



Pupil Premium Strategy Statement 2019/20

1. Purpose

The pupil premium must be used to:

1. Raise the attainment of eligible pupils
2. Close the attainment gap between these pupils and their peers

Schools can spend the money as they see fit, as long as the activities funded by the pupil premium are supporting these two key objectives. Pupil premium may be spent on employing support staff or the provision of specific activities. Groups taught by funded staff members do not have to include a minimum number of eligible pupils for it to be a valid spending of the grant. The school is not required to spend an equal amount on each eligible child or spend a child's allocation on that child alone. Pupil premium funding may be spent on activities for the educational benefit of pupils registered at our school, including community facilities, such as services that may benefit pupils or their families. For eligible pupils who are already performing at age-related expectations, school's do not have to use the funding to provide additional provision, but may consider, if they wish to, using funding to stretch eligible pupils further. Parents do not have a right to make demands about how our school spends the funding, but we do have to tell parents how we are spending it, via this annual statement on our school web-site. Pupil Premium is not subject to separate auditing procedures.

2. School Information

School name	Trefonen C.E. Primary School
Pupils in school	144
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£7,750
No of pupils	6
Publish date	11 December 2019
Review date	01 July 2020
Pupil premium lead	Cathy Dunleavy
Governor lead	Alison Davies

3. Disadvantaged pupil progress scores for last academic year

Reading	0.69 (NA 0.31)
Writing	-8.50 (NA 0.24)
Maths	0.78 (NA 0.31)

4. Disadvantaged pupil performance overview for last academic year

Meeting expected standard at KS2	50%
Achieving high standard at KS2	33%

5. Main Barriers to educational achievement faced by Disadvantaged pupils at our school:

<ul style="list-style-type: none"> • Social, emotional and mental health difficulties, including difficulties related to specific disorders e.g. attachment disorder, FAS, ODD • Impoverished vocabulary • Poor reading skills • Higher anxiety levels • Lower levels of engagement.

6. Strategy aims for disadvantaged pupils

Priority 1	Accurate identification of specific barriers to learning.
Priority 2	Close gaps in reading and writing through implementation of phonics booster scheme.
Priority 3	Work with the maths hub to embed Teaching for Mastery across all year groups.
Priority 4	Reduce the impact of anxiety in learning and increase positive engagement through 'No Worries' programme, resilience training and growth mind-set techniques.
Barriers to learning these priorities address	Ensure staff use evidence-based teaching interventions. Gaps in learning are identified and appropriate strategies used to close them.
Projected spending	£7,750

7. Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading.	Sept 20
Progress in Writing	Achieve national average progress scores in KS2 Writing.	Sept 20
Progress in Mathematics	Achieve national average progress score in KS2 Mathematics	Sept 20
Phonics	Achieve national average expected standard in PSC	Sept 20
Other	Improve engagement in homework activities.	Sept 20

8. Targeted academic support for current academic year

Measure	Activity
Priority 1	Use of SNAP and external professional assessment to precisely define educational barriers.
Priority 2	Implement 'No Nonsense' phonics booster programme

Priority 3	Supplement 'Power Maths, with within-class support through small group and individual gap-tasking.
Priority 4	Train staff in 'No Worries' programme and implement 'No Worries' group
Barriers to learning these priorities address	<ul style="list-style-type: none"> Improving reading skills to enable access to the wider curriculum Providing small-step catch-up in mathematics Teaching strategies to manage and reduce anxiety
Projected spending	Educational Support (12 hrs per wk) £6,336 Professional Assessment & Advice £1,420 Staff Training £360 Total £8,116

9. Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff training to be cascaded.	Use of PD Meetings
Targeted support	Ensuring enough time for identified staff to carry out gap task activities	Within class targeted time.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme e.g. BEAM, TMBSS.

10. Review: last year's aims and outcomes

<p>Last year's allocation was: £15,500. This was spent in the following way</p> <p>Educational Support (25 hrs per wk) £6,336</p> <p>Professional Assessment & Advice £2,200</p> <p>Staff Training £480</p> <p>Total spend: £15,880</p>	
Aim	Outcome
Progress in Reading and Writing	Progress of disadvantaged pupils in reading was in line with that of other non-disadvantaged pupils nationally, but progress in writing was lower.
Progress in Mathematics	Worsening of results since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim.
Phonics	Phonics achievement was in line with local and national averages.
Other	Targeted support was delivered for identified pupils in managing their emotions and anxieties and organising their learning & equipment.