

# DURHAM TRINITY SCHOOL AND SPORTS COLLEGE

## PUPIL PREMIUM REPORT 2017/18

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Pupil Premium funding is targeted at specific groups of pupils in order to provide additional support and resources to narrow the attainment gap.

Total number of pupils on roll: 224  
Total number of pupils eligible for PPG:82 (Sept 2017)

**Total amount of Pupil Premium Grant expected to receive:** £86,335 FSM for 2017/18

**2017/18**

At Durham Trinity School & Sports College Pupil Premium is dedicated to raising our learner's inclusion, future independence and academic attainment. To maximise impact, focus areas are determined by the Senior Leadership in response to current and future pupil need. Funds are allocated to intervention and support programmes and these are targeted to overcoming barriers which are impacting learners their academic, social and vocational potential.

## DURHAM TRINITY SCHOOL AND SPORTS COLLEGE – PUPIL PREMIUM 2017-18

| Area of Development<br>Barrier  | Strategy   | Projected Outcomes<br>Success Criteria  | Action and Cost  | Evaluation and Impact  |
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| <p>DTS&amp;SC have a small number of pupils who are having difficulty with their emotional wellbeing affecting their behaviour and attitude to work. Only one member of staff THRIVE trained (DHT) gaps in trained staff and there is a need currently for KS2 and Secondary.</p> | <p>Increase the number of staff trained.<br/>To use THRIVE to measure where the individual pupils are at in terms of levelling of emotional wellbeing.<br/>Implement THRIVE interventions.</p> | <p>Increase pupils access to THRIVE interventions by two staff members trained.</p> <p>Pupils baselined and individual action plan implemented.<br/>Pupils access THRIVE interventions.<br/>The level of emotional well-being increases for each individual pupils<br/>Increase in engagement therefore making good progress.</p> | <p>Cost of THRIVE course £ 3208 for 2 members of staff.</p> <p>THRIVE resources £500</p> <p><b>TOTAL £3708</b></p>                                 | <p>Two teachers trained as Thrive practitioners.<br/>Individual pupils across key stage 2-4 identified and baselined, followed by action plan in place.<br/>All pupils have made progress towards their individual action plans to support their emotional wellbeing. (increase in percentage or moving into the next stage of development).<br/>Parents have implemented some of the THRIVE approaches – see minutes from meetings.</p> |
| <p>Pupils have limited confidence and independent skills due to their SEND and previous experiences.</p>  | <p>To provide funding to enable eligible pupils to access off site overnight visits/experiences.</p>   | <p>Pupils will become confident learners and will take risks trying new experiences.</p> <p>Pupils attainment increases due to confidence and independence developed.</p>   | <p>Pupils eligible for funding – for transport and 8 staff costs, residential fees/materials as identified</p> <p><b>PP contribution=£3500</b></p> | <p>Due to exceptional circumstances the residential was delayed to 201819.</p>   |

| Area of Development Barrier  | Strategy  | Proposed Outcomes Success Criteria  | Action and Cost   | Evaluation and Impact  |
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| <p>Pupils with SEND require repetition and reinforcement to learn new skills and knowledge. Pupils working below the expected level for English and Maths. There is a need to diminish the difference.</p>   | <p>To employ a TA to specifically support T&amp;L pupils in Primary department – 5 mornings<br/>To employ a TA to specifically support T&amp;L pupils in Secondary department – 4 afternoons days.<br/>Key Stage leads to identify area of Maths or/and English for pupils eligible for pupil premium funding. Timetable for Intervention TA in Primary and Secondary to support pupils to achieve targets in their identified areas.</p> | <p>Pupils will achieve their identified targets area of English or/and Maths<br/>The percentage difference between PP and Non PP will diminish in English and maths.</p>  | <p>Primary TA -<b>£17,487</b><br/>Secondary TA - <b>£17,487</b><br/><b>PP contribution:</b>(3 ½ days) = <b>£34,974</b></p>                | <p>See intervention overview of impact of individual pupils receiving progress.</p> <p>PP vs Non-PP English – See KS Leaders data reports</p> <p>PP vs Non PP Maths - See KS Leaders data reports</p>  |
| <p>There is limited communication taking place across the school in terms of staff and pupils signing to support pupils speaking and listening skills.<br/>There is limited use of symbols in areas of the school to support pupils reading and writing.</p> | <p>A Service Level Agreement for speech and language therapy to carry out additional training for teachers.<br/>SaLT to work with Communication reps and individual teachers regarding their practice and meeting needs on individual basis.</p>  | <p>There will be a whole school communication approach where pupils will be able to communicate to pupils and staff across the school.<br/>Pupils will be able to record their learning through use of symbols.<br/>Pupils will be able to access the curriculum with the support of symbols and signing.</p> | <p>Two SaLT allocated to DTS&amp;SC<br/>Cost: £10,000 - 66 hrs</p> <p><b>PPG contribution: £10,000</b></p> <p><b>£1,500 resources</b></p> | <p>KS4 Princes Trust project – KS4 pupils teaching primary pupils Makaton signing.</p> <p>Staff are becoming more aware of low level vocabulary and appropriateness - Primary and Secondary assembly prayers adapted to simplified and appropriate language and signing.</p> |

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|   |   |  |   | <p>Symbols used within lessons as part of differentiation – see lesson observations. Some children using symbols to record.</p> <p>SALT resource pack produced for all staff to use within their T&amp;L from September 2018 which will impact further on the quality of teaching a learning for SEND pupils.</p> <p>Increase in staff confidence across the school using signing and symbols</p> <p>Speaking and Reading data: See KS leads data reports</p> |
| <p>Pupils with ASD have limited social communication which can prevent pupils to develop academically and socially.</p> | <p>One member of staff LEGO therapy trained.</p> <p>LEGO therapy trained staff to cascade training to a small number of staff.</p> <p>Trial LEGO therapy for identified pupils.</p> | <p>Pupils will achieve their PSHE targets.</p> <p>Pupils will make individual progress in terms of attitude to learning/ social interaction – within Learning Journal.</p> | <p>CPD training for identified staff including supply cost – <b>£420</b> training 21<sup>st</sup> May 2018.</p> <p>Resources - <b>£550</b></p> <p>LEGO therapy in place within class timetable.</p> | <p>One teacher trained on Lego therapy.</p> <p>Pupils identified and attended a weekly lunchtime Lego therapy club.</p> <p>Impact of lunchtime club: Increased confidence, pupils working above expectations for spoken</p>   |

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|  |  |  |  | language and listening.<br>See Lego Therapy report.   |
| Pupils with low level of communication, identified behaviours and limited social skills which inhibits their learning with school and about the world around them.   | Two members of staff to be identified to be trained on SCERTS. SCERTS® is an innovative educational model for working with children with autism spectrum disorder (ASD) and their families. It provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviors that interfere with learning and the development of relationships | Staff skill set increased to how to support pupils with ASD and their families.<br><br>SCERTS Action plan with future priorities identified for pupils accessing additional funding. | SCERTS CPD for two staff including, supply cover, travel and any accommodation.<br><b>£1888.70p</b>      | Two staff trained and knowledgeable about how to support pupils with ASD to enable them to learn to their full potential.<br><br>SCERTS Action plan linked to SIP for 2018/19 to implement this across the school for identified PP pupils accessing additional funding whilst supporting their families.   |
| Limited access to outdoor learning due to lack of outdoor equipment and interaction by staff.<br><br>Research from Education Endowment Fund proved that learning outdoor supports pupil engagement therefore pupil progress. | School to access OPAL award programme to audit and plan strategically the outdoor learning space to incorporate learning and play at structured and unstructured times of the day.   | Pupils' engagement increased during structured and unstructured times. Staff able to support pupils with transferring learning outside.  | OPAL Programme –<br><b>£3850 ( 12-18mths)</b><br>Including staff training.<br><br>Resources <b>£1000</b> | Increased engagement of KS2 pupils at lunchtime – greater use of space having a positive impact on behaviour.<br>Increased engagement between different key stages.<br>Increased in the use of outdoor spaces increased during lesson times – play areas, field and trim trail.<br>Den building for Primary |

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|   |   |   |  | <p>class – developed resilience, risk taking, team work skills.</p> <p>Post 16 – DIY skills developed when preparing and painting outdoor furniture for the OPAL project</p> <p>Key Stage 3 skills class – learning outside the classroom on plant life – planting and caring.</p> |
| Pupils with SEND have limited skills in self-help and independence.                   | To provide welfare assistant to support self-help skills and independence. Identify specific pupils requiring additional support for 3 ½ days.                                      | 80% pupils will achieve targets within their Individual Learning Plan and their EHCP 12 month outcomes. | PP Contribution: PT WA<br><b>£11,898.30p</b> | PSHE data on individual tracking grids. Evidence in Learning Journals of personal achievements.  |
| All pupils require a healthy diet at a young age to become healthy and active adults. | As part of the government healthy school agenda – school to offer free school milk to pupils at lunchtime. Provision (pergal machines) sited in primary and secondary dining halls. | Attendance will be above 92%. Pupils learn to make healthy drink choices.                               | PP Contribution: <b>£3,046</b>               | Attendance continues to be above 92%.<br>2017-18 Attendance 93%.<br><br>Pupils have access and are able to make healthy drink choices at lunchtimes.   |

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| <p>To provide funding to purchase specialist equipment/furniture as recommended by NHS therapists</p> | <ul style="list-style-type: none"> <li>• NHS therapists provide quotes for presentation to Finance Committee.</li> <li>• Finance Committee consider request and make decision.</li> <li>• Effectiveness of equipment is monitored by school staff/NHS therapists.</li> <li>• Governors carry out learning walks to witness the use of the equipment.</li> </ul> | <p>School follow agreed financial procedures to purchasing approved requests.</p> | <p>PPG contribution:<br/><b>£10,000</b></p> | <p>All PP pupils provided with equipment able to access curriculum and make at least good progress (Greta, Wear and Brancepeth class – KS leaders reports and individual learning journals)</p> |
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