



Trinity C of E Primary School

Pupil premium strategy statement 2024 - 2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	11 (4%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Charlotte Whittle
Pupil premium lead	Claire Rolfe
Governor / Trustee lead	Debbie Pattinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,280 (£1,480 per child)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£16,280

Part A: Pupil premium strategy plan

Statement of intent

At Trinity CE Primary School, the overarching aim for our Pupil Premium strategy is led by our school vision.

We aspire to encourage diversity and a love of learning that nurtures well-rounded individuals, with curious minds, who shine in service to our community and are inspired to flourish. We do this by always asking ourselves 'Who is my neighbour?'

At Trinity C of E Primary School, our intent with the Pupil Premium funding is to ensure that disadvantaged children are provided with equal opportunities to achieve the highest possible outcomes. We recognise that barriers to learning can stem from various factors, including economic disadvantage, social and emotional challenges, and limited access to resources or experiences. Our strategy is underpinned by a commitment to narrowing the attainment gap and fostering a culture of high aspirations, through providing firm foundations and high quality learning experiences.

Key objectives for our disadvantaged pupils include:

Improving Academic Outcomes: We are dedicated to closing the achievement gap between disadvantaged pupils and their peers across all subjects. Through a well-planned, carefully sequenced and structured curriculum that provides children with opportunities to meet and exceed national expectations, we aim for Pupil Premium pupils to achieve mastery in reading, writing, and mathematics, with targeted objectives set for each pupil based on their prior attainment and learning needs.

Promoting Well-Being and Personal Development: We recognise that for pupils to thrive academically, they must feel safe, secure, and valued. Our intent is to create a nurturing environment that promotes resilience, emotional well-being, and self-esteem through personal development programmes, which include social skills groups, mental health awareness initiatives, and life skills training.

Engaging Families and the Community: Parental involvement is crucial to pupil success. We aim to foster strong partnerships with families through regular communication, workshops, and support groups, empowering parents to take an active role in their children's education and engagement in community resources.

We seek to achieve these objectives by:

- Ensuring the children receive high quality teaching and learning experiences in the classroom
- Establishing positive and respectful relationships between pupils and teachers to ensure each child is valued as an individual.
- Providing a curriculum which ensures all children have the opportunity to thrive, experience success and achieve well.
- Having a variety of group and individual interventions designed to support those with identified needs.
- Offering rich and varied activities designed to engage and motivate pupils, raising their aspirations and creating a positive attitude for learning.
- Using every area of school life as an opportunity for learning and development– academic, social and emotional.
- Taking into consideration the non-academic factors of attendance, behaviour and social and emotional needs and the impact they have on pupils learning.

Strategic and careful consideration is taken when utilising the Pupil Premium funding, ensuring that no child is disadvantaged within the classroom or the wider learning experiences that the school provides.

Our key implementation principles are:

- Ensuring high quality teaching and learning meets the needs of all pupils.
- Making adaptations to ensure there is appropriate provision for the pupils to access the learning in all lessons.
- Ensuring teachers have high quality CPD to ensure they are well-equipped to implement inclusive teaching practices which address the diverse needs of our pupils.
- Providing tailored support for children's social, emotional and mental health through ELSA sessions and a school counsellor.
- Allocating two spaces for PPG children to attend after school clubs.
- Subsidised access to extra-curricular activities, e.g school trips
- Effective tracking and assessment system in place to monitor the progress of disadvantaged pupils. Termly assessment data analysis ensures support and interventions are adapted based on pupil attainment, progress and engagement.
- Pupil premium children are an area of focus during pupil progress meetings, ensuring teaching staff take responsibility for the outcomes of disadvantaged children.

We assess the effectiveness of our pupil premium, evaluating both academic and non-academic outcomes.

- **Academic outcomes:** We aim for disadvantaged pupils to achieve or exceed national expectations. Last academic year 31% of pupil premium pupils (13) achieved the expected standard in reading (54%), writing (38%) and mathematics(38%) combined, demonstrating substantial progress compared to the 2022-2023 data.
- **Social and Emotional Well-being:** We provide ELSA sessions and weekly sessions with a counsellor to support the social and emotional needs of our Pupil Premium children. As a result of this we have seen an improvement in self-esteem and the behaviour of these pupils, as evidenced by the reduction of behaviour incidents.
- **Engagement:** We are developing positive communication channels to raise the awareness of support available to children who are disadvantaged, whilst maintaining confidentiality.
- **Behaviour:** We closely track patterns and levels of behaviour incidents involving pupil premium children. There has been a reduction in the number of behaviour incidents due to having a robust behaviour policy, this demonstrates a positive shift and improvement in pupils engagement and commitment to learning.
- **Attendance:** Our attendance rates for Pupil Premium has been consistent with 2023-2024 %.

In conclusion, our Pupil Premium strategy at Trinity C of E Primary School highlights our commitment to equity in education. Through targeted, evidence-informed interventions and support we strive to close the attainment gap and equip our pupils with the skills and attributes to have successful futures.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance Pupil Premium children is below the national expectation of 95%
2	Close the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths to increased combined %
3	Developing effective communication and support for low-income families
4	Delivering highly effective interventions to support the needs of disadvantaged pupils.
5	Emotional well-being and mental health needs which impacts on resilience, self esteem and behaviours for learning and participation

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Develop our whole-school approach to writing, focusing on deep understanding and application of skills before progressing.	<ul style="list-style-type: none"> Reduction in the attainment gap between PPG and non-PPG for writing. Increase in progress for PPG pupils' writing.
Individual emotional needs of PPG children improve and are being effectively supported	<ul style="list-style-type: none"> Pupils in receipt of ELSA/FlexIt and targeted pastoral care make good progress with their emotional needs throughout school. Weekly school counsellor sessions provided to support children's social and emotional needs, including home-life. Pupils are more equipped to manage their emotions and self-regulate, using a range of strategies.
Improve attendance of PPG pupils	<ul style="list-style-type: none"> PPG attendance to be above the national % of 95% Increased attendance and engagement in school life from PPG pupils. Reduction in % of PPG who are persistently absent.
Improve attainment in Reading, Writing and Maths for PPG pupils to increase combined score assessment %.	<ul style="list-style-type: none"> Increase in PPG attainment in reading, writing and Maths. Increased combined assessment score. KS2 combined score to be above 50%. PPG children in Year 1 pass the Phonics Screening Check. PPG Children in Year 4 pass the Multiplication Tables Check. Reduction in % of PPG WTS or BLW. Increase in % of pupils achieving EXS & GDS
Develop adaptive teaching strategies to ensure lessons are adapted to the needs of PPG pupils, allowing them to access the learning and achieve in line with non-PPG pupils.	<ul style="list-style-type: none"> Teachers will receive CPD about adaptive teaching strategies to use in the classroom. Lessons provide adaptations to ensure all learners can access the lesson and achieve tasks. Children show increasing engagement and commitment to learning. Children are able to access tasks within lessons.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using diagnostic assessments (PiXL) for Reading, Maths and GPS.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF PiXL used to assess and identify pupils' specific learning needs.	2
Specific focus on PPG attendance, letters and phone calls to parents alongside meetings with parents.	Sending parents of students who are persistently absent personalised letters can improve attendance EEF - Attendance interventions rapid evidence assessment	1
Staff CPD about adaptive teaching	Utilise PiXL assessment data to tailor classroom teaching to address gaps identified. Adaptive teaching is a responsive way for teachers to increase pupil success EEF - Understanding Adaptive Teaching	2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 booster groups in the lead up to SATs, delivered by UKS2 staff.	Staff provide small group and one to one and small group tuition - EEF research has shown that providing targeted support.	2, 4
Dyslexia Gold for KS2 pupils	Personalised intervention to meet each pupil's specific learning needs - After just three months of using Literacy Gold, children showed an average improvement of 12 months in their reading age.	2, 4
SATS CGP workbooks provided to support with SATs revision	CGP are known as the bestselling revision and practice for SATs <ul style="list-style-type: none"> • Structured revision • Familiar to SATs format • Pupil-friendly language and clear explanations • Regular exposure to SATs-style questions reinforces knowledge and builds exam technique 	2, 4
TA support with Bench Marking to ensure progress and tracking of progress	Children who are on benchmarked have their reading progress regularly monitored.	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA (Emotional Literacy Support Assistant)	<p>Targeted emotional support where children understand and manage their emotions more effectively</p> <ul style="list-style-type: none"> ● Improved emotional awareness ● Enhanced self-esteem and confidence ● Better social skills ● Reduced anxiety and improved emotional regulation ● Improves readiness to learn by removing emotional barriers ● improve attainment by increasing focus and behaviour in lessons. 	2, 4, 5
School Counsellor	<p>Counselling provides a safe space where emotions can be explored without judgment.</p> <p>Improved mental health and emotional resilience.</p>	4, 5
Ensure PPG children are able to attend after school clubs and school trips (including residential)	<p>Children are given opportunities to join a club to support their engagement in extra-curricular opportunities and promote their well-being.</p> <p>Children receive subsidised costs for school trips (including residential)</p> <p>By attending after school clubs the children develop a variety of skills, such as team building, collaboration and communicating with others.</p>	5
Forest school sessions delivered by forest school leader	<p>Forest Schools are multi-sensory and can help improve concentration and the motivation to learn. Forest Schools can help children with learning disabilities or additional needs to gain more independence and self-confidence, reduce anxiety, build resilience, and improve their communication skills.</p>	5
Gardening club provided for PPG children once a week.	<p>Outdoor learning is known to help with anxiety, promote well-being and help children to gain more self-confidence.</p>	5
Contingency fund for acute issues which arise during the academic year	<p>A small amount of the funding is kept aside to enable us to respond quickly to the needs of PPG that have not yet been identified.</p>	all

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PPG data Summer 2024 results (13 pupils - Years 1-6)

31% achieving 'expected' or above in reading, writing and maths (Non PPG 60%)

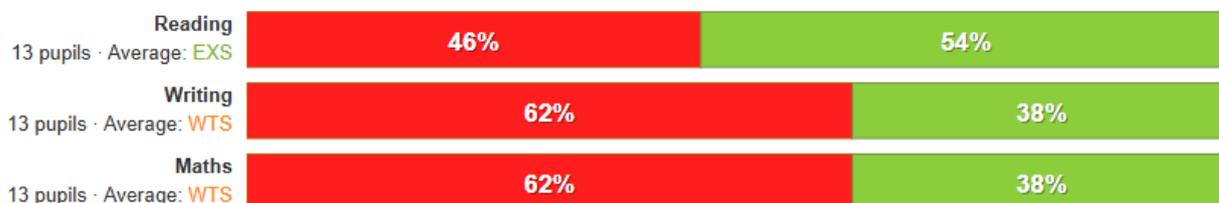
0% achieving 'above expected' in reading, writing and maths (Non PPG 8%)

54% achieving 'expected' in reading (Non PPG 77%)

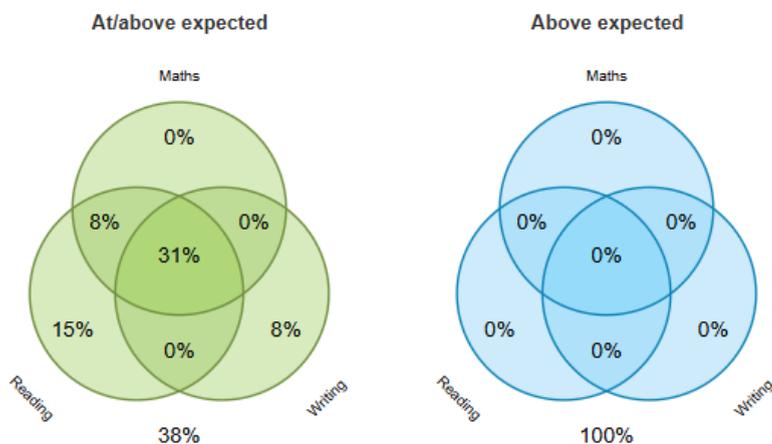
38% achieving 'expected' in writing (Non PPG 68%)

38% achieving 'expected' in Maths (Non PPG 73%)

Legend ■ Below expected ■ At/above expected ■ No data



Combined attainment

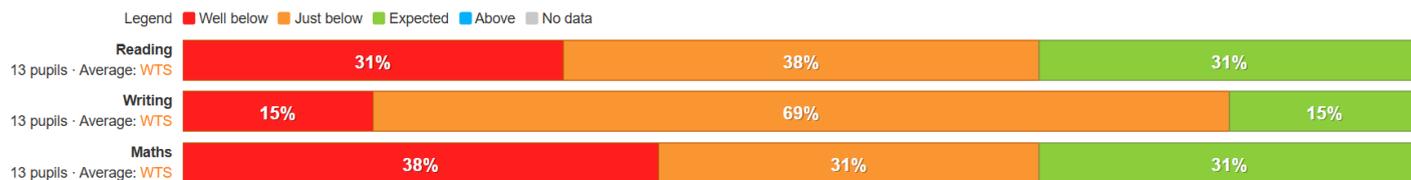


Attendance Summer term 2024:

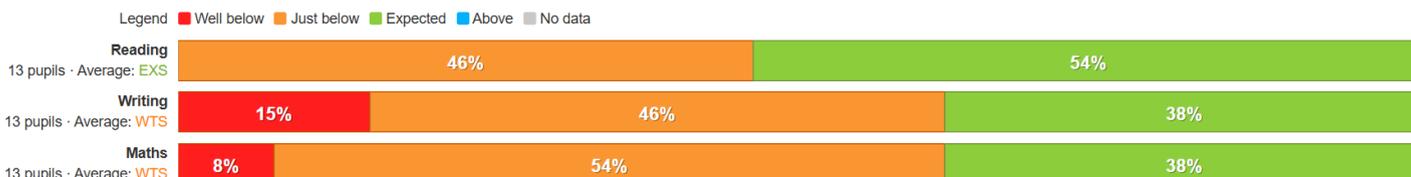
PPG attendance Summer 2024 90.31% for PPG pupils and 96.09% for non-pupil premium.

PPG progress 2023-2024

Autumn 2023



Summer 2024



Review of Outcomes of 2023 - 2024

Activity	Review
Specific focus on PPG attendance, letters and phone calls to parents alongside meetings with parents.	<ul style="list-style-type: none"> Attendance has been closely monitored throughout the year and is discussed during weekly SLT meetings. Office staff provide an attendance report which is shared with teachers every week. Attendance policy has been reviewed and updated Pupils with persistently low attendance has been followed up through conversations with class teachers in the first instance and then this escalates in line with our updated attendance policy. Letters sent to parents where children have below average attendance (95%).
Nurture breakfast (Monday and Fridays)	<ul style="list-style-type: none"> Nurture breakfast was provided to children regularly Children who attended nurture breakfast made a calm start to their day Nurture breakfast helped to raise attendance of PPG pupils Children attending nurture breakfast showed increased focus and concentration in lessons as a result of having a healthy breakfast Nurture breakfast provided an opportunity for staff to check-in with and support pupils' emotional and mental health needs to ensure they were ready to start their day positively.
PPLeadtomeetwith Attendanceofficer/headteacher to monitor and feedback attendance to parents	<ul style="list-style-type: none"> Attendance office attended SLT meetings to discuss attendance data and persistent absences Minutes taken in SLT allowed staff to monitor and track patterns and trends with pupil absence. Some improvement in children who were persistently absent, although this was not consistent over a long period of time.

Activity	Review
Flex-it approach shared with pupils, parents and teachers through CPD and daily sessions in class	<ul style="list-style-type: none"> ● Staff received CPD from Flex-it specialists ● 2 parent workshops were delivered to SEND & non-SEND parents by the Flex-it specialists ● Flex-it posters shared in every classroom ● Flex-it implemented into whole-school daily routine ● Flex-it used to support children to regulate emotions and behaviour at break and lunch times ● Flex-it used to support children to regulate after transitions. ● Reduction in behaviour incidents after implementing Flex-it
SEMH lead to complete Mental Health CPD	<ul style="list-style-type: none"> ● Mental health lead completed SEMH lead CPD to support them with their role and ensuring effective strategies are in place to support children's SEMH needs
<p>Purchase of Little Wandle Phonics Scheme to secure stronger phonics for all pupils</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p>	<ul style="list-style-type: none"> ● Despite being staff heavy, children received keep-up and catch up phonics sessions in addition to their daily phonics input ● Increase in phonics results from Spring 2024-Summer 2024 ● Little Wandle Phonics provides a structured, consistent approach to the delivery of synthetic phonics across EYFS and Year 1 ● Little Wandle Spelling Scheme used with children in Year 2 to ensure consistency in teaching approach
<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<ul style="list-style-type: none"> ● Purchased PiXL subscription Summer term 2024 ● Standardised diagnostic assessments to be fully implemented 2024-2025 ● Training for staff to ensure assessments are administered correctly to be planned for September 2024
Targeted interventions such as toe by toe	<ul style="list-style-type: none"> ● Intervention delivered by SENDCo who monitored progress ● Improvement in reading, writing and maths outcomes
Year Maths booster groups in the lead up to SATs to be delivered by teachers	<ul style="list-style-type: none"> ● Targeted support ensured pupils were prepared with strategies to answer SATs questions ● Increase in Maths outcomes evident in SATs results ● This may not be possible 2024-2025 due to staffing requirements and timetabling
TA support with benchmarking to ensure progress and tracking reading progress	<ul style="list-style-type: none"> ● Children regularly progress with their reading as a result of frequent benchmarking, at least termly ● TA's inform teachers about pupil reading abilities following benchmarking to ensure progress is monitored carefully ● Benchmarking to continue in 2024-2025
Mental health lead to meet with school ELSA	<ul style="list-style-type: none"> ● Weekly meetings ensured mental health lead was well-informed about emotional and mental health needs across the school ● Significant support with emotional and mental health needs in Year 6

Activity	Review
Ensure all PPG pupils are able to attend a club and or fund trips	<ul style="list-style-type: none"> • PPG pupils are allocated 2 placed for all after school clubs • PPG pupils receive support from Henley Education Trust for trips • PPG pupils engage with extra curricular opportunities provided by the school • Attendance at clubs developed children's teamwork and collaboration skills
Forest School sessions once a week to be provided by a forest school leader for all children over the course of the academic year	<ul style="list-style-type: none"> • Forest school timetabled weekly for a Key Stage each half term • Forest school leader time was protected to ensure forest school sessions happen regularly • Forest school provided opportunities for the children to develop their communication, collaboration and self-confidence.
Gardening club attended by PPG children once a week	<ul style="list-style-type: none"> • Regular gardening club sessions provided • Children enthusiastically engaged in gardening club sessions • Children worked towards achieving an award for the school (BBC's Make a Difference Award) • School chef and a TA supported the children to earn a Green award in recognition of the work the children did during gardening club
Whole-school training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across the school	<ul style="list-style-type: none"> • Behaviour policy reviewed • Scripts use to structure restorative conversations • Staff received CPD to ensure consistency with implementing the behaviour policy • Steps of escalation for repeated behaviour was created and shared with staff • Consequences for behaviour were simplified and clear action to be taken was outlined to ensure incidents were dealt with consistently

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Football after school club	RFC Academy
Autumn/ Spring/ Summer Sports	MNR Sports
Art Club	Start Art
Multi-sports	RFC Academy
Cookery Club	Smart Raspberry Cookery Club
French Club	Jane Hendry
Breakfast Club 7:30am – 8:45am	Junior Adventures Group (JAG)
Afterschool Club 3:15 - 6pm	Junior Adventures Group (JAG)
Little Wandle Phonics & Spelling	Little Wandle Phonics Scheme