

Pupil premium strategy review

It outlines our pupil premium strategy review and if it had the desired outcomes.

School overview

Detail	Data
School name	Holy Trinity C of E Primary School
Number of pupils in school	466
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	April 2022
Date on which it will be reviewed	March 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	£299,092
Recovery premium funding allocation this academic year	£29,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 18,919
Total budget for this academic year	£349, 245

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, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing evidenced by:</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 which will show an increase in children's SEMH with targeted interventions to support group and individual children.</p>
To improve speech, language and communication in all key stages.	<p>Assessments and observations from a qualified SALT will show improved speech, language and communication needs in all key stages.</p> <p>Targeted interventions supported by a SALT trained TA will show improved speech, language and communication needs in all key stages.</p>
Improvement in early reading which is indicated through an increase in pupils passing the Phonics Screening Test in Y1 and Y2.	Three year increase in the Y1 pass rate with pupils achieving in line with the national expectations by the third year of implementation.

<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 3%, 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 2024/25 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 2024/25 show an increase of disadvantaged pupils meeting the expected standard compared to the 2022 Key stage 2 data.</p>

Review of Pupil Premium Strategy April 2024

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic</p>	<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>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>This has not had the desired impact and with the funding changed next year, this will not continue.</p>	<p>5, 7, 8</p>
<p>Implement Supersonic Phonics to secure stronger phonics teaching for all pupils in EYFS and KS1.</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> <p>This needs to be imbedded more to ensure consistency across school and to be able to see the trends. We will continue with training and staffing and monitor half termly.</p>	<p>5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school</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>9</p>

<p>and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 This has been successful in KS1 and now needs to move into KS2.</p>	
<p>Embedding dialogic activities from a qualified SALT across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>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: This has been a success across school although with the increasing number of children starting school with significant SALT, we would like to extend the provision to reach more children via staff training and observations.</p>	<p>1, 4</p>
<p>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.</p>	<p>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) Training for all staff was successful and from observations, this has started to become embedded across the school. This needs to continue.</p>	<p>5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>This has been a huge success and four children have met their targets and have moved off therapy sessions.</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>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	5, 7, 8

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Drama Therapist</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>8 children were seen individually and 8 children accessed group work. Due to costings and price increases we moving to a new art therapist.</p>	<p>2</p>
<p>Breakfast club assistant and breakfast club places</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>2, 3,6</p>
<p>Embedding well-being and therapeutic strategies to support SEMH and well being. Educational Consultant - Positive Approaches.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p> <p>Four whole school staff training sessions happened and 14 staff say NJ independently for advice and support. Three children who were at risk of permanent exclusion have not been due to guidance and support from NJ RE: provision.</p>	<p>1, 2, 4, 6</p>
<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>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance officer has been working with our hard to reach, vulnerable parents and has supported with 6 children who were school refusers. She carried out home visits and supported children who had been struggling with anxiety.</p> <p>See separate attendance audit.</p>	<p>6</p>
<p>Embedding principles of good practice of working with parents. Safeguarding and</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Parental Engagement/EEF Parental Engagement Guidance Report.pdf</p>	<p>All</p>

parental support lead four days.	Safeguarding lead is vital in school and has worked with a significant number of parents and children in school. She has supported all staff with weekly safeguarding updates and regular staff and phase meetings.	
Gymnastic coach for after school club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Children from Year 1-6 have had the opportunity to have an after-school gymnastics club.	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. Years 2, 4 and 6 have all been on trips this year and Year 6 all go on a residential. Due to the nature of the children, the trip was changed this year and reasonable adjustments were made to ensure all children have access.	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. This has been used to support many families with food, clothes and travel to school.	All

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal assessment data shows that the performance of disadvantaged learners was lower than that of non-disadvantaged learners. This was seen across all year groups and subjects and in every subject. External end of Key Stage assessments also show that the performance of disadvantaged learners was lower than that of non-disadvantaged learners. The impact of Covid-19 was not just restricted to school closures but also impacted on pupils and families where pupils had to isolate. Although this was now three years ago since the start of the closures, as a community, we are feeling the effects and it has had an huge impact on our disadvantaged learners.

Some pupils had repeated periods of isolation in addition to lockdown closures. Work was set remotely and IT devices were offered to pupils however some pupils and families still struggled to access the work and lacked the support at home to fully engage with it. This has had an impact on our attendance too as some of our more vulnerable children are now struggling from anxiety-based school avoidance.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ECT	Maths Hub
Maths lead	Maths Hub
Maths Lead	Sarah Martin Consultancy
RISL for Senior leaders	Integrity coaching Inclusive Practice