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## PUPIL PREMIUM GRANT EXPENDITURE 2017-18

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

- Small group tuition
- Early years intervention
- Oral language interventions
- Explicit reading comprehension interventions
- Explicit and systematic phonics teaching
- Peer Tutoring sessions
- Effective feedback from all staff
- Parental involvement
- Personalised home learning
- Social and emotional learning

### **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 Education Endowment 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
- 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.

<b>Main Barriers:</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	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.
F	There is a higher proportion of PP children who are persistently absent than non-PP children

Trinity Primary Summary:

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	287
Total number of pupils eligible for PPG	56
Amount of PPG received per pupil	£1320
Amount of PPG+ received per pupil	£1900
<b>Total amount of PPG received</b>	<b>£73,920</b>

Breakdown of how the Pupil Premium Grant is spent at Trinity Primary:

Main Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<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)	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 2017,  July 2018
	2 Inclusion TA (5 hours per week timetable focused on PP support for reading, writing and maths)	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 2017,  July 2018

	Peer Tutoring Sessions	Pupils provide each other with explicit teaching support.  Targeted children meet their end of year targets with specialised support.  IEP targets are met	January 2017,  July 2018
	'Effective Feedback' CPD for all staff	All Staff are equipped with the skills in order to deliver effective feedback for all pupils using the 'Trinity Marking Priorities' document.  Targeted children meet their end of year targets with specialised support.  IEP targets are met	September 2017,  July 2018
	Precision Teaching CPD from Educational Psychologist	All Support Staff are equipped with the skills in order to deliver 'Precision Teaching' and monitor its impact.  Targeted children meet their end of year targets with specialised support.  IEP targets are met	September 2017,  July 2018

	Precision teaching sessions	PP children from Y1-4 make progress in line with or better than peers in reading and writing. The attainment gap is narrowed.  IEP targets are met.	September 2017,  July 2018
	EYFS Interventions	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 2017,  July 2018
	Subscriptions for Lexia	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 2017,  July 2018
	Subscription to Symphony	PP children make progress in line with or better than peers. The attainment gap is narrowed.  IEP target is met.	September 2017,  July 2018
	Personalised home learning resources, training and management	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 2017,  July 2018
	Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for: <ul style="list-style-type: none"> <li>• Team Teaching with CTs</li> <li>• In class support for pupils</li> <li>• Interventions for key groups</li> </ul>	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 2017,  July 2018
	Percentage of wages for Head of School to support in class and lead interventions.	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 2017,  July 2018

	Percentage of wages for an Inclusion Assistant on the Primary site	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 2017, July 2018
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Main Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<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	Progress is seen in SDQ scores of those children attending.  Amount of red or orange behavioural incidences are significantly reduced for those who attend.	September 2017, July 2018
	Speech and Language Therapist	'Attention and Listening' and 'Social Skills' groups are run by the schools Speech and Language Therapist  Targeted children meet their end of year therapy targets with specialised support.  IEP target is met.	September 2017, July 2018
	Speech and Language CPD	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 2017, July 2018

	Lego Therapy CPD	Designated staff member is equipped to run weekly 'Lego Therapy' sessions.  Targeted children meet their end of year targets with specialised support.  IEP target is met.	September 2017, July 2018
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	Lego Therapy	Therapy notes indicated targeted children meet their end of year targets with specialised support.  IEP target is met.	September 2017,  July 2018
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Main Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<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>	Speech and Language Parent Drop In	Parents are able to access free advice on any concerns they may have regarding their child speech during Parent's Evening.  Parents are able to access resources to use at home to support the development of language.	September 2017,  July 2018
	Phonics Workshops	Parents have access to resources and activities to complete at home with their child.  Parents are given an in depth explanation of how to teach reading phonetically, in line with the schools policy.  Parents can confidently support their child at home.	September 2017,  July 2018
	EYFS Speech and Language Interventions- Talking Tables	Targeted PP children make progress with their receptive language skills in line with or better than their peers.  PP children achieve the CLL Early Learning Goal.  IEP targets are met.	September 2017,  July 2018
	Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for:  • Early Interventions	PP children make progress in line with or better than their peers in Communication, Language and Literacy. The attainment gap is narrowed.  IEP targets are met.	September 2017,  July 2018
	Subscriptions for Lexia	Additional licenses have been purchased for Reception cohort.  PP children make progress in line with or better than peers. The attainment gap is narrowed.	September 2017,  July 2018

		IEP targets are met.	
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Main Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<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>	'Help with Homework' Parent Workshops	<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>	September 2017, July 2018
	'Helping with Maths' Parent Workshop	<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>	September 2017, July 2018
	Developing school website	<p>Parents have access online to resources that allow them to support their child when learning to read.</p> <p>Parents are given explanations of how to teach key phonetic skills to their children.</p> <p>Parents can confidently support their child at home.</p>	September 2017, July 2018
	'What's typical talk?' workshop	<p>Parents are able to access free advice on any concerns they may have regarding their child speech during a morning workshop.</p> <p>Parents are able to access resources to use at home to support the development of language.</p>	September 2017, July 2018

	Targeted Family Support	Parents are able to have 1:1 meetings with Inclusion and Pupil Premium Lead to discuss best ways to support their child at home.  Parents are able to access resources to use at home to support progress.	September 2017,  July 2018
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Main Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<b>E: A high proportion of children have a narrow life experiences outside of school.</b>	Subsidised money for after school clubs	PP children have access to extra curricular learning opportunities outside of the classroom.	September 2017,  July 2018
	Subsidised money for school trips	PP children have access to extra curricular learning opportunities outside of the classroom.	September 2017,  July 2018
	Subsidised Music Tuition	PP children have access to extra curricular learning opportunities.	September 2017,  July 2018
	Personalising reading resources in all classrooms	PP children make progress in reading that is in line with or better than peers. The attainment gap is narrowed.  IEP targets are met.	September 2017,  July 2018
	EYFS Provision Resourcing	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.  IEP targets are met.	September 2017,  July 2018
	Fit for Sport	Lesson observations show high impact sports sessions. Children receiving PP attend interschool competitions. All children have access to competition through intra-school competition.	September 2017,  July 2018



	Summer Fayre tickets	All PP families are given a free 'activities ticket' to the summer fayre by the PAFT.  The amount of PP families attending these events rises.	September 2017,  July 2018
	School disco tickets	All PP families are given a free 'activities ticket' to the summer fayre by the PAFT.  The amount of PP families attending these events rises.	September 2017,  July 2018

Main Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<b>F: There is a higher proportion of PP children who are persistently absent than non-PP children</b>	Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for: <ul style="list-style-type: none"> <li>1:1 meetings with targeted families</li> </ul>	Attendance of PP children is in line with or above national averages when compared with the same group.  The difference between PA or PP children and non PP children has diminished.	September 2017,  July 2018
	Percentage of wages for additional Admin Staff on the Primary site to provide support for: <ul style="list-style-type: none"> <li>Daily and weekly monitoring of targeted families attendance</li> </ul>	Attendance of PP children is in line with or above national averages when compared with the same group.  The difference between PA or PP children and non PP children has diminished.	September 2017,  July 2018