

Pupil premium strategy statement: Trent CE Primary School 302-3316



1. Summary information					
School	Trent CE Primary				
Academic Year	2018-19	Total PP budget	£30,360	Date of most recent PP Review	Spring 2018
Total number of pupils	210	Number of pupils eligible for PP	19 (incl 10 FSM6 + 2 PLAC)	Date for next internal review of this strategy	Spring 2019

2. Current attainment		
Where 'achieved' means working at Age Related Expectations or better and 'progress' means a WT>WT or WA>WA or WAGD>WAGD	Pupils eligible for PP at Trent	All Pupils at Trent (well above national average)
% achieving AREs in reading, writing and maths	60%	80%
Chn making progress in reading from EYFS> KS1 class or KS1>KS2 class	2 children / 21 did not = 86%	23 children out of 210 did not = 89%
Chn making progress in writing from EYFS> KS1 class or KS1>KS2 class	2 children / 21 did not = 86%	16 children out of 210 did not = 92%
Chn making progress in maths from EYFS> KS1 class or KS1>KS2 class	2 children / 21 did not = 86%	17 children out of 210 did not = 92%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	To develop pupils' responsibility for learning and behaviour across the school
B.	To support children eligible for PPG who are also SEN to move closer to AREs with specific support
C.	Enrichment to extend learning experiences and to consolidate school learning
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	No opportunities for physical play and development.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	PPG pupils taking opportunities to lead whole school initiatives eg BIG group (Business Initiatives)	PPG children leading learning in class PPG children supporting whole school enterprises PPG children raised confidence to participate in lessons and taking risks

B.	Improved outcomes through smaller teaching groups, especially in Maths through 3SL. (Third Space)	Higher % at ARE and more children making 'stage' progress
C.	Increase % PPG children taking part in extra curricular clubs and activities such as music lessons	Increased % engagement
D.	Increase % PPG children taking part in PHYSICAL extra curricular clubs and activities	Increased % engagement

PUPIL PREMIUM

**2018/19
BUDGET**

INCOME:

TOTAL INCOME

£30,360.00

EXPENDITURE:

EARLY YEARS EXTRA TA
April to August (3*1320)
Sept to March (3*1320)

£7,920.00

School journey, trips and visits

£2,780.00

FLO/small group (60 x 40 weeks)
BIGroup (30 x 40 weeks)

£2,400.00 4 hrs/ week

£1,200.00 2 hrs/week:

MUSIC 13 pupils

£2,600.00

CLUBS 13 pupils

£2,080.00

EXTENDED DAY

£3,000.00

Learning resources

£1,700.00

3RD SPACE LEARNING

£3,000.00

Admin and enrichment

£2,000.00

EXTRA Y5 TEACHER

EXTRA Y5/6

£1,680.00

TOTAL EXPENDITURE (planned)

£30,360.00

£0.00

67%

5. Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review implementation?
Move PPG closer to AREs and WAGD	Mixed ability maths teaching in Maths following White Rose EEF project to tackle pupils WT in Maths	Fewer PPG children at WAGD	Use BPSI hours for Lisa Layla EEF schools partnership project working to focus on interventions for Maths	Ma Idr SENCo	January 2019
Improve comprehension skills in KS2	Whole class guided reading	PPG pupils further behind their peers in reading due to lack of comprehension	Deliver training and peer observations Resources considered carefully	English Idr	January 2019
Total budgeted cost					£2000 (Admin) + £1700 (resources) + £1680 £5,380
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review implementation?
To settle and support PPG newest to school who have additional needs.	Early years extra TA	The EEF toolkit suggest that targeted interventions matched to specific pupils with particular needs or issues can be effective.	Run and monitored by SLT member	EYFS Idr	January 2019
To increase opportunities for Maths learning using IT	Third Space Learning BIGroup	The EEF toolkit suggest that targeted interventions matched to specific pupils with particular needs or issues can be effective.	Dedicated TA time to support effective delivery	Class teachers	January 2019

Total budgeted cost					£7,920 9 (EYFS TA) + £3,000 (3 rd Space) + £2400 (FLO) = £13, 320
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review implementation?
Increase %PPG children taking part in all activities, especially those that improve their physical well-being	Finance for extra curricular activities including residential trips Funding provided for music lessons, stationery and encouragement to attend PE clubs free of charge.	Social inclusion and increased learning opportunities will improve learning progress and skills of reasoning. Physical well-being impacts significantly on education as well as securing good strategies for positive mental health for the future.	Analysis of activities children are involved in; attitudes measured from discussion with pupils.	Class teachers to initiate and office administrator to liaise with parents.	January 2019
Develop PPG children's opportunities to improve their attitude to learning and their engaged behaviour in class, across the school.	Use of TAs and Family Liaison Officer to ensure regular involvement of parents and to co-ordinate BIGroup and play leaders at lunchtime.	Social inclusion and increased learning opportunities will improve learning progress and skills of reasoning. Physical well-being impacts significantly on education as well as securing good strategies for positive mental health for the future.	Regular meetings between school leaders and FLO to ensure all children are encouraged and included. Overseen by school leaders	HT/HOS?FL O and playtime staff	January 2019
Total budgeted cost					£2780 (Sch j etc) + £1200 (BIG) + £2,600 (music) + £2080 (clubs) + £3000 (extend day) £11,660
Grand Total					£30,360

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Move PPG closer to AREs and WAGD	Mixed ability maths teaching in Maths following White Rose	Targets: - More PPG children at WAGD NOT MET. Only 2/21 children at GD in Maths However, progress and attainment in Maths improved for ALL pupils across the school (+1.5) - Higher % at ARE and more children making 'stage' progress in all subjects MET Only 2 /21 children did NOT make stage progress	<ul style="list-style-type: none"> - The EEF project was successful and will target the effectiveness of Maths interventions for 2019-20 and the impact of carefully matched approaches to PPG children. - Whole class maths teaching will continue with SENCO providing weekly training for TAs in precision Maths interventions. - SENCo will join the EEF project Year 2. - specialist provision eg. SALTs has huge impact on PPG children's confidence - training provided for UQT in Y5 to work alongside the classteacher 	£1300 (EEF) £1700 (resources) £2160 (therapies) £600 (upgrade from TA)
Improve comprehension skills in KS2	Whole class Guided reading	80% of PPG children were working at AREs with progress measures in reading from KS1 to 2 of +3.05	<ul style="list-style-type: none"> - continue to refine the whole class guided reading approach in KS2 with further training and resources - continue best practice in phonics breakfast club through extended day provision - closely match guided reading across the whole school to topic themes and subject disciplines eg. The Romans in Y4. 	£1,500 (books) £3,000 (Extended day)
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To settle and support PPG newest to school who have additional needs.	Early years extra TA	All pupils made exceptional progress from their starting points. PPG and SEN pupils accelerated progress.	- Extra TA will continue into Year 1 with these pupils	£7,920 (TA)

To increase opportunities for Maths learning using IT	Third Space BIGroup	Some pupils achieved well, others only made expected progress	<ul style="list-style-type: none"> - individual teaching programmes through specific interventions proved to have a better impact. - BIG will develop into an 'EXPERT' group program, using the interests of the PPG children to encourage and inspire others. - more time with class teacher in 1:1 conferencing has the greatest impact of all 	<p>£2400 (FLO 'Expert 'co-ordinating)</p> <p>£5,700 (extra PPA)</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase %PPG children taking part in all activities, especially those that improve their physical well-being	<p>Finance for extra curricular activities including residential trips</p> <p>Funding provided for music lessons, stationery and to attend PE clubs free of charge.</p>	<p>100% of PPG children are involved in enrichment activities of their choice including residential trips.</p> <p>Financial support was provided to a number of families (as reported to the Governing Body) many of whom receive PPG, others are of low income and would not otherwise be able to take part in activities.</p>	<ul style="list-style-type: none"> - this is essential support to families and has a direct impact on the opportunities provided to the PPG. In turn there is a positive impact on their confidence and independence. - continued and personalised encouragement for specific pupils to attend physical clubs - encourage pupils to lead clubs based on their own interests and knowledge. 	<p>£2000</p> <p>£2000</p>
Develop PPG children's opportunities to improve their attitude to learning and their engaged behaviour in class, across the school.	Use of TAs and Family Liaison Officer to ensure regular involvement of parents and to co-ordinate BIGroup and play leaders at lunchtime.	<p>Social inclusion and increased learning opportunities had some impact on progress and skills of reasoning.</p> <p>Physical well-being impacts significantly on education as well as securing good strategies for positive mental health for the future.</p> <p>Significant uptake of the extended day provision</p>	<ul style="list-style-type: none"> - further opportunities will be provided to drive physical well-being for positive mental health especially in a 'Well-being 'whole school event. - encourage pupils to lead clubs based on their own interests and knowledge. - Extended day provision (Breakfast and Teatime clubs) is essential to many families, including those eligible for PPG. 	

7. Additional detail

This is the first year of two that we have used the EEF project to underpin our research. Please see our Pupil premium policy for our aims and intent.

The success of our vulnerable children is paramount and all adults at Trent focus on providing them with the necessary support whether we are Governors, school leaders, class teachers or support staff.

