

Trinity Academy Eppleby Forcett and Middleton Tyas Pupil Premium Strategy 2020-21 Evaluation

School overview

Metric	Data
School name	Trinity Academy Eppleby Forcett and Middleton Tyas
Pupils in school	170
Proportion of disadvantaged pupils	13
Pupil premium allocation this academic year	£18,465
Academic year or years covered by statement	Sep 20-July 23
Publish date	September 2021
Review date	July 2022
Statement authorised by	Mrs K. Williamson
Pupil premium lead	Mrs D. McLean
Governor lead	TBA

Disadvantaged pupil progress scores for last academic year – Not available

Measure	Score
Reading	
Writing	
Maths	

Disadvantaged pupil progress scores for last academic year – Not available

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>A proportion of children who are eligible for the Pupil Premium are not achieving at age related expectations in reading, writing and maths.</p> <p>To use high quality teaching and learning to diminish the difference in: Specific years groups, in specific subjects to address gaps as identified by the September baseline assessments.</p> <p>EEF-‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a</p>

	successful school and should rightly be at the top of Pupil Premium spending.'
Priority 2	To ensure that all staff including teaching assistances have received training on how to deliver phonics/ reading interventions effectively with support from relevant resources. Phonics EEF +4 Reading comprehension strategies +6
Barriers to learning these priorities address	Ensuring staff develop high quality teaching and assessment strategies
Projected spending	£4000 (2020-2021)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading	July 2021
Progress in Writing	Achieve national average progress scores in KS2 writing	July 2021
Progress in Mathematics	Achieve national average progress scores in Mathematics	July 2021
Phonics	Achieve national average expected standard in the phonics screening check	July 2021
Other	To continue to monitor attendance rates and that pupil's financial disadvantage can create a lack of enrichment.	July 2021
Due to Covid pandemic Statutory Assessment Tests did not take place.		

Targeted academic support for current academic year

Measure	Activity
Priority 1	Investing in high quality CPD in maths, reading and writing for all staff New phonics programme Sounds Write. Phonics EEF +4 Sounds Write training booked for staff in EYFS and KS1 to commence in Autumn 2021. Maths- KS1 Mastering number, Maths Mastery Development group(Yorkshire Ridings Maths Hub)- phase leaders Mastery learning EEF +5 Training purchased and booked- will commence in Autumn 21 Establish 1-1 and small group interventions for disadvantaged pupils falling behind age related expectation in reading, writing and maths. Small group interventions (SHINE) delivered to Year 3 and Year 4 children. Improvement in comprehension and understanding of text evident from internal summer PIRA assessments. Teachers to develop and use live marking in lessons and follow up with a range of feedback methods including overlearning Feedback EEF +8

	In the moment feedback ensures children's misconceptions are addressed at the time. Children feel more confident with their learning.
Priority 2	Continue with whole class reading and develop a reading culture throughout the school. Reading Comprehension EEF+6 New books purchased to ensure high quality texts evident in each class. Class texts accessed daily with rich vocabulary from them displayed. Teachers have planned sessions to read to class every day. Buy and embed use of Phonically decodable books across all year groups to use phonic knowledge to develop progress in reading. Decodable books purchased to ensure fidelity to one scheme. Use Teaching Assistants to deliver small group interventions for disadvantaged pupils falling behind age-related expectations. Teaching assistants assigned to specific pupils supporting areas of need. For example: OT programmes, speech and language, Thrive, drawing and talking, phonics etc.
Barriers to learning these priorities address	Encouraging the sharing of books and reading at home regularly.
Projected spending	£23,035

Wider strategies for current academic year

Measure	Activity
Priority 1	To increase and develop social, emotional and mental wellbeing of pupils. Provide additional teaching assistant support at lunchtimes, for 1:1 support and to offer pastoral care for those who need it. Provide lunch time clubs to actively engage children and improve social, emotional and mental wellbeing of pupils. Engage in creative arts to promote health and wellbeing. Arts participation EEF+2 Provide Drawing and Talking support Provide CPD to upskill staff in school to offer support and guidance to pupils. Continue to develop school mental health champion Social and Emotional Learning EEF +4 CPD for TA to deliver range of high quality interventions for mental health and wellbeing. Adult led lunch time club to support vulnerable pupils- Minecraft. Artsmark accreditation commenced with statement of commitment submitted. Drawing and Talking therapy spaces full with children benefiting for the quality time to talk about their worries and concerns. Mental health champion utilised well with full timetable if children accessing ongoing support.
Priority 2	Continue to provide a financial package for parents and carers of children eligible for PP to enhance their curriculum, for instance: payment for educational visits, including residential visits; swimming lessons and a free PE kit/uniform. When permitted, continue to offer HQ after school homework club for pupils eligible for the Pupil Premium where they can be supported with their

	<p>homework and heard read by school staff. Parents/carers are provided with some additional respite.</p> <p>Extending School Time</p> <p>To support children to access remote learning if and when needed.</p> <p>Parental Engagement</p> <p>Throughout the year vulnerable children and families have been supported financially- school trips, milk, uniform etc.</p> <p>Homework club attended by PP children and support with homework and reading provided.</p>
Barriers to learning these priorities address	Promotes pupil wellbeing and SEMH for pupils. Improving attendance and readiness to learn
Projected spending	£4000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Financial and educational cost of releasing staff for CPD.	Financial and educational cost of releasing staff for CPD.
Targeted support	Ensuring children do not miss the wider curriculum entitlement due to bespoke programmes	Use before school sessions and in class support alongside quality first teaching.
Wider strategies	Engaging the families facing most challenges	Liaise with families facing SEMH issues.

❖ Evaluation of 2020-2021

❖ Education Endowment Foundation