



PUPIL PREMIUM GRANT EXPENDITURE 2016-17

In order to plan support that has a proven impact, we are using strategies identified by the **Education Endowment Foundation/Sutton Trust research**

- Early years intervention
- Small group tuition
- Parental involvement
- Personalised home learning
- Oral language interventions
- Behaviour interventions
- Social and emotional learning
- Use of digital technology to support learning
- Explicit and systematic phonics teaching

Characteristics of effective spending

The report identifies the spending characteristics that have led to standards rising and opportunities broadening for the most disadvantaged pupils.
Successful schools:

- Carefully ringfenced the funding so that they always spent it on the target group of pupils
- Never confused eligibility for the pupil premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
- Thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why
- Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement

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- Understood the importance of ensuring that all day-to-day teaching meets the needs of each learner rather than relying on interventions to compensate for teaching that is less good
- Allocated their strongest staff to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects
- Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked
- Ensured that class teachers knew which pupils were eligible for the pupil premium so they could take responsibility for accelerating those pupils' progress

Below we have outlined the main barriers to future attainment for pupils receiving the Pupil Premium Grant at Trinity Primary.

| Main barriers: | |
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| A | A significant number of children receiving the grant have overlapping additional needs. This effects their attainment and means they require extra support. |
| B | Social and emotional difficulties for a small group of children mean they require additional support. This effects their attitude towards learning and therefore their attention and concentration in class. |
| C | Oral language skills are lower for children eligible for PP when entering reception than other pupils. This slows reading progress in subsequent years. |
| D | A high proportion of parents are unfamiliar with the education system in the UK. Therefore they need guidance and support on how to support their children at home. |
| E | A high proportion of children have a narrow life experiences outside of school. |

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| Number of pupils and pupil premium grant (PPG) received | |
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| Total number of pupils on roll | 227 |
| Total number of pupils eligible for PPG | 42 |
| Amount of PPG received per pupil | £1320 |
| Amount of PPG+ received per pupil | £1900 |
| Total amount of PPG received | £55,440 |

| Main Barrier | Nature of support | Cost per year (£) | Measuring the impact of PPG spending | Monitoring timescale |
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| A: A significant number of children receiving the grant have overlapping additional needs. This effects their attainment and means they require extra support. | Inclusion HLTA (5 hours per week timetable focused on PP support for reading, writing and maths) | 3260 | PP children make progress in line with or better than peers in reading and writing The attainment gap is narrowed. IEP targets are met. | September 2016, July 2017 |
| | Inclusion TA (5 hours per week timetable focused on PP support for reading, writing and maths) | 2055 | Targeted children make progress in line with or better than peers in reading and writing. The attainment gap is narrowed. IEP targets are met. | September 2016, July 2017 |

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| | Subscriptions for Lexia | 700 | PP children and those in other vulnerable groups make progress in line with or better than peers. The attainment gap is narrowed. IEP targets are met. | September 2016, July 2017 |
| | Subscription to Symphony | 278 | PP children make progress in line with or better than peers. The attainment gap is narrowed. IEP target is met. | September 2016, July 2017 |
| | Personalised home learning resources, training and management | 1200 | PP children make progress in line with or better than peers in reading, writing and mathematics. The attainment gap is narrowed. IEP targets are met. | September 2016, July 2017 |
| | Precision teaching sessions & training | 6000 | PP children from Y1-3 make progress in line with or better than peers in reading and writing. The attainment gap is narrowed. IEP targets are met. | September 2016, July 2016 |
| | EYFS Interventions | 1849 | PP children make progress in line with or better than their peers in the prime areas. The attainment gap is narrowed. IEP targets are met. | September 2016, July 2017 |
| | Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site | 5040 | PP children make progress in line with or better than their peers in the prime areas. The attainment gap is narrowed. Staff are well trained and deliver whole school interventions that model best practice. | September 2016 July 2017 |

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| | | | IEP targets are met. | |
| | Percentage of wages for Head of School to support in class and lead interventions. | 4875 | PP children make progress in line with or better than their peers in the prime areas. The attainment gap is narrowed. Staff are well trained and deliver whole school interventions that model best practice. IEP targets are met. | September 2016 July 2017 |
| B: Social and emotional difficulties for a small group of children mean they require additional support. This effects their attitude towards learning and therefore their attention and concentration in class. | Play therapy | 1900 | Amount of red or orange behavioural incidences are significantly reduced for those who attend. | September 2016, July 2017 |
| | Play Therapist Lunch Club | 950 | Amount of red or orange behavioural incidences are significantly reduced at lunchtimes | September 2016, July 2017 |
| | Chaplin Club | 265 | Amount of red or orange behavioural incidences are significantly reduced for those who attend. | September 2016, July 2017 |
| | Dance Therapy Student | 360 | Amount of red or orange behavioural incidences are significantly reduced for those who attend. | December 2016, July 2017 |

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| C: Oral language skills are lower for children eligible for PP when entering reception than other pupils. This slows reading progress in subsequent years. | 'Word Aware' program training and delivery from Speech and language therapist | 397 | Targeted children meet their end of year targets with specialised support. | September 2016, July 2017 |
| | Speech and Language Therapist | 1608 | Targeted children meet their end of year targets with specialised support. IEP target is met. | September 2016, July 2017 |
| | Speech and Language CPD | 132 | Teachers are equipped with skill set to target specific children in class. Targeted children meet their end of year targets with specialised support. IEP target is met. Whole class receive universal speech and language support. | September 2016, July 2017 |
| | Percentage of wages for an EYFS and Phonics Lead in class and leading interventions. | 5040 | PP children make progress in line with or better than their peers in the prime areas. The attainment gap is narrowed. Staff are well trained and deliver whole school interventions that model best practice. IEP targets are met. | September 2016 July 2017 |
| D: A high proportion of parents are unfamiliar with the education | Speech and Language Parent Drop In | 229 | Parents are able to access free advice on any concerns they may have regarding their child speech. Parents are able to access resources to use at home to support the development of language. | September 2016, July 2017 |

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| <p>system in the UK. Therefore they need guidance and support on how to support their children at home.</p> | <p>'Stay and Share' Parent Workshops</p> | 260 | <p>Parents have access to resources and activities to complete at home with their child.</p> <p>Parents are given an in depth explanation of how to teach the key assessment objectives in the core subjects.</p> <p>Parents can confidently support their child at home.</p> | <p>September 2016, July 2017</p> |
| | <p>Phonics Workshops</p> | 260 | <p>Parents have access to resources and activities to complete at home with their child.</p> <p>Parents are given an in depth explanation of how to teach reading phonetically, in line with the schools policy.</p> <p>Parents can confidently support their child at home.</p> | <p>September 2016, July 2017</p> |
| <p>E: A high proportion of children have a narrow life experiences outside of school.</p> | <p>Fit for Sport</p> | 3000 | <p>Lesson observations show high impact sports sessions. Children receiving PP attend interschool competitions. All children have access to competition through intra-school competition.</p> | <p>September 2016, July 2017</p> |
| | <p>iPads- 1 between 2 in every class</p> | 700 | <p>Lessons using iPads show high engagement through use of iPads. Progress in key mental maths skills for pupil with PP is in line or above their peers. The attainment gap is narrowed.</p> <p>IEP targets are met.</p> | <p>September 2016, July 2017</p> |
| | <p>Personalising reading resources in all classrooms</p> | 1300 | <p>PP children make progress in reading that is in line with or better than peers. The attainment gap is narrowed.</p> <p>IEP targets are met.</p> | <p>September 2016, July 2017</p> |
| | <p>EYFS Provision Resourcing</p> | 1100 | <p>External agencies indicate high levels of provision for children with PP on visits and learning walks. PP children and children make progress in line with or better than their peers. The attainment gap is narrowed.</p> <p>IEP targets are met.</p> | <p>September 2016, July 2017</p> |

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| | Subsidised Music Tuition | 900 | PP children have access to extra curricular learning opportunities. | September 2016, July 2017 |
| | Subsidised money for school trips | 7000 | PP children have access to extra curricular learning opportunities outside of the classroom. | January 2017, July 2017 |
| | Subsidised money for after school clubs | 4788 | PP children have access to extra curricular learning opportunities outside of the classroom. | January 2017, July 2017 |
| | Total spent: | £55,446 | | |