

Pupil premium strategy statement – Trinity St. Mary's Primary School

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	160
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governors
Pupil premium lead	Janet Hoy
Governor / Trustee lead	Karen Munro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,886
Recovery premium funding allocation this academic year	£2501
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40,387

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body at TSM are responsible for ensuring that the academic, pastoral and social, emotional and mental health needs of all children are met whilst in our care. It is our intent that all pupils eligible for pupil premium funding are supported to achieve well academically and socially. We intend to support children to thrive through support provided within school and with access to enrichment opportunities. We intend to achieve this within a caring and nurturing environment. We aspire for all children to develop a love for learning and the acquire skills and abilities to achieve well once they leave us.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Phonics Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Maths Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Social and Emotional Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, lack of social interaction, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. We currently require additional support with social and emotional needs.

5	Attendance Gap in attendance historically between PPG eligible children and their peers.
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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
To ensure all children receive quality first teaching in English through CPD and support from subject lead for staff. A focus to be on phonics in KS1 and GPS in KS2.	Phonics results for Y2 in autumn and Y1 in summer to be above most recent national average for PPG children. Children to make increased progress so that 75% on track in GPS at mid and end of year assessment points. Children to use spellings accurately in writing.
To ensure all children received quality first teaching in mathematics through CPD and support from subject lead for staff.	Children to be on track to meet targets from baseline in mid and end of year summative assessments.
To ensure all children receive a broad and balanced curriculum.	Lesson visits and work scrutiny to reflect broad and balanced curriculum which builds on prior learning.
To ensure that children not making good progress from their baseline close the gap with their peers.	Children to be on track to meet targets from baseline in mid and end of year summative assessments. Accelerated progress in phonics scores and reading ages to be evident for those accessing NTP and catch-up tutoring.
To ensure that SEMH needs are met through pastoral support.	Lesson visits and discussions with children reflect consistent, positive approach by all staff. Behaviour logs on CPOMS to be rare. Impact of well-being sessions to be monitored by SENCO. New referral process to be implemented by SENCO.
To ensure consistent approach to SEMH needs by all staff.	Lesson visits and discussions with children reflect consistent, positive approach by all staff. Behaviour logs on CPOMS to be rare.
To ensure that children have access to a range of enrichment activities through clubs and music tuition.	Children able to access wide range of free clubs throughout the year. Children able to access music tuition.
To close the gap in attendance between PPG eligible children and their peers.	PPG eligible children attendance to be at least 96% each term.

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: £28 587

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Professional Development Plans implemented and supported via National Online Safety and National College. Time to be given for support staff and as part of directed time.	EEF pupil premium guide EEF school improvement planning	1 2 3
Release time for subject leaders to support high quality first teaching in all subjects.	EEF tiered model approach	1 2 3

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EEF tiered model approach and pupil premium guide	EEF tiered model approach and pupil premium guide Providing quality first teaching in the classroom and in small intervention	1

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

Budgeted cost: £5800

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure well-being and SEMH needs are supported through pastoral TA, wellbeing sessions and BCCS counselling	EEF tiered model approach and pupil premium guide	4 5
To ensure that children have support to access clubs and trips	EEF tiered model approach and pupil premium guide	4 5
To improve attendance for pupil eligible for PPG	EEF tiered model approach and pupil premium guide	4 5

Total budgeted cost: £40 387

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has closed since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.