

Pupil premium strategy statement – Holy Trinity CE Primary Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	
Date on which it will be reviewed	31.7.24
Statement authorised by	Paula Burns
Pupil premium lead	Paula Burns
Governor / Trustee lead	Helen Cross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,415
Recovery premium funding allocation this academic year	£11,165
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£120,580

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 49% 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 writing.
2	13.4% 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 large 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 writing.</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 and to ensure that those children who have not passed by the end of Year 1 have high quality intervention.</p>	<p>The number of children passing the phonic assessment will be in line with national.</p> <p>Those who haven't passed will have high quality intervention to ensure that they are secure with their phonics.</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>

	Pupil voice to demonstrate impact. Staff to be aware of trauma informed practices to support children's social and emotional well-being.
Provide a greater range of educational experiences for pupil premium funded children, both in the classroom and beyond the classroom.	All children are being involved in a greater range of educational experiences both in the classroom and 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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TIAAS (trauma informed attachment aware schools) training for all staff</i>	Virtual school support this approach because current research and policy indicates that it is whole school practice which supports vulnerable children to have positive outcomes, not just individual interventions. Birmingham EP service supports the programme, because in addition to supporting vulnerable pupils they are aware that relational practice at whole school level supports the development and mental health of all pupils.	1, 2, 3, 4, 5
<i>Makaton training</i>	PSS support Makaton as a whole school strategy as it supports children who have language delay and also those children with SEND. Additionally, it can support children who have English as an additional language particularly when they are completely new to English, because it offers a set	1, 2, 3, 4, 5

	of signals that everyone can understand.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £96,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff, including TAs – small group interventions, including EYFS in writing. Interventions are identified at Pupil Progress meetings and will be fluid throughout the year depending on the needs of the children.	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 intervention is key to enhancing oral, social and emotional skills.	1, 2, 3
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.	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. 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.’	1, 2, 3, 4, 5,
Purchasing licences to support children who are new to English.	Children learn language through the spoken form first. This intervention will support the children with spoken language. The EEF toolkit says that oral language interventions support learners’ use of vocabulary, articulation or ideas and spoken expression. These interven-	4

	tions have a high impact adding on average 6 months additional progress on attainment.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 22,088

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>	6
Increased pupil confidence, social skills, self-esteem and aspiration. This will lead to the difference between disadvantaged and non-disadvantaged closing. The Pastoral Manager will lead either 1:1 sessions or group sessions to develop	<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.</p>	5

<p>confidence and self-esteem with pupils</p>	<p>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: £ 120,580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Year 1

Boys – Reading – 80% Maths – 80% writing - 80%

Girls Reading – 71% Maths – 71% writing – 71%

Boys attainment in Year 1 was above girls in all areas.

Year 2

Boys – Reading – 63% Maths – 75% writing – 38%

Girls Reading – 63% Maths – 75% writing 75%

Boys attainment in Year 2 was in line with girls in reading and maths, but below in writing.

Year 3

Boys – Reading – 40% Maths – 40% writing - 40%

Girls Reading – 67% Maths – 67% writing – 67%

Boys attainment in Year 3 was below girls in all areas.

Year 4

Boys – Reading – 20% Maths – 40% writing – 20%

Girls Reading – 50% Maths – 58% writing – 58%

Boys attainment in Year 4 was below girls in all areas.

Year 5

Boys – Reading – 80% Maths – 80% writing – 70%

Girls Reading – 67% Maths – 67% writing – 56%

Boys attainment in Year 5 was above girls in all areas.

Year 6

Boys – Reading – 86% Maths – 86% writing – 86%

Girls Reading – 100% Maths – 89% writing – 100%

Boys attainment in Year 6 was below girls in all areas.

The attainment gap between boys and girls in reading and maths has closed in all year groups except for Year 3, Year 4 and Year 6. Attainment in boys writing is lower than girls in Year 2.

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

Progress has been tracked of pupils who are SEN and PP. All children have made progress. Some children are tracked on the continuums to show relevant steps of progress. The majority of pupils who are SEN and PP are not currently working at the expected standard for their age. But progress has been made. This target needs to continue.

Improve phonic outcomes at the end of Year 1 and to ensure that those children who have not passed by the end of Year 1 have high quality intervention.

75% of PP pupils passed their phonic test at the end of Y1 (9/12 pupils). This is inline with 2021/2022 national attainment.

Those children in Year 2, who had not passed the previous year had access to high quality intervention through Little Wandle. 94% of PP pupils in Year 2 have passed the phonics screening.

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.

During the academic year 2022/2023 we had 49 new starters into the school. The vast majority of these had English as an additional language. The pupils that join our school come from a variety of different countries and this can be challenging for staff. We have access to Flash Academy and this has supported pupils with learning English. As the numbers have grown so rapidly this is a target that needs to remain in place for the coming academic year and we will need access to more licences for the growing number of children that we are having into school.

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

We employ a pastoral member of staff to support the children with this area. Staffing issues over the year meant that there was a period of time where we didn't have a member of staff to support the children. At the end of the academic

year we have secured another pastoral member of staff and she had begun to support the children again. This target needs to remain on the plan so that the children are supported.

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

Trips have taken place throughout the academic year providing children with opportunities that they do not necessarily have at home. The trips have supported the learning within the classroom.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils