

Pupil premium strategy statement

School overview

Metric	Data
School name	Trinity Academy St Peter's
Pupils in school	148
Proportion of disadvantaged pupils	48.3%
Pupil premium allocation this academic year	£94150
Academic year or years covered by statement	2020-2023
Publish date	16.11.2020
Review date	July 2021
Statement authorised by	LGB
Pupil premium lead	L Mitchell
Governor lead	

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	-3.56
Writing	-1.56
Maths	-5.07

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	44%
Achieving high standard at KS2	11%
Measure	Activity
Priority 1	Ensure all staff have received training in delivering the phonics scheme and associated interventions to ensure a higher proportion of pupils achieve the expected standard in early reading skills and develop confidence in, and a love of, reading.
Priority 2	Ensure all staff understand the Teaching for Mastery approach and implement it consistently in all classrooms so that pupils of all ages become confident mathematicians.
Barriers to learning these priorities address	<ul style="list-style-type: none">Improving pupil confidence

	<ul style="list-style-type: none">• Addressing staff CPD needs• Raising expectations of what all pupils can achieve• Increasing focus on gaps analysis and intervention for disadvantaged pupils
Projected spending	£40000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve broadly in line with (within 1 point) national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve broadly in line with (within 1 point) national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve broadly in line with (within 1 point) national average KS2 Mathematics progress score (0)	July 2021
Phonics	Achieve national average expected standard in phonics screener	June 2021
Other	Attendance of disadvantaged group to improve to 95.5%	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed the use of a range of additional resources across all year groups to ensure all pupils have the early reading skills required to begin reading for pleasure.
Priority 2	Provide specific training for TAs and parents to ensure they can lead interventions / support with homework following each maths topic ensuring work focuses on gaps analysis and catching pupils up to the expected standard.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Improving pupil confidence and skill in reading and maths Addressing TA CPD needs Improving parent confidence as educators of their own children
Projected spending	£55000

Wider strategies for current academic year

Measure	Activity
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Priority 1	Enacting contingency plan to replace Magic Breakfast club when funding ceases in December 2020.
Priority 2	Develop the role of HSLW to become more involved with school attendance and punctuality as standard practice and not just for vulnerable families.
Barriers to learning these priorities address	Improving school attendance, punctuality and school readiness for disadvantaged pupils.
Projected spending	£30000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	SLG to ensure sufficient time is planned in for professional development	Use of INSET days, weekly training session, diary sheet, additional release time when necessary.
Targeted support	School maths lead to meet regularly with Trust maths lead and provide support to staff in delivering a consistent approach to teaching for mastery across school.	Thorough and timely lines of communication to build teacher confidence and skill.
Wider strategies	Bespoke packages for the most vulnerable pupils.	HSLW and key workers provide focused work, liaising with outside agencies as required.

Review: last year's aims and outcomes

Aim	Outcome
Improved progress in Reading and Writing	No assessment or attendance data due to national lockdown in response to the covid-19 pandemic
Improved progress in Mathematics	
Phonics	
Improve school attendance	