

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2024 academic years) 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 (22/23) and the effect that last year's (21/22) spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holy Trinity CofE Primary School
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	D Schoner
Pupil premium lead	D Schoner
Governor / Trustee lead	T Gale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,195
Recovery premium funding allocation this academic year	£15,660
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	£163,855

Part A: Pupil premium strategy plan

Statement of intent

Our intention is ambitious in closing the gap or significantly narrowing the gap so that all of our disadvantaged pupils achieve as highly as their peers. We intend that any gaps in knowledge and understanding created by external factors, such as limited exposure to language during early years, parental engagement, limited learning during school closures or poor attendance at school, are closed as much as possible during their time at primary school.

We intend that gaps do not widen in language development during a child's time at school and that children in Nursery, Reception and Year 1 achieve in line with their peers.

We intend that all of our children who have the cognitive ability to do so, learn to read quickly and successfully through our synthetic phonics teaching.

Our strategy relies upon:

- *high quality teaching and learning from Nursery to Y6;*
- *relentless focus on the small steps in each child's learning using the PiXL PLCs to assess and monitor progress in developing the mastery and fluency within Reading, Writing and Maths;*
- *extensive knowledge of the children's needs and their family contexts;*
- *active engagement with parents to access support from statutory and voluntary sector support.*

Our strategy is underpinned by:

- *the Redstart Partnership Trust's vision for every child is to leave primary education able to read and have a love of learning*
- *the Trust's values of of Courage, Compassion, Collaborative Service and Excellence;*
- *an inclusive approach which provides access to the breadth and richness of the curriculum for every child*
- *access to CPD for all staff to enable them to be the best they can possibly be everyday, in every lesson, in and out of the classroom.*

Challenges

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

Challenge number	Detail of challenge
1	Gaps in children’s learning through a number of causes both recent and historic.
2	Historic and current paucity in levels of parental engagement / support for learning at home / low aspirations within the local community. A greater proportion of disadvantaged children are prone to pastoral issues that can inhibit learning even when the children are attending school.
3	Attendance / punctuality. Historically, this is lower for Pupil Premium pupils in the region of 3%. In each year group, a higher % of the PP children are classed as persistent absentees compared to the non-PP cohorts.
4	High levels of trauma in children’s lives for a significant minority.
5	Our observations and assessments show that disadvantaged children have a smaller range of vocabulary that they use in their own speech and a lower level of language comprehension than their peers. This means that even when their decoding is good enough, they still aren’t able to understand some of what they read / hear.

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
Attendance of PPG children is at national average or above for all children	Children profiles indicate that attendance and punctuality is inline or above NA Regular support and monitoring of key families demonstrates improved attendance and punctuality
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: · qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Attainment gap between PPG children and others is closed or significantly narrowed	End of year attainment data demonstrates PPG Children and Non-PPG Children’s attainment is broadly in line with school targets

	Internal and external monitoring indicates that PPG Children are receiving the appropriate support and intervention based on PiXL data and QLAs
Parental involvement in their children’s learning is increased and results in impact on children’s outcomes	Children are successfully accessing a broad and balance curriculum and this is celebrated with family and school Children are reading / are read to frequently at home Parents/carers attend school events and celebrate children’s learning
Children’s SEMH needs are met and behaviour for learning is good in every lesson every day	SCARF sessions have a positive impact on children’s wellbeing School (Values) collective worships have a positive impact on children’s behaviour and they demonstrate the core values on a daily basis. Behaviour for Learning is of the highest standard and children are actively engaged in their learning.
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.

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: £ 78,855 (**Recovery fund share of Caroline’s salary**)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA development programme (JB,DS)</i>	Feedback - very high impact (+8 months) low cost (EEF) Reading comprehension strategies - high impact (+5 months) low cost Mastery learning - high impact (5+ months) low cost Oral language interventions - high impact (+5 months) low cost (EEF)	1,5
<i>Oracy and language development for class teachers</i>	Oral language interventions - high impact (+5 months) low cost (EEF)	1,5

<i>Guided Reading development incl. explicit vocabulary instruction</i>	KS2 Guided Reading Resources INDEX - see rationale within document.	1,5
<i>School and Trust CPD programme</i>	Reading comprehension strategies - high impact (+5 months) low cost Mastery learning - high impact (5+ months) low cost Oral language interventions - high impact (+5 months) low cost (EEF)	1,5

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

Budgeted cost: £ 20,000 **plus tutoring funds**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group interventions - RWM</i>	Feedback - very high impact (+8 months) low cost (EEF) Metacognition and self-regulation - very high impact (+8 months) low cost (EEF) Reading comprehension strategies - high impact (+5 months) low cost (EEF) Mastery learning - high impact (5+ months) low cost (EEF) Within class attainment group - moderate impact (+3 months) very low cost (EEF) Small group tuition - moderate impact (+4 months) moderate cost (EEF)	1,5
<i>Wider curriculum development</i>	Our wider curriculum development work will be linked to a rich and engaging curriculum that improves children’s depth of knowledge.	1
<i>Small group and 1:1 interventions - SALT</i>	Oral language interventions - high impact (+5 months) low cost (EEF)	1,5
<i>Small group and 1:1 interventions - NELI</i>	Early years interventions - high impact (+ 5 months) very high cost (EEF)	1,5
<i>Small group and 1:1 interventions - phonics</i>	Feedback - very high impact (+8 months) low cost (EEF) Mastery learning - high impact (5+ months) low cost (EEF)	1,5

	Phonics - high impact (+4 months) very low cost (EEF)	
<i>Tutoring programme</i>	One to one tuition - high impact (+5 months) high cost (EEF)	1

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA programme</i>	Metacognition and self-regulation - very high impact (+8 months) low cost (EEF) Social and emotional learning - moderate impact (+4 months) moderate cost (EEF) Behaviour interventions - moderate impact for low cost (EEF)	1,3,4
<i>Nurture Provision and Oasis</i>	Metacognition and self-regulation - very high impact (+8 months) low cost (EEF) Social and emotional learning - moderate impact (+4 months) moderate cost (EEF) Behaviour interventions - moderate impact for low cost (EEF)	1,2,3,4
<i>Trizone provision</i>	Social and emotional learning - moderate impact (+4 months) moderate cost (EEF)	3
<i>After school activities</i>	Collaborative learning - high impact (+5 months) low cost (EEF) Arts participation - moderate impact for very low cost (EEF)	2,4
<i>Parental engagement and support</i>	Parental engagement - moderate impact (+3 months) very low cost (EEF)	2, 3, 4
<i>Contingency fund for acute issues.</i>	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

Total budgeted cost: £ 163,855

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.

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.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment 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 around 3% 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 in Autumn 2022, 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 2024/25, 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.

ELSA interventions and Nurture provision showed that many disadvantaged children gained in their social and emotional health, resilience and independence. As a result a significant number of children who required Nurture provision in 20/21 are now able to access full class provision in 21/22.

Families were provided with a wide range of support (e.g. Trizone, after school activities, food parcels, holiday club activities) during the pandemic. Relationships with families were strengthened through the pandemic as a result of the support the school provided.

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
Third Space Learning	Third Space Learning
Support of TRLP learning mentors	The Redstart Learning Partnership