

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 Academy St Peter's
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	04.11.21
Date on which it will be reviewed	July 2022
Statement authorised by	LGB
Pupil premium lead	Rachel Dawson
Governor / Trustee lead	Sarah Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86080
Recovery premium funding allocation this academic year	£9425
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	£95505

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and academy context

Trinity Academy St Peter's is an academy that is part of Trinity Multi Academy Trust. It is a smaller than average primary school located in Sowerby Bridge and the vast majority of pupils are of White British heritage. The proportion of disadvantaged pupils supported by the pupil premium is well above the national average at 50%. The proportion of pupils with SEND is in line with the national average.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6

Achieving These Objectives

The range of provision made for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Discounts for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote TMAT values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Lower than expected levels of development on entry to the EYFS (particularly in relation to Communication and Language, as well as Social and Emotional Development)
2	Behaviour and attendance - behavioural issues within the classroom and poor attendance/punctuality have the potential to minimise the impact of regular, high-quality teaching.
3	Emotional and social factors - some children experience chaotic home lives, which acts as a significant barrier to learning. Some children have low resilience, confidence and expectations of themselves. This also manifests itself in a lack of parental engagement with school, as well as limited support with activities such as reading, homework etc.

4	A lack of cultural capital – some of our pupils have limited (or no) experience of the wider world outside of Sowerby Bridge.
5	Low prior attainment – children have significant gaps in knowledge and skills, particularly in reading and writing.

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
Teacher performance is consistently good or better.	PP pupils experience good or better Quality First Teaching on a daily basis.
Literacy and numeracy barriers are relentlessly and effectively addressed as any PP pupils move through the academy.	Improved teaching/specific interventions show improved performance via assessment data.
Behavioural issues are dealt with effectively and reduced accordingly.	Reduction in disruptive behaviour and suspensions and an improvement in focus of PP pupils.
Attendance and punctuality of PP pupils improves in line with academy targets.	A reduction in days lost to pupil absence compared to AY2019-20 and improved attendance and punctuality.
PP pupils are offered any and all relevant cultural capital experiences within and outside of the academy.	Increase in number of wider curricular experiences and trips that PP pupils attend

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the subject knowledge of teaching staff through effective and targeted CPD.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF – High quality teaching	1, 5
To raise the academic profile of PP pupils across the academy.	Regularly held Pupil Progress meetings have a specific focus on PP pupils and raise the profile of these learners with all staff.	1, 5

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

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group maths tuition with White Rose Maths as part of the NTP	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is	5

	<p>more closely matched to learners' needs explains this impact.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>EEF - Small group tuition - Moderate impact for low cost based on moderate evidence</p>	
Undertake NELI programme with EYFS children	<p>Early language skills are vital for children's long-term success in education and other areas.</p> <p>Research has shown that children with more advanced language skills at the age of five are more likely to have better qualifications and subsequently be employed in adulthood compared with their peers. However, disadvantaged children are more likely to have fallen behind before school starts.</p> <p>School and nursery closures could lead to a widening of the early language gap between disadvantaged pupils and their peers.</p>	1
To implement high impact intervention strategies for all PP pupils through the effective deployment of staffing resources	<p>Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum'</p> <p>Ofsted: The Pupil Premium – how schools are spending the funding successfully to maximise achievement</p>	5

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

Budgeted cost: £ 60505

Activity	Evidence that supports this approach	Challenge number(s) addressed
To discount trips and experiences, including residential trips	<p>To further enhance the opportunity for children to develop their cultural capital.</p> <p>In Cultural Literacy (1988), ED Hirsch succinctly summarises that “to be culturally literate is to possess the basic information needed to thrive in the modern world”. But alongside this, as teachers, we must not overlook the importance of social capital and the opportunities and skills required for students to be successful in the delivery of themselves.</p> <p>Exposure not only to culture but also to situations in which they might not have previous experiences is of paramount importance to their ongoing successes.</p>	4
To maintain the high-quality pastoral provision, to enhance and reinforce the punctuality, attendance and progress of PP pupils.	<p>The academy leadership, as well as the MAT it belongs to, believes that a positive learning experience is the bedrock of any improvement strategy. Alongside this sits the importance of ensuring that all pupils, regardless of background, attend school as regularly as possible.</p> <p>This push on improving attendance (and punctuality), as well as ensuring outstanding behaviour, are crucial strategies in our school improvement strategy this academic year.</p>	2,3
To develop a nurture provision to support the SEMH needs of our pupils	<p>Nurture groups can be very effective in building the resilience and confidence of young children who may be finding it difficult to cope in the classroom. In the best examples, they positively influence children’s lives and are provided at the earliest possible stage.</p> <p>Developing successful learners in nurturing schools: the impact of nurture groups in primary schools</p>	3

To maintain the excellent early intervention PP pupils receive through our Home Liaison officer	Early help supports families to get back onto track before	2, 3
Additional individual needs addressed as and when needed e.g. uniform, additional educational support.	Ensuring PP pupils have the same opportunities and experiences as non-PP pupils; sometimes this comes down to something as basic as uniform, which is addressed in a timely, understated and professional manner.	3

Total budgeted cost: £ 95505

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.

Strategy aims 2020-21		Outcome
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.	RWI training undertaken by all staff to ensure a robust systematic synthetic phonics scheme is consistent across school. PSC in Year 1 was 33% with 61% disadvantaged pupils. Accelerated Reader was purchased for KS2 to encourage a love of reading. Internal end of KS2 reading results were 74% with 4% GDS. Disadvantaged children were 50% with 0% GDS
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.	Teaching of maths improved due to effective support from WRM and maths lead. A consistent teaching methodology was embedded across school. Internal end of KS2 maths results were 70% with 0% GDS. Disadvantaged children were 42% with 0% GDS

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
NTP	White Rose Maths

