



PUPIL PREMIUM GRANT IMPACT 2017-18

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, as measured against internal tracking and the meeting of IEP targets.

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 in line with 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.

Through analysis of data it is still evident that there is a 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 2018-19.

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 in 2018/19.

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.

Primary Phase, Thrinity All Through 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
Total amount of PPG received	£55, 440

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

Main Barrier	Nature of support	Impact of PPG spending
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)	<ul style="list-style-type: none"> The school have recently achieved the Inclusion Quality Mark. In the report it states <i>'Pupil Premium case studies show that they make good progress and that their needs are being addressed appropriately.'</i> 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. Outcomes for PP pupils achieving GLD are inline with national averages when compared with the same group Outcomes for PP pupils passing the phonics screening test at Year 1 are in line with national averages when compared with the same group Outcomes for PP pupils retaking the phonics screening test at Year 2 are in line with national averages when compared with the same group 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 Outcomes for PP pupils reaching the expected level for R, W and M by the end of Year 4 is in line with national averages when compared with the same group Outcomes for PP pupils exceeding the expected level in M at the end of KS1 is above national averages when compared with the same group and non PP pupils Outcomes for PP pupils exceeding the expected level in W by the end of Year 4 is in line with national averages when compared with the same group Outcomes for PP pupils exceeding the expected level in R, W and M by the end of Year 4 is above national averages when compared with the same group Strategic planning for the use of the pupil premium grant has been implemented and monitored. Targeted support from the HoS and Inclusion Lead has led to the quality of teaching and learning improving through high quality modelling and quality assurance. Targeted CPD for all support staff has led to the quality of effective feedback improving, evidenced through a series of learning walks and peer observations.
	2 Inclusion TA (5 hours per week timetable focused on PP support for reading, writing and maths)	
	Peer Tutoring Sessions	
	'Effective Feedback' CPD for all staff	
	Precision Teaching CPD from Educational Psychologist	
	Precision teaching sessions	
	EYFS Interventions	
	Subscriptions for Lexia	
	Subscription to Symphony	
	Personalised home learning resources, training and management	
Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for: <ul style="list-style-type: none"> Team Teaching with CTs 		

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	<ul style="list-style-type: none"> In class support for pupils Interventions for key groups <p>Percentage of wages for Head of School to support in class and lead interventions.</p> <p>Percentage of wages for an Inclusion Assistant on the Primary site</p>	
<p>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.</p>	<p>Play therapy</p> <p>Speech and Language Therapist</p> <p>Speech and Language CPD</p> <p>Lego Therapy CPD</p> <p>Lego Therapy</p>	<ul style="list-style-type: none"> Scores from the 'Specific Difficulties Questionnaire' show that 100% of children have made progress in their particular area of need. 25% of children attending Play Therapy no longer require this level of support. The amount of red or orange behavioural incidences have reduced for PP children 100% of children receiving Lego Therapy have met their short term SALT targets.
<p>C: Oral language skills are lower for children eligible for PP when entering reception than other pupils. This slows reading progress in subsequent years.</p>	<p>Speech and Language Parent Drop In</p> <p>Phonics Workshops</p> <p>EYFS Speech and Language Interventions- Talking Tables</p> <p>Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for:</p> <ul style="list-style-type: none"> Early Interventions Subscriptions for Lexia <p>Beanstalk Reading Volunteer</p>	<ul style="list-style-type: none"> 100% of children with specific speech and language barriers to learning have met their end of year targets. There has been an increase in PP families attending workshops due to targeted phone calls. <ul style="list-style-type: none"> 38% of parents attending EYFS Phonics workshop were PP families. 41% attending KS1 Phonics workshop were PP families. Teachers have received SALT CPD to develop accessible vocabulary opportunities within the school week. Outcomes for PP pupils achieving GLD is in line with national averages when compared with the same group Outcomes for PP pupils passing the phonics screening test at Year 1 are in line when compared with the same group Outcomes for PP pupils retaking the phonics screening test at Year 2 are in line with national averages when compared with the same group 100% of children participating in the additional Beanstalk Reading Support have met their end of year reading targets. 33% children participating in the additional Beanstalk Reading Support have made more than expected progress. 100% of children in EYFS have met their Lexia target levels. 33% of children have exceeded their Lexia targets.
<p>D: A high proportion of parents are unfamiliar with the education system in the UK.</p>	<p>'Help with Homework' Parent Workshops</p>	

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<p>Therefore they need guidance and support on how to support their children at home.</p>	<p>'Helping with Maths' Parent Workshop</p> <p>Developing school website</p> <p>'What's typical talk?' workshop</p> <p>Targeted Family Support</p>	<ul style="list-style-type: none"> • Parent subject knowledge of phonics and speech and language has improved • Home learning for PP children is regularly completed with increased parental support. • There has been an increase in PP families attending workshops due to targeted phone calls. <ul style="list-style-type: none"> - 45% of families attending Help with Homework sessions were PP families • 'What's typical talk?' workshop was offered to all parents and resources were shared with targeted families
<p>E: A high proportion of children have a narrow life experiences outside of school.</p>	<p>Subsidised money for after school clubs</p> <p>Subsidised money for school trips</p> <p>Subsidised Music Tuition</p> <p>Personalising reading resources in all classrooms</p> <p>EYFS Provision Resourcing</p> <p>Fit for Sport</p> <p>Summer Fayre tickets</p> <p>School disco tickets</p>	<ul style="list-style-type: none"> • Last year, 7 PP children in Year 3 took up musical instruments with the support of the subsidised rate. This year 15 children across Year 3 and 4 have taken up musical instruments with the support of the subsidised rate. 87% of PP children in Year 4 attended the residential trip with support of the subsidised rate. • A higher proportion of disadvantaged children have been given access to high quality physical education • Confidence and enthusiasm taken from physical education has been observed by teachers to impact on confidence and resilience within the classroom • PP children have competed in a Mayor of London initiative, Count on Us, against schools across South East London. • PP pupils have increased opportunities to participate in sporting competitions with local schools. • PP pupils have increased opportunities to perform at a number of concerts throughout the year. • A higher proportion of disadvantaged children have been given access to learning outside of the classroom
<p>F: There is a higher proportion of PP children who are persistently absent than non-PP children</p>	<p>Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for:</p> <ul style="list-style-type: none"> • 1:1 meetings with targeted families <p>Percentage of wages for additional Admin Staff on the Primary site to provide support for:</p> <ul style="list-style-type: none"> • Daily and weekly monitoring of targeted families attendance 	<ul style="list-style-type: none"> • There have been significant increase in the attendance of 5 key pupils: <ul style="list-style-type: none"> ○ Pupil 1: 84.4 to 87.4 ○ Pupil 2: 69.4 to 75 ○ Pupil 3: 66.7 to 73.4 ○ Pupil 4: 90.1 to 92.8 ○ Pupil 5: 85.2 to 90.1