

Pupil premium strategy statement

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 C of E Primary School
Number of pupils in school	471
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	April 2024
Date on which it will be reviewed	November 2024
Statement authorised by	Liz Fenlon, Headteacher
Pupil premium lead	Jemma Brown, Assistant Headteacher
Governor / Trustee lead	Father Paul Hutchins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,866
Recovery premium funding allocation this academic year 2023 - 2024	£34,000 (Possibly £16,000)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7323,00
Total budget for this academic year	

Part A: Pupil premium strategy plan

Statement of intent

The aim of our Pupil Premium Strategy is that all our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We intend to support disadvantaged pupils to achieve that goal, including good progress for middle and high attainers.

The common barriers for our disadvantaged children can be low entry attainment levels, less support at home, poor language and communication skills, lack of confidence and resilience, significant SEMH needs, and attendance and punctuality issues. There may also be complex family situations that prevent children from progressing in line with national expectations.

We will also consider the challenges faced by other vulnerable pupils within our school. These may include children who have a social worker, young carers, families without recourse to public funds, close relatives in prison, and those in temporary accommodation.

When planning the use of our Pupil Premium funding, the context of the school and the challenges faced by our pupils will be at the heart of our decision-making process. Evidence-based research will also be used to support this.

In delivering this strategy, our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support, all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstances, and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within the school and nationally within maths, reading and writing.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts

✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.

✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Our assessments (including wellbeing surveys and the online Boxall assessments for all children), as well as observations and discussions with pupils and families, have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Many of our children struggle to manage their social, emotional, and mental health (SEMH) needs in school and due to significant waiting lists , struggle to access professional support,</p>
3	A whole school analysis of Boxall, highlights that many of our children score low in all areas of the Boxall Profile, particularly in giving purposeful attention, accommodating others, and insecure sense of self.
4	Assessments, observations, and professional discussions indicate that an increasing number of pupils have difficulties in at least one area of speech, language, or communication. Data supports that a high number of those struggling in school are our disadvantaged pupils.
5	Early Reading & Phonics Assessments, observations, and discussions within pupil progress meetings suggest many disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

6	<p>Our attendance data from September 2023 to March 2024, indicates that attendance among disadvantaged pupils has been between 6% lower than for non-disadvantaged pupils.</p> <p>79.0% of our 'persistent absent' children are disadvantaged compared to 21.05% of their peers during that period. Our records, observations and professional discussions indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Assessments and observations of pupils indicate that children lack stamina and fluency when reading which impacts on their comprehension due to the pace of their reading. This is evident throughout KS2 and in general, is more prevalent among our disadvantaged pupils than their peers.</p>
8	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with the application of phonics and spelling strategies than their peers. This negatively impacts their development as writers.</p>
9	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
10	<p>Baseline assessment data indicates that children start our school working significantly below age related expectations (ARE) in all areas of the curriculum. This is more prevalent for our disadvantaged children, particularly in the areas of communication and language and PSE.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of well-being evidenced by:

<p>particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys, and teacher observations · a significant reduction in persistent pink behaviours and escalations to orange and red behaviours · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>an increase in children accessing therapeutic interventions and individualised targeted support.</p> <p>Whole school Boxall analysis will show an increase in children's SEMH with targeted interventions to support group and individual children.</p>
<p>To improve speech, language, and communication in all key stages.</p>	<p>Assessments and observations from a qualified SALT will show improved speech, language and communication needs in all key stages. Targeted interventions supported by a SALT team will show improved speech, language, and communication needs in all key stages.</p>
<p>Improvement in early reading is indicated through an increase in pupils passing the Phonics Screening Test in Y1 and Y2.</p>	<p>Three-year increase in the Y1 pass rate with pupils achieving in line with the national expectations by the third year of implementation.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show an increase of disadvantaged pupils meeting the expected standard compared to the 2022 Key stage 2 data.</p>

<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2025/26 show an increase of disadvantaged pupils meeting the expected standard compared to the 2022 Key stage 2 data.</p>
<p>Improved writing attainment among disadvantaged pupils.</p>	<p>KS2 writing outcomes in 2025/26 show an increase of disadvantaged pupils meeting the expected standard compared to the 2022 Key stage 2 data.</p>
<p>Improved attainment among disadvantaged children in all prime areas of learning.</p>	<p>EYFS outcomes in 2024/25 show an increase of disadvantaged pupils meeting the expected standard compared to the 2022 EYFS data.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop Supersonic Phonics teaching to secure stronger phonics teaching for all pupils in EYFS,KS1 and KS2</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	5
<p>Implement Literacy Tree Writing scheme to ensure consistency across years 2 - 6</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with and EEF guidance.</p> <p>We will fund maths leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Implement First Class Number, an intervention to support</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 1 and 2</p>	9

lowest 20% of cohorts as well as PP and FSM children.		
Embedding dialogic activities from a qualified SALT across the school curriculum. These can support pupils in articulating key ideas, consolidating understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1, 4
Improve the quality of social and emotional (SEL) learning SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Employ a SALT therapist once a week to support children in all phases to communicate effectively.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u></p>	1, 2, 4
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,</p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	5, 7, 8

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drama Therapist	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</u>	2
Breakfast club assistant and breakfast club places	<u>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</u>	2, 3,6
Art Therapist	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</u>	2
Embedding well-being and therapeutic strategies to support SEMH and well being.	<u>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</u>	1, 2, 4, 6

Educational Consultant - Positive Approaches.		
Forest School	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 4, 6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
<p>Embedding principles of good practice of working with parents.</p> <p>Safeguarding and parental support lead</p>	https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_ParentalEngagement_Guidance_Report.pdf	All
School will employ a gymnastic coach for an after school club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2, 6
Enrichment Activities: Residential, school trips, visitors etc	EEF Research shows Progress: +4 months Adventure learning. Developing Pupils' Cultural Capital: Lack of experiences and aspiration, impacts on pupil outcomes. Staff will be developed in ensuring that there are opportunities for wider personal development, as an integral part of school life.	1, 2, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Internal assessment data shows that the proportion of disadvantaged learners attaining the expected standard was lower than that of non-disadvantaged learners.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that in all year groups and in all subject, non-disadvantaged children out performed disadvantaged children.

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.