

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Holy Trinity CofE Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	5.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	6.12.21
Date on which it will be reviewed	6.12.22
Statement authorised by	Miss Anna Smith
Pupil premium lead	Fiona O'Reilly
Governor / Trustee lead	Charlotte King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,105
Recovery premium funding allocation this academic year	£2,000
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	£20,105

Part A: Pupil premium strategy plan

Statement of intent



Our intent for the disadvantaged children at Holy Trinity CofE Primary School is firmly embedded within our vision.

‘Rooted in our Christian ethos, we will provide the finest education, develop enduring values and instil ambitious life aspirations’.

We will do this by ensuring that;

- we address Spiritual and personal well-being and fulfilment,
- we teach respect for others and ourselves,
- we enable our children to develop a sense of justice and global citizenship
- we develop in our children the courage to strive for excellence and seek high aspirations in all they do.

This will enable our disadvantaged children to fulfil their potential both within school and throughout their lives.

Challenges

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

Challenge number	Detail of challenge
1	External challenges <ul style="list-style-type: none">➤ Poor levels of attendance for some PP children➤ Level of engagement from families➤ Low self-esteem➤ Financial hardship➤ Relative to their peers, PP children have limited life experiences➤ Access to technology➤ Lack of quality reading material at home
2	Internal challenges <ul style="list-style-type: none">➤ Poor memory and recall➤ Narrow vocabulary

	<ul style="list-style-type: none"> ➤ Oracy/articulation ➤ Specific difficulties in maths, especially, fluency ➤ Specific difficulties in reading fluency and phonics ➤ Specific difficulties in spelling
3	<p>Challenges as a result of Covid-19</p> <ul style="list-style-type: none"> ➤ Lack of resilience ➤ Access to technology ➤ Poor levels of concentration ➤ Slower progress towards independent working ➤ Gaps in learning and skills due to not having specific teaching equipment (e.g., in maths)

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
All disadvantaged children can access school electronically for homework or remote learning	Disadvantaged children to have access to Google Classroom through electronic devices
Disadvantaged children access a wide range of school opportunities	Uptake of clubs Use of breakfast club Attendance at school visits
Children at end of Key Stages are working at the expected level in end of Key Stage assessments.	All PP children in Y2 and Y6 will achieve at least EXS Y2 – 66% EXS in R, W, M 34% GDS in R, W, M Y6 – 50% GDS in R, 50% EXS in R 100% EXS in Writing and maths.
Children have positive attitudes towards learning and school	Feedback in Pupil surveys are positive In lessons, pupils are proactive and resilient, showing pride in their achievements,
Attendance for Pupil Premium children is good or better	100% of PP children achieve 90% attendance or better. 70% of PP children have attendance of 95% or above. (This will be dependent on how the pandemic proceeds and levels of other forms of illness within the school community).
Children show accelerated learning in Reading, Writing and Maths	Interventions and support within class are in place. Evidence of accelerated progress from starting points in Target Tracker and in PIRA, PUMA and GAPS assessments. End of year teacher assessments are at least in line with 2020-2021 assessments, with some progressing into the next level.

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: £10,250.10

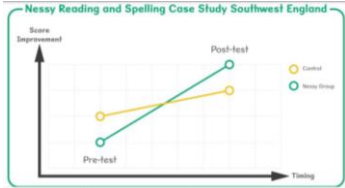
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Maths Mastery Readiness programme</p> <p>2 teachers + HT support for 5 days</p> <p>Release for teacher for 2½ days for visiting course lead.</p> <p>CPD for both teaching staff and Teaching Assistants.</p>	<p>EEF research (2011) shows maths mastery delivers an improvement in student outcomes. Children can represent concepts or skills in different ways and are independently able to apply the concept to new problems in unfamiliar situations.</p> <p>Mastery follows the East Asian method of teaching maths (Singapore and Shanghai) which produces excellent attainment in maths.</p> <p>EEF Evidence & recommendations for improving maths at KS2 This report recommends using manipulatives and teaching specific strategies to improve maths outcomes.</p>	<p>All disadvantaged children</p> <p>Whole school development</p>
<p>CPD SEN accreditation course – SENCO</p>	<p>Development of expertise in identifying and supporting SEN children within the school. The SENCO will then cascade knowledge to teachers and teaching assistants so that this has a positive impact on all children, including disadvantaged children.</p> <p>This strengthens our ability to identify and screen for specific learning difficulties in underachieving and disadvantaged children. It is recognised that many disadvantaged children have other challenges to achievement, such as undiagnosed SEN – the sooner these are identified, the better able we are to support children both within school and through the use of specific outside agencies.</p>	<p>Whole school, specifically in this case disadvantaged children with specific barriers to learning</p>
<p>CPD and whole school improvement Adoption of White Rose Maths planning and delivery of a mastery maths curriculum. Access to CPD and teaching materials.</p>	<p>This resource enables us to develop a whole-school approach to maths planning and delivery from EYFS to Y6.</p> <p>Our disadvantaged children’s results from 2020-2021 indicate that maths was the area in which children achieved least well, so this is a focus for development.</p> <p>Quality online training opportunities can be accessed by all staff during the course of the year.</p>	<p>All children, specifically disadvantaged children.</p>

CPD Training of TA for ELSA provision	Self-esteem and SEL has been identified as a challenge to achievement for some of our disadvantaged children – this will enable us to support their needs in this area. This can lead to up to +4 months accelerated learning in an academic year (EEF).	12 children per year.
CPD Training of staff on Team Teach to improve behaviour and de-escalation strategies.	Where children have poor concentration skills, they can be prone to low level disruptive behaviour. This impacts on their own and their peer's learning, Additionally, we have new members of the school community from September 2021 who would benefit from strategies taught by Team Teach.	A strategy to support any child who needs support with behaviour.
Recruitment of 2 teachers to deliver specific interventions	Both teachers will deliver high quality interventions for ½ days a week focussing on disadvantaged pupils' academic needs.	Each teacher will deliver interventions to 4 groups of 6 children per week.
Assessment Purchase of materials which enable us to precisely identify the attainment of disadvantaged children.	Use of PiRA, PUMA and GAPs (Rising Stars, Hodder Education) to test 3 times annually. Use of the Mark online resource will enable us to gauge learning in different domains within the core subjects, to inform planning both within class and for interventions.	All disadvantaged children

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,589.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily feedback sessions 15 mins per day with TA and PP children to review learning in core subjects that day and link to prior learning plus subsequent learning.	This strategy uses and develops metacognition to help PP pupils talk about what they have learnt that morning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition This report shows that this can lead to up to +7 months progress when this strategy is used well. The report states that <i>'the potential impact of these approaches is very high, particularly for disadvantaged pupils.'</i>	All PP children
Daily individual/ small group reading PP children are heard to read daily (or 3 times a week) on an individual basis. They also take part in weekly reciprocal guided reading activities, reading aloud with a group and taking on a learning role, such	The Reading Framework (July 2021) cites the importance of reading to access the whole curriculum. 'Reading also offers important emotional benefits'. P9. The report also says (p12) 'The only effective route to closing the gap is for children to be taught systematically to read as soon as they start school. Children who become engaged in reading can make huge progress in their literacy. The report also talks about the importance of reading for expanding vocabulary, leading to increased levels of success academically and in later life. According to Hart and Risley (1995) 'Children with wider vocabularies typically came from wealthier families.'	All disadvantaged children and those in not working towards the expected level.

as the questioner, the predictor, the summariser.		
Spelling intervention Nessy An online spelling programme used primarily in Y3 and 4	<p>https://www.nessy.com/en-us/shop/research</p> <p>Nessy has published research on its website that shows the benefits of using this system.</p>  <p>Studies with schools in SW England showed significant improvements in reading age and spelling age.</p>	All of Y3 and 4 – specifically 12 disadvantaged children
Toe By Toe A phonics intervention programme for children in Y1 and Y2	Toe by Toe has not been the subject of any verified academic research into its effectiveness. However, it is a popular intervention used widely by schools and we have previously had results which show accelerated progress from this intervention programme.	3 children
Numbots and Times Tables Rock Stars	An online resource for teaching fluency in addition, subtraction, multiplication and division for children across the school.	Whole school
Specific catch-up interventions in English and Maths. Y4 and Y6	<p>Two qualified teachers will work with children in Y4 and Y6 for one morning a week each in small group catch-up sessions. These will be planned alongside the class teacher, focussing on areas where assessment shows children need to catch up.</p> <p>This enables teachers to fill gaps in learning and allow extra time to consolidate newly taught skills and knowledge. It allows for opportunities to pre-teach concepts that will be taught next.</p> <p>A study carried out in 2018 in UKS2 in Orchard School in Hackney iris-schools.co.uk/wp-content/uploads/2020/02/Can-pre-teaching-enable-low-attaining-pupils-to-make-accelerated-progress-when-learning-new-concepts-in-mathematics.docx.pdf, showed it was clear that teaching led to accelerated progress in all areas pre-taught improvement in oracy in maths.</p>	4 groups of 6 children per week per teacher. Some of these children will be part of more than one group.
KS2 Phonic catch-up intervention	<p>One teacher will work across KS2, to pick up on those who struggled with phonics or did not pass their phonic screening in KS1. She will work with class teachers, assess and teach specific sounds and strategies according to the needs of the child.</p> <p>3 days over the course of the year.</p>	5 children
Tutoring 1:1 One child has a tutoring session weekly before school with a TA.	This strategy taps into the research that shows that some children need extra time to learn and practice concepts. Minkel (2015),	1 child
Class interventions undertaken by TA and planned by Teacher	These interventions form part of the class provision and are mapped each term on Provision Maps. Teachers can respond to the needs of individuals through setting their own interventions and catch-up sessions within the school day. This may take the form of individual or small group work.	Variable, depending on need.

Purchase of resources to improve learning and outcomes for disadvantaged children	<ol style="list-style-type: none"> 1. Maths manipulatives – purchase of Rekenrek and place value counters for class use. 2. Phonics – purchase of Phonic Bug resources, which is an approved resource by Gov.uk (The Reading Framework, July 2021) 3. Purchase of whole class texts, to enable reading, SPaG and writing development at a class level. 4. Purchase of additional guided reading books. 5. Access to other online resources – White Rose Maths subscription to Premium resources, Twinkl Premium subscription. 	All children, with a focus on disadvantaged children.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5265.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist involvement for PP child who displays multiple barriers to learning	Being able to identify what barriers there are to learning will aid us in supporting this child academically and identifying any SEN.	One
Use of technology to enhance learning outcomes	Purchase of 12 iPad to enable all PP children to access software to aid learning. Specific software will be accessed, including access to Google Classroom.	12 children
Pupil, wellbeing and self-esteem Cost of trips Cost of school uniform Covering extra-curricular activities Covering cost of coach for swimming lessons Photocopying of homework materials where a printer is not available at home.	Our school is in an affluent area with very few Pupil Premium children. It is easy for these children to feel very different based on their presentation (school uniform) and ability to access experiences. We have therefore decided to reserve some money to help cover the cost of school uniform and book bags. Of note, we are aware of the discrepancy between the life experiences of our PP and non-PP children. Therefore, we also cover costs of experiences, activities and outside visitors who come and enhance our curriculum during the themed weeks of Science, Maths, Book Week, Art and Culture Week and Sports Week.	All PP children and those in particular need financially.
Wellbeing Provision of ELSA intervention for specific children	We know that low self-esteem and lack of resilience can adversely affect academic outcomes. This intervention is delivered to individual children in a 6-week programme	Up to 18 children per academic year.
Wellbeing Planning provision of collective worship and assemblies, focussed on	Disadvantaged children feel part of the whole school ethic and not as separate or less valuable.	All children with a focus on disadvantaged children.

resilience, perseverance and growth mindset.	Learning about the importance of resilience, perseverance and growth mindset gives them life skills that will enable them to deal with challenging situations in their life.	
Development of oracy, reasoning and thinking skills	Development of the P4C curriculum, considering different concepts linked to PSHE, RE and other subject areas. The ability to articulate a reasoned opinion and use vocabulary pertaining to this is an essential part of being able to communicate and express needs, ideas and opinions.	All children with a focus on disadvantaged children.
Development of leaders Play leaders from Y6 appointed to work with younger children. Y6 mentors assigned to support Reception children. Head of House and other leadership roles undertaken by Y6 throughout the year.	This gives disadvantaged children more opportunities to develop confidence and leadership skills, building self-esteem and developing skills the curriculum does not always address.	Y6 children (currently there are 3 PP children in this cohort).
Dyslexia screening software licences	This enables us to screen those children who are causing concern as they are exhibiting signs of dyslexia, once they reach Y3 and above.	Up to 10 children annually
Provision of electronic equipment for use by disadvantaged children enabling access to homework and home learning opportunities All disadvantaged children to have a dedicated iPad to use in the classroom and an electronic device at home.	This report, from the EEF, outlines 4 ways in which technology and its use can improve outcomes for children: EEF Use of Digital Technology report 2019 This outlines how the use of technology at school and home can improve feedback and assessment, provide effective ways of teacher modelling and 'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom'.	Whole school plus 5 devices provided for home use.
Access to Breakfast Club to support families and aid attendance and punctuality Follow up on all absences to offer support and aid to get children back into school.	DfE research in 2016 shows that there is a direct link between high levels of absence and lower levels of attainment in KS2. Pupils with no absence were 1.3 times more likely to achieve (the then) level 4 at the end of KS2 and 3.1 times more likely to achieve (the then) level 5, than pupils who missed 10-15% of school sessions. Children with persistent absence (absence <90%) are less likely to stay in education. Benefits to this include developing closer partnerships with parents and developing better home/school communication which will support children to be in school more often and to complete homework and other tasks given.	Potentially all disadvantaged children – currently 6.

<p>Teach Social and Emotional Learning through the implementation of the PSHE curriculum, Relationships and Health Education and teaching of growth mindset strategies. This includes staff CPD, resources such as 'Social Stories' book and online subscription to teaching materials.</p>	<p>EEF – research from the EEF Teaching and Learning toolkit shows that 'disadvantaged children have weaker SEL skills at all ages than their better off classmates.' Effective SEL teaching can lead to up to +4 months improvement in learning in an academic year.</p>	<p>Whole school</p>
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Total budgeted cost: £20,105.63

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In 2020-2021, we worked hard to ensure the disruption to learning caused by the lockdown of 2019-2020 was minimised. In the Autumn term, we rapidly assessed the children to see where gaps in learning were and as a result, set out provision maps detailing interventions and support in class. In spring, we once again found ourselves in the position of school being closed. All Pupil Premium children were offered places in school and some families took us up on this offer. During this period, staff closely monitored the level involvement of disadvantaged children in remote learning. School took steps to reach out to families where children's engagement was less than optimal, mainly through regular phone calls and emails.

Once children returned to school in March, we put in place a rigorous and targeted set of catch-up sessions and interventions, both within and outside of the school day and worked closely with families to ensure that children were encouraged to attend, and that uptake was good.

Measuring progress

When school returned to face-to-face teaching in September 2020, it was important for us to get a baseline of where the children were academically. We assessed all children on the tests they would have done had they been in school in June/July of 2020. These included PIRA, GAPS, PUMA and Parallel spellings.

We then had 3 assessment points during the year and made a comparison of standardised scores in these areas, using the September and June test results. We only included those children who started the academic year with us – 3 PP children joined us during the year. Average progress would have resulted in a static standardised score, so accelerated progress is evident across all 3 areas. To avoid identifying individuals, we have arranged results in phases.

	PIRA (Reading)	GAPS (Grammar, Punctuation & Spelling)	PUMA (Maths)
EYFS and KS1 (4 children)	+7 points	+8.5 points	+9.25 points
KS2 (8 children)	+11 points	+12.6 points	+8.25 points

Measuring Attainment

During the 2020-2021 academic year, attainment for each year group was based on teacher assessment, taking into account standardised tests and classroom performance.

This is based on 15 children, each child therefore accounting for about 7%.

	WTS	EXS	GDS
Reading	27%	67%	7%
Writing	33%	60%	7%
Maths	40%	47%	13%

Externally provided programmes

Programme	Provider
Times Tables Rock Stars and Numbots	Maths Circle
Nessy Spelling and reading intervention	Nessy Learning Ltd.
Toe By Toe Phonics programme	Toe By Toe