Pupil premium strategy statement – *Trinity All Saints CE Primary School*

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	31% = 65 pupils
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023 – 2026 Year 1 of 3
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	C Taylor
Pupil premium lead	C Taylor
Governor / Trustee lead	Rev M Weaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,665
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£ 9,280
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£100,945

Part A: Pupil premium strategy plan

Statement of intent

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'Growing Together'

'Growing Together' is our school vision; it reminds us that we must all work together to GROW into the very best versions of ourselves.

We believe that there is no ceiling to what a child can achieve. All children deserve the opportunity to GROW into the very best version of themselves and our ambition is to support all children in our school to achieve this.

It is our intention that ALL children, regardless of their personal circumstances have the opportunity to make good progress and achieve well across all subject areas.

Guided by the EEF , Sutton Trust and other research documented we have worked hard to utilise our pupil premium money to remove barriers to learning and address the needs of our disadvantaged children.

In the main the funding is used to provide additional support within the quality first teaching provision, this enhancement provides children with additional support through SMART targeted classroom intervention and discreet provision that attends to the social, emotional and academic needs of the children in our care.

It is also used to provide enriched learning experiences which evidence suggests strengths the learning journey and provides children with crucial memories on which to pin their learning.

We also prioritise inclusion and feel strongly about enabling all families to be in a position to purchase school uniform, attend trips and take part in residentials.

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Challenges

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

Challenge number	Detail of challenge
1	Academic: There is an attainment gap between disadvantaged and non-disadvantaged pupils.
2	Social and Emotional: We are experiencing an increase in social emotional need with our pupils. Some disadvantaged children require well being support.
3	Enrichment: Some of our disadvantaged pupils have limited opportunities to access enrichment opportunities e.g. visits, residentials
4	Economic: provide disadvantaged pupils with appropriate school uniform, which creates financial pressure on families.
5	Continued Professional Development for staff, ensuring every teacher is supported to improve their teaching and provision for disadvantaged pupils.
6	Attendance: Attendance is at 89% for disadvantaged pupils and 95.6 for non-disadvantaged. We are working to close this gap.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**,

Intended outcome	Success criteria
To close the gap between disadvantaged pupils and non-disadvantaged pupils.	There will be a reduction in the % gap.
To accelerate the progress of our disadvantaged children.	Our disadvantaged pupils make good progress from their starting points.
To ensure children in need of social and emotional support know who their trusted adult are and they receive the support they need.	Intervention and SEMH support through trusted adults will demonstrate children receiving the support they need and leaving the intervention when their need has been met.

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: £ *£18,495*

Activity	Evidence that supports this approach	Challenge number(s) addressed
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development		
CPD	Strategic Development of inclusive practice - Shared strategies for improving outcomes for disadvantaged pupils.	5
	Inclusive Practice in Early Years	5
	DSL Refresher Training – updates to the best practice for supporting pupils with social/SEMH/Safeguarding needs.	2 and 4
	DSL training – As the need for support for our children increase, we have trained a third DSL to meet the need.	2 and 4
	School leaders Conference Diocese of Leeds Speaker - The Children's Commissioner for England	2 and 5
	Dame Rachel is a nationally recognised educator and advocate for improving the life chances of disadvantaged chil-	2 and 5

	dren. Before her appointment as Children's Commissioner, she led two schools from failing to outstanding, Spotlight on Mental Health https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development	
CPD - Moderation of writing – Use of effective feedback to analyse skill gaps and provide effective feedback. improving outcomes for disadvantaged pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 and 5
Network meetings: Curriculum network meetings to share and develop strategies for QFT in specific subjects.	Sutton Trust- Investing in high quality teaching is the most effective way to improve the attainment of pupils.	1 and 5
Diocese of Leeds Enhance Service Plan - Consultation with Improvement partners to ensure decision making and provision is appropriate and impactful on the progress of our disadvantaged pupils.	Sutton Trust- Investing in high quality teaching is the most effective way to improve the attainment of pupils.	
School Improvement Support - Evaluation of current practice to ensure we maximise all opportunities for disadvantaged children to achieve.	Sutton Trust- Investing in high quality teaching is the most effective way to improve the attainment of pupils.	1 5
CPD - Ensure staff are kept up to date with safeguarding procedures and knowledge of how disadvantaged children may need support.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development	3
Appointment of KS leaders - To strengthen support and monitor provision so that it is effective in motivating pupils to learn. To support colleagues in developing their subject and adapting the curriculum to meet the needs of all disadvantaged pupils through research into Rosenshines' principles of teaching.	Sutton Trust- Investing in high quality teaching is the most effective way to improve the attainment of pupils.	1 3 5

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

Budgeted cost: £ *51,646*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants – Reading, Writing and Maths class support Reading, writing maths – same day learning support to ensure PP are able to access to the curriculum and to accelerate progress.	One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Small group interventions - Daily SMART intervention to accelerate progress.	EEF- Teaching and Learning Toolkit. Evidence shows that phonics programmes have high impact (+5 months) for relatively low cost. Reading comprehension strategies have very high impact (+6 months) for relatively low cost. Oral language interventions have very high impact (+6 months) for relatively low cost. Teaching assistant and small group tuition have moderate impact (+4 months) for relatively low cost.	1
Pre/ post teaching - Pupils are given the best opportunities to "Keep up" rather than catch up with learning.	Individualised instruction can be an effective Approach to increasing pupil attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1
Curriculum Enhancements The curriculum is enriched with motivating activities than promote access to the curriculum.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1 3

Purchase of phonically decodable reading books to develop comprehension skill. Pupils are provided with access to early reading by equipping them with phonetically decodable books that can be matched accurately to their reading level. Purchase of phonics tracker an assessment tool to identify gaps in learning.. Phonic workbooks to embed the teaching and learning of early phonics. Phonics audit – whole day analysing phonics provision to ensure it is meeting the needs of pupils to give them a solid early learning foundation in reading. Open mornings in phonic and early reading for parents to build up partnerships and demonstrate how children can be supported at home.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.	1 3

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

Budgeted cost: £ *36,120*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Milk payments for disadvantaged pupils.– Pupils basic needs will be met so they are ready to learn	https://www.simplypsychology.org/maslow.html Maslow's hierarchy of need states pupils need for nourishment must be met before they are ready to learn.	*4*
Achievement awards - To ensure pupils have achievement goals.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	*2* *3*
Visits and residential visits - Subsidised educational visits / residential trips to enrich the curriculum and provide first hand learning experiences. .	Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime. Essential life skills	EEF (educationendowmentfoundation.org.uk)	*2* *3* *4*
Learning environment - Learning environments will be low stimulus	A low arousal environment can be very effective in allowing pupils to learn and thrive in school.	*2* *3*

and non-invasive to support pupils' well-being.	https://inclusiveteach.com/2023/09/07/creating-a-calm-low-arousal-environment-for-sen-pupils/	
Drawing and Talking Sessions Pupils suffering from trauma or anxiety will receive skilled counselling.	Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths score. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	*2*
Attendance strategy meeting meetings Meetings with families to remove barriers to learning and signpost to supportive agencies Adopting the Bradford Attendance charter. Networking with schools with good practice and strategies.	Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/	*2* *6*
Uniform - Ensure all children are supported in coming to school in the correct uniform.	*Wearing a uniform is not, on its own, likely to improve learning but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	*2* *4* *6*
Food technology resources - Disadvantaged pupils will be provided with an enriched curriculum that equips them with life skills.	Sutton Trust- Schools should focus on ensuring a wider range of their pupils develop a broad array of non academic skills.	*3*
School Ping - Improved communications with parents.	Parental engagement strategies are typically more effective with parents of very young children It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	*1* *2* *6*
Partnership work with parents – open mornings to build relationships with parents	Open Mornings where staff and parents engage to share strategies for learning and practice.	*1* *6*

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement	
Pupil support in EYFS to engage disadvantaged pupils in learning - Teaching assistant additional to the required ratio	While play is a core part of the experience of children in early years settings and has potential benefits around physical development, relationship building and expressive arts; this evidence summary looks at the impact of play-based learning on cognitive outcomes. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning?utm_source=/education-evidence/early-years-toolkit/play-based-learning&utm_medium=search&utm_campaign=site_searchh&search_term	*1* *2*
CPOMs recording of incidents – improve our recording of disadvantaged pupils – looking for patterns and ways to support	Limited evidence shows that social and emotional learning has a moderate impact (+4 months) for very low cost. EEF teaching and learning toolkit	*2* *6*
Y6 Tutoring to include disadvantaged pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	*1*

Total budgeted cost: £ *105,261*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress for disadvantaged pupils 2022 -2023

Summer data 2023 Reading (expected progress is 3)			
Year Group	Disad	Non Disad	
1	2.74	3.03	-0.29
2	3.2	2.88	0.32
3	3.16	2.95	0.21
4	3.23	3.12	0.11
5	3.1	3	0.1
6	5.71	3.01	2.7
TOTAL	21.14	17.99	
AVERAGE	3.52	2.99	

Summer data 2023 Writing (expected progress is 3)			
Year Group	Disad	Non Disad	
	2.64	3.1	-0.46
	2.2	2.94	-0.74
	2.97	2.81	0.16
	3.01	3.1	-0.09
	3.12	3.46	-0.34
	3.57	3.15	0.42
TOTAL	17.51	18.56	
AVERAGE	2.91	3.09	

Summer data 2023 Maths (expected progress is 3)			
Year Group	Disad	Non Disad	
	2.82	2.96	-0.14
	2.8	3.33	-0.53
	3	2.95	0.05
	3.15	3.22	-0.07
	2.7	3.1	-0.4
	5.43	3.72	1.71
TOTAL	19.9	19.28	
AVERAGE	3.31	3.21	

Disadvantaged pupils are making better progress than non-disadvantaged pupils in Reading across all year groups apart from year 1. Writing is the weakest subject for disadvantaged pupils. This is the same for all groups across school. The maths gaps between the two groups are narrower than in writing and by the end of Y6 the gap has closed and disadvantaged pupils make more progress.
IDSR (School Inspection Data Summary Report2023) states:
In the IDSR no pupil groups are highlighted as significant. There were 15 pupils in receipt of FSM in KS2 whose attainment is higher than national comparison. The disadvantaged gap is narrowing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Drawing and Talking	Mr M Narey

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.