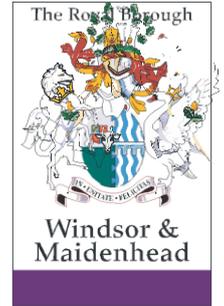




Trinity St Stephen CE Aided First School

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November 2020

Headteacher: Mrs Louise Lovegrove

What is the Pupil Premium Grant?

The Pupil Premium is additional funding which is received by the school. It is targeted at disadvantaged pupils to help raise attainment, diminishing the difference between them and other students, and ensuring that they have the opportunities that other students enjoy.

The premium is for children who are eligible for one of three reasons:

- Pupils who at any point in the past 6 years have received Free School Meals (FSM/FSM6)
- Pupils who have been continuously looked after for the past six months or who have been adopted from care or who has left care under a Special Guardianship or Residence Order (LAC)
- Pupils whose parent/parents are currently serving in the armed forces or receive a pension from the MoD

For the academic year of 2019/20 the school received **£9,840** from the Pupil Premium Grant (PPG).

For the academic year of 2020/21 the school will receive **£11,690** from the Pupil Premium Grant (PPG)

What are the barriers to learning, desired outcomes and success criteria?

The barriers to learning include low self-esteem and lack of confidence. Low prior attainment, special education needs and low cognition scores have been identified with some of our pupils. To address these barriers, we use our resources proportionate to need.

Our desired outcomes include all children attending regularly. We also aim for the progress of each child to be in line with their ability, with attainment to be at least in line with national averages for ARE, ARE+ (Age related expectations). Additionally, we aim for children to be school ready, eager to learn, confident and happy with transition procedures meaning that the most vulnerable are prepared for their next stage in learning.

The impact of the Pupil Premium is monitored and measured carefully. Information regarding the school's performance with regard to this group of pupils is reported to and also monitored by the Governing Body.

Pupil Premium Key Objectives for 2020 2021; developed because of the barriers to learning which have currently been identified as the following:

- Phonic and spelling acquisition
- Further reading and writing opportunities
- Lower than average attendance in a small group of children
- Social and emotional challenges
- Access to wider opportunities

Given baseline assessments, we determine what we would expect to see and what we would plan for pupils to attain, prior to interventions beginning. We evaluate the effectiveness of support relative to cost, time spent and appropriateness of the intervention and progress made. Our current provision includes:

1. Two experienced teachers who are able to work with individual pupils and small groups, to ensure high quality support with reading and writing- especially phonics.
2. Good quality marking and feedback to ensure that children know what they do well and where they can make improvements.
3. Relevant, interesting writing opportunities regularly offered with good quality feedback to ensure improvements for all children.
4. Support from intervention staff and ABC to read to ensure added reading opportunities.
5. Ongoing rigorous monitoring of attendance and punctuality of all pupils to meet the DFE target of 90% and the school target of 96.5%, alongside prompt follow up, parental meetings and challenges/incentives for individual pupils.
6. Involvement of ELSA and FLW to ensure there is high quality support available to parents and emotional support for children; this is adapted dependent on the needs of the child.
7. To enable all families, who may be restricted by income, to take part in the extended services timetable the school offers- including educational visits. Additional experiences may be offered dependent on the desired outcomes and holistic overview of the child.

Our strategy

We have a clear picture of the school needs, for example, in which year group barriers are more frequent, and how these can be overcome. Using research, for example Growth Mindset and the Sutton Trust combined with our comprehensive knowledge of our children and their needs and experience of successful interventions, we determine how our resources will be utilised. For example we have intervention staff who are used flexibly across the school as data analysis and Pupil Progress meeting indicate the need.

On a termly basis, or at the end of an intervention, whichever is appropriate, we assess how well children have progressed, we then adapt, maintain, or cease our provision. Dependent on our cohorts we determine our next steps given an assessment of the current picture. We have a range of strategies that we implement after careful consideration.

Data analysis 2019 2020

Numbers of children are very small (12 children 8% of numbers on roll). The data used is based on assessments that were made in **March 2020**.

March 2020 data	At or beyond expected -PP
Maths	58% (Nat 2019 62%)
Reading	58% (Nat 2019 62%)
writing	41% (Nat 2019 55%)

Objectives Plan 2020/2021

To ensure high quality support with reading and writing- especially phonics			
Actions and resources	Monitored /evaluation	Estimated cost	Success Criteria
Small group work with adaptation of curriculum and expectations dependent on children's individual targets, progress and gaps in phonics acquisition or spelling. This will be through employing a skilled intervention teacher to lead phonics and spelling throughout the school and devoting support staff time to follow up and reinforce skills.	HT and English Subject Lead	£3000	Phonic intervention evaluations show that children have greater phonic knowledge which leads to better spelling and improves decoding when reading. Base line, individual targets and evaluation over a specific time period will be assessed to ascertain cost effectiveness.
An audit and matching of support staff strengths which are commensurate with the needs of individual pupils. Training and monitoring will ensure LSAs are proficient and skilled to implement phonic and spelling intervention.	HT and English Subject Lead	£1,000	LSAs are able to plan and adapt their teaching to ensure children make good progress because their subject knowledge and skills are reflective and ambitious with pupil need. The school has an increasing range of talents in their LSAs to address the barriers to learning in spelling and phonics.
Parent Workshops delivered by teaching to staff to ensure home support is in line with school practices.	HT and English Subject Lead	No cost	Parents feel confident in supporting their children at home.
Additional reading opportunities with ABC to Read volunteers	HT and English Subject Lead	£400	Reading assessments show increased progress for children accessing the ABC to Read volunteer
To maintenance of the attendance and punctuality of all pupils to at least meet the school target of 96.5%			
Audit attendance weekly to ensure any pupils who are slipping behind are picked up early. Individual pupils have personal targets (discretely given) with reminders to encourage regular attendance.		£600	Classes improve attendance termly Individual children are tracked with reasons for poor attendance understood Termly meetings with EWO demonstrates that school procedures are sound and effective. Attendance target of 96.5% is met each term, unless particular medical or extreme circumstances prevail.
Attendance meetings with parents, teachers and HT		No cost	Parents of families who are struggling to maintain an attendance record of 90%+ are offered support through the FLW or the EWO. Attendance amongst these families improves.

To ensure there is high quality support available to parents and emotional support for children			
Sessions are offered to those children who have been identified as needing additional emotional support.		£1,000	Children who require emotional support indicate an improvement in their feelings and behaviours against the benchmarks set at the beginning of the intervention. Employment of ELSA trained support staff.
The involvement of a Family Link Worker (FLW) where engagement is weak or where specific support will aid learning/relationships/life skills		£2,000	The FLW caseload indicates issues such as parenting, relationships, finances result in families increasingly in stronger position to support their children's learning. Positive feedback from parents regarding support, including Parent workshops
To enable all families, who may be restricted by income, to take part in the extended services timetable the school offers-			
Inclusion in wider opportunities. This will be assessed on an individual needs basis and may be a contribution towards the chosen package.		£2,000	Children are able to access extra-curricular activities including music lessons and trips. The school belongs to the Clewer Cluster extended activity programme
Time and training allocated for data collection and analysis by teaching staff			
Pupil progress meetings will always include progress of different groups including pupil premium		£500	Monitoring progress of pupil premium children will be ongoing and interventions reviewed where necessary.