

DURHAM TRINITY SCHOOL AND SPORTS COLLEGE

PUPIL PREMIUM REPORT 2018/19

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

Total amount of Pupil Premium Grant expected to receive: £83,435 FSM and £11,500 AfC for 2018/19 = £94,935.00p

11 Looked After Children (LAC) – see individual PEPs for amount, interventions and impact.

2018/19

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.

Total number of pupils on roll: 223
Total number of pupils eligible for PPG:72 FSM and 5 AfC = 84 pupils/ 38% (Sept 2018)

DURHAM TRINITY SCHOOL AND SPORTS COLLEGE – PUPIL PREMIUM 2018-19

Area of Development Barrier	Strategy	Projected Outcomes Success Criteria	Action and Cost	Evaluation and Impact
<p>DTS&SC have an increasing number of pupils who are having difficulties with their emotional wellbeing and mental health affecting their behaviour and attitude to work.</p> <p>4 members of staff THRIVE trained across the school there is no specific room/space with a welcoming and comfortable environment</p>	<p>Each class all PP & AfC pupils baselined and action plan in place for tutor group/class group to implement as part of the school day. Included within pupils engagement plans/Pen Portraits. CPD time provided to teachers.</p> <p>Identify a member of staff to lead on pupil mental health across the school. Mental Health Lead to support additional emotional wellbeing support at lunchtimes and specific times on school timetable.</p>	<p>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.</p>	<p>Class based resources and CPD: £500</p> <p>Mental Health Lead funded by TLR 3 (temp) to implement additional emotional wellbeing support at lunchtimes and specific times on school timetable. £1500</p>	<p>2018/19 classes - all staff have baselined their class population and a Thrive action plan has been in place to create the correct support pupils require. Increase in skills set of staff of the Being stage – 74% of pupils across school are Being. Action plan implemented throughout the school day.</p> <p>Referral system in place – pupils are triaged and receive the correct support – School Counsellor, Self – help skills, Thrive, Ed. Psychologist. (Pupil Emotional Wellbeing Working party Minutes) Pupils access self-help skills at least 6 week programme to help them understand about their own needs and provide strategies for situations they find difficult.</p>

to support THRIVE interventions.	Purchase equipment and resources action plans for specific pupils and to provide a safe space for pupils (THRIVE room)	Increase pupils access to THRIVE interventions by trained staff using a multi-purpose room to support individual needs.	THRIVE Room identified. £5000 towards furniture, equipment and resources.	A space created to support pupils emotional wellbeing and mental health. 71% of pupils currently or previously receiving 1:1 Thrive intervention are PP. Pupils making progress on individual level moving up within a stage or into a new stage. (See Thrive folder)
Area of Development Barrier	Strategy	Proposed Outcomes Success Criteria	Action and Cost	Evaluation and Impact
<p>Pupils have limited opportunities to develop social skills, resilience, risk taking, team work, and imagination.</p> <p>Pupils have limited play opportunities due to their home environment and SEND can affect mental health and wellbeing.</p> <p>Research from Education Endowment Fund proved that learning outdoor supports pupil engagement therefore pupil progress.</p>	<p>OPAL – timetable change and staff to support. Equipment identified by needs of PP and AfC children – quiet chill out area, creative area/ imagination, physical.</p>	<p>Increase pupils communication skills and ability to develop positive relationships.</p> <p>Improved mental health and wellbeing during lessons impacting on pupil progress.</p>	<p>OPAL budget plan – identifying pupils for specific need and equipment</p> <p>TOTAL £10,000</p>	<p>Evidence of pupils taking risks, developing team work, social skills, communication skills through OPAL sessions during lunchtime. Pupils are experiencing play in all weathers supporting mental health.</p> <p>Increase in the use of the outdoor play area space during lessons time – supporting engagement.</p> <p>Reduced number of major incidences within lessons due to pupils being happy and mental health being good (Q&A day, lesson</p>

				observations & Behaviour and Emotional Wellbeing folder)
Teaching & Learning– Each pupil with access to funding have identified barriers to learning – physical, sensory, visual, hearing: resources/aids, resources, training for staff.	Teachers identify individual pupils barriers to learning, requisition for additional resources.	Individual barrier to learning addressed diminishing the difference. See individual action plans with impact.	Pupil Premium and Adopted from Care Budget Plan with individual pupils identified needs/ barriers, resources/intervention and impact. TOTAL £29,415	Increase in concentration levels, communication and engagement due to support of individual needs being met (See class individual action plans)
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 educational 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=£5000	Bamburgh Class (Yr 11) – pupils participated in all activities which some were new experiences developing risk taking. Pupil resilience staying away from home. Development of social skills – class bond became stronger.
Area of Development Barrier	Strategy	Proposed Outcomes Success Criteria	Action and Cost	Evaluation and Impact
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.	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.	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.	Primary TA -£17,487 Secondary TA - £17,487 PP contribution:(3 ½ days) = £34,974	Pupils who access additional funding achieve at a similar or better rate of progress to those who do not access additional funding in most areas of English and Maths. (See Intervention tracker.)

	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.			
A Sutton Trust report has found training staff to aid parents of disadvantaged pupils in getting involved with their education helps improve children's progress.	Training programme for parents with identified resources for home and school.	Home – school approach using communication aids, consistent approaches and resources.	£500 resources and CPD	Nursing team, RSE lead and PSA have led several parent training sessions- parent engagement has increased, higher number of parents attending training compared to those who attend the coffee morning group.
Area of Development Barrier	Strategy	Projected Outcomes Success Criteria	Action and Cost	Evaluation and Impact
Pupils require suitable OT equipment/resources and upskilled staff to enable them to access the curriculum.	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. Staff increase in skill set to support pupils sensory and early writing needs. Pupils have the relevant seating and writing equipment to record their	CPD costs OT to identify individual barriers including staff training/ Resources/equipment £5000.	Staff skills set improved to support sensory and writing needs. Resources purchased supporting pupils to be ready for learning and accessing the curriculum. (Individual assessment/ class action plans)

		learning and access the curriculum.		
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	Attendance for 2018/19 was 93% for whole school and 94% when not including pupils with life limiting conditions. Pupils make healthy drink choices within school.