

Pupil premium (PP) strategy statement Trinity First School, Frome. 18/19.

1. Summary information					
School	Trinity CEVC First School, Frome				
Academic Year	18/19	Total PP budget	£65530	Date of most recent PP Review	n/a
Total number of pupils	294	Number of pupils eligible for PP	48	Date for next internal review of this strategy	February 2019 Termly

2. Current attainment			
	<i>Pupils eligible for PP (Trinity)</i>	<i>All Pupils (Trinity)</i>	<i>national average (all pupils)</i>
EYFS GLoD	62.5%	75%	71.5%
Year 1 Phonics	50%	76%	81%
KS1 % achieving in reading, writing and maths	78%	73%	65%
KS1 % achieving expected standard in reading	89%	80%	75%
KS1 % achieving expected standard in writing	78%	75%	70%
KS1 % achieving expected standard in maths	78%	80%	76%

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.	A significant proportion of children eligible for PP regularly arrive at school late and not ready to learn which 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, 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.	Improved punctuality and readiness for learning amongst pupils eligible for PP.	Punctuality and readiness to learn amongst pupils eligible for PP improves.
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	65,530				
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	Enhanced provision through training and deployment of staff.	Children need a rich variety of high quality experiences to engage them in their learning and support them in developing skills necessary for early learning.	EYFS tracking, review and evaluation SLT and governor monitoring	EG HW	Weekly Termly
B. Improve phonics skills for pupils eligible for PP with a particular focus on encouraging children to add sophistication and detail to their writing to at least meet expected standards at the end of each year.	RWI to deliver high quality phonics and early reading. Daily guided reading across the school with whole class guided reading in KS2 to promote reading of high quality texts to support progress in writing. Use of Talk for Writing in KS1 to provide children with rich language patterns to use in their independent writing.	Progress in writing needs to be accelerated to match progress in reading. We know that children write best when they are writing from real experiences and when they have a wealth of reading experience to draw upon in their writing.	Writing moderation meetings Data tracking SLT monitoring	AS NS	Every 6 weeks Termly Termly
Total budgeted cost					£15,208
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	Additional adult support	Additional adult support will enable teachers to carry out learning tasks with small groups of children ensuring that gaps and misconceptions are identified quickly and overcome.	SLT monitoring	EG HW	Termly

B. Improve phonics skills for pupils eligible for PP with a particular focus on encouraging children to add sophistication and detail to their writing to at least meet expected standards at the end of each year.	RWI in small groups Guided writing to support pupils struggling to develop skills required to write well.	Ensuring children have the skills they need to be able to write well and identifying barriers to success in writing.	SLT monitoring and termly data tracking.	NS	Termly
C. To employ a range of strategies to ensure pupils are ready to learn.	ELSA PFSA Wizard Theatre Thrive Rockets Kites 121 support Structured conversations	Children present with a wide range of needs which often become barriers to learning. Often these needs require specific support to enable the child to be able to focus on and access the learning.	SENCo and DL Champion monitoring		Termly
Total budgeted cost					£40,784
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. Improved punctuality and readiness for learning amongst pupils eligible for PP	Structured conversations alongside improved informal communication with parents. Home visits.	We believe it is mainly factors outside of school which are impacting on children's readiness to learn. Structured conversations will enable teachers to know more about home circumstances and to put in place strategies to support children in school.	Staff training and release time	AS	termly
E. Increased engagement by parents of children eligible for PP	Structured conversations alongside improved informal communication with parents. Home visits.	Monitoring of attendance at school events shows parents of children eligible for PP consistently attend less. By engaging with families and showing real willingness to understand their issues we aim to improve parental engagement and pupil progress.	Continue to monitor attendance and work with AfA coach.	AS	Termly
PP are funded to attend school clubs and out of school provision, including covering the cost of the Year 4 residential	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.	KC	termly
Total budgeted cost					£9,538

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. Broaden the skills of pupils eligible for PP in EYFS	Rainbow challenge	This was not an effective way of ensuring children tackled tasks in all areas of learning and it had little impact on all pupils, including pupils eligible for PP.	This approach was discontinued within the academic year 2017 – 2018.	£0
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.	Our overall attainment in phonics at the end of Year 1 increased from 70% in 2017 to 76% in 2018. There was no measurable impact in terms of data on pupils eligible for PP by the end of Year 1. However, amongst pupils eligible for PP, 50% of whom achieved the expected standard in the phonics screening check in 2017, 89% achieved the expected standard in reading at the end of Y2 in 2018.	RWI needs more time to be fully embedded and we anticipate seeing the greatest impact in the children who start the scheme from the beginning of their time in EYFS. We will continue with this.	£7,369.45
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	Staff feedback on training was very positive and ideas shared in training were implemented in classes across the school. A cohort of PP children was identified for Structured Conversations and staff and parents reported positively on the outcomes of these.	The school's association with Achievement for All will continue in the academic year 2018- 2019.	£4150
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>A. Broaden the skills of pupils eligible for PP in EYFS</p>	<p>Talk Boost Children eligible for PP will be focus children for staff to ensure they have equity of opportunity across all areas of learning</p>	<p>Children taking part in Talk Boost all showed improvement in their entry and exit data as well as being recognised as being more confident in speaking and better able to listen and focus in classroom activities.</p>	<p>Talk Boost will be continued in the academic year 2018 - 2019</p>	<p>£1040</p>
<p>B. Improve phonic skills for pupils eligible for PP</p>	<p>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.</p>	<p>Children make good progress with their phonics acquisition and phonics results improved from 70% to 76% between 2017 and 2018.</p>	<p>The school still needs to make further improvement as we aspire to higher than national levels of attainment and to close the gap between children eligible for PP and all pupils.</p>	<p>£7,780</p>
<p>C. To employ a range of strategies to ensure pupils are ready to learn</p>	<p>ELSA PFSA Wizard Theatre Thrive Rockets Kites EWO 121 support</p>	<p>Children were able to access a range of services to enable them to feel supported within school and to allow them to gain confidence in their classrooms and to fully access their learning.</p>	<p>All services to be continued.</p>	<p>£26,211</p>

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
E. Enrichment fund	PP pupils are able to attend school clubs and out of school provision. Including subsidised breakfast club, Kites and residential visits.	Most of those eligible are making good use of their entitlement.	To be continued and further developed next year, making sure that all families where children are eligible are fully aware of their entitlement.	£4500 £1,155
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	Attendance rates have improved and pupils eligible for PP are currently attending at a rate of 96.3%, compared with 93% last academic year.	Attendance will continue to be monitored but at a reduced level while it remains in line with expectations and similar to the rate for all pupils.	
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	Structured conversations are beginning to have an impact on engagement of parents.	Continue with this to further improve parental engagement.	
iv. Overall Impact				
Outcomes		Tracking of progress indicates that all pupil premium pupils are making progress with very little gap in attainment in Years 2 and 4, and in some cases the attainment of the PP pupils is higher than that of all pupils.	Continue the focus on improving outcomes for pupil premium pupils Continue to explore what can be even better for pupil premium pupils. Monitor closely to ensure current standards are maintained.	