

Pupil premium strategy statement – Durham Trinity School & Sports College 2024-25

This statement details our school’s use of pupil premium for the 2024 to 2025 academic year 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Durham Trinity School & Sports College
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	129 – 51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Full Governing Body
Pupil premium lead	Rachel Grimwood
Governor / Trustee lead	Chris Sparks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,080
Recovery premium funding allocation this academic year	£26,352
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£157,432

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. We aim to continue to improve their academic attainment and prepare them for life, however due to their special needs there can be many barriers that they require support and can impact on their ability to access the curriculum due to their:

- low levels of communication,
- high sensory needs
- social and emotional needs.

At the heart of our approach is high-quality teaching to ensure that staff provide an education that is taught at the appropriate level, whilst having high expectations. This will include strategies within the teaching to ensure all pupils are ready for learning and the curriculum is accessible for all our disadvantaged pupils.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide support to our disadvantaged pupils to enable them to live an independent life as much as possible whilst supporting them to develop their social and problem solving skills.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant knowledge, skills and experience they require to be prepared for life.

At Durham Trinity School and Sports College we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of high expectations no matter the barriers to learning.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of trained staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for Pupil Premium have low communication levels therefore experience difficulties accessing the world around them – include speaking, reading and writing.
2	Pupils eligible for Pupil Premium have high sensory needs impacting on their ability to regulate, concentrate and engage in learning activities
3	All children have SEND and need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge. Ongoing training needs for our specialist staff team to ensure they have comprehensive understanding of the complexities of SEND and are appropriately skilled to undertake their role.
4	Children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning(SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. This is likely to be linked to trauma that then can affect their ability to concentrate and engage in academic activities, especially when working with others or when tasks are challenging.
5	Significant medical and health issues for some pupils, some of which are life limiting; including difficulties in mobility, motor skills, sight and hearing, in additional to conditions such as epilepsy and co-morbidity of ASD, ADHD and OCD. We realise that attendance may be erratic due to changing or challenging health circumstances.

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 in receipt of Pupil Premium Grant (PPG) will have access to individual SaLT strategies and resources and will make good progress on an individual level by becoming more confident in communicating and expressing their needs. This will include non-verbal pupils or those who have limited language and social interaction difficulties.	Teachers and classroom support staff are supported effectively by SaLT with training, advice, support and feedback. Pupil pen portraits include their communication needs and required strategies/resources. Communication aids/apps will be purchased/made, modelled and embedded to enable pupils to communicate their needs

	<p>effectively throughout the school day. Lesson observations include non-negotiables to include Total Communication Approach strategies and resources demonstrating that pupils' communication needs are being met. Quality First Teaching include appropriate challenge, resources and SaLT strategies/resources.</p> <p>Evidence for Learning – evidence of pupil progress towards their Communication and Interaction/ SaLT targets.</p> <p>RAP (Record, Assessment, Progress) meetings will give opportunities to discuss individual pupils. Any PPG pupils not making progress will be quickly identified and acted upon with interventions/referrals, and their Learning Intentions will be reviewed.</p> <p>Progress information through monitoring, indicates there is no difference between those in receipt of PPG and non-PPG in terms of progress.</p> <p>An analysis of End of Key Stage data indicates there is no difference between those in receipt of PPG and non-PPG in terms of progress.</p>
<p>Pupils in receipt of Pupil Premium Grant (PPG) will have access to individual OT strategies and resources from Future Steps, whilst following an individualised sensory diet or an appropriate learning environment. Pupils will be making at least good progress on an individual level. Those pupils presenting with high sensory needs and dysregulation will be quickly identified through RAP meetings and/or the school referral system.</p>	<p>Teachers and classroom support staff are supported effectively by Future Steps OT with training, advice, support and feedback. Pupil pen portraits include sensory needs/OT programmes.</p> <p>Observations – pupils are able to regulate and are ready for learning. Staff follow OT programmes and create an appropriate learning environment. Quality First Teaching includes OT strategies and resources.</p> <p>Evidence for Learning – evidence of progress towards their Sensory and Physical targets.</p> <p>Pupils make good progress towards their OT GAS goals (Future Steps Assessment)</p> <p>RAP (Record, Assessment, Progress) meetings will give opportunities to discuss individual pupils. Any PPG pupils not making progress will be quickly identified and acted upon with intervention/referrals, and personalised targets reviewed.</p>

	<p>Progress information through monitoring, indicates there is no difference between those pupils in receipt of PPG and non-PPG in terms of progress.</p> <p>An analysis of End of Key Stage data indicates pupils in receipt of PPG are making good to outstanding progress towards their EHCP outcomes.</p>
<p>An increase in staff skill set will then increase the number of Outstanding Teachers. This will focus upon specific areas of SEND CPD (e.g. Big Bundle and Literacy Bundle from Hirstwood Training Ltd, Attention Autism, Continuous Provision), whilst staff will have opportunities to share good practice within the school and other special schools. Following CPD, classrooms will be resourced to enable teachers to carry out specific teaching practices/interventions.</p>	<p>Staff are supported by attending specialist SEND training (in-house, online and offsite) whilst sharing good practice and resources within Durham Trinity and through visits to other local generic special schools. CPD evaluations will identify how effective specialist training will be within their teaching practice.</p> <p>Lessons are differentiated, resourced and planned to meet needs of all pupils. There will be a higher percentage of lesson observations being outstanding compared to teaching in 2023/4.</p> <p>Evidence for Learning – evidence of progress towards Learning intentions.</p> <p>A higher percentage of End of Key Stage data is good/outstanding compared to 2023/24.</p>
<p>Pupils in receipt of PPG will make good progress on an individual level by accessing additional support/interventions inside and outside the classroom or an adapted curriculum when this need has been identified through RAP meetings or school referral system.</p>	<p>HLTAs will lead some interventions for individuals/groups of pupils through the referral system and direction of the Pathway Lead.</p> <p>HLTAs will cover more specialist trained staff who will deliver a specialist intervention such as Thrive, Sensory Attachment and Play Therapy.</p> <p>Impact of interventions will be monitored by Pathway Leads and Assessment Leads. Progress information through monitoring, indicates there is no difference between those pupils in receipt of PPG and non-PPG in terms of progress.</p> <p>Evidence for Learning – evidence of progress towards Learning Intentions.</p>

<p>Pupils in receipt of Pupil Premium Grant (PPG) will have access to Outdoor Learning supporting their Social Emotional Wellbeing, making good progress on an individual level.</p>	<p>Through achievement of Learning Intentions working towards their EHC plan outcomes.</p> <p>Evidence for Learning – will evidence pupils engagement, taking risks, developing life skills whilst providing opportunities to play and learn in the outdoors.</p> <p>Pupil voice and observations – pupils feel confident, happy and safe.</p>
<p>Pupils in receipt of Pupil Premium Grant (PPG) will have access to Independent Travel supporting them in preparation for their next stage in life and making good progress on an individual level.</p>	<p>Through achievement of Learning Intentions pupils will be making good progress towards their Preparation for Adulthood EHC plan outcomes.</p> <p>Evidence for learning – will evidence engagement, independence, developing life skills, and cross curricular learning (applying maths, communication and reading skills)</p> <p>Pupil voice and observations – pupils feel happy, confident, independent and safe.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed and further develop SALT strategies and resources around AAC, modelling and aided language stimulation through the support and work with the Independent</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress (mainstream)</p>	<p>1 2 3 5</p>

<p>SALT. (<i>Blanks and Gestalt Language Processing, Intensive Interaction</i>).</p>	<p>Communication and language approaches typically have a very high impact and increase young children’s learning by seven months. Staff are very likely to benefit from training or professional development to use programme and approaches successfully. There are many communication and language approaches. High quality provision is likely to include multiple strategies across vocabulary, language, talk and social communication skills. EEF Early Years Toolkit Communication and language approaches – additional 7 months of progress. (Early Years Mainstream).</p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication. What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	
<p>To embed and further develop OT strategies and resources from the support and advice of the Independent OT (Future Steps). Through training, assessments and individualised programmes for pupils and classes for teachers to implement into their day to day teaching practice.</p> <p>Including the purchase of resources</p>	<p>At Durham Trinity School and Sports College 54% of the school pupil population have a diagnosis of autism.</p> <p>We have observed that including sensory integration strategies, sensory equipment and resources within the class teaching and learning environment are effective at regulating and getting pupils ready to learn.</p> <p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving (EEF, 2021)</p> <p>The Autism Education Trust states this can support young people with Autism and their ability to process sensory input. The psychological benefits of mindful and robust sensory integration can include improvements in:</p> <ul style="list-style-type: none"> • Attention • Confidence • Emotional dysregulation • Socialisation 	<p>1 2 3 4 5</p>
<p>Further develop specialist SEND teaching through training, modelling and purchase of resources.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p>	<p>1 2 3 4 5</p>

	<p>The emphasis on education needs to be seen as a means of fostering pupils' opportunities to maximise their potential to do the very best they can do and to be the very best they can be, irrespective of their individual level of disability (Imray. P and Colley. A, 2017, Inclusion is Dead: Long Live Inclusion).</p> <p>Pupils learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time. The more opportunities they have of doing the more secure their learning will be (Imray.P, 2016).</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> <p>Play-based learning includes a wide range of approaches across a range of environment, which includes staff-led activities and free play. Play based learning approaches have a moderate positive impact of (+4 months) on learning outcomes. EEF Early Years Toolkit Play-Based Learning +4 months of progress (Mainstream Early Years).</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £52,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified staff (HLTA/ Specialist trained staff) to carry out targeted interventions 1:1 or small groups.</p> <p>Ensure pupils are accessing intervention and sessions are meaningful and appropriate.</p> <p>Those pupils who have been absent from school due to health and/or medical reasons</p>	<p>Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEN. Interventions should be carefully targeted through identification and assessment of need.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>EEF toolkit: Small group tuition, additional 4 months progress. (Mainstream)</p>	<p>1 2 3 4 5</p>

access targeted intervention and/ or home learning intervention.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,012.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor Learning opportunities are embedded and further developed across the different Pathways through:</p> <p>Continue to work towards OPAL accreditation; though training, modelling and resources for OPAL.</p> <p>Enrichment activities and Outdoor Learning further developed across the pathways (includes further training, resources, equipment.)</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF toolkit: Social and Emotional Learning, additional 4 months of progress. (mainstream)</p> <p>Social and emotional learning approaches have a positive impact on average of 3 months' additional progress in academic outcomes over the course of the year. SEL strategies can have a positive effect on aspects of early literacy and numeracy.</p> <p>EEF Early Years Toolkit Social and Emotional Strategies 3 months progress (Mainstream Early Years).</p> <p>Play-based learning includes a wide range of approaches across a range of environment, which includes staff-led activities and free play. Play based learning approaches have a moderate positive impact of (+4 months) on learning outcomes.</p>	<p>1 2 3 4 5</p>

	EEF Early Years Toolkit Play-Based Learning +4 months of progress (Mainstream Early Years).	
<p>Identified pupils supported with Independent Travel activities offsite at least once a week with Enhanced TA.</p> <p>Cost of travel and staff included.</p>	<p>Small group tuition has an average impact of 4 months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>EEF toolkit: Small-group tuition +4 months (mainstream)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p>EEF toolkit: teaching Assistant Interventions - +4 months progress (mainstream)</p>	<p>1 3 4</p>

Total budgeted cost: £ 157,432.

Part B: Review of outcomes in the previous academic year 2023/24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Learning Intentions are set for disadvantaged pupils that reflect previous attainment yet provide a sufficient level of challenge.

When reviewing and assessing using MAPP assessment tool, pupils are assessed against their own personalised Learning Intentions on a 1 – 10 point scale using 4 key skill areas. These are Independence, Generalisation, Maintenance and Fluency.

2023-24	Pupil Premium			Non Pupil Premium		
	Number of Pupils	Number of Learning Intentions achieved	Average number of Learning Intentions Achieved per pupil	Number of Pupils	Number of Learning Intentions achieved	Average number of Learning Intentions Achieved per pupil
Term 1	95	195	2.16	147	263	1.78
Term 2	95	180	1.9	147	290	2
Term 3	95	220	2.31	147	226	1.5

*Please note: Term 1 is from October 2023 to January 2024, Term 2 is from January 2024 to May 2024 and Term 3 is from May 2024 to October 2024.

Therefore internal data shows that PPG pupils achieve the same or enhanced outcomes to those who are non-PPG.

<https://www.compare-school-performance.service.gov.uk/school/114349/durham-trinity-school-%26-sports-college>

Teaching Strategies

SSP Essential Letters and Sounds specific training for the different Pathways to embed Reading and ensure it meets the needs of all pathways.

Identified Strengths of reading across Durham Trinity School and Sports College:

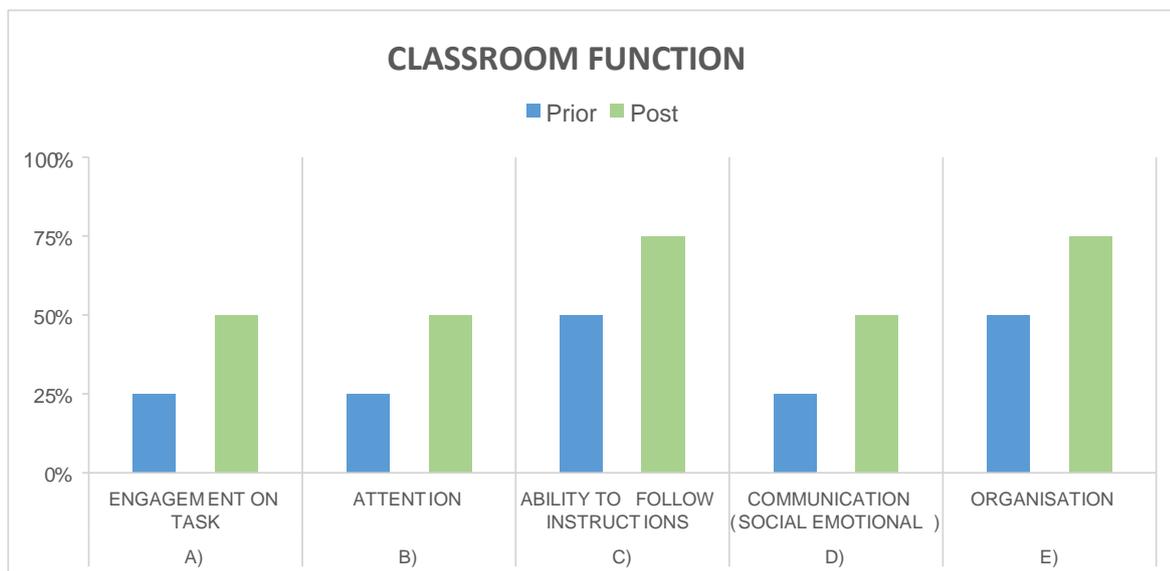
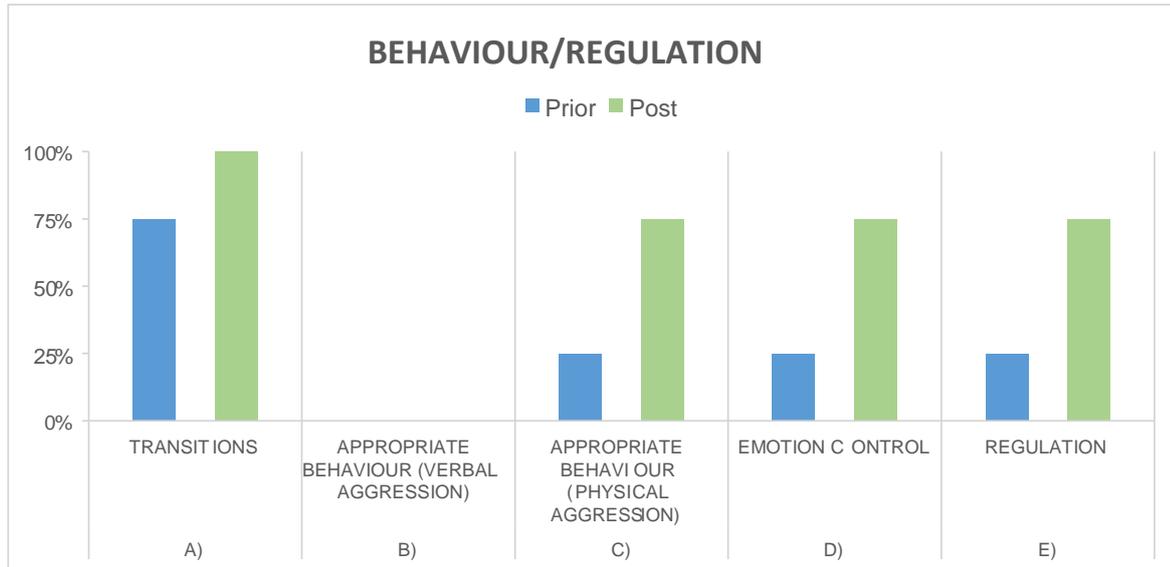
- Pre-formal and Specialist Autism classes embed pre-phonics skills seamlessly into their curriculum and teaching.
- Every semi-formal class has access to decodable books.
- Fidelity to the ELS scheme – classes are using the teaching resources linked to ELS.
- Case studies of rapid progress in reading due to consistent phonics teaching.
- Some pupils are reading at home – see pupil and parent feedback..
- Opportunities for applying phonics and reading skills across the curriculum.
- Primary Semi-Formal staff are confident in delivering phonics using the ELS SSP.
- As with other areas of the curriculum, how reading is taught is individualised to meet the specific needs of each individual pupil.

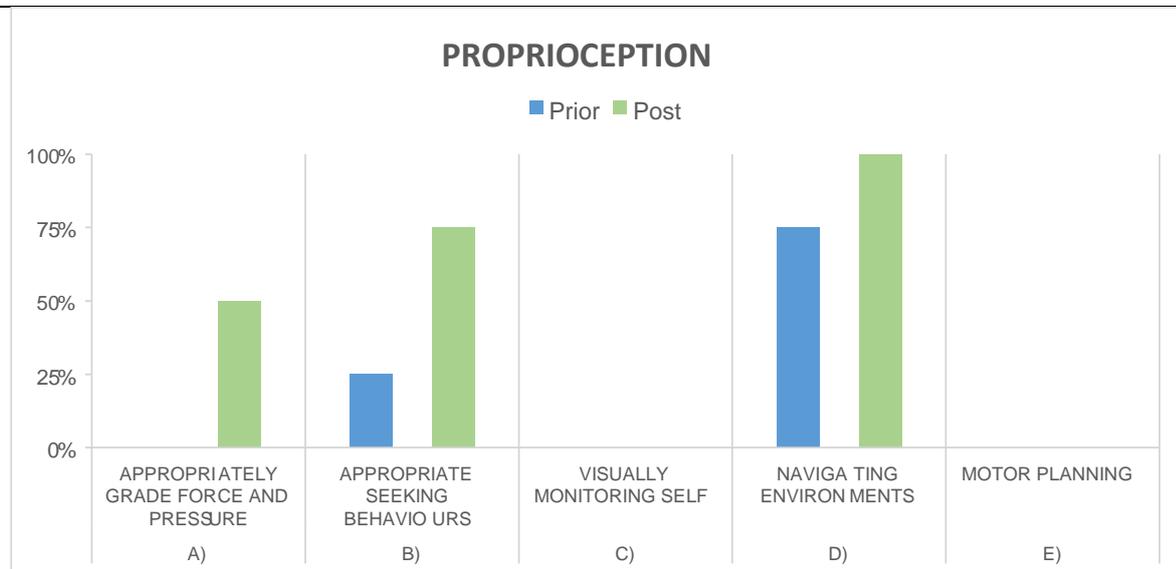
Evidence for Learning is accessible and shared with parents (fully implemented) – with links to pupils Learning Intentions, improved communication on pupil progress and how to support their learning between home and school.

School have a subscription for Learning Shared Community – all staff able to access online training and webinars specific to SEND

Future Steps – Independent OT

Graphs below show the impact of OT intervention, training, modelling and individual O T assessments and programmes before and after Future Steps input.





56% of pupils accessing 1:1 sessions were Pupil Premium
 17 Assessment reports completed
 23 school programmes/support plans in place
 6 Home programmes in place.
 More detail available on individual basis from OT end of Year report.

Ruth James – Independent SaLT

Whole Staff training/Support & Advice:

Training for teachers and support staff on Blanks Language Scheme (verbal reasoning and the understanding of questions) Each member of staff attended 3 x 45 minute CPD session with appropriate pathway.

45 minute x 3 CPD session on introduction to Gestalt Language Processing (GLP) with appropriate pathways.

Specific, targeted support for teachers in the form of observation, verbal and written feedback with recommendations (see SALT report for PP case work)

Focused on developing staff understanding of how to implement assistive language techniques such as symbol communication books, aided language displays (ALD) to reinforce school policy on Total Communication

Focused on consistent use of adult modelling (without expectation) to support pupils’ access to augmentative/alternative communication strategies

Focused on everyone being responsible for communication and pupils having access to communication systems at all times – linked to lesson observation proforma.

Targeted Intervention

Interventions are offered in a range of areas of learning and areas of need for pupils (taken from the pupils EHCP documents) across the school. There are two part time HLTAs employed to support the delivery of these interventions. All work across a range of pathways to deliver interventions. Teaching staff are encouraged to explore their curriculum, assessment judgements made and pupils areas of need and refer pupils in to these sessions. These are reviewed every 6-8 weeks or more regularly than this if required. Interventions can be delivered on a 1:1 basis or in small groups depending on the needs of the individuals and the themes on which the intervention sessions are based.

Some examples of the themes/focuses of the interventions accessed were:

- Phonics
- Literacy
- Speech and Language Support
- Numeracy
- Fine Motor Skills
- Life Skills Development
- Support with OT plans
- Colourful Semantics

- Developing a greater vocabulary
- Interventions linked to Learning Intention Areas
- Improving and Sustaining Concentration
- Theraplay
- Increasing Independence

See Intervention Tracker for individual case studies.

Wider Strategies

The first phase of Friday Afternoon Enrichment Activities relaunch took place from November 2023; introducing learning opportunities such as Bushcraft club and Duke of Edinburgh club which has already had a powerful impact on engagement, enthusiasm and to take risks. Spring and Summer term Bushcraft was delivered through 2 different outside organisations. Since September 2024 Durham Trinity School have appointed an Outdoor Learning Teacher to deliver Bushcraft on Friday afternoons and to teach Outdoor Learning across the pathways. The second phase was introduced for pupils from our most complex secondary classes to these clubs or similar clubs within their own pathway To date the Pre formal Pathway and EYFS/Primary Semi-formal Pathway now have their enrichment carousel. Enrichment activities have replaced Golden Time in EYFS/Primary and provides a boarder range of enrichment activities which are also child led, whilst providing opportunities to develop other friendship groups.

2023-24 Attendance Statistics

Overall Attendance 2023-24	
Pupil Premium Eligible	87.4%
Non Pupil Premium Eligible	88.39%
Persistent Absentees (<90%)	
Total Number	71 (29%)
Pupil Premium Eligible	42 (17%)
Non Pupil Premium Eligible	29 (12%)

Of the total of persistent absentees, 59% were Pupil Premium eligible and 41% were non Pupil Premium eligible.

Externally provided programmes

Programme	Provider
Essential Letters and Sounds	Oxford Owl
Thrive	The Thrive Approach
Language for Thinking (Blanks)	Stephen Parsons and Anna Branagan (authors)