

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 CE Primary Academy
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	
Date on which it will be reviewed	31.7.21
Statement authorised by	Paula Burns
Pupil premium lead	Paula Burns
Governor / Trustee lead	Graham Winfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,341
Recovery premium funding allocation this academic year	£13775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£123,116

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity CE Primary Academy, we are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and intervention takes place where necessary. Pupil Premium makes up 46% of the school population (15.8% National in 2019) and funding is used to ensure that pupils receive quality first teaching, additional support and are provided with as many opportunities as possible to enhance their learning and a love of learning.

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within our school. We are committed to closing the attainment gap between vulnerable pupils and their peers; the Pupil Premium provides a vital part of this process. This funding helps to remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

Challenges

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

Challenge number	Detail of challenge
1	Boys are underperforming when compared to girls in reading, writing and maths.
2	16% of Pupil Premium pupils have SEND and as a result have low levels of reading writing and maths.
3	Phonic levels on entry to school are low.
4	A number of pupils are new to country and have limited English which impacts on their ability to develop reading, writing and maths skills as quickly as we would like.
5	Social/emotional issues as a result of safeguarding concerns to support self-regulation, independence and self-esteem.
6	Some children have a poor access to cultural and social experiences which would enhance their skills, knowledge and understanding due to financial pressures at home.

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
<p>The attainment gap between boys and girls to close in reading writing and maths.</p>	<p>The attainment gap between boys and girls to close.</p> <p>All staff to be aware of the underperforming boys in their class and adapt teaching/curriculum accordingly to engage and develop a love of learning.</p> <p>Class teachers to identify gaps and in learning and support teaching assistants in delivering interventions.</p>
<p>Improve progress and attainment of pupils who are both Pupil Premium and SEND so that they reach their full potential.</p>	<p>Inclusion Manager to work with staff to ensure that Pupil Premium children with SEND have the correct provision.</p> <p>Monitoring to take place during Pupil Progress Meetings.</p> <p>The attainment gap between SEND and non-SEND to close.</p> <p>SEND children to make at least good progress over the year.</p>
<p>Improve phonic outcomes at the end of Year 1.</p>	<p>The number of children passing the phonic assessment will be in line with national.</p>
<p>To ensure that newly arrived children are given opportunities to learn English on entry to school so that they are able to access the curriculum at an age appropriate level</p>	<p>Newly arrived children with EAL are baselined on entry.</p> <p>Children are grasping English through planned interventions.</p> <p>Attainment gap between newly arrived children and non is decreasing rapidly during pupils time in school.</p>
<p>To improve pupils well-being by increasing their confidence, social skills, self-esteem, oral language and aspirations.</p>	<p>Disadvantaged pupils to be confident and for there to be an improvement in self-esteem scores.</p> <p>Pupils will be ready for learning quicker and engaged in lessons for longer, having strategies to support their emotions.</p> <p>Pupil voice to demonstrate impact.</p>
<p>Provide a greater range of educational experiences for pupil premium funded</p>	<p>All children are being involved in a greater range of educational experiences both in the classroom and</p>

children, both in the classroom and beyond the classroom.

beyond and are able to use these experiences to enhance their learning opportunities.

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: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To purchase a DfE approved phonics scheme</i>	EEF Toolkit shows strong evidence for closing the attainment gap in phonics particularly for children with disadvantaged background (key finding 1)	1, 2, 3
<i>To provide training of DfE approved phonics scheme</i>	EEF Toolkit shows strong evidence for closing the attainment gap in phonics particularly for children with disadvantaged background (key finding 1)	1, 2, 3
EAL CPD to upskill staff to support children who are new to country or with language deprivation.	EEF Toolkit identifies oral language interventions have a high impact on pupil outcomes of 6 months additional progress.	1, 2, 3, 4

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

Budgeted cost: £ 81,263.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff, including TAs – small group interventions, including EYFS in English and maths. Interventions are identified at Pupil Progress meetings and will be fluid throughout the year	Some children require targeted support to enable them to catch up. The EEF toolkit suggests that small group interventions with high quality teaching have a significant impact on children's learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills. Early	1, 2, 3

depending on the needs of the children.	intervention is key to enhancing oral, social and emotional skills.	
Pastoral Manager to work with targeted pupils to build confidence (personal and academic) resilience and positive growth mind-set. 60% of the Pastoral Mangers time is to be working with PP pupils or their families.	<p>Many of our disadvantage pupils exhibit barriers to learning due to diminished self-esteem and self-belief. Children need to learn the skills to challenge themselves and to build upon their own achievements.</p> <p>The EEF Toolkit suggests that social and emotional learning interventions 'have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average impact of four months' additional progress on attainment.'</p>	1, 2, 3, 4, 5,

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

Budgeted cost: £ 15,604.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Enrichment	<p>Many of our disadvantaged children have very few opportunities to experience a wide range of experiences which can expand their mind-set and develop both specific and general skills for life.</p> <p>The EEF states: 'At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.'</p>	1, 2, 3, 4, 5, 6

<p>Increased pupil confidence, social skills, self-esteem and aspiration. This will lead to the difference between disadvantaged and non-disadvantaged closing.</p> <p>The Pastoral Manager will lead either 1:1 sessions or group sessions to develop confidence and self-esteem with pupils</p>	<p>Many of our parents have encountered difficulties in their own education in the UK and often lack confidence in coming into school due to their own low self-esteem. Research and experience have proven that we have greater success in accelerating pupil progress where parents are fully on board and comfortable. This can often be achieved through developing links that support with family issues e.g. housing or provide a social meeting point within school for the school community.</p> <p>Evidence from the EEF Toolkit suggests that parental engagement activities could add an additional four months' additional progress on attainment.</p>	
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Total budgeted cost: £ 105,868.10

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The attainment gap between boys and girls to close in reading writing and maths.

This aim has not consistently been achieved across school. As a result, this target will remain as a focus for this academic year.

Improve progress and attainment of pupils who are both Pupil Premium and SEND so that they reach their full potential.

Steady progress has been made particularly in reading. New strategies for both English and maths to be embedded and impact on SEND Pupil Premium children.

To ensure that newly arrived children are given opportunities to learn English on entry to school so that they are able to access the curriculum at an age appropriate level.

Steady improvement is seen in all children who are new to country and the majority are beginning to access the curriculum at an age appropriate level.

To improve pupils well-being by increasing their confidence, social skills, self-esteem, oral language and aspirations.

We have seen greater confidence with children when working with their peers but due to bubble restrictions, the children need greater opportunity to develop greater social skills with a broad range of children.

Assist families to become more confident with supporting their children at home which in turn will help them engage more in school.

Due to restrictions in Government guidance we have not been able to hold parental workshops in order to further support our parents. This aim needs to continue into this academic year.

Provide a greater range of educational experiences for pupil premium funded children, both in the classroom and beyond the classroom.

Due to Government restrictions we have not been able to take children on trips in order for them to gain a range of experiences. This aim needs to continue into this academic year.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.