

DURHAM TRINITY SCHOOL AND SPORTS COLLEGE

PUPIL PREMIUM REPORT 2019/20

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: 77 pupils £86,780 FSM and £9,200 **4 AfC** for 2019/20 = £95,980.

12 (5%) Looked After Children (LAC) – see individual PEPs for amount, interventions and impact.

Total number of pupils on roll: 225

Total number of pupils eligible for PPG: 77 FSM (34%) and 4 AfC = 81 pupils (36% Sept 2019)

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 2019-20

Area of Development Barrier	Strategy	Projected Outcomes Success Criteria	Action and Cost	Evaluation and Impact
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 £46,960	Even though the school year was cut short pupils still made progress towards or achieving their PP targets: Sensory: Increase in communication (symbols/PECS, making choices, turn taking and use of switches), interaction and attention increased, whilst also improving on their physical skills. ASD: Pupils more regulated and anxieties supported therefore impact on pupils ready for learning. Improved social skills of sharing. Developed fine motor skills, increase in the use of voice to communicate and more independent. Primary: Pupils more regulated and ready for learning. Core strength

				<p>improved. Social and communication skills improved (sharing, initiating interaction, positive interactions). Increased in independence (self - organisation), engagement, focus and attention. Reading improved and developed their creativity.</p> <p>Secondary: Improved SaLT and literacy skills. Pupils able to express themselves. Improved play skills, problem solving, interactions and turn taking. Logical and thinking skills improved, able to share ideas and strategies. Access to the community – grown in confidence, communication and managing a budget.</p> <p>(See individual class PP tables for more detailed impact for individual pupils)</p> <p>Positive impact on pupils making progress towards their EHCP outcomes and Learning Intentions.</p>
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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 of pupils in Primary department – 5 mornings To employ a TA to specifically support T&L of pupils in Secondary department – 4 afternoons days. Key Stage leads to identify area of need 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 areas and/or Learning Intentions – MAPP and Bsquared assessment.</p>	<p>Primary TA -£17,487 Secondary TA - £17,487 PP contribution:(3 ½ days) = £34,974</p> <p>Ipads to evidence progress using Evidence for Learning £500</p>	<p>See intervention tracker and Individual class PP tables.</p>
<p>Area of Development Barrier</p>	<p>Strategy</p>	<p>Proposed Outcomes Success Criteria</p>	<p>Action and Cost</p>	<p>Evaluation and Impact</p>
<p>Pupils have limited communication skills due to their learning difficulties.</p>	<p>Music SLA to support a creative approach to develop and extend communication needs of pupils across the pre-formal and semi-formal curriculum pathway.</p>	<p>Increase pupils communication skills and ability to develop positive relationships (turn taking and sharing)</p>	<p>Purchase of Music SLA TOTAL £7,000</p>	<p>Even though the school year was cut short pupils still accessed music activities to support their communication and social skills (see Individual pupils Learning Intentions)</p> <p>Staff upskilled to be able to deliver music as a means of developing communication.</p>

<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>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>Member of staff to lead on pupil mental health across the school. Mental Health Lead to support additional emotional wellbeing support at lunchtimes, management of referral system and specific times on school timetable.</p> <p>Therapy dog training – to support pupil mental health and wellbeing.</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>Thrive based resources and licence: £1000</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>School of Dogs 6 week training programme £500</p>	<p>See Individual Thrive action plans/baseline assessments.</p> <p>Pupils increased their engagement. They have learnt strategies to support their emotional wellbeing - improved communication and seeking support from staff.</p> <p>See Intervention Tracker for detailed impact.</p> <p>Due to lockdown there has been limited progress due to no face to face group sessions. Instead support has been provided during welfare calls.</p> <p>Due to lockdown there has been limited progress due to no visitors allowed in school since March. Dog therapy continued in the summer holidays – lockdown has impacted on therapy dog’s confidence and anxiety. Further work is</p>
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Area of Development Barrier	Strategy	Proposed Outcomes Success Criteria	Action and Cost	Evaluation and Impact
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 consistent approaches and resources.	£1000 resources and CPD	A small number of parent coffee morning sessions took place with guest visitors to support parent/carers. Due to school lockdown and no visitors within school since March 2020 – there has had limited progress and impact.
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 93%. Pupils learn to make healthy drink choices.	PP Contribution: £3,046	Attendance has continued at 93% before school lockdown.

Total £49,020 plus approx. £50,000 for 1:1 action plans