

DURHAM TRINITY SCHOOL AND SPORTS COLLEGE

PUPIL PREMIUM REPORT 2017/18

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 Barrier	Strategy	Projected Outcomes Success Criteria	Action and Cost	Evaluation and Impact
DTS&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.	Increase the number of staff trained. To use THRIVE to measure where the individual pupils are at in terms of levelling of emotional wellbeing. Implement THRIVE interventions.	Increase pupils access to THRIVE interventions by two staff members trained. Pupils baselined and individual action plan implemented. Pupils access THRIVE interventions. The level of emotional well-being increases for each individual pupils Increase in engagement therefore making good progress.	Cost of THRIVE course £ 3208 for 2 members of staff. THRIVE resources £500 TOTAL £3708	
Pupils have limited confidence and independent skills due to their SEND and previous experiences.	To provide funding to enable eligible pupils to access off site overnight visits/experiences.	Pupils will become confident learners and will take risks trying new experiences. Pupils attainment increases due to confidence and independence developed.	Pupils eligible for funding – for transport and 8 staff costs, residential fees/materials as identified PP contribution=£3500	

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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&L pupils in Primary department – 5 mornings To employ a TA to specifically support T&L pupils in Secondary department – 4 afternoons days. 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 The percentage difference between PP and Non PP will diminish in English and maths.</p>	<p>Primary TA -£17,487 Secondary TA - £17,487 PP contribution:(3 1/2 days) = £34,974</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. There is limited use of symbols in areas of the school to support pupils reading and writing. A Sutton Trust report has</p>	<p>A Service Level Agreement for speech and language therapy to carry out additional training for teachers. SaLT to work with Middle leaders and individual teachers regarding their practice and meeting needs on individual basis. Information regarding communication approach</p>	<p>There will be a whole school communication approach where pupils will be able to communicate to pupils and staff across the school. Pupils will be able to record their learning through use of symbols. Pupils will be able to access the curriculum with the support of symbols and signing.</p>	<p>Two SaLT allocated to DTS&SC Cost: £10,000 - 66 hrs PPG contribution: £10,000 £500 resources</p>	

found training staff to aid parents of disadvantaged pupils in getting involved with their education helps improve children's progress.	is shared with parents at coffee morning.	Home – school approach using communication aids.		
Area of Development Barrier	Strategy	Projected Outcomes Success Criteria	Action and Cost	Evaluation and Impact
Limited availability of the current OT service provided by NHS. Pupils require suitable writing, seating and sensory diets to enable them to access the curriculum.	To source additional OT service across the whole school for identified pupils. Additional training for staff. Purchase resources from advice from OT.	Pupils are able to access a sensory diet to improve their access to the curriculum. Pupils have the relevant seating and writing equipment to record their learning and access the curriculum.	Source OT Cost provision of OT and hours SLA agreed for additional OT to meet identify individual barriers including staff training. £2000 Resources/equipment - £1158.70p	
Pupils with ASD have limited social communication which can prevent pupils to develop academically and socially.	One member of staff LEGO therapy trained. LEGO therapy trained staff to cascade training to a small number of staff. Trial LEGO therapy for identified pupils.	Pupils will achieve their PSHE targets. Pupils will make individual progress in terms of attitude to learning/ social interaction – within Learning Journal.	CPD training for identified staff – £220 training 21st May 2018. Resources - £500 LEGO therapy in place within class timetable.	
Limited access to outdoor learning due to lack of outdoor equipment and interaction by staff.	School to access OPAL award programme to audit and plan strategically the outdoor learning space to incorporate learning and	Pupils' engagement increased during structured and unstructured times. Staff able to support	OPAL Programme – £3850 (12-18mths) Including staff training. Resources £1000	

Research from Education Endowment Fund proved that learning outdoor supports pupil engagement therefore pupil progress.	play at structured and unstructured times of the day.	pupils with transferring learning outside.		
Area of Development Barrier	Strategy	Projected Outcomes Success Criteria	Action and Cost	Evaluation and Impact
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 £11,898.30p	
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: £3,046	
To provide funding to purchase specialist equipment/furniture as recommended by NHS therapists	<ul style="list-style-type: none"> • NHS therapists provide quotes for presentation to Finance Committee. • Finance Committee consider request and make decision. • Effectiveness of equipment is monitored by school staff/NHS 	School follow agreed financial procedures to purchasing approved requests.	£10,000 PPG contribution: £10,000	

	<p>therapists.</p> <ul style="list-style-type: none">• Governors carry out learning walks to witness the use of the equipment.			
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