

Pupil premium strategy statement – Trinity School – 2023-2024

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	January 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Jo Long
Pupil premium lead	Candice
Governor / Trustee lead	Deen Odunsi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,385
Recovery premium funding allocation this academic year	£24,484
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£140,869

Part A: Pupil premium strategy plan

Statement of intent

As a school our ultimate objective for our disadvantaged pupils is that they make good or better progress towards their EHC outcomes

Our current pupil premium strategy works towards achieving this by:

- Supporting pupils to be confident in using personalised communicative systems
- Supporting pupils to regulate their emotions to reduce any distress and anxiety to enable them to access learning
- Supporting teachers with regular Pupil Progress Meetings to ensure that barriers to learning are removed wherever possible

Strategic Vision:

- Leading Excellence in complex SEND provision
- Ensuring outstanding person-centred achievement and outcomes
- Including everyone in meaningful and safeguarded life

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Severe and Profound Communication and Interaction difficulties
2	Complex and challenging behaviours associated with Autism and other neurological disorders
3	Severe and Profound Impairment of Cognition and Learning, Social, Emotional and Mental health, Sensory and Physical needs

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils will develop their receptive and expressive communication skills. This will enable them to make progress and develop independence towards their Communication and Interaction EHC targets.	Good or better progress made by students with severe or profound difficulties towards communication and Interaction targets.
Pupils who demonstrate complex behaviours will be supported to regulate their behaviours in order to access learning. This will ensure that they are able to make progress towards their EHC targets.	Good or better progress made by students supported by the Highly Specialist Behaviour Team and those on the behaviour structure/recovery system
Students with severe and profound needs will make good to outstanding progress towards their personalised targets.	Good or better progress made by students with severe or profound difficulties in all EHC areas.

Activity in this academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Staffing resources: Speech and Language Therapists £55,000	We have been following this approach for a number of years. This approach has secured the number of pupils making good or better progress towards their Communication and Interaction Targets in their EHC Plans	136
Additional staffing and resources as managed through the school's Recovery Team and Behaviour Structures £55,000	Using this approach, we have improved behaviour recovery outcomes for pupils who feature on our 'Whole School Behaviour Structures'. The approach to supporting behaviour as an emphasis on Positive Behaviour Support	32
Extra teacher/manager availability: Supports pupil progress tracking and planning for	We have been following this approach for a number of years. According to Sutton Trust Teaching and Learning Toolkit improvements	136

quality first teaching and interventions. £30, 869	in teacher feedback can bring about high impact on learning at a low cost this is based on mainstream studies, we believe this is also relevant for our special school.	
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Total budgeted cost: £ 140,869

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (academic year 2022-23)

Pupils with severe or profound needs who receive pupil premium funding (54 pupils)	
Area of learning	Percentage of pupils who made good or better progress towards the targets set in their EHC plan
Communication and Interaction	94%
Cognition and Learning	97%
Social and Emotional Development	96%
Physical, Medical and Sensory Needs	92%
Independence, Life Skills and Community Involvement	97%

Pupils with ASC who receive pupil premium funding (72 pupils)	
Area of learning	Percentage of pupils who made good or better progress towards the targets set in their EHC plan
Communication and Interaction	96%
Cognition and Learning	91%
Social and Emotional Development	92%
Physical, Medical and Sensory Needs	96%
Independence, Life Skills and Community Involvement	93%

Pupils supported by the Highly Specialist Behaviour Team or those on the Behaviour Structure/Recovery System who receive pupil premium funding (24 pupils)	
Area of learning	Percentage of pupils who made good or better progress towards the targets set in their EHC plan
Communication and Interaction	92%
Cognition and Learning	91%
Social and Emotional Development	88%
Physical, Medical and Sensory Needs	92%
Independence, Life Skills and Community Involvement	88%