

Pupil premium strategy statement

Holy Trinity CofE Primary School



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	207
Proportion (%) of pupil premium eligible pupils	4.3%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Miss Anna Smith
Pupil premium lead	Fiona O'Reilly
Governor / Trustee lead	Mrs. Charlotte King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,195
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	£17,195

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’.

This means that we aim for all children to make good progress and achieve their potential within the curriculum, whatever their prior attainment or circumstances.

In addition to those children who fall into the pupil premium category, we also include other vulnerable children such as those who have social care involvement, young carers and those who may need extra support.

We will do this by ensuring that;

- We provide high quality teaching based on the strategies of quality first teaching. This has been shown to benefit all pupils but especially those who are disadvantaged. This will include providing quality, targeted CPD for staff.
- We will endeavour to identify and overcome barriers to learning. This includes helping those children who are still recovering from adverse effects caused by Covid lockdowns. We are mindful that some barriers will be academic, and we will use diagnostic assessment strategies such as quizzes and hinge questions to discover the factors that may be causing barriers and to identify and address other barriers to learning, such as poor attendance, safeguarding or mental health and wellbeing concerns.
- Where needs are identified, we aim to intervene using internal support or external agencies as appropriate.
- All staff take responsibility for outcomes and attainment of our disadvantaged children.

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
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1	<p>External challenges</p> <ul style="list-style-type: none"> ➤ Poor levels of attendance for some PP children - of our current PP children, 33% had attendance below 90% and 22% had attendance between 90 and 95% last year. ➤ Disrupted family life and level of engagement from families, based on observations, attendance at parent consultations, support for homework, reading etc. 87.5% of our disadvantaged pupils currently have, or historically have had, social care involvement. ➤ Low self-esteem – observations and discussions indicate that some of our disadvantaged children lack confidence. ➤ Financial hardship, leading to limited life experiences relative to their peers. The majority of or non-disadvantaged pupils are in relative economic comfort, and this is in sharp contrast to the small number of disadvantaged children. In 2019 (the last time data was available) 72% of families were in Acorn category 1 or 2, contrasted with 10% in category 5 and 6. The contrast between these two groups is greater here than in schools with a more typical socio-economic intake.
2	<p>Internal challenges</p> <p>From observations, teacher feedback, discussions with pupils and external and internal assessments, some of our disadvantaged children present with:</p> <ul style="list-style-type: none"> ➤ Poor memory and recall ➤ Narrow vocabulary ➤ Oracy/articulation issues ➤ Specific difficulties in maths, especially fluency. At the end of academic year 2022, 45% of disadvantaged children were working towards the expected standard in maths. ➤ Specific difficulties in reading fluency and phonics. 27% of disadvantaged pupils across the school were working towards the expected standard which is notably higher than for non-disadvantaged pupils. ➤ Specific difficulties in spelling, based on marking, feedback and spelling assessments undertaken. We will be undertaking screening for dyslexia this year for specific pupils.
3	<p>Challenges as a result of Covid-19</p> <ul style="list-style-type: none"> ➤ Lack of resilience ➤ Poor levels of concentration ➤ Social and emotional issues ➤ 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
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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, including breakfast club Opportunities to represent the school in sports activities and competitions. Attendance at school visits
Children working at the expected level in end of year assessments.	This academic year, there is only one pupil in Y2 and 2 pupils in Y6, so setting percentage targets is not feasible. Across the school, we aim for: EXS+ Reading 75% (73% 2022) Writing 63% (55% 2022) Maths 63% (55% 2022)
Children have positive attitudes towards learning and school and improved mental wellbeing	Feedback in pupil surveys is positive. In lessons, pupils are proactive and resilient, showing pride in their achievements, ELSA is up and running for those children referred.
Attendance for Pupil Premium children is good or better	90% of PP children achieve 90% attendance or better. 70% of PP children have attendance of 95% or above.
Children show accelerated learning in Reading, Writing and Maths	Interventions and support within class are in place. Daily reading for disadvantaged pupils. 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 2021-2022 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: £3.042.55

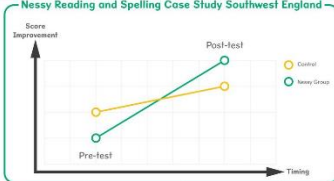
Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Mastery Development	EEF research (2011) shows maths mastery delivers an improvement in student outcomes. Children can represent	1

<p>programme with BBO Maths Hub</p> <p>2 teachers + HT support for 5 half 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>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</p> <p>This report recommends using manipulatives and teaching specific strategies to improve maths outcomes.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Training and use of NCETM materials</p>	
<p>Whole school improvement in teaching and outcomes for maths</p> <p>Subscription to 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>	1
<p>SEND training for all staff</p> <p>Attachment awareness training and accreditation</p>	<p>Development of expertise in identifying and supporting SEN children within the school. The SENCO and one other member of staff to undertake attachment awareness training and will then cascade knowledge to teachers and teaching assistants so that this has a positive impact on all children, including disadvantaged children.</p> <p>https://www.bathspa.ac.uk/media/bathspaacuk/education-research/attachment-aware/Attachment-Aware-Evaluation-Stoke-virtual.pdf</p> <p>The Borough to provide autistic awareness training and dyslexia training to all staff.</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>	1, 3
<p>Improve the quality of Social and emotional learning (SEL)</p>	<p>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.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 3
<p>Teach Social and Emotional</p>	<p>EEF – research from the EEF Teaching and Learning toolkit shows that 'disadvantaged children have weaker SEL skills at all</p>	

<p>Learning through the PSHE curriculum, Relationships and Health Education and teaching of growth mindset strategies.</p> <p>This includes staff CPD, resources such as 'Social Stories' book and online subscription to teaching materials.</p>	<p>ages than their more affluent classmates.' Effective SEL teaching can lead to up to +4 months improvement in learning in an academic year. This is undertaken as part of our curriculum review.</p>	
<p>Improve outcomes for spelling across the school.</p> <p>Subscription purchased and training given in using Spelling Shed.</p>	<p>Subscription and training for Spelling Shed, which combines direct teaching with homework activities using an online platform.</p> <p>This subscription also enables us to access earlier materials in order to establish spelling booster groups or interventions.</p> <p>This will support improvements in reading and writing fluency.</p> <p>Researchgate Improving Spelling in the Primary School</p> <p>Research in direct instruction in spelling shows the positive impact on other areas of English.</p>	1, 2
<p>Continue to review and establish our new curriculum, which responds to pupil's needs</p>	<p>Started last year, we continue to review and embed our new curriculum, ensuring full coverage of the national curriculum and personalising it to reflect the locality, geography, history and environment of the school and responding to the needs of pupils.</p> <p>Subject leads will attend training and staff CPD will enable information to be cascaded and ongoing reviews to take place.</p>	1
<p>Assessment</p> <p>Purchase of materials which enable us to precisely identify the attainment of disadvantaged children.</p>	<p>Use of PiRA, PUMA and GAPs (Rising Stars, Hodder Education) at our three assessment points in the year. 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.</p> <p>Purchase of dyslexia screening licences and undertaking individual screening electronically to establish barriers for children.</p>	1, 2
<p>CPD</p> <p>Involvement in an RBWM programme of direct instruction by Tom Sherrington</p>	<p>This CPD programme for teaching staff and school leaders will be run from Summer 2023 as a collaborative project involving many schools from RBWM.</p> <p>It is a programme based on and using Rosenshine's Principles of instruction in action</p> <p>https://teacherhead.com/2018/03/19/evidence-informed-ideas-every-teacher-should-know-about/</p> <p>The programme runs over 3 years with the heaviest financial investment in the first year.</p>	1, 2

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

Budgeted cost: £10,959.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily feedback sessions 20 mins per day with TA and PP children to review learning in core subjects that day and link to prior learning plus subsequent learning.</p>	<p>This strategy uses and develops metacognition to help PP pupils talk about what they have learnt that morning.</p> <p>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></p>	2
<p>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 as the questioner, the predictor, the summariser.</p>	<p>The Reading Framework (July 2021) cites the importance of reading to access the whole curriculum. ‘Reading also offers important emotional benefits’. P9.</p> <p>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.’</p>	2
<p>Spelling intervention Nessy An online spelling programme used primarily in Y3 and 4</p>	<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> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Studies with schools in SW England showed significant improvements in reading age and spelling age.</p> </div> </div>	2
<p>Toe By Toe A phonics intervention programme for children in Y4</p>	<p>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.</p>	2
<p>Numbots and Times Tables Rock Stars</p>	<p>Helps develop fluency in number bonds and tables for KS1 and KS2 children</p>	2

Before and after school booster in groups.	These are small group booster groups targeting areas where children have gaps. They are run by teachers once a week for 45 minutes.	2
KS2 Phonic catch-up intervention	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 and TAs to assess and teach specific sounds and strategies according to the needs of the child.	2
Tutoring 1:1 3 children in EYFS and Y1 to have SALT support 3x weekly with a TA.	Following assessment by an external SALT therapist, a programme is undertaken by a TA to support articulation, receptive language and oracy.	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 planning their own interventions and catch-up sessions within the school day. This may take the form of individual or small group work. EEF Making the best use of teaching-assistants	2
Purchase of resources to improve learning and outcomes for disadvantaged children Purchase of whole class texts, to enable reading, SPaG and writing development	<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. at a class level. 4. Access to other online resources – White Rose Maths subscription to Premium resources, Twinkl Premium subscription. 	All children, with a focus on disadvantaged children.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,193.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist involvement for PP children who display multiple barriers to learning	Being able to identify what barriers there are to learning will aid us in supporting two children academically and identifying any SEN, moving towards an award of an EHCP and a further diagnosis with another pupil.	3
Training of 2 ELSA practitioners to	The ELSA has been shown to help children who are struggling with social and emotional needs	

provide wellbeing support for disadvantaged or vulnerable children	enormously in improving wellbeing and as a result academic performance. EEF Social and emotional learning	
Narrowing the cultural capital gap – contributing to pupil wellbeing and self-esteem Cost of trips Cost of school uniform Covering extra-curricular activities Covering cost of coach for swimming lessons	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
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	3
Wellbeing Planning provision of collective worship and assemblies, focussed on resilience, perseverance and growth mindset.	Disadvantaged children feel part of the whole school ethic and not as separate or less valuable. 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.	3
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. The education welfare service in the Borough is supporting 3 of our PP children (one family) where absence is an issue. Attendance is being monitored every term and letters sent home and calls to parents made where attendance drops below 90%	3

	<u>Guidance report working with parents to support attendance</u>	
Involvement of other external agencies to support issues at home	The Shine and DASH teams visit school regularly to interact with specific disadvantaged children.	3

Total budgeted cost: £17,195.00

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

We are mindful that there were only two pupils in the Year 2 and the year 6 cohort who were classified as pupil premium. There was only one PP child undertaking phonics screening. This means that these data sets are not statistically significant as the attainment discrepancy between disadvantaged and non-disadvantaged cannot reliably be gauged from these small numbers.

Absence amongst our disadvantaged children was 91.7% which is below our non-disadvantaged children's rate of 95.3%. This was adversely affected by 3 children whose attendance was below 85% however and some of our disadvantaged children had attendance higher than the average for the school. We remain working with those children whose attendance falls below 95% and with one group in particular who have external agency support as well as support within school.

Overall, taking into account all of our disadvantaged children across the school, academic gaps remain wide compared to non-disadvantaged children. However, with each child representing 12.5% of the disadvantaged cohort, it is once again very difficult to ascertain trends as the confidence interval is very wide.

Comparing points progress in standardised scores for PIRA, PUMA and GAPS assessment from Autumn term to summer term, overall, more children made accelerated progress with some children making strong progress, but progress was variable. Overall, few pupils managed to move from one level of attainment to another.

Many of our disadvantaged children are dealing with multiple difficulties.

62.5% are summer born, 87.5% have or have had social care involvement, 25% have SEN which we are in the process of diagnosing and 62.5% have involvement from outside agencies.

With such small numbers, our policy is to identify and deal with the barriers for each child/family in order to build resilience, provide support for the whole family, and support wellbeing in addition to addressing academic barriers. Based on the cohort this current year, providing ELSA support, SEN support and attendance support will be vital to enable our disadvantaged children to make the best academic progress they can.

Externally provided programmes

Programme	Provider