

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Holy Trinity Church of England Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Jeremy Handscomb
Pupil premium lead	Jeremy Handscomb
Governor / Trustee lead	Simon Billington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,047
Recovery premium funding allocation this academic year	£14,935
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	£153,982

Part A: Pupil premium strategy plan

Statement of intent

Our intention is 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, 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.

Challenges

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

Challenge number	Detail of challenge
1	Attendance at school over recent years is lower for our disadvantaged children than other children. Across Autumn 2021, attendance of PP children is between 3% and 5% lower than attendance of other disadvantaged children. In each year group, a higher % of the PP children are classed as persistent absentees compared to the non-PP cohorts.
2	Disadvantaged children score less highly in phonics screening checks in Year 1 and take longer to master decoding fluently. In Autumn 2021, the Year 2 phonics screening check showed that only 47% of the 17 disadvantaged children passed, compared to 86% of other children.
3	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.
4	A greater proportion of disadvantaged children are prone to pastoral issues that can inhibit learning even when the children are attending school. 61% of the children on the pupil premium register have had support from outside agencies or our school Pastoral Support team.
5	Disadvantaged children have poorer retention of basic number facts as evidenced in arithmetic tests in Year 6 and throughout school.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<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 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 1%. <p>the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
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: £79,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
Guided Reading development incl. explicit vocabulary instruction	KS2 Guided Reading Resources I... - see rationale in document	2, 3
Developing love of reading	https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say - research shows that children who develop a love of reading at a young age are more likely to achieve highly.	1, 2, 3
English development work	English development work will be based on key, original, rich and lyrical texts. CPD from Integra Education (South Gos.).	2, 3
Wider curriculum development	Our wider curriculum development work will be linked to a rich and engaging curriculum that improves children's depth of knowledge.	1, 3
Somerset Heritage visits and CPD for staff	Increasing depth of knowledge for all children will enhance children's language comprehension.	1, 3
Phonics work with RWI Online Portal	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Maths Development CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	5

	<p>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 2 and 3</p>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths on Track interventions	<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 2 and 3</p>	5
1:1 Phonics input	<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>	2,
Nuffield Early Language Intervention	<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>https://www.teachneli.org/</p>	2, 3

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 5</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Physical and Mental Education - staff training and delivery with all KS2 children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity#:~:text=Participating%20in%20sports%20and%20physical.reported%20such%20as%20improved%20attendance.	1, 4
Forest School - training and development	Supporting children to attend school will ensure that learning increases for children who need it.	1, 4
Trizone - access for some children at extended care		1, 4
Pastoral Support - access to pastoral support for families of disadvantaged children		1, 4
Supporting disadvantaged children to attend wider curriculum opportunities		1, 3, 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

Total budgeted cost: £ 153,982