

Pupil premium strategy statement 2022 2023

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
Name of School	Trinity St Stephen Church of England C of E First School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 to 2023 (1 year remaining)
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	The governing body
Pupil premium lead	Louise Lovegrove
Governor / Trustee lead	Nicola Rispoli-Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,965.00
Recovery premium funding allocation this academic year	£1,500.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£20 465.00

Part A: Pupil premium strategy plan

Statement of intent

At Trinity St Stephen Church of England First School we aim to ensure that everybody Thrives, Achieves and flourishes within our Caring Christian Community. We aim to lead the growth of our children academically, physically, emotionally, spiritually, culturally and socially.

We aim for all to receive a personalised education which enables all to go onto the next stage of their education fully equipped and ready to take on the challenge. Regular monitoring ensures the progress of all is scrutinised and actions can be taken quickly to address gaps.

We aim to provide good quality teaching for all with additional intervention where necessary. Support where school attendance is not meeting expectation is essential to help all children be in school to receive the education they are entitled to.

Access to before and after school care and additional curriculum experience can both give the child experiences they may have previously missed and support the child in being fully included in all that the school can offer.

We aim for good communication between home and school to explain and inform for all pupils.

Our strategy has 4 key principles:

1. All children need to be in school to benefit from good teaching and learning as well as opportunities to grow socially, emotionally and spiritually
2. Where needs are identified strategies are put in place quickly to support
3. Children who are happy and confident find it easier to learn new things
4. All children must have access to the opportunities this school can offer

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Special educational needs
3	Low self-esteem and lack of confidence
4	Access to wider opportunities

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
All children attend school, exceeding the government's target of 95% attendance	Children attend school regularly, exceeding the 95% attendance target. Children arrive at school punctually and are ready to learn at 8.55am.
Children with SEND are making the expected or better progress that their peers are making	Regular monitoring indicates that SEND pupils are making expected or better progress across the curriculum.
All children feel confident and demonstrate resilience in their learning	All children demonstrate a willingness to persevere with learning challenges. Planned learning is relevant, engaging and exciting to motivate all children.
Children from disadvantaged backgrounds are able to access extra-curricular provision. No one is disadvantaged due to financial means.	Children from all backgrounds are able to access before and after school clubs, music tuition, swimming and all school trips.

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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all. All teachers are recruited on their ability to provide high quality learning rather than budget limitations.	Education Endowment Foundation Metacognition and self-regulation. Learning to Learn using the Learning Muscles. Ensuring that teachers provide high quality feedback.	2 and 3
Support and training programme for teaching support staff	Education Endowment Foundation Using experienced staff to model and train support staff to deliver high quality spelling and phonic intervention to small groups	2 and 3
Providing workshops for parents on a range of information for example phonics	Education Endowment Foundation Providing events and workshops which encourage parental engagement	1,2 and 3
Providing parents with resources to support phonic learning at home, for example phonic Ebooks	Education Endowment Foundation Providing events and workshops which encourage parental engagement	2 and 3
Developing the maths mastery approach in school, providing training for all classroom staff.	Education Endowment Foundation Using experienced staff to model and train support staff to deliver high quality maths teaching	2 and 3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Intervention Teacher for 2 days per week focussed on phonic and spelling intervention.	Education Endowment Foundation Using experienced staff to model and train support staff to deliver high quality spelling and phonic intervention to small groups	2 and 3
Small group intervention using support staff	Education Endowment Foundation Using experienced staff to model and train support staff to deliver high quality spelling and phonic intervention to small groups	2 and 3
Using ABC to read volunteers to support children with additional reading	Education Endowment Foundation Reading support with comprehension activities	2 and 3
Time given to pupil progress meetings to regularly discuss the success of intervention strategies	Education Endowment Foundation Discussion with teaching colleagues on assessment and appropriate next steps for children. Good quality feedback and assessment	2 and 3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA and nurture group is supported by borough training and network meetings	Education Endowment Foundation Regular small group support for children in KS2 with ELSA and Nurture Group in KS1	3
Regular meetings with the Education	DFE information on the impact of not attending school. Children cannot	1 and 3

Welfare Officer to support school attendance	make progress if they are not attending.	
Employment of the Family Link Worker to support child and engage with parents	Education Endowment Foundation Parental engagement and supporting pupil well being.	1 and 3
To subsidise attendance at before and after school club to give working parents greater support.	Education Endowment Foundation Extending the school day Parental engagement Providing wider opportunities	1,3, and 4
To subsidise school trips, visitors and opportunities linked to curriculum learning. For example, swimming and music opportunities. No child should be disadvantaged on accessing curriculum opportunities as a result of financial hardship.	Education Endowment Foundation Providing wider opportunities	3 and 4

Total budgeted cost: £20,500

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 2021 to 2022 academic year.

In Year 2 (2021 2022) 18% children were PP. This is almost double the school percentage overall and well above local statistics (12.7%)

In reading 60% of PP children reached the expected standard or better. This is above both local authority and national data. (2020 2021 school data 54%)

In writing 40% of PP children reached the expected standard or better. This is above both local authority and in line with national data. (2020 2021 school data 45%)

In maths 60% of PP children reached the expected standard or better. This is above both local authority and national data. (2020 2021 school data 45%)

In Year 1, 3.4% children were PP. This is significantly less than the school % of PP (12.7%) 0% met the phonic check.

Attendance data for PP from September to November 2022 is 94% attendance.

Whole school data (October 2022) 95%