

# Pupil Premium Strategy Overview

## 2021-22



SUMMARY INFORMATION					
School	Leatherhead Trinity School				
Academic Year	2021-22	Total PP budget	£151,883	Date of most recent PP review	October 2021
Total number of pupils	367	Number of pupils eligible for the grant	134	Date of next internal review	January 2022

We have high aspirations and ambitions for our children and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child's potential in any way. Our school motto 'Inspiring learning, unlocking the future for all' reflects our high expectations of the whole school community and we aim to be an optimistic school in every respect.

Our population: Leatherhead Trinity school is located in an area of high social deprivation and we have a high percentage of children eligible for pupil premium compared to many in Surrey, which brings some complex challenges. However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe there is no "one size fits all" so it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish.

"Leaders have improved disadvantaged pupils' outcomes significantly. These pupils are making good progress across the curriculum. In particular, leaders have tackled the underperformance of disadvantaged pupils effectively. They have successfully created a culture amongst staff to provide disadvantaged pupils with extra support and opportunities." (Ofsted June 2019)

We aim to use the pupil premium funding to counter disadvantage and to ensure greater equity.

We will do this by taking a three-tiered approach: 1. Improving quality first teaching 2. Providing targeted academic interventions 3. Using a broad range of strategies to overcome barriers to learning.

Current numbers (Autumn 2021)

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Number on Roll	Total	Pupil Premium	
Nursery	40	14	35%
Reception	41	13	31.7%
Year 1	54	19	35.2%
Year 2	47	24	51.1%
Year 3	45	12	26.7%
Year 4	45	15	33.3%
Year 5	44	17	38.6%
Year 6	51	20	39.2%
Totals	367	134	36.5%

Current Attendance

Date	SEN	Pupil Premium Whole School	Receipt PP	Receipt Non PP	Year 1 PP	Year 1 Non PP	Year 2 PP	Year 2 Non PP	Year 3 PP	Year 3 Non PP	Year 4 PP	Year 4 Non PP	Year 5 PP	Year 5 Non PP	Year 6 PP	Year 6 Non PP
17.09.21	91.50%	91.60%	-	-	85.00%	96.30%	92.80%	97.00%	88.90%	98.60%	92.10%	97.50%	94.90%	96.60%	95.80%	98.30%
28.01.22	89.7%	92%	93.4%	93.2%	90.7%	95.1%	93.5%	94%	89.2%	95.2%	92.2%	95.5%	90.5%	95%	94.40%	96.4%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>Academic school barriers</b>	
A.	Under developed language skills impede disadvantaged children’s access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required
B.	Our disadvantaged children do not complete home learning tasks or read frequently at home
C.	Multiple barriers e.g. SEND alongside eligibility for PP grant. The difference in outcomes for our disadvantaged pupils for whom that is their only barrier is significant compared to their peers who may have two or more barriers to learning
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Impact of COVID on our disadvantaged pupils is disproportionately large

E.	Lower attendance of pupil premium pupils continues to be an issue. As persistent absentee levels fell across the school, disadvantaged children became an increasing large percentage of this number	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils are supported to attain in line with their peers through a carefully thought out, well planned, thorough and exciting curriculum which builds on knowledge and skills in a coherent and connected manner	Pupil voice evidences a though understanding of the skills and knowledge taught over the academic year. Children can talk about what they knew before and what this will help them learn in future years Children are visibly enthused and engaged with our learning. Book looks, displays and observations show our wider curriculum is filling gaps in skills and knowledge
B.	<p>Disadvantaged children are offered extra reading opportunities throughout school day</p> <p>After school learning opportunities are given to disadvantaged children</p> <p>Culture of vigilance around supporting families with off-site work continues</p> <p>Appropriate challenge given families who don't complete homework</p> <p>Resources provided to these families</p> <p>Homework club offered to disadvantaged children</p> <p>Trips subsidised and other extra curricular activities offered free of charge to ensure life experiences/opportunities are enriched</p> <p>Books bought for children</p>	<p>IN READING –</p> <p>100% of pupils with one disadvantage make expected progress in line with National</p> <p>20% of pupils with one disadvantage make better than expected progress</p> <p>80% of pupils with multiple disadvantages make expected progress</p>
C.	<p>To secure quality first teaching for disadvantaged pupils with identified multiple barriers</p> <p>Multiple disadvantaged pupils are identified in each year group within 'class profiles',</p> <p>Leaders of learning and teachers are aware of the progress and trajectory of progress for all pupils in the groups identified in class profiles.</p>	<p>Progress for pupils in reading, writing and maths is in line with the school goal and the attainment gap is therefore reduced across 19-20. Improve the % of pupil premium children achieving greater depth by the end of the year. From their starting point, ensure high prior attaining pupils make good progress and to ensure maintained or better end of year</p>

<b>D.</b>	To minimise COVID 19 impact on attainment and wellbeing of pupils and their families Reduction in pupil and parental anxiety Where there is disruption to face to face teaching – online and welfare checks in place	Gap between Disadvantaged and non Disadvantaged children begins to narrow Parent voice and pupil voice reflect a reduction in anxiety Welfare checks and academic return show children are engaged and thriving with off site learning
<b>E.</b>	Attendance – continue establishing good attitudes to attendance and punctuality from EYFS, so that all year groups have attendance above average.	Whole school attendance rate improves and remains above 96%. Pupil premium attendance is at or above 96% Pupil premium children represent no more than 33% of the school's PA (persistent absent) figure.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2021-22</b>			
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.					
<b>i. Improving quality first teaching</b>					
<b>Desired outcome (from A to F above)</b>	<b>Chosen action / approach (Item/project)</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Objective</b>	<b>Year group</b>	<b>Cost</b>
A, C	Work with identified other local Primary school and SAfE to share ideas and expertise	Working in partnership broadens opportunities for success and links in with whole school links target	Our pupil premium children achieve in line with non pupil premium children nationally.	Whole school	£1000

A, C	Inset has clear focus on curriculum coherence and design. Impact statements are understood by adults and children alike	EEF funding research on high impact strategies to support PP children	Gaps in knowledge and skills are filled by our excellent teaching and curriculum.	Whole school	£4570
A,C	COIN lead provided expert advice around supporting double disadvantaged children across all KS	EEF funding research on high impact strategies to support PP children	Pupils are widely read and are taught vocabulary explicitly	Whole school	£4570
A, C	Phase Leaders Release to support improved teaching and learning and to ensure quality assurance.	<p>Research shows that within school variance in teaching standards can have a negative effect on progress, especially for disadvantaged pupils.</p> <p>Phase leaders will support greater consistency in teaching, as well as developing some of the more effective interventions as highlighted in the EEF toolkit – feedback,</p>	<p>Ensuring consistent implementation of practice and expectations - Improving monitoring and evaluation</p> <p>Ensuring quality first teaching: - Team teaching and planning</p> <p>Modelled lessons - Provide targeted CPD Sharing best practice</p> <p>Release for staff to share best practice – Modelled lessons</p> <p>Ensuring more accurate data: - Supporting effective use of data and gap analysis - Moderation</p>	Whole school	£19.604

<p>A, C</p>	<p>SLT focus time on ensuring 95% of teaching in the school is good or better.</p> <p>Deputy Head teacher will continue to lead on pupil premium achievement.</p> <p>Assistant head teacher will lead on teaching and learning.</p> <p>All SLT will lead on coaching plans for every teacher across the year with underperformance challenged and support for improvement given in a timely way</p>	<p>Research shows that within school variance in teaching standards can have a negative effect on progress, especially for disadvantaged pupils</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)</p>	<p>Ensuring the goals for our PP children are clear.</p> <p>Robust systems for tracking pupil premium children are in place.</p> <p>Where there is underachievement the strategies used to tackle it are effective and swift.</p> <p>Regular meetings with link governor.</p> <p>Keep abreast of research in this area and manage the introduction of new educational theories in timely and effective way.</p> <p>Modelling good practice or signposting teachers to in house or external settings to see good or better practice</p> <p>Ensuring planning is thorough, differentiated and leads to engaging lessons.</p> <p>Track the spending on each section of the strategy closely to ensure value for money and improve systems for calculating impact – spend relationship.</p>	<p>Whole school</p>	<p>£11,466 (DHT)</p> <p>£8,765 (AHT)</p> <p>£8,765 (AHT and INC manager)</p>
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A,C	Additional HLTA teaching in year 6 4 mornings a week				£14,556 (FT)
<b>Total budgeted cost</b>					<b>£73,296.</b>

ii. Providing targeted academic interventions					
Desired outcome (A to F above)	Chosen action/approach (item/project)	What is the evidence and rationale for this choice?	Objective	Year group	Cost
B,C,D	SLT and HLTA teach a separate year 6 maths and literacy groups daily	EEF toolkit has identified small group support as having a positive impact on progress and attainment	Children all attain in line with national expectations in maths. Children have a love of maths	Whole school	£3978
B,C,D	Every Child a Reader (BRP)	EEF toolkit identifies 1:1, small group support and oral language interventions as having a positive impact.	Children all attain in line with national expectations in reading. Children have a love of reading. Children have access to a wide range of books in school and out	KS2	£8,991
B,D	Success@arithmetic	The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition	Catch up maths intervention aimed at 2 sets of children. Number sense (yr4 or Yr5) and calculations (Yr5) (Spring and summer term only)	KS2	£7,225

B,D	Greater depth maths challenge group	<p>EEF toolkit identifies mastery learning as having a positive impact</p> <p>‘There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.’</p>	<p>Children are familiar with and learn the necessary skills to achieve GDS. Pupil voice will reflect an enjoyment and appetite for challenge</p>	Year 6 and 5	£2145
B,C,D	Reading comprehension pre teach and maths pre teach	<p>EEF toolkit identifies 1:1, small group support and oral language interventions as having a positive impact.</p> <p>Nothing can replace effective quality first teaching using the Teachers’ Standards, but pre and over-learning are very clear examples of the application of these – establishing an effective learning environment, quality assessment, differentiated planning and effective deployment of support staff. Daniel Sobel</p>	<p>Children are offered the chance to gain vocab, ideas and knowledge of a skill/topic before it is taught to the whole class</p>	Whole school	£6,403
B,D	1 <sup>st</sup> class @ number	<p>The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition</p>	<p>Autumn term - Targeted year 3 children. Revisiting year 2 curriculum. Autumn term – targeted year 2 children revisiting year 1 curriculum All children involved catch up and achieve expected standard</p>	KS2 KS1	Cost in Success@arithmetic

B,D	ELSA	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	Children are able to regulate and organise their thoughts and therefore concentrate in lessons which will result in better progress and attainment.	Whole school	£7,786
B,C,D	Addition RWI phonics session in KS2	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Identified children (EAL, new to the school) are given the opportunity to use phonics as a reading and spelling strategy	Currently in year 3	£3,500
B,C,D	Additional phonics top ups for KS1 children	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Identified children (those not yet at age expected) are given the opportunity to use phonics as a reading and spelling strategy	KS1	(Cost in additional LSA in year 2 as same person F/T)

B,D	LLS behaviour support to allow better access to learning		Challenging behaviours are managed and strategies given to children so they can access the learning	Across all year groups	£7,225
B,D	SLT monitor impact of interventions regularly and closely	NFER documentation states that 'clear, responsive leadership' and 'an ethos for attainment for all' are crucial in closing the gap between pupil premium and on pupil premium children	Impact of interventions is clear and easy to evidence due to thorough and regular checking. Where interventions are not successful other strategies are introduced rather than continuing to be unsuccessful. Where interventions are successful the children are swiftly moved out and back into QFT and their space given to another child who made need it.	Whole school	£5,600
D	Homework club targeted at children who do not get support at home. Chrome books and laptops provided for children who need them SLT run toy and book library for children Google classroom available for children who are offsite through positive test but well enough to work	Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)	Impact of virtual learning means gaps are not increasing.  Access to work is on a par with non disadvantaged children  Poor internet connectivity is not a barrier to work  Financial/health and safeguarding issues and the	Whole school	

	Bespoke parent work done where children are reluctant to come in to school/ are hungry/in need of extra emotional support		effect they have on the child are minimised		
D,E	<p>Transport arranged where possible to get children in where other family members isolating</p> <p>New DSL trained to ensure strong culture of safeguarding in the school</p> <p>Weekly behaviour meeting with SLT/ELSA team to ensure we up to date understanding of issued arising and necessary support in place</p>	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	<p>Children feel safe at home</p> <p>Children continue to be safeguarded</p> <p>Children access education where there are logistical barriers</p>	Whole school	

B,D	After school activity clubs offered to small groups of targeted double disadvantaged children	<p>Previous evidence has shown that children attending booster classes make excellent progress.</p> <p>The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition</p>	Targeted children from KS1 and 2 are taught to their gaps and make rapid progress towards expected progress.	KS2	£7,225
<b>Total budgeted cost</b>					<b>£60,078</b>

iii. Using a broad range of strategies to overcome barriers to learning.

Desired outcome (A to F above)	Chosen action/approach (item/project)	What is the evidence and rationale for this choice?	Objective	Year group	Cost
E	Reward scheme for most improved attendance half termly	<p>'a child who is absent a day of school per week misses an equivalent of two years of their school life. 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all' (Hants.gov.uk)</p> <p>"Children who are absent for substantial parts of their education fall behind and struggle to catch up. By lowering the threshold, we are encouraging schools to crack down on absence before the problem escalates" (Nick Gibb )</p>	Families with low attendance are encouraged to improve and realise that PA status is not permanent	Reception to Year 6 with focus on year 5	£1500
E	Attendance meetings held informally every two weeks and attendance panels held as and when necessary.		Families feel supported and reassured by the school rather than judged. The culture is one of attendance through understanding the importance of school not fear of fines.	Reception to Year 6 with focus on year 5	£11,466* This cost is spread over several SLT actions where you see a *
E	Key messages around attendance shared through flyer sized information handouts e.g. term dates Percentage points per class Post cards and texts sent to parents whose children are improving		Barriers to good attendance are not logistical or based round poor communication ( feedback from parent questionnaire November 2018 stated communication could be an area to improve)	Reception to Year 6 with focus on year 5	£7650 (admin time)



E	Member of SLT to monitor lates and make sure staggered start is not leading to lost learning time. SLT to make some of the first day calls.		First day absences are noted early and calls made immediately. Good attendance is visibly valued by SLT	Reception to Year 6 with focus on year 5	*
E	EYFS leader/SLT to meet with parents of nursery and Reception children to create an EY culture of good attendance.		Culture of 100% attendance starts before statutory age to get families into good habit and value EY education	Nursery and Reception	£2000
E	SLT to meet with pupil attendance panel (year 5 and 6 children selected) fortnightly to talk through attendance and how we think we can improve it.		Children begin to take responsibility for their own attendance and model good practice to all year groups	Year 5 and 6	*

E	100 % of Pupil premium children attend school trips and residential trips (Summer term)				£5780
E	Food vouchers, contact with foodbank. Bags of basic foods and Christmas hampers provided for/accessed for families				?
E	Targeted parent meetings – PP lead, class teacher and parent.	<p>Targeting / supporting parents has been successful in the past when the parent has not attended parents evening we have followed up with a one to one.</p> <p>It has resulted in children making improved progress.</p>	Supporting parents to overcome barriers to children’s learning and increasing engagement of parents in learning.	Whole school	*

	<b>Total budgeted cost</b> <b>£28,396</b>
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