# 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

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| Detail | Data |
| School name | Holy Trinity CE (A) Primary |
| Number of pupils in school | 412 |
| Proportion (%) of pupil premium eligible pupils | 7.5% 31 children |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2024/2025 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Ann MacGregor  Headteacher |
| Pupil premium lead | Emma Saunders  Assistant Headteacher |
| Governor / Trustee lead | Jo Notaras, lead for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year, based on January 2021 census | £45,385 (£2345 LAC +(1345 x 32)) |
| Recovery premium funding allocation this academic year based on January 2021 census | £4785 (£145 x 33) |
| 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 | £50,170 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our ultimate objectives for our disadvantaged pupils are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make or exceed nationally expected progress rates. * To support our children’s mental health and wellbeing to enable them to access learning at an appropriate level.   Our current pupil premium strategy plan works towards achieving these objectives by:   * Ensuring that teaching and learning opportunities meet the needs of all the pupils. * Ensuring that disadvantaged children have access to additional social and emotional support eg learning mentor, play therapist. * Ensuring that disadvantaged children have access to individual and small group academic support.   The key principles of our strategy plan are:   * Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved. * The progress of disadvantaged pupils will be accelerated, moving children to at least age-related expectations and beyond. * Additional learning support. * Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences and cultural capital to use in their learning in the classroom. * Behaviour support where appropriate. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Mental health, social and emotional issues, accessing mental health support is becoming ever more challenging. Teacher referrals for support have increased during the pandemic. |
| 2 | Falling behind academically in reading, writing and maths, exacerbated by lack of parental support during Covid 19. Internal assessments indicate that writing, including grammar, is a particular cause for concern. |
| 3 | Attendance and punctuality.  For September to October 2021 attendance figures were PP 93% and non PP 95%. |
| 4 | Limited life experiences and home circumstances affect parent/carers’ ability to provide academic and social support. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. |
| 5 | 50% of disadvantaged children are also on our SEN register. |
| 6 | Lack of access to technological equipment and the internet. |

## 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.

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| Intended outcome | Success criteria |
| For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be ‘good’ compared to national attendance (96%). | * The school office will promptly call families who have an absent child without reason * Attendance prizes will be given for the class with the best attendance and individual certificates will be given out for attendance. * Extremely poor attendance (below 90%) will be challenged with communication from the headteacher |
| PP children will make the same level of progress in reading, writing and maths as non PP children. | * Target tracker will show these children making an average of 6 steps progress per year * PP children will develop a love of reading. They will be heard reading 5 times per week by an adult at home. This will be communicated via a home/school diary. * PP children’s attainment will be in line with or above those nationally |
| PP children will enjoy a wide range of enrichment opportunities | * A wide range of extra-curricular activities will be offered to tap into our children’s passions * Pupil premium children will be offered discounted/paid for enrichment opportunities to include trips and visits, music lessons, residentials etc * Children are able to learn a new skill or continue playing an instrument they had been learning. |
| PP children will feel happy and safe at school and engage with their learning. | * Pupil premium children will engage with the wider life at Holy Trinity Primary * Children’s attendance will remain high (linked to 1) because they are happy coming to school * Pupil voice surveys will report that PP children are happy and safe in school * Pupil Premium champions (SLT) will meet with the children on a termly basis. |

## 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: £ 27,085

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Dedicated use of staff meeting time to plan and discuss interventions in year group teams. | Evidence shows that if teachers plan interventions based on the Education Endowment Foundation’s research, this will ensure that the interventions are most effective. | 1,2,4,5 |
| Embed the use of Lexplore as a diagnostic reading tool. | EEF +5 months progress is made when using reading comprehension strategies. | 2,4,5 |
| Ensuring enough time is given over to allow for staff professional development. | Evidence shows that if teachers plan interventions/lessons based on EEF research, this will ensure that the interventions/lessons are most effective | 2,4,5 |
| Ensuring ECTs have access to high quality CPD | Highly trained teachers are more able to deliver quality first teaching. | 2,4,5 |
| Ensure that all staff delivering interventions are appropriately trained. Eg for 1st class@number. | EEF + 4 months progress is made when small group tuition takes place. | 1,2,4,5 |

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

Budgeted cost: £20,950

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Establish small group maths, reading and writing structured interventions for disadvantaged pupils falling behind age-related expectations.   * To ensure that children develop a fluid and fluent handwriting style, using a legible cursive script. * To enable children to learn their spellings in a multi-sensory way, which will help with retention and application to their written work. * To improve the progress and attainment of children’s writing across year groups. To encourage children to spot errors in their writing and improve the quality of what they produce. * To improve the progress and attainment of children’s mathematical skills. To recognise key areas which children are finding more challenging and support them to over-learn strategies taught so they are confident to use these strategies independently and apply them to independent work. * To encourage children to infer and deduce from texts they have read. They will be encouraged to locate answers within the text, but also look at the language of the book and answer ‘why’ questions and deepen their understanding. * To narrow any gaps which have been exacerbated by the lockdowns. | EEF:  Giving quality feedback results in +8 months progress.  Reading comprehension strategies result in +5 months progress.  Mastery Learning results in +5 months progress.  Collaborative learning results in +5 months progress.  Small group tuition results in +4 months progress.  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf>  <https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf> | 2,4,5,6 |
| 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. | 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:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2, 4 |

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

Budgeted cost: £ 2,135

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Social and emotional support groups   * To support children with their friendship groups, develop their resilience and interaction with their peers. * To improve their communication skills and improve their focus in the afternoons. * To encourage good mental health and well being, especially in the light of Covid 19. | EEF:  Social and emotional learning +4 months progress.  There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf> | 1,4 |
| Pay for clubs, trips, residentials.   * To ensure pupils are included as part of their year group. * To build pupils’ self-esteem and independence. * To allow pupils to have additional opportunities and pursue their interests. * To improve their level of engagement with peer group. * To improve pupils’ well-being. | EEF:  Children attending Outdoor Adventure learning make progress of +4 months. | 1,3,4, |
| Homework club – using school ICT suite to complete eg Mymaths homework if children do not have the access at home. | EEF:  Children receiving homework make progress of +2 months. | 6 |
| Attendance:   * The school office will promptly call families who have an absent child without reason * Attendance prizes will be given for the class with the best attendance and individual certificates will be given out for attendance. * Extremely poor attendance (below 90%) will be challenged with communication from the headteacher | All research indicates that children who regularly attend school make better progress and achieve better outcomes.  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 3 |

**Total budgeted cost: £50,170**

# 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.

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| **Pupil Premium progress in steps (Autumn 2 2020– Summer 2 2021)**   |  |  |  |  | | --- | --- | --- | --- | |  | Reading | Writing | Maths | | Year R (2) | 4.5 | 3.5 | 4 | | Year 1 (0) |  |  |  | | Year 2 (7) | 3.7 | 4.3 | 3.9 | | Year 3 (3) | 2.3 | 2 | 3.3 | | Year 4 (6) | 4.8 | 5 | 5 | | Year 5 (8) | 1.9 | 2.5 | 2 | | Year 6 (10) | 4.8 | 4.6 | 5.8 |   Numbers in brackets are the number of PP children. The expectation would be 4 steps of progress.  Benchmark analysis from Juniper education indicates that our disadvantaged children performed better than the Local Authority and nationally in Years 4 and 6 and worse than the LA and nationally in years 2,3 and 5 in combined age-related expectations in reading, writing and maths. In reading, we performed better than the LA and nationally in years 4 and 6 and worse than the LA and nationally in years 2,3 and 5. In writing, we performed better than the LA and nationally in Years 2, 4 and 6 and worse than the LA and nationally in years 3 and 5. In maths, we performed better than the LA and nationally in Years 4 and 6 and worse than the LA and nationally in years 2, 3 and 5.  We further analysed the data to ascertain how many disadvantaged children in these year groups also had SEN (see table below). We have very low numbers of disadvantaged children in some year groups with a high percentage of SEN. This high level of disadvantaged children who also have SEN is a major contributing factor to their slower progress. More support will be targeted to these children, many of whom were adversely affected by the pandemic.  Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.  **Pupil Premium Children Achieving ARE – Summer 2021**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Number of PP | Number/% of PP with SEN | Reading -ARE | Writing - ARE | Maths - ARE | | Year R | 3 | 2 – 67% | 100% | 66.7% | 66.7% | | Year 1 | 0 |  |  |  |  | | Year 2 | 7 | 2 – 29% | 42.9% | 57.1% | 42.9% | | Year 3 | 3 | 2 – 67% | 33.3% | 33.3% | 0% | | Year 4 | 6 | 3 – 50% | 83.3% | 50% | 83.3% | | Year 5 | 8 | 5 – 63% | 25% | 25% | 25% | | Year 6 | 10 | 4 – 40% | 77.8% | 66.7% | 77.8% | |

## 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*

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| Programme | Provider |
| Lexplore | Lexplore Analytics Ltd |
| White Rose | TrinityMAT |