Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for applicable years) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Trinity St. Peter's CE Primary School
Number of pupils in school	213 *(243 inc. nursery)*
Proportion (%) of pupil premium eligible pupils	8.9% (19)
Academic year/years that our current pupil premium strategy plan covers	2022/23 2023/24 2024/25
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Estates and Infrastructure Committee
Pupil premium lead	Jonathan McCabe
Governor / Trustee lead	Dave Menagh

Funding overview –

Detail	Amount
Pupil premium funding allocation this academic year	£23,280
Recovery premium funding allocation this academic year	£580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23,860

Part A: Pupil premium strategy plan

Statement of intent

At Trinity St. Peter's Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to provide each child with the skills and values they need to SHINE in the real world. We want all our children to enjoy their learning journey; to achieve their full potential and to become caring global citizens of the world with the motivation and confidence to be the best they can be.

Our pupil premium strategy is founded on the principles and practices outlined in the *EEF Guide to the Pupil Premium* (updated September 2023), which has played a key role in ensuring that our school improvement approach meets the needs of our pupils whilst fulfilling the expectations of the pupil premium strategy document.

Therefore, we have adopted a tiered approach which is focused on improving outcomes for our most disadvantaged pupils via:

- Quality first teaching for all pupils;
- Targeted academic intervention support;
- Wider strategies which relate to the most significant non-academic challenges to success in school, including behavioural, social and emotional support, which also may negatively impact upon academic attainment.

Alongside these key aims, we will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Specific intervention support and wider support for individual pupils will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have additional behavioural, social and emotional needs will access high-quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that staff use evidence-based teaching interventions to support gaps in learning.
2	Children's early reading, language and communication skills may have been impacted as a result of the pandemic which may impact on progress.
3	An increase in children requiring additional intervention support in order to address gaps in learning.
4	Ensuring that concentration levels and changes of routines do not affect engagement in school, mental wellbeing, attendance or overall progress.

5	Personal development experiences such as opportunities for the children to take part in extra-curricular activities with their peers.

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
For all pupils to have access to a recovery curriculum which will fill the gaps in learning from the previous term across all curriculum subjects.	- Termly assessments and pupil progress meetings identify individual targets moving forward. - All pupils in school to make or exceed national expected progress rates from their starting point.
For all pupils to be achieving their projected targets in English and Mathematics.	For no attainment gap to exist between PP and non-PP funded children across all subjects by the end of KS2.
For pupil's emotional wellbeing to be supported.	- High levels of pupil attendance. - High quality pastoral and social support for families, improving the mental health and emotional well-being of disadvantaged children.
For all children to be afforded the same enrichment and extracurricular experiences as their peers.	PP families have engaged with the enrichment opportunities and extracurricular offer utilising the school's support where needed.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above:

Teaching

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised instruction for pupils via digital technologies.	There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology.	1, 3

| Bespoke homework tasks set in UKS2 via engaging, digital apps. | Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.

The quality of the task set appears to be more important than the quantity of work required from the pupil. | 3 |
|---|---|---|

Targeted academic support

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants delivering targeted 1:1 and small group intervention.	One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.

Small group tuition has an average impact of four months' additional progress over the course of a year.

Teaching assistants can provide a large positive impact on learner outcomes. | 1, 3 |
| Oral language and Phonics interventions delivered by teaching assistants. | Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.

Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. | 1, 2, 3 |

Wider strategies

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling service provides the opportunity of 1:1 support for the social	For pupils to have basic needs met to ensure they are mentally and emotionally able to learn.	4

and emotional needs of identified pupils.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	
Supporting PP families with utilising the enrichment opportunities and extracurricular offer from the school.	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	5

Total budgeted cost: £23,860 *(100% of allocation)*

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 2022 to 2023 academic year.

<u>**Key areas of impact:**</u>

- Year 1 Phonics Screening Check results: 83% of all pupils met the standard; 1 Y1 PP pupil exempt and 1 Y1 PP pupil highlighted for further interventions ahead of re-sitting in Y2.

- Year 2 Phonics Screening Check Re-sit results: 80% of all pupils met the standard, including the 1 PP pupil.

- Teacher assessed end of KS1 results (2022/23) remain broadly in line/above with most recent national data figures with targeted group of children who will receive personalised support in Key Stage 2.

- Teacher assessed end of KS2 results (2022/23) continue to improve and remain significantly above most recent national data figures.

- Key stage 2 progress in reading (2.74) was significantly above national and in the highest 20% in 2023. 100% of PP pupils (2 pupils) achieved the expected standard.

- Key stage 2 attainment of the expected standard in writing (86%) was significantly above national and in the highest 20% in 2023. Key stage 2 progress in writing (3.71) was significantly above national and in the highest 20% in 2023. 100% of PP pupils (2 pupils) achieved the expected standard.

- Key stage 2 progress in mathematics (3.44) was significantly above national and in the highest 20% in 2023. 100% of PP pupils (2 pupils) achieved the expected standard.

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (83%) was significantly **above** national and in the **highest** 20% in 2023. 100% of PP pupils (2 pupils) achieved the expected standard.

- Termly analysis of current internal data enabled us to track and identify any target children within individual subjects and adapt their interventions accordingly in order to further their progress.

- PP attendance figures for end of 2022-2023: 97% - Above national.

- Established and trained counsellor (Rachael Hodges) supports most vulnerable pupils.

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
Counselling Service	Rachael Hodges
Lexplore Intervention Programme	Lexplore Analytics
Reading Eggs / Maths Seeds Intervention Programme	Blake eLearning
SATs Companion / Mirodo	SATs Companion / Mirodo