

Pupil premium strategy statement for 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 Academy
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	35 pupils = 17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022- 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Graham Shore Headteacher
Pupil premium lead	Joe Rumley Deputy Headteacher
Governor / Trustee lead	Steven Colby Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50, 925
Recovery premium funding allocation this academic year (2023-2024)	£3, 915
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	£54, 840

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity, our vision includes 'developing a love of learning' throughout **all** our school community. We strongly believe that **all** pupils, irrespective of their background or the challenges they face, should be facilitated to make good progress through being equipped with the right skills and knowledge that they will need to be successful.

We are a single form school in a rural town. 17% of our pupils are eligible for pupil premium.

Our leadership team is dedicated and experienced and is working alongside a teaching staff with enthusiasm, good subject knowledge and strong practice. Many of the staff have long standing commitments to the school and wider community. We are working hard to continue staff development and build a culture of shared expectations in social, behavioural and academic outcomes. We are also very aware of the need for support for mental well-being across the school, and our pastoral care for the children – and their families - is at the front of our agenda.

High-quality teaching is at the heart of our approach, and we are investing time to develop teaching practices and ensure standardization in approaches, lesson structure, behaviour and feedback across the school. We are also developing and refining our curriculum so that it is well sequenced, inspires pupils and embeds learning. A well sequenced and engaging curriculum is important to **all** children.

As we want all children to thrive, identifying obstacles and adopting solutions to tackle these is imperative. At Holy Trinity, monitoring and assessment are ongoing, and when an obstacle to learning is noted we work hard to address it. This might be through whole class, small group or individual support. This may start as part of our in-class provision and only later become a targeted intervention external to the class setting. Where interventions are adopted, we use proven strategies and make it clear why we are intervening and what the desired outcome will be. The aim of many interventions is to provide support for as long as it is needed and gradually reduce or withdraw this once the agreed outcome is achieved. To attain this, shared conversations between staff and leaders is pivotal.

Our priorities for disadvantaged children form an integral part of the school's improvement plan. To achieve our aims, we will prioritise:

- Support for early reading. We firmly believe that reading is the backbone of learning opens the curriculum and opportunities throughout life. To this end, we are training all staff in phonics delivery and reading skills and investing in materials that will lead to engagement and success. Interventions will quickly be put into place where needs are identified.
- The development of a well sequenced and engaging curriculum that builds on pupils' knowledge and understanding. We want this to be delivered by strong practitioners with robust systems in place for ongoing assessment. The school leadership will lead

through supportive monitoring and clear feedback that can be acted upon to improve outcomes.

- Development of each individual. We recognise that a strong pastoral element is vital so that we can help learners with their challenges, and assist them in their learning. We also understand that providing opportunities for all is important for really opening the curriculum and giving children a sense of belonging, curiosity and/or wonder.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate speech and language difficulties among many disadvantaged pupils. These are evident from Reception and, in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p><u>School Improvement Priority 1:</u> <i>To continue to embed and refine the whole school approach to reading, so that all children can read fluently at the end of KS1 and develop a love of reading across the school.</i></p>
2	<p>Assessments, observations, and discussions with pupils suggest that some disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p><u>School Improvement Priority 1:</u> <i>To continue to embed and refine the whole school approach to reading, so that all children can read fluently at the end of KS1 and develop a love of reading across the school.</i></p>
3	<p>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.</p> <p>This has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations, particularly in Reading and Mathematics.</p> <p><u>School Improvement Priority 2:</u> <i>To continue to close gaps in learning following the Covid-19 pandemic, support disadvantaged learners and offer greater support to parents.</i></p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for</p>

	<p>many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and behaviour.</p> <p><u>School Improvement Priority 2:</u> <i>To continue to close gaps in learning following the Covid-19 pandemic, support disadvantaged learners and offer greater support to parents.</i></p>
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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
1	Improved speech and language skills among disadvantaged pupils	<p>Assessments and observations indicate significantly improved speech and language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
2	Attainment in Phonics for disadvantaged pupils will be on a par with their peers	<p>Assessments and observations evidence attainment and progress in phonics for disadvantaged pupils is on a par with their peers.</p> <p>Outcomes in 2024/25 will show 90%+ disadvantaged pupils have met the expected standard in Year 1 phonics screening tests.</p>
3	To achieve a reduction in anxiety levels, particularly in our disadvantaged pupils	<p>Evidence of positive behaviour and attitudes to learning will lead to increased levels of attainment. Self esteem will be raised and have a positive impact on all activities undertaken. Attendance will also be as expected.</p>
4	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations <p>improved attainment particularly among disadvantaged pupils (particularly in reading and Maths)</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)

£16, 335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of a DfE validated Systematic Synthetic Phonics programme i.e. 'Little Wandle Letters and Sounds Revised', to secure stronger phonics teaching for all pupils. Additional books to be purchased, as required.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Little Wandle Catch Up Interventions (phonics, blending and reading interventions)	The impact of delivering good phonic interventions is notable: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics As is the impact of small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Improving staff training in early reading and phonics	Training release time facilitated by PPA cover	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to enable teachers to team teach, to embed key elements of guidance in school – focus on reasoning in Maths	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Developing high quality teaching	Providing cover to allow teaching member to complete NPQH qualification	3

Developing teaching approaches across the whole school with a focus on Rosenshine's principles and Sherington's 'Walk Thrus'	<p>Ensuring that new learning is building on secure prior learning is imperative for learners to develop good schema in their memory.</p> <p>Ensuring that lessons start with a recap of prior learning and with good Assessment for Learning is important. Developing AfL strategies across teaching is a focus.</p>	3
Developing a clear, well sequenced curriculum and resources to facilitate the teaching of this	<p>Making sure that there is ample opportunity for pupils to revisit learning is vital. Designing a curriculum with inter-leaving opportunities will facilitate this.</p> <p>Designing resources such as knowledge organisers will allow pupils to track their learning. This will be important for all learners, but especially for those who need extra support.</p>	3

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

Budgeted cost: £12, 025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Address specific speech and language difficulties. Children have individual targets and receive therapy individually or in small groups to work on the targets.	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
Targeted maths interventions	<p>Delivered by a TA familiar to the children:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>(although as an extension to in-class support)</p> <p>Again, the impact of small-group intervention is shown to deliver good progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3

	Teaching assistant deployment supporting high quality provision in classrooms	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26, 480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Parent Support Advisor (x4 days a week)	EFF parental engagement research documents that having clear strategies discussed with parents, communications that refrain from stigmatising parental approaches and specific programmes signposted to support parents all have a positive impact on pupil outcomes. The Timpson Review details the negative impact that school exclusion can have, so working to prevent escalations that may threaten or trigger exclusions is imperative.	4
Training for two further DDSLs	The role of D/DSL helps provide support and protects and safeguards children who are vulnerable to risk. Some of these vulnerable children will need support managing their behaviour.	4
Pastoral support is available as a priority across the school. Provided by newly trained ELSA and pastoral lead	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): EEF Social_and_Emotional_Learning pdf(educationendowmentfoundation.org.uk)	3
Extra curricular activities e.g. music lessons, residential visits	All such activities enhance pupils' experiences, which they would not have normally had. They assist in developing confidence and self-esteem.	3,4
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.	All

Extended school time e.g. breakfast clubs, after school clubs and summer school support	Activities have helped to settle children with anxieties into school at quieter times. Activities have supported parents around work commitments.	3, 4
Communicating with and supporting parents	Regular communication has aimed to maintain positive relations between the setting and parents/carers so that education is viewed positively.	4

Total budgeted cost: £ 54, 840

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 2022 to 2023 academic year.

Pre-learning in Literacy, in both KS1 and KS2 was very effective. Children were more confident in class and have been able to work at the same pace as their peers in many lessons.

80% of the Year 1 children achieved the expected level in the statutory Phonics test. However, of 7 pupil premium children, only two attained the pass mark (29%) so further targeted approach for these pupils will need to continue into Year 2. This has been budgeted for and new books to support the scheme further have been purchased.

In Mathematics, children increased in confidence in their class work as a result of consolidation and pre-learning (54% of children receiving Pupil Premium funding achieved end of year expectations in Maths). (whole school data)

The academy has a direct contract with a speech and language therapist, who has continued to provide a weekly speech and language therapy session throughout this school year. 7 children currently have some support for their speech and language. The majority of these children have speech sound difficulties and with regular blocks of therapy have made some great progress. Staff and parents have commented that children's speech is easier to understand so they are better able to participate in classroom discussions and keep up with literacy and phonics work. Some children have required more detailed language assessment. Strategies have also been provided to school and home (e.g. visuals such as now-next/ timetables/Zones of Regulation) to help support communication challenges and enable children, to have a better understanding of routines and therefore better participation in activities.

Pastoral support has continued: 1:1 and small group sessions have dealt with issues such as family bereavement, anxiety, self-esteem, anger-management and transition to secondary school. Children have been given opportunities to discuss their concerns or worries and then have been supported in developing strategies to deal with these issues. As well as pastoral support, some children have regular access to support from an Emotional Literacy Support Assistant (ELSA) to support them through ongoing situations.

Some disadvantaged learners took part in enrichment activities, such as music lessons, after-school clubs, school trips or residential visits. All activities enhanced learning, increased self-esteem and provided opportunities which children would

otherwise not have had. This is deemed vitally important as we look to provide children with a sense of belonging and provide opportunities to all.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The children received support in class by regular small group work with adult guidance.
What was the impact of that spending on service pupil premium eligible pupils?	Assessments demonstrated progress where extra support in class was provided.

Further information (optional)

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ask RC to help book-keep with PP – e.g. summer spending; residential; Christmas; food vouchers; clothing

PP Budget arrives x4 p/a

PP LA funding for FSM during holidays – continued since Covid for Wilts LA

£20 per child (October ½ term)

£90 per child (summer holidays)