

# Trinity Oaks Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Trinity Oaks CofE Primary School
Number of pupils in school	214 (204, Year R-6)
Proportion (%) of pupil premium eligible pupils	4.4% (9 Y R-6 pupils as at 1 <sup>st</sup> Sep) 1 FSM. 2 SEND
Academic year/years that our current pupil premium strategy plan covers	2023-24 to 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Elizabeth Woods (Headteacher)
Pupil premium lead	Marnie Fisher (Deputy Headteacher)
Governor lead	Mike Robinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,114.58 £ 9,578.75 (FSM) £ 6.535.83 (PPG+) (23-24 Financial Year)
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£18,114.58</b>
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# Part A: Pupil premium strategy plan

## Statement of intent

At Trinity oaks our ethos, ‘Where acorns flourish into mighty oaks’ is underpinned by our Christian values of being: Respectful, Kind and Compassionate, Thankful, Resilient, Aspirational.

We believe that all children have the right to succeed and that ‘Rooted in God’s love and Christian values, we are a school who treasure each individual, enabling them to flourish and achieve’. We want our pupils to feel valued and to develop the skills and attributes to be lifelong learners. Our approach starts with the unique child, and centres on individual needs and next steps to ensure progress both academically and beyond the curriculum. Investing in children’s emotional well-being and developing the skills they need for the future are just as significant as ensuring academic success.

At Trinity Oaks the needs of pupils eligible for Pupil Premium vary greatly across the school, with individuals requiring very different programmes of support. Ensuring a broad, rich and varied approach to enhancing disadvantaged pupils’ learning and development is essential to ensuring individual needs are met.

We are continually informed by research into the most effective ways to enhance teaching and learning, and ensure that our strategy builds on the approaches that have been proven to have greatest impact on raising attainment, such as those outlined in the Education Endowment Foundation (EEF) Toolkit. These approaches will benefit all children, but have greatest impact on the children who need it most.

We are dedicated to increasing the rate of progress and overall achievement for disadvantaged children through three key principles in our tiered approach:

1. **High quality Teaching and Learning** – Ensuring highly effective quality-first teaching for all, through a broad, balanced and aspirational curriculum

2. **Targeted Academic Support** – Strategies that focus on targeting specific gaps, including one-to-one and small group learning as well as targeted interventions.

3. **Wider Strategies** – Strategies that focus on the most significant non-academic barriers, including social and emotional development, attendance, behaviour and family engagement.



Also includes strategies that focus on enhancing the opportunities for disadvantaged pupils, widening pupils' experiences and offering opportunities for success.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Recovery Premium.

### **Measuring the impact of Pupil Premium spending:**

At Trinity Oaks we measure impact of our Pupil Premium spending and initiatives using a range of methods:

- analysis of attainment and progress data, learning walks, observations, pupil progress meetings, discussions with children and support staff
- interventions are tracked using provision maps
- observation of in-class support, intervention programmes and other provision, to ensure they are being delivered well and are targeted at children who will benefit most
- feedback from ELSA/ HSLW, supporting staff and outside agencies about the positive differences these provisions are making
- analysis of other key indicators such as attendance, punctuality and behaviour
- drawing information from other relevant records such as information relating to Social Care involvement, safeguarding and child protection

The above methods are used to decide which strategies are working well, and which could be developed further. If an approach is having little effect it may need to be targeted at different children, improved, or abandoned and replaced with a more effective approach. We aim to ensure approaches provide best value for money and have the greatest impact on pupils' development.

## **Challenges**

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Pupils entitled to PP have individualised and specific needs which could also include SEND
2	The need to build reading and writing stamina and close any gaps at the end of KS1 and KS2.
3	Access to rich and varied enrichment activities and experiences.
4	Extension for most able learners across all areas of learning

## 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
<p>Whole school teaching and learning approaches enable the needs of individuals to be met. Carefully selected interventions target individual needs. Barriers to learning for individuals are established early.</p>	<ul style="list-style-type: none"> <li>• Gaps in learning are identified and effective teaching strategies are in place to support pupil progress.</li> <li>• Pupils eligible for PP make expected or better progress.</li> </ul>
<p>PP pupils with SEN have effective plans and programmes of support that ensure progress towards targets.</p>	<ul style="list-style-type: none"> <li>• PP pupils with SEN make effective progress towards individual targets.</li> </ul>
<p>Social, emotional and attachment needs are effectively supported. Pupils develop high aspirations for themselves as learners.</p>	<ul style="list-style-type: none"> <li>• Pupils able to access ELSA support (as appropriate) throughout the year and are able to build on and apply strategies to develop self-confidence and resilience, making progress from their starting points.</li> <li>• All pupils to benefit from and make direct links to support from Young Carers and rich curriculum from JIGSAW PSHE.</li> <li>• Overall improved well-being and attitudes to learning for these pupils, leading to improved learning outcomes.</li> </ul>
<p>Increased range of vocabulary and improve comprehension skills of KS1 and KS2 pupils. Higher rates of progress in reading, writing and maths for low attaining pupils. Less able pupils to receive targeted interventions to accelerate progress. More able pupils are supported to achieve the highest outcomes in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• Pupils eligible for PP in EYFS achieve ELGs for Reading, Writing and Number and GLD overall.</li> <li>• Pupils eligible for PP who achieved ELG in Reading, writing and Maths at the end of the EYFS continue to make good progress and either achieve or exceed age related expectation at the end of KS1 and achieve their Phonics Check.</li> <li>• KS2 pupils eligible for PP continue to make good progress from their starting points (standardised scores NFER termly tests in Year 3, 4, 5 and 6) and are on track to achieve expected standard in reading, writing and maths at the end of KS2.</li> <li>• Where pupils do not achieve the expected standard in KS2 assessments, good progress can be demonstrated in other assessments (NFER, York reading, Sandwell maths).</li> <li>• Pupils identified as more able in Maths, reading and writing are supported to make accelerated progress to reach the higher standard at the end of KS2.</li> </ul>

<p>Effective support in place for families</p>	<ul style="list-style-type: none"> <li>• Improved well-being for pupils and families</li> <li>• Eligible PP pupils will have access to devices to support remote and home learning and dongles will be provided, (as necessary) to support access to the internet.</li> <li>• Improved attitudes to learning for these pupils, leading to improved learning outcomes.</li> </ul>
<p>To build self-confidence and relationships for PP pupils through curriculum enrichment activities.</p>	<ul style="list-style-type: none"> <li>• Pupils take part in curriculum enrichment activities such as class visits, trips, music etc throughout the year.</li> </ul>
<p>To improve speech, language and communication skills of all pupils.</p>	<ul style="list-style-type: none"> <li>• By the end of the EYFS all pupils (except those with SEN) achieve the ELG in Listening and Attention, Speaking and Understanding</li> <li>• All pupils eligible for PP in Year 2 achieve expected standard (EXS) for reading in end of KS1 assessments.</li> <li>• Improved comprehension skills and resulting improvement in attainment in reading. (End of KS1 reading assessments, NFER standardised reading scores in years 3, 4, 5 and 6. York Assessments for less able/SEN pupils).</li> <li>• Pupils are confident to speak to peers and staff in different situations.</li> <li>• Eligible pupils including PP pupils make progress from baselines in the Nutfield Early Language Intervention (NELI)</li> </ul>
<p>To improve attendance and punctuality and reduce persistent absenteeism for all pupils, including PP pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance for all PP pupils is in line with the rest of the school. Target of 95%.</li> <li>• Strong relationships built between school and families, through links with staff and HSLW.</li> </ul>

## Activity in this academic year

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: £12, 467

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pedagogy: Supporting teachers and TAs to develop their understanding of effective teaching and learning.</p> <p><i>Inset days training and staff meeting training: Vision, Values, Provision Mapping, New Behaviour policy, TA deployment, AFL in the classroom, Curriculum, Leadership training for Senior leaders. Middle leadership training with Shine Education</i></p> <p><i>STIP training for Teachers and TA's.</i></p> <p><i>Restorative Approaches (STIP team)</i></p> <p><i>HLP network</i></p> <p><i>SAFE training and networks</i></p> <p><i>SDBE training and networks</i></p>	<p><b>Rich Pedagogic Principles ensure Teaching and Learning offers rich opportunities for the following:</b></p> <p>EEF Toolkit: <b>Collaborative Learning</b></p> <p>“Collaborative learning approaches have a consistently positive impact...pupils need support to work together...tasks and activities need to be carefully designed... This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity...important to ensure all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully.”</p> <p>Between +3 and +10 months impact depending on subject.</p> <p>EEF Toolkit: <b>Feedback</b></p> <p>Very high impact for very low cost based on extensive evidence. Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>EEF Toolkit: <b>Metacognition and self-regulation</b> “...support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their</p>	<p>1, 2, 3, 4</p>

<p>Ongoing CPD for all teaching assistants to improve skills and knowledge.</p> <p><i>STIP training sessions offered termly on range of topics (£price per session)</i></p> <p><i>Communication champions to continue through SALT (free)</i></p>	<p>Ensuring TAs are highly skilled and well-trained is imperative to their effectiveness in the classroom and ensuring impact on children. TAs form part of the teaching team and offer valuable instruction and feedback.</p> <p><b>EEF Guidance report: Teaching Assistants</b></p> <p>“Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary preparation and feedback.”</p> <p><b>EEF Toolkit: Teaching Assistant Interventions</b></p> <p>“In the most positive examples, it is likely that support and training will have been provided for both teachers and teaching assistants so that they understand how to work together effectively...”</p>	<p>1, 2, 3, 4</p>
<p>Purchase of standardised diagnostic assessments (NFER).</p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p> <p><i>Introduction of new Assessment monitoring system.</i></p> <p><i>New Assessment lead established</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><b>EEF Toolkit: Standardised tests: Assessing and Monitoring Pupil Progress</b></p>	<p>2, 4</p>
<p>CPD for all staff from Action for Carers</p>	<p>Action for Carers have been involved in providing social and emotional support for Young Carers throughout the school. This number has grown during the last year.</p>	<p>1, 3</p>
<p>Continued CPD for all staff in EYFS and KS1 from Phonics Shed (new SSP).</p>	<p>Investment in staff to build confidence and knowledge when implementing new SSP to support development of Early Reading and comprehension confidence.</p> <p><i>DFE and EEF Guidance.</i></p>	<p>2, 3, 4</p>
<p>CPD and networking for moderation in year 2 and 6.</p>	<p>Investing in CPD for staff to enable them to teach pupils to use strategies for planning and monitoring their writing through modelling and supported practise</p> <p><b>EEF toolkit: Improving Literacy in KS1 and Improving Literacy in KS2 (2021).</b></p>	<p>2, 4</p>



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

Budgeted cost: £7480

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	<p>Tutoring by Trinity Oaks teachers will ensure the content on the tutoring group aligns with classroom practice and focuses on the areas children need most support with. Tutors will maintain high levels of communication with children's CTs to ensure the tutoring is well tailored to learning needs and has impact.</p> <p><b>Best Tutoring Practice for Schools:</b>            "Tutoring, when effectively implemented, yields substantial positive impacts on learning outcomes, particularly for pupils from disadvantaged backgrounds"  <a href="#">EEF Toolkit: One-to-one tuition High Impact +5 m</a></p>	1, 2, 3, 4
Speech and Language intervention for Reception Pupils using The Nutfield Early Language Intervention (NELI).	<p>The Nuffield Early Language Intervention (NELI) programme is designed to improve the language skills of reception pupils (aged 4–5) and involves scripted individual and small-group language teaching sessions delivered by trained teaching assistants (TAs).</p> <p>'Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children's literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise.'</p> <p>'Pupils taking part in the EEF trials and in our own pupils who participated in the NELI pilot study showed strong evidence of good progress. Through EEF trials pupils made up to 3 months additional</p>	2, 3

	<p>progress in language skills on average compared to children who did not receive the NELI.'</p> <p>'Children who received the NELI programme made the equivalent of two additional months' progress in early word reading, on average, compared to children who did not receive NELI, in addition to four additional months' progress in language skills (as measured by the digital application LanguageScreen).'</p> <p>'Children who received the NELI programme with English as an additional language (EAL) made the equivalent of three additional months' progress in language skills compared to EAL children who did not receive NELI.'</p> <p><a href="#">EEF Guidance: Nutfield Early Language Intervention (NELI)</a></p> <p><b>EEF Guidance Reports</b>  <a href="#">Improving Literacy in KS1</a></p> <p><a href="#">Improving Literacy in KS2</a></p>	
<p>WellComm GL assessment toolkit</p>	<p>EYFS and KS1 children assessed to identify Speech and Language needs. Early identification leads to a programme of support being planned and delivered to target needs quickly.</p> <p>EEF Toolkit: <b>Oral Language Interventions</b></p> <p>"On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress."</p>	<p>1, 2, 3</p>
<p>Rapid reading/ Phonics Shed</p>	<p>Reading is the gateway to all learning and opens up the curriculum and learning to children; it is the key to children's future success.</p> <p><a href="#">The Reading Framework 2021</a></p> <p>"Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. Conversely, those for whom</p>	<p>1, 2, 3</p>

	<p>reading is difficult fall behind, not just in their reading but in all subjects and a vicious circle develops... Without reading, it is impossible to access written information, on paper or online. Those who cannot read are also excluded from most social media. Crucially, being unable to read significantly narrows the range of work and life opportunities a person can access."</p> <p><b>EEF Guidance Reports</b>  <a href="#">Improving Literacy in KS1</a>  <a href="#">Improving Literacy in KS2</a></p>	
<p>Targeted classroom-based interventions:          Toe by Toe, Reading and spelling groups, Maths groups, phonics</p>	<p><b>EEF Toolkit: Teaching Assistant Interventions</b></p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. The majority of effective approaches involve targeted small group or one to one interventions.</p>	1, 2, 3, 4

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

Budgeted cost: £ 4987

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Reinforce SEL (Social and Emotional Learning) skills through whole-school ethos and activities.</p> <p>Link to School Development Plan</p>	<p>The Improving Social and Emotional Learning in Primary Schools review stresses the importance of good SEL for all children, especially those children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p><b>Evidence from the EEF's Teaching and Learning Toolkit</b> suggests that effective SEL can</p>	1, 2, 3, 4

Staff training  Inset	lead to learning gains of +4 months over the course of a year.  <a href="#">Improving Social and Emotional Learning skills in Primary schools guidance report</a>	
Introduce Zones of Regulation across the whole school.  <i>Staff training through staff meeting and TA supervision meetings.</i>	Introduce Zones of Regulation across school. Recommended behaviour approach by STIP team. EEF Toolkit: “The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.” “There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.”	1, 2, 3, 4
Trained ELSA <i>(Emotional Literacy Support Assistant) planning and delivering individual and group sessions (5 hours/week)</i>  <i>Trained ELSA</i>	Provision of emotional support for pupils with emotional and social difficulties. Development of emotional resilience in children leads to successful learning and greater achievement. The ELSA also supports teachers and TAs, leading to raised awareness and increased confidence in dealing with issues.  Developing staff awareness of mental health.  Developing awareness of attachment difficulties, the impact on children and how to support them.  EEF School Improvement Planning Guide: “Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.”	1, 2, 3, 4
Drawing and Talking Training  £450	Training courses for ELSA, HSLW, Nurture provision to enable TAs to effectively support children’s Speech and Language, Wellbeing and Mental Health	1, 2, 3, 4
Link to Action for Carers to support Young Carers (including PP pupils) throughout the school.	Developing staff awareness of mental health and impact on specific family needs across the school and the impact these needs can have on pupils and their wellbeing and (sometimes) attitude to learning.	1, 2, 3,
Trained HSLW (16 hours/week)	Trained colleague working with families to support pupils with persistent absenteeism and punctuality difficulties.	1

	Emotional and practical support strengthens relationships with parents and raises awareness of impact on pupils' attendance and wellbeing as well as the impact on their learning.	
Continuing development of whole school approach to support meta-cognition.	The evidence (EEF) shows that the impact of metacognition and self-regulation approaches is high, particularly for primary-aged pupils, when applied to challenging tasks rooted in quality first teaching and a rich curriculum.	1, 3

**Total budgeted cost: £24,935**

## 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 2022-2023 academic year.

#### **Teaching:**

A broad and balanced curriculum was offered to pupils, with no narrowing of the curriculum.

Barriers to learning for individuals were established early. Gaps in learning were identified early with a range of assessment strategies such as the NFER, Sandwell, York and NELI screeners, therefore effective teaching strategies were put in place to support pupil progress.

Termly analysis of pupils' progress using diagnostic, formative and summative assessment. This enabled teachers to monitor closely pupil progress and put in place additional teaching and intervention around gaps in learning.

New reading scheme (Phonics Shed) was introduced into the school with ongoing assessment of pupil progress. The new scheme can be used across the whole school up to year 6 to address gaps in learning. 50% of PPP pupils made expected or better than expected progress in reading. 60% of PPP pupils made expected or better progress in Writing. Continued focus on writing and reading stamina and progress and closing gaps will continue with targeted interventions alongside SMART targets which are reviewed for impact termly.

67% of PPP pupils made expected progress in Maths. Continued development of pupils achieving better than expected progress will be a focus for classroom-based interventions across the school.

All EYFS PPP pupils achieved ELGs for reading, writing and number.

#### **Targeted Academic Support:**

Where quality first teaching was not sufficient to meet a child's needs, carefully selected interventions were put in place. These were tracked carefully using baseline and final assessment data. Interventions and targets align with pupil's Additional Support Plans (ASP) and Behaviour plans for those also on the SEND register.

- Teachers and TAs know their children well
- 3 PP ASPs and 1 PP EHCP reviewed alongside parents/carers with pupils making progress against individual targets
- Teacher Assessment identified gaps in learning and attainment and support plans were put in place where necessary that ensured pupils had SMART targets to work towards and make measurable progress against.
- Teachers used class provision maps to monitor interventions and extra provision for small groups.
- Rapid Reading intervention took place and led to improved reading and higher levels of self-confidence for pupils
- Precision teaching was used in all classes to make targeted progress for pupils who needed regular repetition in key learning areas.

- NELI, Rapid Reading, First Class Number, Numbers count were all successful in closing gaps and accelerating progress for pupils.
- Numbers Count 2 is an intensive intervention for pupils in KS2 who have the greatest difficulty with maths. The specialist trained teacher works 1:1 with pupils and trains other staff.

The new EYFS Framework is being used in its full capacity and the continued work with NELI means that the impact on Speaking and Understanding was high.

Outcomes at KS1 and KS2 were good. Continued focus on consolidating the new reading scheme and the use of its assessment in the school is a focus for 2023-24 as well as addressing gaps in writing across the school.

### **Wider Strategies:**

Targeted interventions matched to specific students with particular needs and behavioural issues

- Support and advice for CT/TAs from SLT/ SENCO/ EP and STIP team
- Behaviour support through continued use of restorative approaches
- Anxiety groups
- Friendship groups
- Circle of Friendship
- Support with setting up behaviour plans
- Ad hoc social, emotional and behaviour support for pupils and parents through the school ELSA and HSLW
- Referral to CAMHS for Learning Space referral service to address pupils' mental health needs.
- CT/ TA training on Emotional Resilience and Pupil Wellbeing through EP and STIP service

Subsidy of some Breakfast club Provision and of school uniform, provided support for specific families.

Continued support from HSLW and ELSA for vulnerable pupils, means that pupils were supported and parent feedback is that they feel well supported in the school by the HSLW and ELSA.

External extra curricula clubs that PP pupils accessed were Touch Rugby, Football, Gymnastics, Dance, Zumba and a range of school-based clubs such as choir, gardening and games club.

## 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*

<b>Programme</b>	<b>Provider</b>
NELI	ELKLAN
The Phonics Shed	ED shed
Spelling Shed	ED shed



## Further information (optional)

Please note very low numbers of pupils eligible for Pupil Premium at the school.

Impact from funding on 2022 outcomes

PUPIL PREMIUM	<u>Below</u>	<u>EXS+</u>	<u>Above</u>
12 children			
Reading	6/12 50%	6/12 50%	1/12 8%
Writing	4/10 40%	6/10 60%	1/10 10%
Maths	4/12 33%	8/12 67%	0/12 %