

# 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	178
Proportion (%) of pupil premium eligible pupils	43.26%
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	
Date on which it will be reviewed	31.7.23
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	£110,800
Recovery premium funding allocation this academic year	£11,745
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>	£
<b>Total budget for this academic year</b> <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>	£

# 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	17% 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.
	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 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> <p>Pupil voice to demonstrate impact.</p>
<p>Provide a greater range of educational experiences for pupil premium funded children, both in the classroom and beyond the classroom.</p>	<p>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.</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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To purchase additional intervention resources for 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
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: £ 100,654

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 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,

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

Budgeted cost: £ 9,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Enrichment	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.  The EEF states:	

	<p>'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>	
<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>	

**Total budgeted cost: £ 112,185**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Boys are underperforming when compared to girls in reading, writing and maths.**

Gaps between boys and girls still exist from internal assessment. Analysis of cohorts show a disproportionate number of boys have SEN and SEMH. This is something that we need to continue working on next academic year. Plans are in place to accelerate progress. To remain as a target for 2022/23.

#### **16% of Pupil Premium pupils have SEND and as a result have low levels of reading writing and maths.**

1 pupil, who is both SEND and disadvantaged, is working at ARE within their year group. 92% of pupils who are both SEND and disadvantaged made progress from their starting points. Our SENCO left us at the end of the academic year 2021/2022. This target needs to remain in place for academic year 2022/2023 with a new SENCO in post with a new vision for SEN across the school.

#### **Phonic levels on entry to school are low.**

We purchase Little Wandle and all staff had training in October 2021. We started using the programme in Reception, Year 1 and Year 2 in November 2022

Year 1 phonic data at the time of the test was 69% passed the phonic test. This is less than 2 children below the national figure of 75.5%. When we tested children again at the start of July, 2 more children had passed the screening, taking our percentage to 76.9%, above national.

44.4% of the Year 2 children, who sat the test again in the summer term, passed the phonics screening, which is broadly in line with national at 44.1%

We need to now purchase additional resources for catch up interventions for those children in Year2 and KS2 who did not pass the screening.

#### **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.**

We had 7 children join us during the academic year 2021/22 who were new to country. They started at various different times throughout the year. The children were baselined on entry. The children had interventions to support them with learning English. They also had opportunities to be immersed within class to learn English. All 6 children are working below expected standard for their year group but they have all made progress since joining us. Therefore, the target needs to remain in place for academic year 2022/23

**Social/emotional issues as a result of safeguarding concerns to support self-regulation, independence and self-esteem.**

Pastoral Manager has worked with children displaying social and emotional issues. She has kept extensive records of intervention worked carried out. She has supported children both inside and outside the classroom, including in the playgrounds. She has led a choir, 56% of the members are disadvantaged. The choir has led performances, which has helped to increase the confidence of its members. There has been an increased engagement in lessons from the children that the Pastoral Manager has worked with. This target needs to remain in place for academic year 2022/23 as different needs arise.

**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.**

Due to the ongoing issues from the pandemic we had limited opportunities to provide a greater range of educational experiences at the start of the academic year. We began to provide more opportunities as the year progresses. This is something that we need to prioritise next academic year as restrictions have lifted. These opportunities have been planned into our long term framework. Target to remain in place 2022/23.

## 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
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## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

## 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.*