

## Holy Trinity C of E Primary School

### Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 C of E Primary School
Number of pupils in school	443
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	Year 2 of 3 years 2022-25
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Izzy Rickards Headteacher
Pupil premium lead	Abi Hann Deputy Headteacher
Governor / Trustee lead	

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,858
Recovery premium funding allocation this academic year	£6271
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£73,129</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Holy Trinity our pupils from disadvantaged backgrounds are a small group and every pupil is precious and unique. They encompass the full spectrum of needs and backgrounds in the school community, including white and minority ethnic pupils, looked after children, high attainers and those with special educational needs (SEN). They all need adults who take the time to understand and personalise provision and through quality first teaching (QFT) help them to overcome barriers to learning through the systematic application of what works well.’ (National Strategies: Narrowing the Gaps).

We intend for all of our pupils from a disadvantaged background to leave Holy Trinity as confident individuals who are the best person they could possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently and solve mathematical problems fluently, gain wider knowledge of the world around them. They will compete in a team and/or play a musical instrument. They will have aspirations similar or above those of their peers and will have experienced the opportunity to be a leader and feel successful.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Using robust diagnostic assessment, current research (including from the Education Endowment Fund) and successes in other schools, we will:

- Use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming and challenge those whose progress needs to accelerate (pupil attainment and progress tracking, pupil progress meetings and carefully structured interventions)
- Take time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils and apply it consistently and relentlessly (this ethos is stretched throughout our whole school)
- Evaluate, celebrate and share success
- Recognise and unlock potential, including identification of high attaining pupils eligible for Pupil Premium
- Intervene early and effectively, track progress and change approaches where necessary (early intervention and tracking in place)
- Focus on transition, one-to-one tuition and progressive development of language and literacy skills (Early Years support & Read, Write Inc. applied across Early Years Foundation Stage and Key Stage One; 1:1 tuition and team teaching in KS2)
- Search out the most effective ways of engaging parents and families and listen to pupils and engage them in sustained dialogue about learning.

## PP Challenges

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

Challenge number	Detail of challenge
1	Socio-economic gap: A high proportion of our disadvantaged pupils live outside the immediate school community (2023-24 19/38)), may not join at the usual entry points of EYFS. The school is situated in a socially advantageous area, the socio-economic gap between disadvantaged pupils and others is wide.
2	Mobility: This group of pupils are highly mobile. A clear understanding of prior learning & behavioural needs to be understood on entry to ensure pupils keep up and don't fall behind during transition between schools. 2023-24, 15/38 joined after Reception and 10 of these joined in KS2.
3	Multiple barriers to learning. Including low self-worth, SEND, or P/LAC or EAL need. 2023-24, 11/38 have SEND (with 5 of these having an EHCP), 7/38 are P/LAC and 7/38 are EAL.
4	Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. For 2023-24, 11/38 have below 95% attendance.

## 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 narrow the attainment gap between disadvantaged and non-disadvantaged in phonics by the end of Year 2. Increase the percentage of disadvantaged pupils achieving ARE in Reading and Writing at the end of KSI so in line with their peers.	Assessments show that the number of disadvantaged pupils achieving ARE in Reading and Writing at the end of KSI is in line with the number of non-disadvantaged achieving ARE.
For all disadvantaged pupils to make or exceed nationally expected progress rates in maths through the school embedding teaching for mastery across all years from Reception to Year 6.	KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
To narrow the attainment gap between disadvantaged in-year admissions and all non-disadvantaged pupils in reading, writing and maths.	KS2 reading, writing and maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils joining the school in KS2 met the expected standard.

<p>To develop a language rich school community – improving access to the English language for all families.</p>	<p>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.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

### Activity in this academic year

Specific areas of focus 2023-24

- Trips and experiences, vulnerable families
- Mentoring & Nurturing support
- Curriculum plans, impact on outcomes
- Sporting, musical and club opportunities
- Preparation for Write Stuff sessions to maximise impact.

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:

- TA hours
- nctem training for Y4 and 5 teachers;
- Zones of Regulation training for all staff;
- Phonics training & resources;
- Writing Intervention & Resources linked to The Write Stuff approach.
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths: Fluency in Number implement new Year 4 &amp; Year 5 programme- training for teachers, x2</p> <p>(Continue with R-2 programme)</p>	<ul style="list-style-type: none"> <li>• Teachers to engage with the most up to date thinking from the Maths hub, utilising the in- house expertise of Maths Lead.</li> <li>• EEF T&amp; L toolkit, teacher subject knowledge</li> <li>• EEF T &amp;L toolkit, mastery teaching</li> </ul>	2,3 & 4
<p>Writing: develop teacher pedagogy through action research, focused in raising attainment in writing</p> <p>CPD for staff</p>	<ul style="list-style-type: none"> <li>• EEF T&amp; L toolkit, teacher subject knowledge</li> <li>• The Write Stuff, Jane Considine</li> <li>• Closing the writing gap, Alex Quigley</li> </ul>	2,3 & 4
<p>Phonics: RWI phonics training for those staff new to school/new to phase</p> <p>Phonics leader to evaluate effectiveness of phonics teaching in each class N-Y2, and KS2, to plan appropriate remedial actions, monitor impact. (See phonics action plan for more details)</p>	<ul style="list-style-type: none"> <li>• The Rose Report.</li> <li>• DfE reading framework.</li> <li>• Phonics toolkit EEF + 5months DfE accredited phonics programmes.</li> <li>• Phonics strategies, EEF T&amp;L toolkit</li> </ul>	2,3 & 4
<p>Self-regulation, continue with implementation of Zones of Regulation and Attachment &amp; Trauma informed approaches, teacher</p>	<ul style="list-style-type: none"> <li>• Social and emotional learning, EEF +4 months</li> <li>• Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more</li> </ul>	4 & 5

<p>training and implementation, staff training and resources.</p>	<p>affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <ul style="list-style-type: none"> <li>• SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</li> </ul>	
<p>Communication and language support for the youngest pupils, continuation of additional TAs to lead on the NELI programme, as well as other communication-based interventions, e.g., bucket time, box clever.</p>	<ul style="list-style-type: none"> <li>• EEF + 4 months (initial trial, 30-week programme)</li> <li>• Scaling up COVID recovery programme, currently being evaluated by EEF.</li> <li>• EEF communication and language programmes +6months</li> <li>• Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</li> </ul>	<p>3 &amp; 5</p>

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

Budgeted cost:

- Nurture
- Learning mentor
- Pupil Passport interventions and resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baseline assessment undertaken of each pupil’s starting point – evidence based for evaluation of the priority. PP Lead, and SENDCO where appropriate, to support teachers in putting together an intervention programme for those identified as having gaps or being below ARE. Effectiveness of interventions to be monitored every 6 weeks and progress and impact reported to PP Lead.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p><b>Disadvantaged, Previously Looked after and Looked After x 7 pupils</b></p> <p>Individual needs will be met; pupils will make progress similar or better than other pupils, so they reach age- related expectations.</p> <p>Demonstrable increase in pupils’ confidence and resilience</p> <ul style="list-style-type: none"> <li>• Access to mentoring and specialist external support as required.</li> <li>• P/LAC teacher will make links with families.</li> <li>• Staff training for new staff on trauma and attachment disorders</li> <li>• Baseline for emotional literacy to take place using Boxall assessment tool, linked targeted individual.</li> </ul>	<ul style="list-style-type: none"> <li>• PHE, link between wellbeing and attainment</li> <li>• Trauma informed schools</li> <li>• Centre for education neuro science</li> <li>• Nurture UK EEF T&amp;L toolkit (social and emotional learning)</li> </ul>	<p>4</p>

<ul style="list-style-type: none"> <li>Nurture teacher to implement bespoke nurture programme focus on strengthening social and emotional skills.</li> </ul>		
<p><b>Disadvantaged and cognitive SEND x 11 pupils</b></p> <p>Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision (individual provision maps)</p> <ul style="list-style-type: none"> <li>Individual Pupil Passports shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and every learning opportunity maximised</li> </ul>	<p>EEF Blog: Five evidence- based strategies to support high-quality teaching for pupils with SEND</p>	<p>4</p>
<p><b>Pupils who need to catch-up, mobile pupils</b></p> <ul style="list-style-type: none"> <li>PP Lead and SENDCO will be accountable for out- comes and provision, through agreed timetables of support for disadvantaged pupils</li> <li>Individual curriculum maps for all pupils who need to catch-up, specific focus on gaps in writing and phonics, individual feedback given</li> <li>Pre-teaching of vocabulary linked to TWVS text</li> </ul>	<ul style="list-style-type: none"> <li>Teacher efficacy. Hattie Visible learning</li> <li>Feedback EEF T&amp;L toolkit</li> <li>Closing the reading gap - Quigley</li> </ul>	<p>3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support using the RWI Top Up</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 4</p>



NELI (Reception, and continuation into Year 1, Autumn term)	<ul style="list-style-type: none"><li>• Nuffield foundation, closing the language gap</li><li>• Early years interventions EEF T&amp;L toolkit</li></ul>	5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

### Budgeted cost:

- Access to one club per term
- Mentoring and Nurture Class access
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Audit opportunities for oracy in the curriculum	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: <a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Provide every disadvantaged child with a club space of their choice from the school's wide programme. Give opportunities to join holiday sports programmes being run in school, and Merton HAF programme	Participation in extra-curricular activities has been found to have a positive association with educational aspirations. <a href="#">An Unequal Playing Field: Extra Curricular Activities, Soft Skills and Social Mobility DfE</a>	5
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.	Contingency fund for acute issues.
<p><b>Social interactions, all disadvantaged pupils</b></p> <ul style="list-style-type: none"> <li>• Each PPG pupil will be entitled to one extra-curricular club</li> <li>• Teachers to monitor and evaluate impact of opportunities through PP passport</li> <li>• Residential school trips fully funded for Years 4 &amp; 6</li> </ul>	Newcastle university( Nuffied foundation) after school clubs and academic performance	1

<p><b>To improve attendance so overall attendance is in line with all pupils.</b>  <i>Specific target on X pupils identified as having attendance below XX in 22-23</i></p> <ul style="list-style-type: none"> <li>• Attendance administrator to be tenacious is the tracking and following up of non-attendance. Follow up with attendance team, meeting with parents for all PP pupils who drop below 96%.</li> <li>• Half-termly tracking of all PP (SEND and CP/CIN) pupils.</li> <li>• Raise the profile of this group through communication with teachers, leaders and governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving attendance, the key for school leadership summary of research and case studies</li> <li>• DFE case studies</li> <li>• EEF T&amp;L toolkit, parent engagement</li> </ul>	<p>6</p>
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**Total budgeted cost: £**

## Monitoring and Implementation

Area	Challenge	Mitigating Action
<b>Teaching</b>	Staff subject knowledge. Ensuring staff time is prioritised to focus on the things that have the most impact, driven by professional research and in-house expertise (while balancing workload)	<p>Flexible PD programme focused on development of subject knowledge.</p> <p>Drive up subject expertise &amp; knowledge through developing professional learning communities, where all staff are a member of one:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science &amp; Computing</li> <li>• Humanities</li> <li>• Arts</li> </ul> <p>Personal development: Build capacity and expertise of teachers and teaching assistants through coaching</p>
<b>Targeted Support</b>	Ensuring the pupils who need the additional targeted support receive it in a timely and consistent manner.	<p>Termly progress meetings, involving Deputy Head, Phase Lead, SENDCO and Class Teacher</p> <p>Intervention timetables set up for each class with teachers delivering as much as possible</p>
<b>Wider Strategies</b>	<p><b>Key for 2023-24</b></p> <p>Engaging families who are typical hard to reach.</p> <p>Pupils who have multiple barriers find it difficult to self-regulate, meaning learning time is lost.</p> <p>Pupils new to Holy Trinity, and/those with poor attendance lack self esteem</p>	<p>Music teacher and sports teachers to talent spot</p> <p>Continue with of colour monster and zones of regulation to give pupils a shared vocabulary for emotions and feelings, to aid self-regulation and readiness to learn</p> <p>Boost self-esteem and sense of belonging through engagement in whole school achievement and celebration</p>

## Part B: Review of outcomes in the previous academic year (2022-23)

### Pupil Premium Strategy Outcomes

For reference:

Year Group	Disadvantaged Pupils
R	1
1	2
2	7
3	2
4	8
5	8
6	9

<b>Aim</b>									
Outcome 1 To narrow the attainment gap between disadvantaged and non-disadvantaged in phonics by the end of Year 2. Increase the percentage of disadvantaged pupils achieving ARE in Reading and Writing at the end of KSI so in line with their peers.									
Success Criteria Assessments show that the number of disadvantaged pupils achieving ARE in Reading and Writing at the end of KSI is in line with the number of non-disadvantaged achieving ARE.									
<b>Evidence and Impact, headlines</b>									
<b>READING</b>		<b>Year 2</b>			<b>WRITING</b>		<b>Year 2</b>		
		Cohort (60)	SEN (4)	PP (3)			Cohort (60)	SEN (4)	PP (3)
<b>Attainment</b> <i>Compared to ARE</i>	Above expected	44	50	0	<b>Attainment</b> <i>Compared to ARE</i>	Above expected	21	25	0
	Expected +	85	75	100		Expected +	73	25	33
	Below	15	25	0		Below	27	75	67
<b>Progress</b> <i>From entry level</i>	Above expected	32	0	0	<b>Progress</b> <i>From entry level</i>	Above expected	40	75	0
	Expected +	85	100	100		Expected +	98	75	67
	Below	15	0	0		Below	2	25	33

**Aim**

**Outcome 1** For all disadvantaged pupils to make or exceed nationally expected progress rates in maths through the school embedding teaching for mastery across all years from Reception to Year 6.

Success Criteria KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.

**Evidence and Impact, headlines**

<b>MATHS</b>		<b>Year 1</b>			<b>Year 2</b>			<b>Year 3</b>			<b>Year 4</b>			<b>Year 5</b>		
		Cohort (60)	SEN (5)	PP (7)	Cohort (60)	SEN (4)	PP (3)	Cohort (58)	SEN (4)	PP (8)	Cohort (56)	SEN (9)	PP (8)	Cohort (54)	SEN (9)	PP (10)
<b>Attainment</b> <i>Compared to ARE</i>	Above expected	17	0	0	38	50	0	28	0	13	22	22	13	39	11	0
	<b>Expected +</b>	<b>85</b>	<b>80</b>	<b>57</b>	<b>88</b>	<b>75</b>	<b>33</b>	<b>75</b>	<b>25</b>	<b>38</b>	<b>75</b>	<b>56</b>	<b>50</b>	<b>65</b>	<b>33</b>	<b>20</b>
	Below	15	20	43	12	25	67	25	75	62	25	44	50	35	67	80
<b>Progress</b> <i>From entry level</i>	Above expected	11	0	0	21	25	0	11	0	13	14	13	50	33	33	44
	<b>Expected +</b>	<b>84</b>	<b>100</b>	<b>67</b>	<b>98</b>	<b>75</b>	<b>67</b>	<b>82</b>	<b>50</b>	<b>50</b>	<b>87</b>	<b>63</b>	<b>100</b>	<b>96</b>	<b>89</b>	<b>89</b>
	Below	16	0	33	2	25	33	18	50	50	13	37	0	4	11	11

**KS2 Maths 2022-23:**

78% of all pupils reached expected standard in Maths. 66.6% (4 out of 6 pupils) reached expected standard in Maths.

**Aim**

**Outcome 1** To narrow the attainment gap between disadvantaged in-year admissions and all non-disadvantaged pupils in reading, writing and maths.

Success Criteria KS2 reading, writing and maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils joining the school in KS2 met the expected standard.

**Evidence and Impact, headlines**

To follow.

Aim
Outcome I To develop a language rich school community – improving access to the English language for all families.
Success Criteria 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.
Evidence and Impact, headlines
To follow.

Aim
Outcome I To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
Success Criteria Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> </ul> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Evidence and Impact, headlines
Nurture - runs twice a week, focusing on social and emotional needs
ELSA – targeted intervention run in blocks
Chameleon Corner – runs daily during lunchtime for emotional well-being
Sports Competitions: an increase in the number of competitions we have participated this academic year 2022-23
Pupil Premium participation years 1 – 6 was 17 out 37 children representing the school. Therefore 46% of Pupil Premium children have represented the school in a festival or competition.
38% of PP pupils in school choir
<b>Participation in residential /overnight trips</b> <ul style="list-style-type: none"> <li>• Year 4, PGL 80%</li> <li>• Year 6, France 100%</li> </ul>

## 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
Dynamo Assessment & Intervention	Dynamo Maths
Nessy Reading and Writing	Nessy

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate..