

# 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 First School
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body 18.01.22
Pupil premium lead	Amanda Seager Angeles Solway
Governor / Trustee lead	Janice Sledge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,800
Recovery premium funding allocation this academic year	£3,336
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,323
<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	£92,459

# Part A: Pupil premium strategy plan

## Statement of intent

At Trinity First School our intention is that every pupil, regardless of their background or the individual challenges they face, makes good progress and achieves success across our broad curriculum. Our aim is to use the pupil premium funding to help us support disadvantaged and vulnerable learners to achieve that goal by improving and sustaining higher attainment and creating outcomes for our disadvantaged learners that are comparable with non-disadvantaged pupils nationally.

We aim to achieve this through:

- High quality teaching for all, with a clear focus on the areas where disadvantaged learners require the most support
- Ensuring disadvantaged learners are challenged by the work they are set
- Clear support and guidance for disadvantaged learners in their emotional and social development to enable them to be in the best place possible to access high quality teaching and individual support, and to meet the challenge of the work they are set
- Early intervention upon identification of need, using school-led tutoring
- Ensuring our relationships with families are effective, open and honest
- Effective use of both hard and soft data to identify attainment gaps and barriers to learning
- Using evidence based training and coaching for staff

A firm commitment to improving outcomes for disadvantaged and vulnerable learners is integral to all staff at Trinity First School. The academic progress and social and emotional wellbeing of disadvantaged and vulnerable learners is everyone's responsibility.

During the period of the strategy plan we will focus on the challenges in three key areas that are preventing our disadvantaged learners from attaining well: oral language skills, leading to increased challenges in developing fluency in reading and writing; social and emotional resilience, including a lack of confidence and aspiration and cultural capital meaning our disadvantaged learners often have narrower horizons.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show underdeveloped oral skills, vocabulary gaps and a limited range of experiences outside of school. Therefore, disadvantaged learners are starting their learning from a lower point than their peers and face greater challenges accessing our broad curriculum.
2	Internal and external data show some disadvantaged learners attain less well in the Y1 Phonics screening check and are making slower progress in securing their phonic knowledge and early reading skills, impacting on their development as readers. 67% of our current Y2 disadvantaged learners passed the screening check, compared with a pass rate of 86% for the rest of the cohort.
3	Our data shows that over 50% of our disadvantaged learners have had or have negative and/or traumatic experiences outside of school which significantly impact their ability to be ready and able to access learning opportunities in school. 80% of the children attending Nurture provision are PPG. 57% of the children accessing ELSA are PPG 100% of the children accessing PFSA support are PPG
4	Although attendance of disadvantaged pupils has improved in recent years, analysis of attendance data shows that some disadvantaged pupils and their families remain in need of additional support to secure and sustain better punctuality and attendance. Overall attendance = 93%, Pupil premium attendance 92% Current data raises concern over the attendance or punctuality of 17% of PPG
5	Analysis and discussion following learning walks and pupil voice feedback shows that pupils' mindset is hindering progress, especially in maths. In discussion with an external consultant, pupils reported maths being challenging and observations by the consultant show that disadvantaged learners had a tendency to lose confidence if they got an answer wrong or perceived the work to be too challenging.
6	Our assessments, discussions, observations and pupil voice feedback show that writing is an area which needs improvement. A number of disadvantaged learners reported spelling as being a particular challenge when talking to an external consultant, and staff report spelling, punctuation and grammar have been disproportionately impacted by recent disruptions to learning through closures.

## 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
Improved oral language skills and vocabulary and improved cultural capital.	<p>Assessments and observations indicate significantly improved oral language and wider vocabulary use among disadvantaged learners.</p> <p>Assessments and observations also indicate disadvantaged have a broader experience and understanding of the world around them.</p>
Improved phonics attainment and greater success in reading among disadvantaged learners.	<p>KS1 phonics outcomes show that disadvantaged learners are achieving the expected standard at least in line with their peers generally.</p> <p>Reading data across the school also shows a significantly reduced gap in attainment between disadvantaged learners and their peers generally.</p>
Sustained improvement in wellbeing and emotional and social resilience, especially for disadvantaged learners.	<p>Pupil voice, pupil and parent surveys and teacher observations indicate sustained high levels of wellbeing.</p> <p>Periodic progress reports and exit data for nurture, ELSA and PFSA support shows improved wellbeing for specific children involved.</p>
Sustained improvement in attendance for all pupils, and especially for disadvantaged learners leading to a much reduced gap between those pupils and pupils generally.	<p>Sustained improvement in attendance is demonstrated by overall attendance rates returning to 96%+, while attendance for disadvantaged learners shows a narrowed gap between that group and the school as a whole.</p> <p>A reduction in persistent absenteeism, especially among disadvantaged learners and an improvement in punctuality.</p>
Increase in confidence in all pupils, but especially disadvantaged learners, in their approach to maths, leading to improved attainment.	<p>Learning walks, pupil voice and teacher feedback indicates that all children, and especially disadvantaged learners are willing to have a go and view errors positively as a means to enhance understanding.</p>
Improved attainment in writing, especially among disadvantaged learners.	<p>Writing outcomes in all years groups show at least 70% of disadvantaged pupils are meeting the expected standard.</p>

## 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: £20,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Explicit opportunities to develop oracy and vocabulary included in planning across the curriculum in all year groups including:</p> <p>Language through play in the EYFS.</p> <p>High quality texts used in literacy across the school.</p> <p>Art UK - The Superpower of Looking</p> <p>Funding will be used to purchase resources and to pay for ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Enhance our DfE validated systematic phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Funding will be used to purchase resources, fund training and to provide additional adults to maintain low group numbers and provide more targeted support.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Staff training to enable a consistent approach to improving pupils' approach to and confidence in maths lessons.</p> <p>Funding will provide release time for subject leader to plan and deliver training for teaching and support staff, to provide ongoing support and coaching for staff and to purchase resources required to support whole school adoption of positive maths mindset.</p>	<p>Evidence shows that a positive mindset for maths significantly improves maths attainment.</p> <p><a href="https://www.ncetm.org.uk/classroom-resources/cs-mindset-why-is-it-so-important-in-teaching-for-mastery/">https://www.ncetm.org.uk/classroom-resources/cs-mindset-why-is-it-so-important-in-teaching-for-mastery/</a></p> <p>Jo Boaler et al – The Transformative Impact of a Mathematical Mindset Experience Taught at Scale</p>	4

<p>Enhance the teaching of writing through explicit teaching of specific skills for writing including spelling, punctuation and grammar, and through the use of engaging texts and purposes for writing.</p> <p>Funding to provide release time for subject leader to research suitable programmes and resources, purchase of selected resources and materials.</p>	<p>Evidence shows that strong modelling and opportunities for purposeful practice enhance writing outcomes for children. Developing engaging contexts for writing motivates younger children who are also supported by developing spelling skills through explicit teaching.</p> <p>EEF guidance reports: Improving Literacy in KS1 Improving Literacy in KS2 Preparing for Literacy EYFS</p>	6
<p>Ensure all children have access to high quality teaching. Staff training and coaching based on principals from the EEF guidance report on Special Educational Needs in Mainstream Schools, especially in the use of flexible groupings, explicit instruction, effective scaffolding and developing metacognition.</p>	<p>Evidence shows that high quality teaching and approaches for SEN pupils benefit all pupils and lead to higher outcomes.</p> <p>EEF guidance report: Special Educational Needs in Mainstream Schools</p>	1,2,5,6

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

Budgeted cost: £35,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional RWI phonics sessions, including 1:1 interventions, targeted at disadvantaged learners who require further support to keep up with peers.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 6
<p>Selected group of disadvantaged learners to be focus group for work with external consultant to fully understand their experience of school and enable them to be</p>	<p>Research increasingly suggests that when learners are engaged in shaping and leading their education this can result in benefits for all (eg Davies et al 2007). In particular, the benefits for learners who are involved are said to include: greater sense of ownership over their learning; increased motivation; improved self-esteem;</p>	1,2,3,4,5,6

involved in shaping that experience.	greater achievement; improved relationships with peers and educators; increased self-efficacy. Carnegie YPi report: Inspiring Schools, Impact and Outcomes: Taking up the Challenge of Pupil Participation	
Implementation of Spelling Detectives as an intervention to support disadvantaged learners in KS2 whose spelling is affecting progress in writing.	Evidence indicates that a lack of fluent spelling can affect the development of reading and writing skills and can have a long term impact on outcomes for pupils. The active teaching of spelling plays a decisive role in children's spelling development. CLPE Understanding Spelling	6
Engaging with school-led tutoring to provide 1:1 and small group tuition to narrow gaps in pupils' learning, especially in reading, writing and maths. Funding used to employ additional teacher on part time basis.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,5,6
Use of teacher and TA time to deliver pre-teaching in maths to further support development of positive maths mindset in disadvantaged learners and ensure they are in the best place possible to make progress in maths.	<a href="https://www.ncetm.org.uk/classroom-resources/cs-mindset-why-is-it-so-important-in-teaching-for-mastery/">https://www.ncetm.org.uk/classroom-resources/cs-mindset-why-is-it-so-important-in-teaching-for-mastery/</a>	5
Subscription to Reading Rocks Pupil premium trial providing all disadvantaged learners with 2 books and a magazine to take home each month, encouraging a love of reading and providing the children with engaging reading material.	Evidence indicates that the more children read at home the greater their long term outcomes are. DfE Research Evidence on Reading for Pleasure (2012)	1,2,6

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36,769

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the school's nurture provision to 5 afternoons per week, with an additional (3<sup>rd</sup>) member of staff to ensure that children attending have the opportunity to develop social and emotional skills as well as having access to a broad and balanced curriculum. Children's nurture experiences will enable them to fully access their learning in class.</p>	<p>Nurture.org research based evidence on the benefits of nurture provision for the most vulnerable pupils and the capacity this provision has to improve their academic outcomes.  <a href="http://www.nurtureuk.org">www.nurtureuk.org</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.eef.ac.uk/~/media/EEF/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4,5,6</p>
<p>Continue with expanded ELSA and play therapy provision to enable children who have been impacted by adverse childhood experiences can be in the best possible place for learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.eef.ac.uk/~/media/EEF/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4,5,6</p>
<p>Senior Mental Health Lead to support all staff in understanding how to identify and meet the needs of pupils experiencing poor mental health.</p>	<p>The government recognises that poor mental health creates a significant barrier to learning. Given the high proportion of disadvantaged learners at Trinity who have experienced trauma, this is more likely to be an issue for this group of pupils. A positive, whole school approach to supporting and improving mental health is vital to its success.  <a href="https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing">https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</a></p>	<p>1,2,3,4,5,6</p>
<p>Employ an EWO to work in partnership with the headteacher and office manager to support families to improve and sustain good attendance.</p>	<p>The DfE guidance (Improving School Attendance) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absenteeism.  <a href="#">Improving School Attendance</a></p> <p>All pupils, but especially disadvantaged learners, need to maintain high attendance to gain</p>	<p>1,2,3,4,5,6</p>



	maximum benefit from high quality teaching and targeted interventions and support.	
Provide subsidised financial support (Trust Fund) to enable disadvantaged learners to access extra-curricular activities.	<p>Research shows that many disadvantaged learners do not access extra-curricular activities and so miss out on the benefits these bring – increased confidence, a sense of belonging, improved wellbeing and mental health, the development of soft skills and a broadening of experiences and social circles.</p> <p>Enrichment and extra-curricular activities are believed to be valuable for their own inherent value, and also for the opportunity to learn skills which can be useful in later life.</p> <p>Social Mobility Commission – An Unequal Playing Field  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p>	1,2,3,4,5,6

**Total budgeted cost: £92,459**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

A number of our planned strategies for 2020 – 2021 were not fully implemented or embedded due to Covid 19 restrictions and partial school closures. Some resources were diverted to support acute and unplanned need arising from the pandemic.

Our internal assessments indicate that attainment for all pupils is currently lower than we would have expected prior to the pandemic, and the gap between our disadvantaged learners and other pupils has widened where we were making progress towards narrowing it. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils who were not able to fully benefit from our pupil premium funded improvements to teaching or the targeted interventions to the extent we intended.

The impact was mitigated by our commitment to providing school places to our most vulnerable disadvantaged learners and by the high quality curriculum and care provision we were able to offer remotely to those not in school. We provided a mix of live and recorded lessons supported by teacher support and feedback throughout the day and individual sessions wherever possible for those children who benefitted from 1:1 intervention with a teacher or TA. We also made use of some of our pupil premium grant funding to provide resources for disadvantaged learners.

Although pupil wellbeing was negatively impacted, external visitors to the school have noted how resilient the pupils are and how well they have re-engaged with school and learning. Pupil voice showed an overwhelmingly positive response to being back in school and our observations and discussions indicate a positive approach to school and learning amongst the majority of pupils.

The progress we had been making towards reducing the gap in attendance and improving attendance overall was halted by the pandemic, and this has in part led to our engagement of an EWO as it is hoped we will make rapid progress to make up for lost time.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.