

# Federation of Trosnant Schools Pupil Premium Strategy 2020/21

Trosnant Schools' Pupil Premium Profile	
<b>Total number of pupils in the school</b>	<b>443</b>
<b>Number of PP- eligible pupils:</b>	<b>210</b>
<b>Amount per pupil:</b>	<b>£1345</b>
<b>Total pupil premium budget:</b>	<b>£284 795 20-21 financial year (£268 822 19-20 academic year)</b>
Evidence of school performance	
Key statements from Ofsted reports) relating to the performance of disadvantaged pupils:	<p><b>Infants: Inspection date - 17 January 2017</b></p> <ul style="list-style-type: none"><li>• The pupil premium is spent effectively to provide a rich variety of support, which ensures disadvantaged pupils achieve well.</li><li>• School leaders use the pupil premium to good effect to support disadvantaged pupils. Specialist staff work well with individual pupils, and their families, to support them to attend school punctually and more regularly, and achieve better.</li><li>• Pupils' attendance, including that of disadvantaged pupils, is similar to the national average.</li><li>• Disadvantaged pupils make similar progress to their classmates because the pupil premium is used well to support their specific needs.</li></ul>

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<b>Evidence of school performance continued</b>	
<p>Key statements from Ofsted reports) relating to the performance of disadvantaged pupils:</p>	<p><b>Juniors: Inspection date - 21st March 2017</b></p> <ul style="list-style-type: none"> <li>• You and your team are wholly committed to ensuring that pupils of all abilities and backgrounds gain the most out of their time in school.</li> <li>• Improvements in teaching mean that disadvantaged pupils make better progress than previously. They make the same good progress as their classmates. Teaching assistants provide high-quality support for disadvantaged pupils, including those pupils who have special educational needs and/or disabilities. Teaching assistants respond sensitively when pupils find learning more difficult, combining high expectations with understanding.</li> <li>• Leaders' actions have secured significant improvements in individual pupils' attendance. Leaders regularly check information about pupils' attendance. They follow up any unexplained absences quickly, particularly where pupils are considered to be vulnerable. The home school link worker plays an important role in supporting pupils' personal development. She works effectively with senior leaders, parents, agencies and other schools, so that she and her colleagues can provide the best possible support for pupils' attendance and behaviour.</li> </ul>
<p><b>Summary of school's performance data:</b></p>	<p><i>Does the school's performance data indicate that attainment and progress for disadvantaged pupils are improving, and that gaps are closing, both within the school and compared to the national average? <b>Yes</b></i></p>
<p><b>School's pupil premium statement (pupil premium strategy statement from 2020-21):</b></p>	<p><i>Does the school's published pupil premium statement clearly describe how the school is planning to allocate funding to raise attainment and progress for disadvantaged pupils and close gaps? <b>Yes</b></i></p>

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	The majority of pupils (including 100 % of Pupil Premium Pupils start school working below Reception Entry Expectations in Listening, Understanding and Speaking (2019). This impacts on reading progress in subsequent Years
<b>B.</b>	The majority of pupils including 100 % of Pupil Premium Pupils start school working below Reception Entry Expectations in reading (2019). This means pupils are starting from a low starting point and have to make accelerated progress to attain GLD and subsequently ARE at end of key stages.
<b>C.</b>	Our learners, in general, start school with a fixed Mindset and a lack of resilience. This means that when they find things difficult they give up easily which slows their rate of progress.
<b>D.</b>	A higher number of Pupil Premium pupils have significant Social Emotional Mental Health problems which are having a detrimental effect on their academic progress and that of their peers .
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Attendance rates for pupils eligible for PP are below the target for all children of <b>96%</b> . This reduces their school hours and causes them to fall behind on average.
<b>F.</b>	A significant proportion of children do not read regularly at home. This means they get less practise than other pupils which slows their reading progress
<b>G.</b>	High percent of SEMH and BSD pupils including PP pupils placed in resource provision.
<b>H.</b>	Impact of COVID-19 and low ability to access home learning

<b>4. Outcomes</b> <i>(Desired outcomes and how they will be)</i>		<b>Success criteria</b>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in Listening, understanding and speaking and relationships
<b>B.</b>	To further accelerate the progress of pupils' reading across the school	Pupil Premium pupils make accelerated progress in reading so more children reach or exceed ARE end of key stages making them KS2/3 ready
<b>C.</b>	Higher % of children achieving the expected level in the Year 1 Phonics Screening	Number of pupils to pass Year 1 Phonics Screening in line with national average with no gap between PP and other pupils
<b>D.</b>	Pupils to develop a Growth Mindset which will result in great resilience.	All pupils make accelerated progress in reading so maximum children reach or exceed end of key stage expectations in line with national averages.
<b>E.</b>	Behavioural issues of pupils addressed including children with SEMH	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>F.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves and is closer to 96% in line with 'other' pupils nationally

## 1. Summary information

<b>School</b>	Federation of Trosnant Schools				
<b>Academic Year</b>	2019/20	<b>Total PP Budget</b>	£268,822	<b>Date of recent PP Strategy</b>	Jan 19
<b>Total Number of Pupils</b>	435	<b>Number of pupils eligible for PP</b>	195	<b>Date of next review</b>	Jan 20

## 2. Current attainment

	<i>Pupils eligible for PP (all pupils) 2019</i>	
	<b>Year 2</b>	<b>Year 6</b>
<b>% achieving Level ARE or above in reading, writing &amp; maths</b>	73% (68%)	68% (71%)
<b>% achieving required standard in phonics</b>	81% (76%)	
<b>% achieving GLD</b>	56% (75%)	

**Planned expenditure****Academic year****2020/21**

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

**Quality of teaching for all 1/3**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved oral language skills in Reception	Embedding principles of Talk Boost in Yr R and 1	Using strategies from the Talk Boost Programme undertaken by EYFS staff to strengthen children's language development from birth to five To identify children at risk of language and communication delay and support them as early as possible. To engage parents in promoting their children's language development. To equip practitioners with the skills and knowledge they need to effectively support children's language development in their setting.	At least children (75%) to achieve ARE for Speaking, listening and understanding and relationships at the end of EYFS  Track children's S&L skills and increase the number of children achieving all the end of year ARE statements	Early Years Lead SENCo, HLTA and class teachers	Data analysis at Data drop points across the year (Half-Termly)
	Makaton	Support visual and Kinaesthetic Learners Helps non-communicative pupils	Training for all staff over time.	EYFS Staff	On going
	Peep	Improves literacy and numeracy skills for pupils pre-school. Improves child social skills and provides parenting support.	PEEP programme for pre-school parents and carers.	EYFS Teacher	Termly

Planned expenditure					
Academic year		2020/21			
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					
Quality of teaching for all 2/3					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills for all children	Talk for Writing and HIAS approach	A combination of Talk for Writing and HIAS approach enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. Schools that have adopted the approach have not only increased their children's progress but have found that children and teachers alike enjoy teaching in this way.	Lesson Observations, monitoring planning and book scrutiny  Half termly data drops for Speaking and Listening across the Federation	KS1 & 2 lead, Class teachers English Lead and HoS	Data analysis at Data drop points across the year (Half-Termly)
High % of children achieving the expected level in the Year 1 Phonics Screening	<i>Read Write Inc</i>	<i>Read Write Inc.</i> , developed by <u>Ruth Miskin</u> , provides a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.	Daily phonics sessions of 30 minutes  Lesson observations to ensure all staff are using RWI consistently.  RWI Manager appointed  Regular assessment using RWI and Phonic screening assessments  RWI training for all new staff  KS1 Development day	RWI manager at KS1	Half-Termly
Improved reading outcomes for all children	Targeted outdoor provision for Year 1 pupils/ Forest Schools  Use of Sports Coaches and Midday Supervisors as Better Reader	For children to make progress in reading they need basic language skills developed through social interactions (supported by adult interaction)  Regular daily reading with trained partners and positive role models	Class reading records monitored by English lead Target Tracker – Data tracking Target tracker – monitoring progress of targeted children  Pupil Progress Meetings  DEAR Time throughout the week	Class teachers  EDHT  Midday Supervisors and Sports Coaches	Termly

Planned expenditure					
Academic year		2020/21			
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					
Quality of teaching for all 3/3					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will be more resilient in their learning leading to better behaviour for all learners and improved progress and outcomes.	Growth Mindset and school values (GROW) TED Project	Those with a “fixed” mindset believe that people’s intelligence and abilities are static and outside their control—the widely accepted theory of cognitive development through the 1960s. In contrast, those with a “growth mindset” know that intelligence is dynamic. As neuroscience has now decisively shown, the brain does change based on one’s experiences and efforts. Regardless of the research, all of us develop beliefs about our own intelligence, beginning in childhood. Some children worry that they don’t have enough. Others grow up thinking that they can do anything if they just work hard at it. These beliefs make a big difference in how children do in school, research shows. Even students who consider themselves “gifted” often avoid challenge, for fear they might lose status if they fail. But when we teach youth that intelligence is malleable, they more readily take on challenges, persist through difficulties, and experience intellectual growth. (Blackwell, Trzesniewski, & Dweck, 2007)	SENCO monitoring Boxall profile progress Whole school Approach – INSET, Staff Meetings, Assemblies, Circle Time Lesson Observations Key staff to attend HIAS TED project and identify key approaches	EDHT CTs Subject leads	On going through Values Rewards
Children have broad and balanced experiences	Range of clubs and educational visits	To ensure all children have access to a wide range of extra-curricular experiences which they may otherwise not have access to.	Feedback from pupils.	LP SLT CTs	Termly
Accelerated progress and improved outcomes for all children.	Additional LSA per year group across the Federation.	This enables regular targeted interventions to be carried out to meet the specific needs of individuals and groups of children.	Learning Walks and Performance Management	SENCo	Half termly Pupil Progress Meetings
<b>Total budgeted cost</b>					<b>£150K</b>

Targeted support 1/5					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills	<p>Individual children to have personalised SALT</p> <p>Additional SALT Provision in place for</p> <p>Develop the mathematical vocabulary, language and learning through Power Maths</p>	<p>Children need language skills to predict unfamiliar words in texts to make progress in reading.</p> <p>Providing early intervention to support children with SLCN is essential, as having a speech, language and communication need can have a significant impact on a child's future: 60% of young offenders have a SLCN, only 25% of children with SLCN reach the expected levels for their age in both English and Maths at the end of key stage 1 and only 10% get five good GCSEs including English and Maths.</p> <p>To support a consistent and progressive use of language and the use of CPA (concrete, pictorial and abstract) approach to teaching maths, we use the Power Maths scheme and online resources along with a wide range of manipulatives such as numicon, base ten apparatus, place value counters and ten frames. Times tables rockstars supports the learning and fluency of times tables. Numbots supports the fluency of basic number addition and subtraction facts and number bonds.</p> <p>Early intervention for these children is key. Children whose language difficulties were resolved by 5½ are more likely to catch up with their peers and pass as many GCSEs as children without a history of language difficulties.<sup>1</sup></p> <p>TES (Sept 16) '...', while the test (Phonic screening) was presented as a measure of pupils' ability to sound out written letters and create words, in fact, pupils needed vocabulary knowledge to work out how to pronounce 40 per cent of the words. This meant that the test measured</p>	<p>Proportion of children signed off SALT.</p> <p>Tracking of S&amp;L showing accelerated progress for identified children</p>	<p>In house SALT SENCo EDHT</p>	<p>Pupil Progress meetings</p> <p>Half termly discussions between HoS and EYFS leader</p>

**Targeted support 2/5**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills	Language Link	<p>Infant Language Link is designed to be used by teachers to screen pupils aged 4-8 years for developmental language difficulties. The innovative, online multimedia package includes a comprehensive range of resources as well as offering practical suggestions on how to manage language difficulties within the mainstream classroom.</p> <p>Since 2004, Speech Link Multimedia Ltd has been working in partnership with teachers, speech and language therapists, learning support specialists and parents to provide high quality language and communication support for the school-aged child.</p>	<p>Proportion of children signed off SALT. Tracking of S&amp;L showing accelerated progress for identified children Therapy Pack INSET Day</p>	<p>LSAs Class Teachers SENCo and English Lead</p>	<p>Target Tracker - on-going tracking of S&amp;L</p>
	Therapy Resource Pack	<p>The aim is to help schools provide appropriate and immediate support for children experiencing difficulties. Where a child improves, a referral to the Children's Therapy Service may not be required.</p>			
Improved Phonic outcomes	Sound Linkage	<p>This successful resource has been developed to support children with reading delays and dyslexia. It contains a phonological training programme, an explanation of how this programme can be embedded within a broader reading intervention, a standardized test of phonological awareness and a methodology to grade children's reading books. This third edition has been revised throughout to include the latest developments in the field.</p>	<p>PP meetings termly On going RWI assessments</p>	<p>RWI Manager</p>	<p>Half Termly</p>
	Link with on-site nursery	<p>Building links with local preschool means that teachers can provide pre-school phonics teaching to ensure children start school having had early intervention in terms of initial reading skills, focusing on phase 1 initial letters and sounds.</p>	<p>Baseline Assessments</p>	<p>EYFS Leader</p>	<p>Summer Term</p>

**Targeted support 3/5**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Strong reading outcomes for lower attaining children in KS2</p>	<p>Scholastic Pro</p> <p>Identified 'must reads' for pupils to increase reading for pleasure and widen the range of authors and genre.</p> <p>Provision of books to children during KS1 to build a home library</p>	<p><i>Scholastic Pro</i> is a programme is carried out by Years 4 and 5 to close the gap and covers reading strands in order to monitor children's progress.</p> <p>Research shows that owning a library of even 10 books improves likely outcomes in reading.</p>	<p>Target tracker – monitoring progress of targeted children</p>	<p>UKS2 Lead</p> <p>English Lead</p> <p>EDHT</p>	<p>Regular tracking of the programmes</p>
<p>Ensure children catch up and keep up and are secondary ready in RWM</p>	<p>Provision of Study Support Club at KS2</p> <p>Booster classes for Y6 pupils to prepare for KS3</p> <p>Careful transition programme to secondary school.</p>	<p>Evidence shows that children who are working at ARE in RWM are more likely to have good outcomes at KS3/</p> <p>Transition points are difficult for all children but particularly those who are vulnerable. Ensuring good transition to secondary school is key to ensure pupils continue to make good progress.</p>	<p>KS2 Outcomes</p>	<p>Y6 Team</p> <p>HT</p>	<p>End of academic year / Early Autumn Term post transition.</p>

## Targeted support 4/5

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved mental Health	HSLO – PPP / Timid to Tiger/Family Links Nurture MIND / INCLUDE Mental Health Counselling	To support parents with anxious children to help them cope better and make more progress	Regular meetings with class teachers and SENCo to discuss progress of specific pupils  Behaviour Files: On going monitoring by SENCo / CPOMS	HSLO	Regular meetings for vulnerable children
Positive behaviour	Pupil Support and Guidance Officer PBS	Children with challenging behaviours that do not reach the threshold for specialised schooling need extra support to self regulate to minimise negative effect on their own and others learning	Half termly progress analysis shared with class teachers and SENCo	SENCo HoS	
Improved Phonic outcomes	Targeted Phonic booster sessions after school	By accelerating the phonics progress of children making slow progress will improve outcomes at the end of Y1 more pupils will be ready to access a wider range of texts and develop their comprehension skills which will increase the number of pupils achieving ARE at the end of each key stage	Half termly meetings with HoS and RWI manager. Regular assessment - RWI tracking documents monitored Phonics discussions at PP meetings. SENCo to monitor progress half termly	EDHT Class teachers SENCo LSAs	Half termly
	Intervention programmes and strategies	Intended impact on practice: <ul style="list-style-type: none"> <li>• Early identification of pupils with special needs.</li> <li>• Effective intervention to address identified needs.</li> </ul>		HoS Class teachers SENCo LSAs	
Improved reading outcomes for targeted children	Better Reading Dedicated LSA to boost reading outcomes in Y3/4	As a result of the intervention, children make an improvement of between 150% - 250% on previous reading scores, an average gain of six months in reading age after the ten-week intervention. The adult volunteers, as well as the children, develop confidence and self-esteem.	SENCo to monitor Provision Maps half termly SENCo Learning walks half termly Class reading records monitored by English lead	Class teachers LSAs SENCo English lead Y1 Lead	Termly
	Use of Sports coaches as reading Role models with Y1 and 2 pupils not on target for ARE	Regular reading practice will improve pupils reading attainment. Children aspire to positive role models.	Target Tracker – Data tracking Target tracker – monitoring progress of targeted children	EDHT English Lead	

Targeted support 5/5					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved behaviour for identified children and Emotional Well being	ELSA	ELSA trained staff have had a huge impact on the emotional wellbeing of many pupils in our school. Many schools reflected that the development of the ELSA role had greatly enhanced their ability to respond to the behavioural, emotional and social difficulties of children. They also acknowledged that as educational psychologist time was likely to be limited, this acted as an efficient model for providing indirect support. A few schools indicated that they	Planning from ELSA including Impact and Next Steps Measure @ point of referral and end of intervention	SENCo	Half termly Meetings with SENCo
	Nurture (Bears Group)	Through intensive, well-structured teaching and support, pupils learn to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions which will help them better engage with their learning to make good progress	12 weekly Boxalls	EDHT SENCo	Half termly Meetings with HoS and SENCo
	Thrive	Thrive helps adults prepare children and young people for life's emotional ups and downs. The Approach teaches you how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.	On-going Thrive assessments	Thrive practitioners	Half termly Meetings with HoS and SENCo
<b>Total budgeted cost</b>					<b>£115K</b>

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase parents knowledge to help them better support their children's learning at home which will result in better outcomes in reading.	Parent workshops Educating parents via Newsletters	Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.  The quality and content of fathers' involvement matter more for children's outcomes than the quantity of time fathers spend with their children. (DCSF Publications 2008)	Monitor regular workshops are put on with targeted parents invited.  Overview of workshops across the Federation	EDHT Class Teachers	Termly
More parents will be motivated to read at home which will result in better outcomes in reading.	Reading Events and Reading Rewards Storytelling Club Class Assemblies	Pupils at Trosnant generally respond well to incentives and prizes.  Reading Café's and parent workshops have been held after school to promote a love of reading among children, and families	HoS to monitor success of reading events and target specific families.  Overview of reading events	EDHT English Lead	After each event
Increased attendance rates	Part of HSLO time employed to monitor pupils and follow up quickly on absences. First day response provision. HSLO to meet with parents to discuss importance of regular attendance and identify any support that can be put into place.  Breakfast Club  Minibus	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator HSLO Attendance Officer	Termly
Improve number of children reading for pleasure and outcomes for KS1 children	Provide every Infant child with a personal library of 10 books by the time they finish KS1	Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).	Half termly free book give away	EDHT Class teachers	Half-Termly

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved reading outcomes for all children	Precision Teaching as targeted intervention.	Children need regular practise to make progress in reading. Many children do not get regular reading practice at home so we need to offer opportunities for these children to practise their reading skills and to apply their phonic knowledge.	Class reading records monitored by English lead Target Tracker – Data tracking Target tracker – monitoring progress of targeted children  Pupil Progress Meetings	Class teachers  EDHT	Half Termly
The gap of learning due school closure during the Covid 19 Pandemic	Provide catch up provision	EFF consider catch up provision as essential	Provide sustained support by employing an academic mentor to work with targeted learners  Assess lost learning to inform targets support	EHT & EDHT  Class Teachers Phase leaders	Half termly as part of Pupil Progress Meetings
The gap of learning due school closure during the Covid 19 Pandemic	Provide effective remote learning	Increases access to teaching and learning for individuals, classes, year groups and school due to self isolation or local lockdown	Identify families with limited access to technology  Provide appropriate technology  Ensure the elements of effective teaching are present—for example through clear explanations, scaffolding and feedback  Personalised learning is assigned to individuals  Ensure that pupils know how to access remote learning	EHT  Computing Lead  Phase Teachers  Class Teachers	Monthly
<b>Total budgeted cost</b>					<b>£20K</b>