

Trinity Academy St Chad's Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Trinity Academy St Chad's
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	17.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rachel Dawson Principal
Pupil premium lead	Lucy Gilroy Assistant Principal
Governor / Trustee lead	Gav Logan

Funding overview

2022-2023

We received £29,805 for the year 2022-2023

2022-2023 Expenditure

£6,260 was budgeted to spend in the year.

We spent £5,256.43 on the following. The balance is not carried forward for 2023-2024.

2022-2023	
Description	Amount
First News Digital Edition	£912.00
Evolution Psychology – summary report	£700.00
Headway – Coaching	£3,130
Cool Milk	£231.52
Refreshments for Extracurricular clubs	£16.40
Black Sheep Narrative	£72.00
Scrap book stickers	£10.22
P Buzz Musical instruments	£83.30
Books	£100.99
Total	£5256.43

2022-23 Expenditure

- £6180
- Expected income £27,645

2023-2024 Plan – Budget £6,180	
Description	Amount
First News Digital Edition	£912.00
Headway – Coaching	£3,130
Cool Milk	£231.52
Uniform for pupils	£150
Breakfast and Afterschool Club paid for pupils	£140
Contributions to educational visits	£460
Total	£5,023.52
Additional small group intervention	TBC

School overview

Part A: Pupil premium strategy plan

Statement of intent

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
- 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 the opportunity 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 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	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3, 4
Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.	
Mentoring and coaching for teachers	Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.	

Targeted academic

Budgeted cost: £ 3200

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
Speech and Language intervention – Chatterbox/Language Legends	<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 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>	1,2,3
Targeted interventions (such as Speech and Language) and resources to meet the specific needs of disadvantaged pupils with SEND.	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</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 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>	3,4

	<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>	
Fresh Start writing intervention	<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>	2,3,4
Nessy programme	<p>Using technology can increase the accuracy of assessment, or the speed with which assessment 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.</p>	1,2,3,4

	<p>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-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 (Headway)	<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	<p>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 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>	5

<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 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 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>4. 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>	<p>5</p>
<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>	<p>5</p>
<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>	<p>1,2,3,4,5</p>
<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>	<p>5</p>

Total budgeted cost: £27,645

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 2022 to 2023 academic year.

2022-2023 there were children classed as disadvantaged and their teacher assessed attainment was:

	Number of PP eligible pupils	RWM EXP+
1	1	100%
2	6	60%
3	2	0
4	7	33%
5	5	20%
6	3	0

KS2 PP % Achieving	2018-19		2020-21**		2021-22		2022-23 Dec	2022-23 Apr	2022-23 June
	School	National	School	National	School	National			
RWM Exp +	50	51	25	N/A	0	43	0	0	0
Reading - Exp +	50	62	50	N/A	33	62	33	0	33
Writing - Exp +	75	68	25	N/A	33	55	0	0	0
Maths - Exp +	75	67	50	N/A	67	56	33	67	67

KS1 PP % Achieving	2018-19		2020-21**		2021-22		2022-23 Dec	2022-23 Apr	2022-23 June
	School	National	School	National	School	National			
RWM Exp +	33	50	25	N/A	50	N/A	50	60	60
Reading - Exp +	67	62	75	N/A	50	51	50	80	80
Writing - Exp +	33	55	25	N/A	50	41	50	60	60
Maths - Exp +	67	63	50	N/A	50	52	50	60	60

Year	Number of PP eligible pupils for Year 2023-2024
R	1
1	1
2	1
3	6

4	2
5	7
6	5

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
Headway counselling	Headway
Accelerated Reader	Renaissance Learning
Freckl	Renaissance Learning
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