reading skills, progress and attainment in reading will follow.	Observations of phonics sessions to monitor effectiveness of provision. Regular updates from class teachers as to the progress of disadvantaged pupils in phonics.	NS	Every 6 weeks

<p>A. Improve oral language skills for pupils eligible for PP</p>	<p>121 and small group provision.</p> <p>Talk Boost</p>	<p>Some of the students need targeted support to catch up. The 121 tuition will be for identified pupils focusing on basic skills acquisition.</p> <p>Baseline assessments. Talk Boost has proven results in improving speaking and listening</p>	<p>Organise timetable to ensure staff delivering provision know targets to work on and have sufficient delivery time.</p> <p>Training provided for key staff to deliver. Entry and exit data monitored by EYFS lead.</p>	<p>AS</p>	<p>Termly</p> <p>After 10 week intervention</p>
Total budgeted cost					<p>£53,591.84</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>D. Increased attendance rates</p>	<p>Monitor pupils and follow up quickly on absences. Reward high levels of attendance. Involve Education Welfare Officer in cases of persistent absence.</p>	<p>We can't improve attainment for children if they aren't actually attending school. Aim to encourage improved attendance through a positive approach in the first instance.</p>	<p>Regular focus groups with parents / carers and pupils to monitor the impact of the programme.</p> <p>Regular monitoring of attendance of targeted pupils</p>	<p>AS</p>	<p>Termly</p>
<p>To increase levels of parental engagement for disadvantaged families</p>	<p>Reward reading at home. Offer wider range of opportunities for parental involvement at school</p>	<p>Parental feedback. Evidence in reading shows children who are supported regularly at home make better progress.</p>	<p>Monitor class reading records. Monitor attendance at events (open classrooms, stay and play sessions, parents evenings) and follow up non-attendance</p>	<p>AS</p>	<p>Termly</p>
<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>	<p>Enrichment fund</p>	<p>Equal Opportunity. No child should be excluded from extra-curricular activities on grounds of cost.</p>	<p>Regular monitoring to ensure those eligible are making full use of their entitlement.</p>	<p>AS</p>	<p>Termly</p>
Total budgeted cost					<p>£6,000</p>

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
Raising attainment for PP pupils, especially in Year 2.	To enhance provision for PP pupils who require more support to achieve.	<p>Medium: The gap for this cohort of pupils has diminished. At EYFS 20% of PP children achieved GLD. Whereas 60% of all pupils achieved GLD.</p> <p>By end of KS1, 36.4% of PP children achieved expected for RWM. This is a 16.4% increase for this cohort. However, 63.3% of all pupils achieved RWM a gap of 26.9% which still needs to be reduced.</p>	<p>This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.</p> <p>There will be a whole school positive attitude and high aspirations for all pupils.</p>	£0
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
Raising attainment for PP pupils, especially in Year 2.	Intensive one to one tuition	Mixed: Pupil confidence increased. This has translated into some improvement, however, the overall gap between PP and other pupils needs to be reduced still further.	A tighter focus on the PP support. We believe that the support given by TAs and on a one to one basis has been effective and will continue. However, we will endeavour to ensure that this support is targeted on PP pupils who need to make significant progress to meet end of year expectations.	£13,680
	Targeted in class TA support.			£36,370
	Delivery of talk boast programme	Increased speech, language and communication skills across EYFS enabling all children to be ready to access the National Curriculum in Year 1.	To be continued next year.	£1,960
	Training and additional TA hours to provide emotional support to pupils in need	Pupils with emotional needs have the opportunity to talk individually with a trained member of staff to sort through their worries/concerns.	To be continued next year.	£2,115

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
Raise profile of PP pupils in school and how staff can support them.	Appoint a PP Champion Governor	<p>Medium; The profile has been raised although this is yet to have the desired impact for PP outcomes and diminishing differences.</p> <p>Together with the HT, the PP Champion has investigated the approach of successful schools and other schools have been visited.</p> <p>Up to date research has been scrutinised and disseminated and training attended.</p> <p>The issues for PP pupils have been identified as part of a review of the current position.</p> <p>There is more rigour in tracking PP students.</p>	Ensure any spend is focussed on the intended targets, that the success criteria are identified and the outcomes are measureable.	£0
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>£3100</p> <p>£1,155</p>