

2020-21 ACTION AND SPENDING PLAN

1. Summary information					
School	Trinity Academy St Chad's				
Academic Year	2020/21	Total PP budget	£32,590	Date of most recent PP Review	Oct 2019
Total number of pupils	183	Number of pupils eligible for PP Nb. No year group has more than 5 children eligible for PP/PP+	20 (17 PP and 3 PP+)	Date for next internal review of this strategy	October 2021

2. Current attainment (No new data for 2019-2020 due to Coronavirus)			
End KS2 2019	<i>Pupils eligible for PP</i>	<i>School(non-PP)</i>	<i>National other(2018 data used to compare to 2019 data)</i>
% achieving expected standard or above in reading, writing and maths at end of KS2 2019	67% (2/3)	78%	77%
% achieving expected standard or above in reading at end of KS2 2019	67%	87%	71%
% achieving greater depth in reading at end of KS2 2019	33% (1/3)	40%	
% achieving expected standard or above in writing at end of KS2 2019	100%	89%	66%
% achieving greater depth in writing at end of KS2 2019	0	7%	
% achieving expected standard or above in maths at end of KS2 2019	100%	89%	81%
% achieving greater depth in maths at end of KS2 2019	0	26%	

KS1-2 progress in reading at end of KS2 2019	-1.2	+1.0	
KS1-2 progress in writing at end of KS2 2019	-1.5	-1.8	
KS1-2 progress in maths at end of KS2 2019	+0.5	0.0	

<p>Narrative</p> <ol style="list-style-type: none"> 1. Only 3 pupils in 2018-19 Year 6 eligible for Pupil Premium so high statistical 'impact' for each child 2. PP pupils followed whole school pattern of largely achieving expected standard, but did not make sufficient progress over KS2 to achieve their 'greater depth' potential in writing and maths 		
End KS1 2019	<i>Pupils eligible for PP</i>	<i>School(non-PP)</i>
% achieving expected standard or above in reading, writing and maths at end of KS1 2019	33%	85%
% achieving expected standard or above in reading at end of KS1 2019	67% (2/3)	92%
% achieving greater depth in reading at end of KS1 2019	0	41%
% achieving expected standard or above in writing at end of KS1 2019	33%	89%
% achieving greater depth in writing at end of KS1 2019	0	33%
% achieving expected standard or above in maths at end of KS1 2019	67%	89%
% achieving greater depth in maths at end of KS1 2019	0	41%
<p>Narrative:</p> <ul style="list-style-type: none"> - Only 3 pupils in 2018-19 Year 6 eligible for Pupil Premium so high statistical 'impact' for each child - 2 PP children did not achieve expected standard in writing and one of these children did not achieve the standard in reading and maths either. These children need to have a focus for support through KS2. 		
<p>Year 1 Phonics: NB – no children in the 2019 Year 1 cohort were eligible for Pupil Premium</p>		

End of EYFS outcomes: NB – only 1 child in the 2019 Reception cohort was eligible for Pupil Premium. This child achieved a ‘good level of development’.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Delayed speech and language skills identified in a number of the younger pp/pp+ pupils
B.	Poor spelling skills and limited recognition of spelling patterns is impacting on progress and attainment in writing for some children eligible for pupil premium in KS2.
C.	Some children need to develop oracy skills – particularly their ability to speak clearly, articulately and concisely. Their interaction with adults often needs to be more positive.
D.	Some pupils have had poor attendance in previous years which has had an impact on their learning and where they are within the class attainment wise.
E.	Negative behaviour within the classroom can have an impact on learning.
F.	A higher than average proportion of pupils also have special educational needs.
G.	Some children need nurture support to be able to access lessons and school successfully.
H.	Some children do not have a growth mindset and some need support with their wellbeing and mental health
I	Some children struggle with reading and do not read for enjoyment which consequently impacts on their wider learning.
J.	Some children have the potential to reach a higher level of attainment.
K.	Due to difficulties with reading, the writing process is delayed and some children can have difficulties with handwriting and spelling.
L	Some children have gaps in key mathematical facts and subject knowledge, proving a restriction to working memory and problem solving.

M.	Some children need additional pastoral support to be able to access lessons and school successfully.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
N.	Lockdown has had an impact on opportunities for enrichment activities or resources outside of school, which is negatively impacting on learning, socialising and friendship groups.	
O.	A small number of pupils are persistent absentees	
P.	Some children do not have the support at home to help them with their reading and homework. Some parents do not attend events and meetings in school which would help to support their child.	
Q.	Some children have poor attendance in school which is affecting their progress.	
R	Some children do not have adequate opportunity and experiences available to increase their cultural capital	
4. Intended outcomes		How do we know?
A.	Teacher performance is consistently good or better.	QA of teaching shows that PP pupils experience good or better teaching on a daily basis. Teaching quality is measured regularly through PODDS as well as more formal observations and book scrutiny.
B.	Literacy and numeracy barriers are consistently and regularly addressed throughout school.	Quality first teaching for all pupils and interventions for specific areas of need should be in place across the school. This will be seen within intervention folders, through observation and analysis of progress and attainment data.
C.	Fine motor skills and handwriting improves for pupils, particularly those eligible for PP throughout school. The gap between the progress scores in writing for children eligible for PP/PP+ and non-PP is narrowed.	Pupils eligible for PP identified as requiring support with fine motor skills demonstrate improved handwriting. Adoption of fine motor areas in classrooms across KS1. Regular handwriting slots and interventions within the timetable across school. Higher numbers of children achieving handwriting criteria in KS1 and KS2 assessments. Presentation of pupils' work is improved. The progress score for children eligible for PP/PP+ matches that of non-PP children and is a positive score.

D.	Spelling improves in writing across the curriculum. Children in each year group, including those eligible for PP/PP+, can spell the year group common exception spellings.	The gap between the children eligible for PP/PP+ and non-PP is narrowed to 0.0. Children in each year group can spell the year group specific spellings. Regular spelling work and tests within class. Specific spelling interventions where required. Following a spelling scheme for consistency across year groups.
E.	PP/PP+ attendance to become in line with or better than that of other demographics within school. PA is reduced.	A reduction in days lost to pupil absence compared to previous years and improved punctuality. Meetings with parents put in place for Persistent absentees.
F.	A higher percentage of children eligible for PP/PP+ achieve GDS in maths and writing. The gap between PP funded pupils and others nationally is further narrowed.	End of Year Group outcomes show that percentage of PP children achieving GDS matches the non-PP group. Teaching for mastery in maths.
G.	Improved social skills, including turn taking, following instructions and speaking appropriately to others including members of staff, for pupils eligible for PP	PP children's Achievement Points and Behaviour Points accrued over year in line with non-PP group Introduction of Socially Speaking programme as part of intervention groups. Children able to solve issues with peers independently when appropriate.

5. Review of expenditure				
Academic year	2019-20			
i. Quality of teaching for all				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Additional Assistant Principal helps to embed Trust QA systems and also deliver a significant proportion of the weekly CPD to all staff	To increase the capacity of the senior leadership team so that a member of SLG has specific responsibility for PP children and their outcomes.	<p>Continuous QA systems in place to measure staff feedback on the quality of CPD and lesson based observations to measure its impact.</p> <p>Partially met and carried over to next term. Additional Assistant Principal in post June 2020. No data due to school closure March 2020 due to Coronavirus.</p>	<p>Approach will continue in to 2020-21 as full impact has yet to be measured.</p> <p>Two assistant Principals and One KS2 Leader in post.</p> <p>AP responsible for leadership of Pupil Premium Strategy across school.</p>	

<p>To raise the academic profile of PP pupils across the academy.</p>	<p>Regularly held Pupil Progress meetings have a specific focus on PP pupils and raise the profile of these learners with all staff.</p>	<p>Termly Pupil Progress meetings are documented and each one refers back to the previous meeting to check progress and update pupil outcomes. These are chaired by a senior leader.</p>	<p>Approach working well but not yet embedded for same reasons as above.</p> <p>Data meeting will be held at the end of the term when Classroom Monitor data has been uploaded.</p> <p>Meetings will be held in the first half of each term to focus on progress, barriers to learning and pastoral aspects.</p> <p>Pupil Premium Funded Pupils will have an individual profile which will track attendance, attainment, progress. Will identify barriers to learning and individual provision.</p>	
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<p>To provide in-lesson, 1:1 and small group intervention support, across all year groups (but with a particular focus on literacy and maths in Y2 and Y6). This targeted intervention will encompass more able as well as low performing PP pupils</p>	<p>To implement high impact intervention strategies for all PP pupils through the effective deployment of staffing resources.</p> <p>Delivery of high quality CPD for HLTAs and TAs delivering interventions.</p> <p>Purchase of targeted intervention resources</p>	<p>PP/PP+ pupils across the school demonstrate an improved score in their regular assessments.</p> <p>The intervention sessions narrow the attainment and progress gap.</p>	<p>This approach will continue and be expanded in 2020-21.</p> <p>There was good evidence that the interventions were addressing gaps in learning, building children's confidence and improving engagement and access to quality first teaching.</p> <p>Pupil progress meetings will identify barriers to learning and intervention strategies for each individual who receives Pupil Premium funding.</p>	
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<p>Regular timetabled time for focus children with learning mentor.</p> <p>Time to Talk/Let's Talk about...</p> <p>School groups</p> <p>1:1 time with learning mentor/teacher for focus children to complete tasks.</p> <p>Use of sentence starters to encourage children to talk about feelings.</p> <p>Meet and greet for focus children each morning.</p> <p>Staff trained to deliver Rainbows sessions (supporting children with emotions linked to loss)</p>	<p>Improved social skills, including turn taking, following instructions and speaking appropriately to others, for pupils eligible for PP/PP+.</p> <p>Behavioural incidents of PP/PP+ pupils addressed with fewer refusals to complete tasks and improved self-esteem.</p>		<p>Quality First Teaching – following a structured approach to lessons – needs to be the main means of PP children closing the gap.</p> <p>The approach needs to be ensuring PP children 'keep up' rather than 'catch up' through in-lesson or same day intervention.</p> <p>Small group 1-1 interventions for reading and phonics allowing pupils to remain on target and make positive progress.</p>	
Total budgeted cost				£13 875

ii. Targeted support				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact	Lessons learned (and whether you will continue with this approach)	Cost

<p>Children supported on a 1:1/small group basis to access areas of the classroom.</p> <p>Targeted children to take part in spelling interventions</p> <p>Individual spelling lists targeting next steps for PP/PP+ pupils</p> <p>PP/PP+ pupils who are identified as needing nurture given intervention with learning mentor following Socially Speaking framework.</p> <p>Regular observations of children leading to completion of learning journey.</p> <p>Regular small group same-day-intervention addressing specific gaps across all lessons.</p>	<p>B. The majority of children at the end of EYFS reach age related expectations for PSED – self-confidence and awareness, in particular those eligible for PP/PP+.</p> <p>Observations, SDQs or Boxall profile scores (as appropriate) for children across school show that children’s self confidence and awareness is improving.</p> <p>Pupils demonstrating improved manners towards adults and more measured responses to reasonable requests.</p>	<p>Pupils to demonstrate improved confidence and display positive character traits in and around school. Particularly with their peers and adults.</p>		
<p>Daily timetabled catch up sessions with learning mentor.</p> <p>Use of CPOMs to monitor incidents.</p> <p>1:1 time with learning mentor/teacher for focus children to complete tasks.</p> <p>Circle time/SULP with small groups of children in EYFS</p> <p>Use of sentence starters to encourage children to talk about feelings. Worry boxes in classrooms which lead to discussion.</p> <p>Learning mentor and member of SLG to meet pupils each morning and be on the gate at home time.</p>	<p>F. Improved social skills, including turn taking, following instructions and speaking appropriately to others, for pupils eligible for PP/PP+ throughout school, including EYFS.</p> <p>Behavioural issues of PP/PP+ pupils addressed with fewer refusals to complete tasks and improved self-esteem.</p>	<p>Positive welcome and dismissal to encourage pupils to have a positive start and end to the day..</p> <p>Weekly social group work with pp/pp+ children – supported their social skills – remains a key issue for them.</p>	<p>Continue to offer pastoral support particularly meeting emotional needs through counselling approach.</p> <p>Use BFL as more structured approach for PP/+ children.</p> <p>Certain pupils need an adapted BFL policy – looked at through targets on reports.</p>	

Total budgeted cost				£8845
iii. Other approaches				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for	Lessons learned (and whether you will continue with this approach)	Cost

<p>School trips funded for those children who are eligible for PP+/ FSM current claimants. After school clubs funded for those pupils eligible for PP+/ current FSM claimants. Additional resources provided by school as appropriate to enable students to access all aspects of learning.</p>	<p>Children are able to attend social/sports/cultural activities outside of the school day enabling them to socialise with peers and take part in community activities. Children are able to access and take part in school trips. Children have access to resources to enable them to access all aspects of learning.</p>	<p>Pupils will be able to access the curriculum at a similar level to the rest of the class and therefore progress at a greater rate than previously.</p>	<p>Looking at how classrooms can be adapted within current restrictions to allow pupils to access learning as effectively as possible.</p>	
Total budgeted cost				£7600
Overall total budgeted cost				£30320

6. Planned expenditure

Academic year

2020-21

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To increase the capacity of the senior leadership team so that a member of SLG has specific responsibility for PP children and their outcomes.</p> <p>The employment of a number of new staff to ensure all classes have a permanent class teacher.</p>	<p>Additional Assistant Principal helps to embed Trust QA systems and also deliver a significant proportion of the weekly CPD to all staff</p> <p>Teaching staff to effectively monitor the attainment and progress outcomes of pupils in their class.</p>	<p>The SLG needs the capacity to embed Trust QA practices. This extra support would also be utilised to deliver high quality CPD, which in turn improves the quality of teaching.</p> <p>‘Improving teaching quality generally leads to greater improvements’ ‘There is particularly good evidence around the potential impact of teacher professional development’ Education Endowment Fund</p>	<p>Continuous QA systems in place to measure staff feedback on the quality of CPD and lesson based observations to measure its impact.</p> <p>Use of PODDs to look at the quality of teaching across the Academy.</p>	SHT/TSN/ESH	July 2021
<p>To raise the academic profile of PP pupils across the academy.</p>	<p>Regularly held Pupil Progress meetings have a specific focus on PP pupils and raise the profile of these learners with all staff..</p>	<p>‘Whilst it is true that each school is unique, it is equally true that outstanding ... leadership and a relentless focus on improvement will make a real difference – whatever the context or degree of challenge facing a school’ Effective Pupil Premium Reviews (Teaching Schools Council) 2018</p>	<p>Termly Pupil Progress meetings are documented and each one refers back to the previous meeting to check progress and update pupil outcomes. These are chaired by a senior leader.</p>	SHT/TSNESH	Each progress meeting will enable the review of interventions and teaching.

<p>To expand the growth mindset of Pupils.</p>	<p>The children will continue to move towards a growth mind-set approach to their learning.</p> <p>Children will understand what is meant by mental health and how they can look after their own</p> <p>They will have strategies in place to overcome a challenge</p>	<p>The Changing Mindsets project sought to improve academic attainment by supporting pupils to develop a growth mindset: the belief that intelligence is not a fixed characteristic and can be increased through effort. Previous research (Good <i>et al.</i>, 2003; Blackwell <i>et al.</i>, 2007) has suggested that holding this belief enables pupils to work harder and achieve better results.</p>	<p>Growth mind-set approach and characters to be launched with the children in the autumn term to refocus this</p> <p>Children refer to the mountain for help and support and use the language associated with learning.</p>	<p>TSN</p>	<p>July 2021</p>
<p>Total budgeted cost</p>					<p>£16500</p>

iv. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To implement high impact intervention strategies for all PP pupils through the effective deployment of staffing resources.	To provide in-lesson, 1:1 and small group intervention support, across all year groups (but with a particular focus on literacy and maths in Y2 and Y6). This targeted intervention will encompass more able as well as low performing PP pupils.	‘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’ Ofsted: The Pupil Premium – how schools are spending the funding successfully to maximise achievement http://www.suttontrust.com/researcharchive/missing-talent/	The termly Pupil Progress meetings with all staff have a specific emphasis on the progress of the PP cohort	SHT/TSN/ESH	Termly through Pupil Progress meetings
F. Improved social skills, including turn taking, following instructions and speaking appropriately to others, for pupils eligible for PP/PP+. Socially Speaking intervention Behavioural issues of PP/PP+ pupils addressed with fewer refusals to complete tasks and improved self-esteem.	Regular timetabled time for focus children with learning mentor. Socially Speaking 1:1 time with learning mentor/teacher for focus children to complete tasks. Use of sentence starters to encourage children to talk about feelings. Meet and greet for focus children each morning.	<ul style="list-style-type: none"> - Advice from therapist that children have a key worker/person in school - Advice from behaviour support teacher/SALT to use social group interventions for specific children - Previous use of learning mentor to have dedicated time weekly with children has reduced incidents in class and number of refusals to complete work. - Previous experience of children accessing Rainbows sessions showed that children are able to deal more effectively with their emotions in school 	<ul style="list-style-type: none"> - Feedback from parents - Monitoring of interventions - Observations of children - Children will be settled and ready to learn at the start of each day following meet and greet 	TSN/JDN	Termly review meetings between TSN and JDN.
Total budgeted cost					£14000

v. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved engagement of tasks within lessons for PP and PP+ pupils.</p> <p>All pp/pp+ pupils to be given the opportunity to achieve their full potential.</p> <p>Breakfast/after school club to help parents with drop off pick up.</p> <p>Access to a range of enrichment activity and school visits/trips.</p>	<p>Use of the positive BfL system to encourage a positive attitude towards learning.</p> <p>Engagement and increased communication with parents of children who receive PP funding.</p> <p>Additional resources provided by school as appropriate to enable students to access all aspects of learning.</p>	<ul style="list-style-type: none"> - A research review by Barker et al. found that children who attended after school activities were able to strengthen friendships and establish new ones and that self-confidence and social skills increased. Children will be able to take part - in activities/experiences that may have otherwise been unavailable to them. Children will not be disadvantaged because they do not have access to resources. Previous experience shows that attendance at school is high as a result of children being given the opportunity to attend breakfast club. 	<ul style="list-style-type: none"> - Monitoring of attendance by AP Monitoring of BfL data for PP funded pupils. Regular observations of classes/pupils PODDS 	TSN	Termly observation and more regular PODD feedback.
Total budgeted cost					£2090
Overall total budgeted cost					£32 590