



Trent CE Primary School- Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. This strategy covers 3 years (as recommended- 2021- 2024)

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Table of acronyms to support reading this document:

ARE	Age Related Expectations
CPD	Continuous, Professional Development
DfE	Department for Education
EAL	English as an additional language
EEF	Education Endowment Fund
EHCP	Education, Health care Plan
ELSA	Emotional, Literacy Support Assistant
EP	Education Psychologist
PP	Pupil Premium
PPA	Planning, Preparation and Assessment
RHE	Relationship, Health Education
SEN	Special Educational Needs
SSP	Systematic, Synthetic Phonics
TA	Teaching Assistant



School overview

Detail	Data
School name	Trent CE Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 November 2023 January 2024
Statement authorised by	Chrissy Vassiliou Headteacher
Pupil premium lead	Chrissy Vassiliou
Governor	Graeme Silcocks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,645
Recovery premium funding allocation this academic year	£689
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28,334

Part A: Pupil premium strategy plan

Statement of intent

Our vision of *'Inspired by Christ, we serve one another in love'* drives everything we do at Trent. Our committed to 'serving one another in love' ensures we provide an inclusive and nurturing school which allows all children to meet their full potential.

Our Pupil Premium strategy alongside our School Development Plan and Equalities Plan, is how we enable all pupils to thrive here at Trent both academically and socially.

We have a small number of pupils eligible for PP funding who have a wide range of individual and different needs. We track these pupils individually and as a group to ensure their academic and social needs are met.

Parent and Pupil voice is central to the tailored provision of our PP pupils to ensure they are happy and well supported in school.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Supporting attainment and progress- reading, writing and maths.</u></p> <p>We track the progress and attainment of all our pupils individually on termly basis, and we compare the progress and attainment of groups of children according to different characteristics including eligibility for pupil premium/SEN/EAL.</p> <p>Our analysis of our school base data for all individual and classes has shown that children eligible for PP and have additional needs (SEN/EHCP) have greatest need within the school, and are not achieving as highly as their peers who are not eligible for PP funding. This difference has been exacerbated by the school closure periods.</p>
2	<p><u>Supporting personal development and wellbeing.</u></p> <p>We believe that happy children learn best by providing well rounded enrichment for our PP children. We have taken on board pupil and parent voice and feedback and created a bespoke menu of enrichment opportunities to help the children flourish beyond the curriculum.</p> <p>From July and October parent/pupil feedback, we gathered evidence which told us what the children wanted and what they found challenging. This was mainly based on social/enrichment activities.</p>
3	<p><u>To create independent learners.</u></p> <p>Teachers are given an additional 10% of PPA time a week to focus on pupil conference 1:1 of children who are eligible for PP funding. We believe that</p>



	focussed, timely feedback enables a pupil to develop skills enabling them to move on with their learning in the classroom.
4	<p><u>Developing vocabulary for oracy and writing.</u></p> <p>Our observations of children's oral language and our knowledge of children's writing shows us that some pupils who are eligible for PP do not use the same level of vocabulary as their peers. This encompasses SEN and EAL/ PP children.</p>

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	Review July 2022	Review July 2023
Improved reading, writing and maths attainment for individual disadvantaged pupils.	% of disadvantaged pupils reaching at least the expected standard in KS2 reading, writing and maths over the 3 years of this plan are in line with % for non-disadvantaged pupils. Where a child has not met expected ARE, progress is accelerated. This will be evident through individual case studies.	Additional support given to PP children- 1:1 support once a week with class teacher. Priority for PP to attend breakfast booster club sessions.	Focus on PP children during pupil progress meetings. Continued focus on PP children with class teacher during addition PPA time. Monitor support PP children receiving during teacher intervention time.
Sustained increase in pupil wellbeing and personal development amongst all pupils and disadvantaged pupils in particular through participation in a wide range of enrichment and extra- curricular activities.	Increase in wellbeing demonstrated through wellbeing surveys (pupil). Increase in personal development demonstrated through RHE books. All disadvantaged pupils to attend at least 1 after school club or music lesson and participate fully in all enrichment activities within the school day, including our residential trips.	89% of KS1 children reported that they agreed that school encourages them to look after emotional wellbeing (spring 2022) 95% of KS2 children reported that school encourages them to look after their emotional and mental wellbeing (spring 2022)	Continue to prioritise PP children to attend clubs, or lead 'Expert Clubs' in school.



<p>Sustained increase in pupil independence.</p>	<p>Increase in participation and completion of tasks in class, and an understanding of how to improve their own work. Data from class teacher and subject leader pupil voice sessions.</p>	<p>Observed greater participation through SLT observations and subject leader observations. 97% of KS1 children reported that school/teacher encourages them to be independent. 96% of KS2 children agreed.</p>	<p>Continue to identify ways to provide opportunities for pupils to be more independent. Increase opportunities for children to serve beyond school.</p>
<p>Improve use of wide ranging and higher level vocabulary in both speech and writing in our disadvantaged pupils.</p>	<p>Children in our disadvantaged group use appropriate vocabulary in their speech and writing. Data from observations of pupils and assessments of writing over time.</p>	<p>EYFS focus speech and language group for PP children has increased language acquisition. 97% children in EYFS achieved a GLD in speaking at the end of academic year.</p>	<p>Increase training for staff on SALT to support children in class. Prioritise PP children for SALT especially in early years.</p>



Activity in academic year (2021/2022)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4150

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2022
Purchase of a DfE-validated Systemic Synthetic Phonics programme and associated training and resources (Little Wandle for Letters and Sounds Revised)	The DfE 2021 Reading Framework includes a range of evidence demonstrating that consistent use of a SSP enables rapid progress for all pupils in reading. EEF reports a range of research that demonstrate the high impact of phonics on outcomes and progress of disadvantaged pupils. EEF Phonics	1,3,4	100% of children passed phonics screening check. Reading in Year 1 (due to use of programme) 94% ARE.
Increase understanding of metacognition across staff team (whole staff and curriculum leader training) and continue to implement our school-developed 'learning skills' lessons	EEF reports a range of evidence that there is a strong impact of 'learning to learn' and metacognition activities on pupil outcomes: EEF Metacognition	1,2,3,4	Continue to develop in 2022-2023
CPD for staff on emotional coaching (lead by EP). ELSA trained TA. Parent 'Coffee morning' on mental wellbeing.	EEF social and emotional learning report states that improved pupils' decision making skills, interaction with others and their self- management of emotions rather than focussing directly on the academic or cognitive elements of learning.	1, 2	Parent workshops very popular and well attended. Further trained member of staff as mental health first aider to support in this area.



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

Budgeted cost: £17,480.06

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2022
Additional 10% PPA for teachers to ensure pupil conferencing for disadvantaged pupils.	EEF report of 'Feedback' states that feedback done 'right' has a positive impact on the child.	1,3	70% PP ARE/ARE+ reading. 70% PP ARE/ARE+ writing. 60% PP ARE/ARE+ maths.
1:1 small group intervention (breakfast club)	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a positive impact on pupil progress:	1,4	Great impact seen in pupils who received additional 1:1 small group intervention. Sept 2022- each phase group will have an additional adult to support with small group intervention
Additional teacher and teaching assistant time directed at individual reading sessions individual/group phonics 'keep up' individual or small group maths and English booster groups within school time	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a positive impact on pupil progress: EEF Small Group Tuition EEF report a range of evidence that individual support provide by a TA or teacher is very effective in improving pupil outcomes.	1,3,4	100% pupils passed phonics screening check.
1:1 or small group speech and language sessions with private therapist.	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a positive impact on pupil progress	1,4	97% children in EYFS achieved GLD in speaking



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

Budgeted cost: £13,017.94

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2022
<p>To provide enrichment opportunities in the form of 1:1 music lessons and opportunities outside of the curriculum such as clubs, residential and PTA in school events.</p> <p>Cover the cost of breakfast and extended school provision.</p>	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being:</p> <p>DfE Wellbeing for Education Recovery</p>	2	<p>Office continue to prioritise PP children for enrichment opportunities.</p> <p>All children have access to trips-school will continue to pay for PP children to ensure equal access.</p>
<p>1:1 counsellor to support SEMH and wellbeing.</p>	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being:</p> <p>DfE Wellbeing for Education Recovery</p>	2	<p>Continue with counselling, in school ELSA trained TA, and mental wellbeing first aider to support most vulnerable children.</p>

Total cost: £34,648.



Activity in academic year (2022/2023)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2023
Purchase resources to enhance delivery of phonics and reading.	The DfE 2021 Reading Framework includes a range of evidence demonstrating that consistent use of a SSP enables rapid progress for all pupils in reading. EEF reports a range of research that demonstrate the high impact of phonics on outcomes and progress of disadvantaged pupils. EEF Phonics	1,3,4	100% of children passed phonics screening check. Reading in Year 1 (due to use of programme) 86% ARE.
Increase understanding and deliver training in Restorative Practice as a tool to support behaviour and wellbeing. CPD for staff on Restorative Practice	EEF report behaviour in school report suggests that teachers should encourage pupils to be self-reflective of their own behaviours.	2,3,	Continue to develop in 2023-2024
ELSA trained TA support training and supervision.	EEF social and emotional learning report states that improved pupils' decision making skills, interaction with others and their self- management of emotions rather than focussing directly on the academic or cognitive elements of learning.	1, 2	Further trained member of staff as mental health first aider to support in this area.



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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2023
Additional 10% PPA for teachers to ensure pupil conferencing for disadvantaged pupils.	EEF report of 'Feedback' states that feedback done 'right' has a positive impact on the child.	1,3	81% PP ARE/ARE+ reading. 60% PP ARE/ARE+ writing. 75% PP ARE/ARE+ SPaG 81% PP ARE/ARE+ maths.
1:1 small group intervention (breakfast club, lunchtime booster and after school booster)	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a positive impact on pupil progress:	1,4	Great impact seen in pupils who received additional 1:1 small group intervention.
Additional teacher and teaching assistant time directed at individual reading sessions individual/group phonics 'keep up' individual or small group maths and English booster groups within school time	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a positive impact on pupil progress: EEF Small Group Tuition EEF report a range of evidence that individual support provide by a TA or teacher is very effective in improving pupil outcomes.	1,3,4	100% pupils passed phonics screening check.
1:1 or small group speech and language sessions with private therapist.	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a positive impact on pupil progress	1,4	90% children in EYFS achieved GLD in speaking



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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2023
<p>To provide enrichment opportunities in the form of 1:1 music lessons and opportunities outside of the curriculum such as clubs, residential and PTA in school events.</p> <p>Cover the cost of breakfast and extended school provision.</p>	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being:</p> <p>DfE Wellbeing for Education Recovery</p>	2	<p>Office continue to prioritise PP children for enrichment opportunities.</p> <p>All children have access to trips-school will continue to pay for PP children to ensure equal access.</p>
<p>1:1 counsellor to support SEMH and wellbeing.</p>	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being:</p> <p>DfE Wellbeing for Education Recovery</p>	2	<p>Continue with counselling, in school ELSA trained TA, and mental wellbeing first aider to support most vulnerable children.</p>

Total budgeted cost: £29,000



Activity in this academic year (2023/2024)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2024
Support staff to be able to plan writing units of work to ensure best possible outcomes for pupils with a particular focus on modelling and sentence construction.	EEF improving literacy in KS1 and 2 states that children need strong literacy support in order to secure foundations in writing and for lifelong learning.	1,3,4	
Continue to develop and understanding and deliver training in Restorative Practice as a tool to support behaviour and wellbeing. CPD for staff and parents on Restorative Practice.	EEF report behaviour in school report suggests that teachers should encourage pupils to be self-reflective of their own behaviours.	2,3	



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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2024
Additional 10% PPA for teachers to ensure pupil conferencing for disadvantaged pupils.	EEF report of 'Feedback' states that feedback done 'right' has a positive impact on the child.	1,3	
1:1small group intervention (breakfast club, lunchtime and afterschool booster clubs)	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a positive impact on pupil progress:	1,4	
Additional teacher and teaching assistant time directed at individual reading sessions individual/group phonics 'keep up' individual or small group maths and English booster groups within school time	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a positive impact on pupil progress: EEF Small Group Tuition EEF report a range of evidence that individual support provide by a TA or teacher is very effective in improving pupil outcomes.	1,3,4	
1:1 or small group speech and language sessions with private therapist.	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a positive impact on pupil progress	1,4	



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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2024
<p>To provide enrichment opportunities in the form of 1:1 music lessons and opportunities outside of the curriculum such as clubs, residential and PTA in school events.</p> <p>Cover the cost of breakfast and extended school provision.</p>	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being:</p> <p>DfE Wellbeing for Education Recovery</p>	2	
<p>1:1 counsellor to support SEMH and wellbeing.</p>	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being:</p> <p>DfE Wellbeing for Education Recovery</p>	2	

Total budgeted cost: £29,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2020 to 2021** academic year.

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly.

Our internal monitoring and assessing of our children eligible for Pupil Premium ensures that children progress alongside their peers, and from their starting points.

- Pupils eligible for pupil premium funding who left Year 6 in **2019** achieved very positive results in the end of key stage assessments. 1 Pupil

	Reading	Writing	SPaG	Maths
Pupil 1	WA	WA	WAGD	WAGD

- Pupils eligible for pupil premium funding who left Year 6 in **2020** achieved very positive teacher assessment results (no statutory assessments) 4 pupils:

	Reading	Writing	SPaG	Maths
Pupil 1	WA	WT	WT	WT
Pupil 2	WA	WA	WA	WA
Pupil 3	WAGD	WAGD	WAGD	WAGD
Pupil 4	WAGD	WAGD	WAGD	WAGD

- Pupils eligible for pupil premium funding who left Year 6 in **2021** achieved very positive teacher assessment results (no statutory assessments). 3 pupils:

	Reading	Writing	SPaG	Maths
Pupil 1	WA	WT	WA	WA
Pupil 2	WAGD	WA	WA	WAGD
Pupil 3	WT	WA	WA	WT

Positive feedback from pupils and parents through 'Pupil and Parent questionnaires' told us that they were happy with provision for their children, and are happy.

All PP children were given either a 1:1 music lesson to take up learning an instrument or an after school sports/art club. In most cases some took up the offer of all three.

We also prioritised children with PP to have 1:1 counselling sessions to help with mental well-being particularly throughout the Covid pandemic.

We also supported PP children to access online learning throughout the pandemic by supplying laptops/ipads and a printer. Priority was given for these children to attend the 'key worker bubble' in school.



This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly.

Our internal monitoring and assessing of our children eligible for Pupil Premium ensures that children progress alongside their peers, and from their starting points.

- **EYFS-** 100% PP children achieved GLD
- **Phonics screening-** 100% PP children reached required threshold.
- **End of KS1-** 2 pupils

	Reading	Writing	SPaG	Maths
Pupil 1	WT	WT	WT	WT
Pupil 2	GDS	WA	WA	WA

- Pupils eligible for pupil premium funding who left Year 6 in **2022**

	Reading	Writing	SPaG	Maths
Pupil 1	WT	WT	WA	WT
Pupil 2	GDS	GDS	GDS	GDS
Pupil 3	WA	WA	GDS	WA
Pupil 4	WA	WT	WT	WT
Pupil 5	GDS	WA	WA	WT



This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly.

Our internal monitoring and assessing of our children eligible for Pupil Premium ensures that children progress alongside their peers, and from their starting points.

- **EYFS**- 67% PP children achieved GLD (only 1 child did not get GLD)
- **Phonics screening**- 100% PP children reached required threshold.
- **End of KS1**- 2 pupils

	Reading	Writing	SPaG	Maths
Pupil 1	GDS	GDS	GDS	GDS
Pupil 2	WT	WT	WT	WT

- Pupils eligible for pupil premium funding who left Year 6 in **2023**

	Reading	Writing	SPaG	Maths
Pupil 1	WA	WA	WAGD	WA
Pupil 2	WA	WT	WA	WA
Pupil 3	WA	WT	WT	WA
Pupil 4	WA	WT	WT	WA

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None purchased in previous years.	