



Trinity Road Pupil Premium Plan (including ‘Recovery/Catch Up’) 2022 – 2025 (3 year plan)

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 Road Primary School
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2025
Date this statement was published	28 th December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Natasha Outhwaite
Pupil premium lead	Natasha Outhwaite
Governor / Trustee lead	James Forbes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,670.00
Recovery premium funding allocation this academic year	£10,585 estimated
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,980.00
Total budget for this academic year	£154,235.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Trinity Road Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We aim to support and enhance the progress and attainment of disadvantaged pupils across the curriculum in all their outcomes, yet we know that all our approaches will benefit non disadvantaged pupils at the same time.

Our objectives are:

- To ensure disadvantaged pupils have the same experiences and opportunities as their non-disadvantaged peers.
- Pupil premium children and their peers are able to stay emotionally healthy and regulate their own emotions to stay safe.
- Ensure all children can read with fluency and demonstrate a good understanding to enable them to access the curriculum and their world around them.
- To develop pupils' confidence and ability to communicate effectively in a wide range of social and academic contexts.
- To remove and reduce the barriers created by poverty, family circumstances and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers in school and over time towards the national picture.

Achieving our objectives:

- Provide quality first teaching supported by quality professional development opportunities for all pupils
- Provide a rich and broad curriculum that is delivered through an immersive and practical approach to stimulate, engage and motivate all learners
- Target funding to ensure and enable all pupils to have access to educational visits, residential and enriched learning activities whereby cost may be a barrier.
- Provide opportunities for all pupils to participate in enrichment activities including sport, music and art.
- Provide appropriate pastoral support to support pupils in their emotional and social development.
- Provide targeted intervention, support and tuition to swiftly identify gaps in learning and basic skills significantly through same day interventions and planned small group support programmes.

This is not an exhaustive list and it is expected that strategies will change and develop based on the needs of the pupil demographic and the data collected.

Our key principles:

At Trinity Road Primary School we aim to impact the outcomes of disadvantaged pupils yet, our approaches will also benefit the outcomes for non-disadvantaged pupils. We believe in challenging and supporting our disadvantaged children and intervening early when the need is identified. We adopt a whole school expectation for staff to take responsibility for the outcomes of disadvantaged pupils by ensuring an effective use of data, data systems and appropriate staff training to enable teachers and staff to plan proactively. Alongside the academic support we ensure that pupils' social, emotional and mental health needs will be supported through high quality provision and programmes from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Pupils unable to self-regulate and manage emotions in an age appropriate way (SEMH)
2	Attendance & Punctuality
3	Some of our disadvantaged pupils come from homes where there are low aspirations and these pupils are not attaining in line with their peers.
4	Some children do not have access to wider opportunities outside of school which impacts their life experience, their vocabulary development, self-esteem and confidence.
5	Some of our disadvantaged children live in cramped conditions where they do not have access to green spaces and with multiple siblings and often single parent families' opportunities to access quiet spaces, to focus, undertake exercise and getting outdoors is limited.
6	Some of our children experience a technology gap in their skills and access to computer literacy both at home and at school driven by a lack of resources and access support.
7	Parental engagement for some vulnerable children is very low
8	For a range of social, emotional and economic interruptions many of our disadvantaged pupils do not sustain their rate of progress between key stages during their time at the school.

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
Disadvantaged and vulnerable pupil are attaining in line with their peers in reading, writing and maths	<p>All children across the school achieve outcomes in line with, or above national average.</p> <p>All children in year 6 achieve outcomes in line with, or above national average by the end of KS2 and make good or better progress.</p> <p>All children will achieve or exceed their personalised end of year targets.</p>
Disadvantaged pupils attain in line with their peers for in Phonics.	No less than 84% of children in year 1 pass the Phonics Screening Check.
Attendance for pupil premium children improves and persistent absence reduces	Attendance is not less than 95%

<p>Enriched learning opportunities and experiences</p>	<p>Pupil premium children have visited a range of places, venues and experiences to support learning across the school year.</p> <p>Curriculum learning is planned to make and take maximum advantage of the outdoor spaces the school site offers e.g. use of the field, the wooded glades and the Jubilee Woods.</p> <p>Outcomes for children are high across the foundation subjects, especially but are not limited to writing, Science, history/geography, art/DT, music and PE.</p> <p>Pupils are able to communicate with a wider vocabulary and are taking an active part in the wider curriculum.</p>
<p>Most vulnerable children and their families have access to therapeutic support to secure their basic needs of safety, belonging, communication and self-worth/esteem.</p>	<p>Pupil voice shows that children feel like school is a safe place and they feel part of the school community and like they know who they can speak to if they need help.</p> <p>Not less than 95% of parents say their child feels safe at school.</p> <p>We have a low level of exclusion and use internal strategies to support the emotional, social and mental wellbeing and health of children.</p> <p>100% of disadvantaged children are making progress on their One Plans and or CBMAs.</p>
<p>Pupils are able to self-regulate and manage emotional in an appropriate way that will serve them well as they move around the school and local community.</p>	<p>Behaviour reporting shows a decrease in incidents for the pupil premium children over time.</p> <p>Internal Thrive assessments show that pupil premium children are making progress through their emotional development strands.</p>
<p>High levels of positive engagement with parents and families of our disadvantaged children e.g. at learner conferences, community events and parent workshops and meetings.</p>	<p>Attendance of disadvantaged families at events is good and supports the children.</p> <p>Positive home school communication between class based adults and parents.</p> <p>Parent views are captured annually.</p>

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: £100,238.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Support Worker employed full time for the school.</i>	<ul style="list-style-type: none"> 56% of our disadvantaged children are or have been subject to safeguarding or wellbeing concerns 80% of our CMBA children are pupil premium 80% of the caseload of the pastoral support worker are pupil premium children accessing pastoral support, including counselling, wellbeing and family therapy support. <p><i>'Being able to effectively manage emotional will be beneficial to children and young people even if it does not translate to reading and maths scores (EEF teaching and learning toolkit social and emotional learning 2021)</i></p> <p><i>'The evidence indicates there is particular promise on developing social interactions between pupils (EEF teaching and learning toolkit social and emotional learning 2021)'</i></p> <ul style="list-style-type: none"> The additional needs brought on by the circumstances our disadvantaged and non-disadvantaged families face means the Pastoral Support Worker has a high case load and therefore is needed full time to reach the families and children and remove and reduce their barriers to learning. 	1, 2, 4
<i>Phase leader role Jan-July 2022 for 2 members of staff</i>	<ul style="list-style-type: none"> Spending on improving disadvantaged outcomes through retention of high quality staff to further enable in house leadership development to retain consistency and standards. <p><i>'High quality CPD is comparable of having an experienced teacher with 10 years' experience.'</i> (Education Policy Institute 2020)</p>	1, 3

75% HLTA's	<ul style="list-style-type: none"> Targeted same day interventions focused for year groups that show significant gaps in data due to covid and disadvantaged status. Link structured interventions to same day teaching – building on relationships and trust between staff and pupils. 	8, 3
<p><i>Teacher dedicated to provide pupil premium support & challenge for years 1 and 2.</i></p> <p><i>High quality CPD to support quality first teaching</i></p>	<ul style="list-style-type: none"> EEF guide to the pupil premium (2021); 'Good teaching is the most important lever all schools have to improve outcomes for disadvantaged pupils. Using the pupil premium to improve teaching benefits all students and have a particularly positive effect on the children eligible for pupil premium'. 'Pupil premium students are not a homogenous group, they are more likely to be low attaining but tackling disadvantage is not only about supporting low attainers'. Targeted academic support is recommended by the EEF (2021) In many year groups Pupil premium children are performing lower than their non-disadvantaged peers 	8, 4, 3
<i>Development of quality feedback is given to all learners to maximise the teacher resource in the moment and capitalise on pupils having direct access to resources and support on the same day</i>	<ul style="list-style-type: none"> 'Providing feedback is a well evidenced and has a high impact on learning outcomes' (EEF teaching and learning toolkit for feedback) Studies of verbal feedback show slightly higher impact overall. The outstanding teacher programme LISTS FEEDBACK AS ONE OF ITS MOST INSTRUMENTAL TOOLS FOR PUPIL PROGRESS 	4

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

Budgeted cost: £11,585.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yes Futures £6,900	<ul style="list-style-type: none"> Aimed to raise aspirations build resilience, develop confidence in children through partnerships with small group working, one to one coaching and activities beyond the school learning curriculum, such as event days, educational visits and opportunities to apply what they 	2, 3, 4, 5, 8

	have learnt on the programme – their coached skills for confidence and communication.	
<i>Transport for child attending alternative provision £2,416.70</i>	<ul style="list-style-type: none"> The child's needs and family circumstances are that which means the placement is vital to their progress and meeting their needs that financing their transport to receive this is in the interests of the child, their success and their academic, social and emotional development. Without this the child would not be able to attend through other means 	1, 2, 8, 7, 3
<i>Thrive Subscription £769.20</i>	<ul style="list-style-type: none"> 51 of children showing challenging behaviours are disadvantaged 80% of our CMBA children are pupil premium 53% of our red zone behaviours are pupil premium 57% of our pupils on a personal support plan (PSP) are disadvantaged 	1, 7
<i>Handwriting Scheme (Letter Join) £600</i>	<ul style="list-style-type: none"> Children's motor skills are underdeveloped in some year groups and some children are lacking the skills to record learning with written ease and fluency due to poor handwriting skills. The current whole school learning population have been born in to the iphone generation, whereby some are well versed at communicating on mobile devices yet they lack the handwriting skills of letter formation, joins and a fluent cursive script. Moderation of pupils learning in books has shown that the quality of presentation is a significant barrier to motivation, engagement and aspirations. 	3, 5, 8
<i>Learn to Ride (Child and Parent) £900</i>	<ul style="list-style-type: none"> There are a large number of families that travel to school on bikes and scooters. We have had to purchase more space to accommodate these vehicles as part of our travel plan, expansion plan and Sports Premium planning. Many children would like to ride their bike to school yet do not have adequate skills, confidence or road sense to make this safe and viable. 	5, 7

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

Budgeted cost: £42,411.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Food for targeted children including breakfast club</i> £1,000	<p><i>'It has been found that breakfast clubs that offer pupils / primary schools a free and nutritious meal before school can boost their reading, writing and maths results (Third Space Learning 2019)'</i></p> <ul style="list-style-type: none"> Many of our disadvantaged pupils do not bring in their own snack and the behaviour and behaviour for learning is impacted by hunger mid-morning where there are further disruptions to learning and this is evident in our behaviour tracking. Many of our dysregulated pupils are hungry and this affects their learning, engagement and concentration as well as impacting on their ability to sustain their behaviour and engage positively throughout the day. 	1, 2, 7, 8
<i>Anti-Bullying Workshop</i> £998	<ul style="list-style-type: none"> Post covid lockdown return has shown some pupils needed additional support to re-socialise with their peers and this is evident in the number of alleged bullying cases that were reported on the return to schooling post lockdown and in the absence of bubbles. 53% of our red zone behaviours are pupil premium 	2, 4, 8
<i>Trips/residential trip</i> £1,200	<ul style="list-style-type: none"> Many of our disadvantaged families approach the school to ask for support to pay for visits and ensure their children can access the same learning activities that incur a financial cost that they cannot meet. The school plans to hold this money to subsidise, support and absorb the costs for these families. 	4, 5, 7, 8
<i>Sensory Room £20,000 including Sensory Suite case</i> £1,500	<p>Self-regulation among pupils is poor especially where this is linked to trauma and correlates with disadvantaged pupils.</p> <ul style="list-style-type: none"> 51 of children showing challenging behaviours are disadvantaged 80% of our CMBA children are pupil premium Sensory room facilities would be designed to support calming and 	1, 2, 8

	reregulating pupils using lights, music and a calming sensory specialist environment to regulate emotions, sensory needs with specialist adults co-regulating.	
<i>Uniform/kit subsidy £1,000</i>	<ul style="list-style-type: none"> • All children want to wear uniform, families support this and pupils say it helps them to feel like they belong. • Not all families have the financial ability to pay for uniform items or keep up with replacing uniform items throughout the year when their children grow out of them. • The school washes uniform and loans this to children. • Lost uniform items are shared with families to enable them to reclaim and unclaimed pieces are repurposed. • Some families need additional support to provide uniform items for all their children. • Some disadvantaged families do not have a say in where they may be rehoused and as a result move and join the school, cannot afford uniform items as they have paid for uniform already and need support to start school with the right uniform. • The school adopts a uniform that has many items that can be purchased from supermarkets to lower the cost for everyone. 	2, 8
<i>Contingency £16,713.10</i>	<ul style="list-style-type: none"> • We have seen a higher level of pupil mobility, this in turn means that some children need a different level of support and we need to be in a position to meet these needs and be prepared to do this at short notice. • With the ever changing covid climate we know the importance of needing to support children in different ways as we find our way through the pandemic. 	2, 6, 8

Total budgeted cost: £154,235.00

Pupil premium strategy outcomes 2021 2022

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

We have tracked and analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, to assess how the performance of our disadvantaged pupils has changed during this period.

Data from monitoring, moderation, class and teacher assessments suggest that, despite some positive individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we planned and used to boost outcomes for disadvantaged pupils had less impact than anticipated. An overview of our data evaluation shows that despite disadvantaged pupils still achieving, and in some cases above national expectations, not enough children are achieving in line with their disadvantaged peers are age related or just at age related. Too many are still below.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. This is most notable in reading and writing, but our data shows the gap has widened in maths for children at Age Related Expectation. The progress picture for disadvantaged pupils in writing progressing at the national rate is positive yet we can see this information has not yet converted into our writing attainment. We are continuing to track and monitor this alongside our Year Of Reading as we know that the literacy skills of children progress from speaking and listening, to reading and then in to writing. We believe the start of this progress picture against non-disadvantaged pupils is directly related to the more structured approach to writing that we have introduced school-wide.

Absence among disadvantaged pupils was 6% higher than their peers in 2021/22 and persistent absence significantly higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan, including the specific focused work of the pastoral support worker to work with the families and children to remove barriers to learning and engaging with school.

Attendance overall 2021/22 was higher than in the preceding year by 3%.

Our observations and assessments demonstrated that pupil behaviour improved across last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic; with more pupils showing social emotional and mental health difficulties. Our work with all pupils on behaviour, training for staff on attachment, trauma and the importance of relationships has positively impacted behaviour overall, along with a new behaviour approach and policy in line with the school ethos. The impact on disadvantaged pupils has continued to be particularly acute, a pattern in line with last year. Yet, the positive impact of our Pastoral Support Worker and their work with families, individual and groups of children has a proven impact on academic achievement, we believe directly linked to attendance; for example, in Reading, 71% of our disadvantaged families who are working with our Pastoral Support Worker have seen an improvement in the progress the children are making at expected level from Summer 2022 to Autumn 2022. This has meant that the gap between our disadvantaged and non-disadvantaged pupils is closing in reading; we believe this is also a direct impact of the implementation of the Year of Reading, across the whole school. The Pastoral Support here is focused on attendance and punctuality, self-esteem, friendships, and self-confidence as well as anxiety and support for families who have or are experiencing trauma; this includes financial, emotional, and social difficulties. Ultimately, this support is directly enabling families who are struggling to send their children to school and communicate with the school, to send their children in and build a trusted relationship.

From this picture, we can see that the number of children still progressing too slowly and not achieving in line with their non disadvantaged peers have significant challenges aligned with attendance and punctuality, confidence, and self-esteem as well as SEMH indicators, although not all diagnosed.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
iRock	iRock School Of Music
Times Table Rock stars	TTrockstars
Testbase	Doublestruck Ltd
Get Set for PE	Get Set

Language Angels	Nubridge Publishing Ltd
Letter-join	Green and Tempest Ltd
Essential Letters and Sounds	Oxford University Press
DATA	Design & Technology Association
NATRE	RE Today

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Tightening the focus of the School Improvement priorities including a significant area of focused work and intervention on our curriculum, including how we teach, promote, and enable children to read. We have adopted the Essex Year of Reading across the school as our reading and writing leads are working together with our Phonics lead, in a literacy strategy group to ensure there is a combined and collaborative approach to developing, speaking and listening, reading and writing.
- Staff receiving detailed training, using live data and the local and national context for data comparisons regarding the pupil premium and disadvantaged pupils. As a result, the school has invested in a new assessment system to provide more access and ownership over class, phase and group data directly to class teachers and the teaching team – this has resulted in pupil premium and disadvantaged pupils being tracked and accounted for separately and now staff are analysing and planning forward for disadvantaged pupils, across subjects and terms. This work is continuing throughout the school and will further enable staff to drill down and monitor the progress of these pupils and groups towards end of term and end of year goals.
- Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration, with a responsible spend of the Sports Premium to enable this offer for all. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Places will be held for disadvantaged pupils at a percentage proportion of the whole school figure in each club, this is alongside SEND spaces allocated in the same way.
- Collaborative work with the school's PTA; Friends of Trinity, who work to subsidise and provide payment for disadvantaged pupils and their families for educational visits and activities, resources and uniform.
- Continuing to embed a more effective and consistent practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Training and delivering a school wide approach to Trauma Perceptive Practice, in line with Essex recommendations and our school ethos.

- Broadening our partnerships with additional services, such as social care and local universities to host Social Worker students for 100-hour placements to add capacity to the pastoral team and support for pupils.