



## PUPIL PREMIUM GRANT IMPACT 2016-17

### Trinity Primary Headline Impact Statement:

100% of pupils in receipt of the Pupil Premium Grant have made progress in line with or above their peers.

Outcomes for pupils in receipt of the Pupil Premium Grant achieving Good Levels of Development at the end of the EYFS and passing the phonics screening test at Year 1 and Y2 are above national averages when compared with the same group.

Outcomes for pupils in receipt of the Pupil Premium Grant achieving the expected level for reading, writing and mathematics at the end of KS1 are in line with national averages when compared to the same group.

Outcomes for pupils in receipt of the Pupil Premium Grant exceeding the expected level for Reading and Mathematics at the end of KS1 is above national averages when compared with the same group and with non PP pupils.

Through analysis of data it is still evident that there is difference between the attainment of PP and non PP pupils overall. This forms part of our SEF and SIP and is a whole school priority for 2017-18.

The Pupil Premium Lead has created a detailed and thorough action plan that will aim to diminish the differences in attainment between PP and non PP pupils across all subjects and year groups.

In order to plan support that has a proven impact, we have used 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

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

| Main Barriers: |  |
|----------------|--|
| 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.  |

| Number of pupils and pupil premium grant (PPG) received |                 |
|---|-----------------|
| 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           |
| <b>Total amount of PPG received</b>                     | <b>£55, 440</b> |

Here we evaluated the effectiveness of these interventions and the impact the have had on the children's learning:

| Main Barrier  | Nature of support  | Cost per year (£) | Impact of PPG spending   |
|---|--|-------------------|--|
| <b>A: A significant number of children receiving the grant have overlapping additional needs. This effects their attainment and means they require extra support.</b> | Inclusion HLTA (5 hours per week timetable focused on PP support for reading, writing and maths) | 3260              | <ul style="list-style-type: none"> <li>100% of children attending interventions have made expected or beyond expected progress in reading, writing and mathematics, measured through movement of Banding (in-school progress measures) or meeting of IEP targets.</li> <li>Outcomes for PP pupils achieving GLD is above national averages when compared with the same group</li> <li>Outcomes for PP pupils passing the phonics screening test at Year 1 is above national averages when compared with the same group</li> <li>Outcomes for PP pupils retaking the phonics screening test at Year 2 is above national averages when compared with the same group</li> <li>Outcomes for PP pupils reaching the expected level for R, W and M at the end of KS1 is in line with national averages when compared with the same group</li> <li>Outcomes for PP pupils exceeding the expected level for R and M at the end of KS1 is above national averages when compared with the same group and non PP pupils</li> <li>Strategic planning for the use of the pupil premium grant has been implemented and monitored.</li> <li>Quality of teaching and learning has improved through high quality modelling and quality assurance from Inclusion lead and HoS</li> </ul> |
|   | Inclusion TA (5 hours per week timetable focused on PP support for reading, writing and maths)   | 2055              |  |
|   | Subscriptions for Lexia  | 700               |  |
|   | Subscription to Symphony   | 278               |  |
|   | Personalised home learning resources, training and management                                    | 1200              |  |
|   | Precision teaching sessions & training   | 6000              |  |
|   | EYFS Interventions   | 1849              |  |
|   | Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site                | 5040              |  |
|   | Percentage of wages for Head of School to support in class and lead interventions.               | 4875              |  |



|  |  |      |  |
|--|--|------|--|
| <b>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.</b> | Play therapy   | 1900 | <ul style="list-style-type: none"> <li>Scores from the 'Specific Difficulties Questionnaire' show that 100% of children have made progress in their particular area of need.</li> <li>100% of children initially scored as having 'abnormal behaviour' have now scored as 'on par with the norm for the developmental stage' in recent review.</li> <li>The amount of red or orange behavioural incidences have reduced for PP children</li> </ul>   |
|  | Play Therapist Lunch Club  | 950  |  |
|  | Chaplin Club   | 265  |  |
|  | Dance Therapy Student  | 360  |  |
| <b>C: Oral language skills are lower for children eligible for PP when entering reception than other pupils. This slows reading progress in subsequent years.</b>  | 'Word Aware' program training and delivery from Speech and language therapist        | 397  | <ul style="list-style-type: none"> <li>100% of children with specific speech and language barriers to learning have met their end of year targets.</li> <li>Teachers are now trained in ensuring their classrooms are set up to enhance effective communication and support all learners.</li> <li>Outcomes for PP pupils achieving GLD is above national averages when compared with the same group</li> <li>Outcomes for PP pupils passing the phonics screening test at Year 1 is above national averages when compared with the same group</li> <li>Outcomes for PP pupils retaking the phonics screening test at Year 2 is above national averages when compared with the same group</li> </ul> |
|  | Speech and Language Therapist  | 1608 |  |
|  | Speech and Language CPD  | 132  |  |
|  | Percentage of wages for an EYFS and Phonics Lead in class and leading interventions. | 5040 |  |
| <b>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.</b>  | Speech and Language Parent Drop In   | 229  | <ul style="list-style-type: none"> <li>Parent subject knowledge of phonics and speech and language has improved</li> <li>Home learning for PP children is regularly completed with increased parental support</li> </ul>   |
|  | 'Stay and Share' Parent Workshops  | 260  |  |
|  | Phonics Workshops  | 260  |  |
| <b>E: A high proportion of children have a narrow life experiences outside of school.</b>  | Fit for Sport  | 3000 | <ul style="list-style-type: none"> <li>A higher proportion of disadvantaged children have been given access to high quality physical education</li> <li>Confidence and enthusiasm taken from physical education has been observed by teachers to impact on confidence and resilience within the classroom</li> <li>80% of PP children reached the expected level or above in mental arithmetic SATs paper in Year 2. Of those who did not achieve the expected level, 100% of children at least doubled their score from the previous assessment.</li> <li>All PP children given access to technology not available at home</li> </ul>   |
|  | iPads- 1 between 2 in every class  | 700  |  |
|  | Personalising reading resources in all classrooms                                    | 1300 |  |

# Trinity Primary



|   |      |  |
|---|------|--|
| EYFS Provision Resourcing               | 1100 | <ul style="list-style-type: none"><li>• In the recent Ofsted inspection, Early Years provision was deemed 'outstanding'.</li><li>• 26% of pupils accessing music lessons are PP pupils</li><li>• PP pupils have increased opportunities to perform at a number of concerts throughout the year.</li><li>• A higher proportion of disadvantaged children have been given access to learning outside of the classroom</li><li>• 31% of pupils accessing after school provision are PP pupils</li></ul> |
| Subsidised Music Tuition                | 900  |  |
| Subsidised money for school trips       | 7000 |  |
| Subsidised money for after school clubs | 4788 |  |
| <b>Total amount of PPG spent</b>        |      | <b>£55,446</b>   |