

Pupil premium strategy statement

Holy Trinity CofE Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

This is Year 3 of a plan that covers the academic years 2021-2024

School overview

Detail	Data
School name	Holy Trinity CofE Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	3.8%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Miss Anna Smith, Headteacher
Pupil premium lead	Ms Fiona O'Reilly, Deputy Headteacher
Governor / Trustee lead	Mrs. Charlotte King

Funding overview

Funding for the academic year 2022-2023	Amount
Pupil premium funding allocation this academic year	£14,505
Recovery premium funding allocation this academic year	£0
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	£14,505

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. We are mindful that some barriers will be academic, and we will use formal and informal diagnostic assessment strategies to discover the factors that may be creating barriers. We will also 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
1 Reading, Writing and Maths attainment	From observations, teacher feedback, discussions with pupils and external and internal assessments, some of our disadvantaged children present with: <ul style="list-style-type: none">➤ Poor memory and recall➤ Narrow vocabulary➤ Oracy/articulation issues

	<ul style="list-style-type: none"> ➤ Specific difficulties in maths, especially fluency. At the end of academic year 2023, 50% of disadvantaged children were working towards the expected standard in maths. ➤ Specific difficulties in reading fluency and phonics. 30% of disadvantaged pupils across the school were working towards the expected standard which is notably higher than for non-disadvantaged pupils. ➤ Specific difficulties in writing; based on marking, feedback and assessments undertaken, 50% of pupils are working towards the expected standard.
2 Attendance	<ul style="list-style-type: none"> ➤ Poor levels of attendance for some PP children - of our current PP children, 44% had attendance below 90% (known as persistent absence)
3 External factors and limited life experiences	<ul style="list-style-type: none"> ➤ Financial hardship, leading to limited life experiences relative to their peers. The majority of our non-disadvantaged pupils are in relative economic comfort, and this is in sharp contrast to the small number of disadvantaged children. Only 3.8% of our pupils are in the Pupil Premium category compared to 23.8% nationally. The contrast between these two groups is greater here than in schools with a more typical socio-economic intake. ➤ Disrupted family life and level of engagement from families, based on observations, attendance at parent consultations, support for homework, reading etc. 75% of our disadvantaged pupils currently have, or historically have had, social care involvement.
4 Emotional and personal development	<p>Our observations, assessments and discussions with pupils and families have identified social and emotional issues for many pupils. This affects pupil's personal development and academic attainment. This includes:</p> <ul style="list-style-type: none"> ➤ Lack of resilience ➤ Poor levels of concentration ➤ Social and emotional issues ➤ Slower progress towards independent working ➤ Low self-esteem ➤ anxiety

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
Children can access a wide range of school opportunities	Uptake of clubs, including breakfast club Opportunities to represent the school in sports activities and competitions. Support to attend school visits
Improved R, W and M attainment among disadvantaged children	This academic year, there are no PP children in EYFS or KS1. Overall numbers are very small ,

	<p>so setting year group percentage targets is not feasible. Across the school, we aim for:</p> <p>EXS+ Reading 75% (70% 2023) Writing 60% (50% 2023) Maths 75% (70% 2023)</p> <p>Interventions and support within class are in place. Daily reading for disadvantaged pupils.</p> <p>Evidence of accelerated progress from starting points in Target Tracker and in PIRA, PUMA and GAPS assessments.</p> <p>End of year teacher assessments are at least in line with 2022-2023 assessments, with some progressing into the next level.</p> <p>Dyslexia screening for those who have specific writing and reading issues, principally in Year Three.</p>
To achieve and maintain improved wellbeing for all children, particularly disadvantaged children.	<p>Feedback in pupil and parent surveys is positive.</p> <p>In lessons, pupils are proactive and resilient, showing pride in their achievements,</p> <p>ELSA is up and running for those children referred.</p> <p>SHINE and DASH team work with referred individuals</p> <p>Opportunities to access extra-curricular and wrap around care given through financial support</p>
Attendance for Pupil Premium children is good or better	<p>75% of PP children achieve 90% attendance or better.</p> <p>70% of PP children have attendance of 95% or above.</p> <p>EWO and attendance officer working families of children with low attendance</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: £7,284

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Enhancement of our maths teaching and curriculum in line with DfE, EEF and NCETM guidance.</p> <p>CPD for both teaching staff and Teaching Assistants.</p> <p>Introduction of maths fluency daily sessions</p> <p>Subscription to White Rose Maths planning and Fluency Bee for KS1. Subscription to Number Sense for fluency sessions for KS2</p> <p>Delivery of a mastery maths curriculum. Access to CPD and teaching materials – though RBWM, White Rose and Number Sense.</p> <p>Designated TA to deliver maths interventions across the school.</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 is 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>Quality online training opportunities can be accessed by all staff during the course of the year.</p>	<p>1</p>
<p>Phonic and spelling programmes</p> <p>Bug Club for KS1 and phonic intervention for KS2.</p> <p>Subscription to Spelling Shed, a systematic spelling programme to be used weekly across KS1 and KS2.</p>	<p>Phonic and spelling programmes have a strong evidence base that indicates a positive impact on the accuracy of word reading and writing, particularly for disadvantaged pupils.</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Researchgate Improving Spelling in the Primary School</p>	<p>1</p>

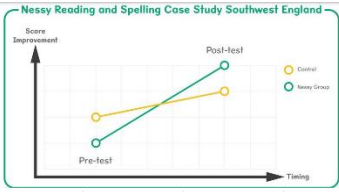
<p>Social and emotional wellbeing</p> <p>SEND training for all staff Attachment awareness training and accreditation for the silver award Dyslexia screening Improve the quality of Social and emotional learning (SEL) Teach Social and Emotional Learning through the PSHE curriculum, Relationships and Health 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>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> <p>Understanding of principles and techniques to support SEN children often have an overall positive effect on all children.</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> <p>EEF – research from the EEF Teaching and Learning toolkit shows that 'disadvantaged children have weaker SEL skills at all 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>4</p>
<p>Quality Staff CPD to ensure QFT</p> <p>Continued professional development for all staff – teachers and TAs. Specifically during 2023-2024, CPD to support our new SENCO and one member of staff undertaking NPQLT All staff undertaking Walk-Thrus facilitated by RBWM to support high quality teaching.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p> <p>https://www.walkthrus.co.uk/</p> <p>https://teacherhead.com/2018/03/19/evidence-informed-ideas-every-teacher-should-know-about/</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>1, 3, 4</p>

	<p>It is a programme based on and using Rosenshine's Principles of instruction in action</p> <p>https://tdtrust.org/2013/09/05/what-makes-effective-cpd-2/</p>	
<p>Assessment</p> <p>Purchase of materials which enable us to precisely identify the attainment and gaps 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

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

Budgeted cost: £5,769

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>	1
<p>Daily individual/ small group reading</p> <p>PP children are heard to read daily (or 3 times a week, depending on need) 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>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</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>	1
<p>SPECIFIC INTERVENTIONS</p>	<p>EEF Making the best use of teaching-assistants</p>	1

<p>PLANNED ACROSS THE SCHOOL, DELIVERED BY TAs working across classes;</p> <p>Spelling intervention Nessy An online spelling programme used primarily in Y3 and 4 Spelling Shed</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>  <p>Studies with schools in SW England showed significant improvements in reading age and spelling age.</p>	
<p>Numbots and Times Tables Rock Stars</p>	<p>Helps develop fluency in number bonds and tables for KS1 and KS2 children</p>	<p>1</p>
<p>KS2 Phonic catch-up intervention</p>	<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 and TAs to assess and teach specific sounds and strategies according to the needs of the child.</p>	<p>1</p>
<p>Tutoring 1:1 3 children in EYFS and Y1 to have SALT support 3x weekly with a TA.</p>	<p>Following assessment by an external SALT therapist, a programme is undertaken by a TA to support articulation, receptive language and oracy.</p>	<p>1, 3, 4</p>
<p>Purchase of resources to improve learning and outcomes for disadvantaged children. Purchase of whole class texts, to enable reading, SPaG and writing development</p>	<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. 	<p>1.</p>

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

Budgeted cost: £1,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Educational Psychologist involvement for PP children who display multiple barriers to learning</p>	<p>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.</p> <p>Improving social and emotional learning in Primary Schools</p>	<p>1,4</p>
<p>Attendance officer and EWO</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>2</p>
<p>Training of 2 ELSA practitioners to provide wellbeing support for disadvantaged or vulnerable children</p>	<p>The ELSA has been shown to help children who are struggling with social and emotional needs enormously in improving wellbeing and as a result academic performance.</p> <p>EEF Social and emotional learning Evaluation of ELSA</p>	<p>3, 4</p>
<p>Narrowing the cultural capital gap – contributing to pupil wellbeing and self-esteem</p> <p>Cost of trips Cost of school uniform Covering extra-curricular activities Covering cost of coach for swimming lessons</p>	<p>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.</p> <p>We have therefore decided to reserve some money to help cover the cost of school uniform and book bags.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3</p>
<p>Wellbeing</p> <p>Provision of ELSA intervention for specific children</p> <p>Attachment aware silver Award</p>	<p>We know that low self-esteem and lack of resilience can adversely affect academic outcomes.</p> <p>This intervention is delivered to individual children in a 6-week programme</p> <p>Attachment Aware Schools Award programme (AfC virtual school) to develop attachment aware and trauma informed practice in school.</p> <p>https://www.the-arc.org.uk/</p>	<p>3, 4</p>
<p>Wellbeing</p> <p>Planning provision of collective worship and assemblies, focussed on resilience, perseverance and growth mindset.</p>	<p>Disadvantaged children feel part of the whole school ethic and not as separate or less valuable.</p> <p>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.</p>	<p>3, 4</p>

<p>Access to Breakfast Club to support families and aid attendance and punctuality</p> <p>Follow up on all absences to offer support and aid to get children back into school.</p>	<p>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.</p> <p>Children with persistent absence (absence <90%) are less likely to stay in education.</p> <p>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.</p> <p>The education welfare service in the Borough is supporting 3 of our PP children (one family) where absence is an issue.</p> <p>Attendance is being monitored every term and letters sent home and calls to parents made where attendance drops below 90%</p> <p><u>Guidance report working with parents to support attendance</u></p>	<p>3 , 4</p> <p>2</p>
<p>Involvement of other external agencies to support issues at home</p> <p>Shine team, DASH team and social services</p>	<p>The Shine and DASH teams visit school regularly to interact with specific disadvantaged children.</p> <p><u>Improving social and emotional learning in Primary Schools</u></p>	<p>3, 4</p>

Total budgeted cost: £14,505

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results. MTC and our own internal assessments.

We are mindful that there was only one pupil in the Year 2 for end of KS1 SATs, one pupil on Year 4 for the MTC and two pupils in the Year 6 cohort who were classified as pupil premium. 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. Publishing data additionally risks the identification of specific pupils.

Absence amongst our disadvantaged children was 86.1% 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. 50% 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 11% 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. This includes social services involvement, SEN and emotional wellbeing concerns, insecure housing and domestic issues.

With such small numbers, our policy is to identify and deal with the barriers for each child/family; 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
Times Tables Rockstars	Maths Circle
Numbots	Maths Circle
Bug Club	Pearson
Nessy Spelling	Nessy
Spelling Shed	EdShed
Number Sense tables fluency	Number Sense
Fluency Bee	White Rose Maths