

# 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	473
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023
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	<b>£334, 030</b>
Recovery premium funding allocation this academic year	£33,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,164
<b>Total budget for this academic year</b>	<b>£387,689</b>

# 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. Our intention is 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 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 circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within 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 under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception 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), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 18 pupils (16 of whom are disadvantaged) currently require additional support with social and emotional needs from a Specialist SEMH consultant with 20 (12 of whom are disadvantaged) receiving small group interventions.</p>
3	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	Speech & language –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 on entry 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 2021 to April 2022, indicates that attendance among disadvantaged pupils has been between 4% lower than for non-disadvantaged pupils.</p> <p>78.5% of our 'persistent absent' children are disadvantaged compared to 21.5% of their peers during that period. Our records, observations and professional discussions indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	Assessments and observations of pupils indicate that children lack stamina and fluency when reading which impacts on 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.
8	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with application of phonics and SPAG strategies than their peers. This negatively impacts their development as writers.

9	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
10	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 understanding of the world.

## 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"> <li>· qualitative data from student voice, student and parent surveys and teacher observations</li> <li>· a significant reduction in persistent pink behaviours and escalations to orange and red behaviours</li> <li>· a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <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>

<p>Improvement in early reading which 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"> <li>· 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.</li> </ul>
<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>

## 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: **£125,097**

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><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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 and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>9</p>
<p>Embedding dialogic activities from a qualified SALT across the school</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom</p>	<p>1, 4</p>

curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	discussion, are inexpensive to implement with high impacts on reading:	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p><a href="#">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):</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£46,560**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a SALT therapist weekly 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><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></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><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5, 7, 8

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

Budgeted cost: **£178,164**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drama Therapist	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2
Breakfast club assistant and breakfast club places	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	2, 3,6
Embedding well-being and therapeutic strategies to support SEMH and well being. Educational Consultant - Positive Approaches.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</a>	1, 2, 4, 6
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	6
Embedding principles of good practice of working with parents. Safeguarding and parental support full time.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a>	All
Gymnastic coach for after school club	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	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 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 the 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.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. However, it is also important to recognise from the caveats above that these comparisons are not like for like comparisons.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment for some of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 3.6% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly

higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that 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, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## 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*

<b>Programme</b>	<b>Provider</b>
ECT	Maths Hub
Maths lead	Maths Hub
Maths Lead	Sarah Martin Consultancy
Key stage 1 lead and Key stage 1 staff	Celebrating the Possible: Inspiring and Impactful Practice in Key Stage One
Key stage 1 lead and Key stage 1 staff	Early Excellence Securing Progress in KS1

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising the knowledge gained from the government training for a senior mental health lead. The training has supported our nurturing approach that seeks to assist children with their emotional regulation.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.