

Trinity Academy St Chad's 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 Chad's
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Samantha Hirst Principal
Pupil premium lead	Tom Smaldon Assistant Principal
Governor / Trustee lead	Matthew King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32 745
Recovery premium funding allocation this academic year	£2 755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4 405
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	£39 905

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Our intention at Trinity Academy St Chad's is to use the Pupil Premium funding to ensure that the educational outcomes and progress of children identified as disadvantaged are at least in line with those of their non-disadvantaged peers . Through our high quality teaching pedagogy, assessment and curriculum design our expectations for our pupils are set high to enable all learners to achieve and excel. The Pupil Premium Grant as well as Recovery Premium will be used to provide the additional support and resources to enable all pupils to flourish socially and emotionally, achieve highly and have experiences that will develop cultural capital for future social mobility and promote and enable future success and achievement at GCSE and A-Level.

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG
- To narrow the gap between the educational achievement of these pupils and their non-disadvantaged peers
- To address underlying inequalities between pupils, by ensuring all pupils are given the opportunities and experiences that they require to develop cultural capital
- To ensure all staff have high expectations of disadvantaged pupils and believe that with the appropriate support they can achieve
- To ensure teachers challenge disadvantaged pupils sufficiently in class and homework
- Ensure timely intervention and support is in place to maximise impact
- Whole school approach for the responsibility of provision, support and challenge of all disadvantaged pupils.
- To provide small group work with an TA/HLTA focussed on overcoming gaps in learning
- Use of the Tutor Trust Tutors through WRM
- Additional teaching and learning opportunities before and after school
- Funding for educational visits and residentials where appropriate
- Support the funding of specialist learning software and access to this for disadvantaged pupils
- To give children to learn at least one musical instrument

- Additional resources to develop reading for pleasure and accelerate reading progress

Challenges

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

Challenge number	Detail of challenge
1	The education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
2	Partial school closure for two years has had an impact on opportunities for enrichment activities or resources outside of school, which is negatively impacting on learning, socialising and friendship groups.
3	Some disadvantaged children struggle with reading and do not read regularly at home or for enjoyment which consequently impacts on their wider learning.
4	Due to difficulties with reading, the writing process is delayed and some children can have difficulties with handwriting and spelling.
5	Some children need additional pastoral support to be able to access lessons and school successfully.
6	Attendance of some disadvantaged pupils falls in to the PA category

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
Progress and Attainment in Reading	Achieve above national average progress scores in KS2 Reading

Progress and Attainment in Writing	Achieve above national average progress scores in KS2 Writing % achieving ARE is above national average
Progress and Attainment in Mathematics	Achieve above national average progress scores in KS2 Maths % achieving ARE is above national average Y4 MTC are in line with non-disadvantaged peers
Progress and Attainment Phonics	Achieve above national average expected standard in PSC
Attendance is above the school target and above national figure	Attendance of disadvantaged pupils is at least 97%
Gap Narrowed between disadvantaged pupils and non-disadvantaged pupils.	The gap between disadvantaged and non-disadvantaged peers at both school and national level is narrowed

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching and learning CPD weekly	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well-designed, selected, and implemented so that the investment is justified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3, 4

Targeted academic

Budgeted cost: £ 32000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA for Targeted Intervention and additional support	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3,4,5,6
Small group maths tutoring	<p>There is good evidence that one-to-one and small group tuition can have a positive impact on attainment. However, the cost can be high. The EEF funded this project because Tutor Trust offers a way of providing high quality tuition to schools at a competitive rate.</p> <p>This trial found that children who received tutoring from Tutor Trust made three months' additional progress, with</p>	1,2,3

	<p>attainment measured using Key Stage 2 maths scores. While there is some uncertainty around the size of the impact, it appears that the tutoring led to benefits for the children in this study. Exploratory analysis suggested that the approach may be particularly beneficial for children eligible for Free School Meals, and those with lower prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tutor-trust-effectiveness-trial</p>	
Additional lessons maths/writing before and after school	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1,2,3,4
Additional 1-1 reading provision	<p>Effectively implement a systematic phonics programme</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>Consider the following when teaching a phonics programme:</p> <p>Training—ensure all staff have the necessary pedagogical skills and content knowledge</p> <p>Responsive—check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.</p> <p>Engaging—lessons engage pupils and are enjoyable to teach.</p> <p>Adaptations—carefully consider any adaptations to the programme, as they may influence its impact.</p> <p>Focus—a responsive approach to grouping pupils is likely to help focus effort and improve teaching efficiency.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Support pupils to develop fluent reading capabilities</p> <p>Fluent readers can read quickly, accurately, and with appropriate stress and intonation.</p> <p>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3,4

<p>Fresh Start writing intervention</p>	<p>Use high-quality structured interventions to help pupils who are struggling with their literacy</p> <p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2,3,4</p>
<p>Before school Maths and English sessions</p>	<p>Disadvantaged pupils tend to have lower educational attainment compared with their peers; this is often called the disadvantage gap. School closures, as a result of the COVID-19 pandemic, are likely to have widened the disadvantage gap. This is because disadvantaged pupils tend to have less access to technology, spend less time learning and have reduced support from parents/carers compared with their peers.</p> <p>https://post.parliament.uk/covid-19-and-the-disadvantage-gap/</p>	<p>2</p>
<p>Music Tuition</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1</p>
<p>NFER Standardised Assessments</p>		<p>1</p>
<p>Lexia IT programme</p>	<p>Using technology can increase the accuracy of assessment, or the speed with which assessment</p>	<p>1,2,3,4</p>

	<p>information is collected, with the potential to inform teachers' decision-making and reduce workload.</p> <p>Technology can be used to provide feedback directly to pupils via programmes or interventions, but in all cases careful implementation and monitoring are necessary. Feedback via technology is likely to be most beneficial if it is provided in addition to, rather than instead of, other forms of feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	
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Wider strategies

Budgeted cost: £4905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team monitoring of attendance weekly and regular liaison with parents	https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/	5,6
External provision of counselling and support	<p>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</p>	5
Visits/Visitors/Experiences/Extra Curricular activities to enhance the curriculum	Young people from professional households were much more likely to take part in extracurricular activities. 84% of those in social group A reported participation in at least one after school activity or class, compared to 45% in group D. This reflects cultural capital, but also financial resources in the home, as	5

	<p>those in lower social groups were more likely to take part in activities that didn't need to be paid for, 25% of those in group D, compared to 20% in group A. Outings such as museums, plays and historical sites were also more likely and more frequent among parents from higher social backgrounds.</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/Parent-Power-2018.pdf</p>	
<p>Learning Mentor 1-1 and small group caseload to support SEMH difficulties</p>	<p>1.Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>2.The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>3.The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
<p>Provision of daily milk for all disadvantaged pupils</p>	<p>School milk at mid-morning break is an important part of a child's diet. Milk provides a number of health benefits and social opportunities that ensure children get the most out of their school day.</p> <p>https://hansard.parliament.uk/commons/2017-03-28/debates/17032871000001/Children%E2%80%99SHealthAccessToMilk</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1,2,3,4,5
<p>Provision of before and after school club places</p>	<p>Among disadvantaged children, those who attended after school clubs fared better than their peers who did not take part in such groups. They achieved on average, a 2- point higher total score in their KS2 assessments in English, maths and science at the end of primary school.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/778997/Rights_to_request_guidance-2019.pdf</p>	5

Total budgeted cost: £39 905

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.

In 2021 there were 19 children classed as disadvantaged and their teacher assessed attainment was:

	Number of PP eligible pupils	R	W	M
1	4	25%	25%	25%
2	4	75%	25%	50%
3	3	0%	33%	0%
4	3	33%	0%	33%
5	3	67%	33%	67%
6	4	50%	50%	50%

Attainment in writing for all pupil premium pupils was lower than in previous years and in all subjects for pupils in Y1.

In the phonics screening test 100% of the cohort of 4 pupil premium eligible pupils achieved 32/40 in Y2.

In EYFSP, 50% of a cohort of 2 Pupil premium eligible pupils achieved GLD

The intended outcomes for last year's pupil premium strategy were impacted significantly by the pandemic and the partial closure of schools. Whilst a significant number of pupil premium funded pupils were invited in to school, some did not take up the offer. Engagement with home learning was generally good but there were a small number of pupils and their parents who found engagement difficult, despite the provisions made as a school to ensure that all pupils with pupil premium funding had access to a laptop and data if required to access the home learning offer, which included a high percentage of live lessons. Where engagement was poor, these children also had more difficulty when school re-opened and needed a higher level of emotional support from our Learning Mentor.

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
NELI	Nuffield
NFER Diagnostic Assessment	Nuffield
Times Table Rockstars	Maths Circle
White Rose Maths	White Rose Maths
Number Sense Maths	Number Sense
Talk 4 Writing	Pie Corbett
Accelerated Reader	Renaissance
Fresh Start	Read Write Inc

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

During the partial closure, all pupils who were eligible for pupil premium funding received a 30 hour block of small group tuition from White Rose Maths tutoring.

All children with pupil premium funding are prioritised weekly for additional reading support.

Further interventions took place in terms 5 and 6 to address gaps in learning identified during diagnostic assessment on return to school.