

# Pupil premium strategy statement – Holy Trinity Academy, Calne, Wiltshire

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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

<b>Detail: Holy Trinity Academy, Calne</b>	<b>Data</b>
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	14% (30 / 210)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	G Shore (Headteacher)
Pupil premium lead	J Rumley
Governor / Trustee lead	S Colby (chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,400
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<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>	£44,400

# Part A: Pupil premium strategy plan

## Statement of intent

*At Holy Trinity Academy, we aim to use our PPG to make sure that all pupils have access to a relevant and enriched curriculum that draws out their curiosity and provides them opportunities to thrive.*

*We recognise that for this to happen, we need to allocate funds to support our pupils where they most need it.*

*At Holy Trinity, we will use our PPG to support:*

- Having good attendance data, and chasing up where this may not be the case*
- Making sure that behaviour is conducive to learning*
- Deploying staff to best support pupils*
- Making sure that data is best used to identify key targets and address these*
- Setting up and running interventions where data indicates this would be the best approach for certain pupils*
- Ensuring that our OPAL (ordinary provision for all learners) means that classrooms are inclusive and set up for all to thrive*

*We also believe that reading underpins the whole curriculum and that by improving early reading - in particular - we help narrow the attainment gap that might otherwise exist between disadvantaged pupils and their peers. Therefore, we will use our PPG money to procure resources that assist the teaching of phonics and for any support programmes. We will also use some of the PPG to deploy staff to teach early reading and run additional interventions as needed.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Attendance for children listed on the PP register can fall behind that of their peers. To ensure that these pupils can thrive, attendance needs to be monitored and reasons for absence need to be addressed to support these children and their families.
2	Many children on the PP register for KS2 SATs in 2023-24 did not attain the expected standard for combined reading, writing and maths (R, Wr, M). The

	challenge is to deliver some of our PP pupils to the expected standard across R, Wr and M in 2024-25 KS2 SATs.
3	Some pupils entering Holy Trinity in reception have poor oracy skills. This means that they sometimes have issues communicating and making themselves understood. In turn, this may mean that these children need help to engage with learning per se and with phonics, in particular.
4	A proportion of children entering Holy Trinity do so with poor phonetical awareness. This means that their ability to sound out letters, decode and blend and later read fluently are all impacted.
5	Reading opportunities are not always modelled at home for many children. This may be because some homes lack the resources to develop good reading habits; or it may be due to other underlying factors. The result for pupils is that they may not always be enthusiastic about reading or see the value of it. They may lack confidence which needs to be build alongside fluency and comprehension.

## 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. Ensure high levels of attendance for all pupils as far as possible	<ul style="list-style-type: none"> <li>SEND and Family Support Manager (SFSM) to analyse attendance data regularly with school administrator and ensure that any declining data is understood and address.</li> <li>SFSM to create opportunities to liaise with parents where attendance is lower than expected and try to understand the reasons why and address these.</li> <li>SFSM and Senior Leadership to provide opportunities for parents to engage with the school.</li> <li>Success will be measured by having attendance data at least in line with the national average for primary school (currently 94.1%).</li> <li>On the IDSR for 2023-24, Holy Trinity was in the top 20% for absence and persistent absence. Success will be coming away from this top 20% banding.</li> </ul>
2. Behaviour is conducive to learning right across the school	<ul style="list-style-type: none"> <li>Classrooms are set up with standardised features – e.g. clear values and vision; clear rules; rewards and reflection areas.</li> <li>Pupils are presented with differentiated work so that they can engage with learning at their level rather than be distracted and lose focus.</li> <li>Support staff are deployed to support pupils who most need it. Support staff understand their roles well through good dialogue with teachers where aims are made clear.</li> <li>Staff use the school policy for behaviour and rewards well and fairly.</li> </ul>

	<ul style="list-style-type: none"> <li>• In whole school activities – e.g. assemblies, special learning days etc – teachers support each other to maintain the school ethos through good behaviour.</li> <li>• To measure success, incidents in the school behaviour log are not repeated by the same pupils.</li> <li>• Teachers’ behaviour logs do not repeat the same pupil names for the same incidents time after time, but support is offered and improvements are made.</li> <li>• On the IDSR, in 2022-23 the measures for pupils with 2+ exclusions was in the top 20%. Success will be a reduction in this measure.</li> </ul>
<p>3. For some children on the PP register to attain combined Reading, Writing and Maths at the expected standard in KS2 SATs.</p>	<ul style="list-style-type: none"> <li>• Use data to analyse the attainment of children on the PP register through their education.</li> <li>• Ascertain pupils that are not attaining combined reading, writing and maths at the expected standard.</li> <li>• Initially, use quality first teaching in class to address any gaps. Deploy in-class support accordingly to support pupils.</li> <li>• Use data to identify key targets for children not attaining expected standard in reading, writing or maths and need to have extra interventions to support them.</li> <li>• Success will be seen by some children on the PP register attaining the expected standard in reading, writing and maths. Where this is not the case, data should at least show progress for children who have had support.</li> </ul>
<p>4. Raised standards of oracy throughout the school from reception onwards</p>	<ul style="list-style-type: none"> <li>• Children can use Tier 1, Tier 2 and Tier 3 vocabulary when talking about their learning.</li> <li>• This will be seen in pupil book scrutiny and in pupil conferencing.</li> <li>• Pupils will be exposed to the correct language and terms as they learn across the curriculum. Teachers will need to be trained to use the correct terminology and expose this to pupils.</li> <li>• Knowledge organisers across the curriculum will expose children to technical terms and relevant vocabulary to extend their lexicon and learning.</li> <li>• Data for KS2 reading and writing SATs will surpass the national averages as children show a good grasp of language and vocabulary.</li> </ul>
<p>5. The vast majority of Pupil Premium children will make at least expected progress in reading, writing and maths</p>	<ul style="list-style-type: none"> <li>• Teacher judgements and other benchmarking reveals that children on the PP register are not losing additional ground to their peers.</li> <li>• Any children whose progress is negative – e.g. falling from one grade descriptor to a lower one – is identified quickly and supported.</li> <li>• At least 90% of PP children will make the expected level of progress across reading, writing and maths – they will not be falling further behind, and where they do show any signs of this, they are quickly supported.</li> </ul>

<p>6. A good number of children on the Pupil Premium register will make accelerated progress in reading, writing and maths</p>	<ul style="list-style-type: none"> <li>• 20% of children on the Pupil Premium register will make accelerated progress to improve their combined data. This is equivalent to at least six children on the pupil premium register improving their data in 2024-25.</li> <li>• Improved progress means being moved from one grade descriptor to a higher one. It doesn't necessarily mean that the expected grade is attained. For example, a pupil may move from 'significantly below' as a grade descriptor to 'just below'. This represents good progress, though the pupil is still shy of the expected standard.</li> </ul>
<p>7. Data for children on the PP register sitting the Year 1 phonics screening shows good attainment and progress</p>	<ul style="list-style-type: none"> <li>• Phonics teaching is delivered to a high standard across EYFS, KS1 and, for identified pupils, into Year 3.</li> <li>• Daily phonics teaching identifies pupils who need support with a phoneme and they are given extra support near the point of delivery.</li> <li>• Phonics screening scores for Y1 show at least 85% of pupils passing the test.</li> <li>• Re-testing for pupils in Y2 shows at least 50% of these pupils being successful at a second attempt.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 4, 930**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enhancing the delivery of phonics teaching.</i></p> <p><i>Releasing the Reading SL to monitor the delivery of phonics.</i></p> <p><i>Staff training via the Little Wandle platform.</i></p> <p><i>Releasing staff to watch the Reading SL deliver phonics.</i></p> <p><i>Dividing the weekly staff meeting so that EYFS/KS1 can maintain their training in Little</i></p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Our chosen programme is Little Wandle and we ensure all staff new to KS1 are well-supported to ensure consistent high quality provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p>	<p>4, 7</p>

<i>Wandle and KS2 to focus on wider reading strategies.</i>		
<i>Additional TA support to deliver the Little Wandle 'Keep Up and Catch Up' programme</i>  <i>TA used to provide a reinforcement session on the same day that a phoneme is taught for those pupils needing support</i>	Identified gaps in learning of pupils, specifically PP pupils. The average impact of the deployment of teaching assistants is about +4 months' progress over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	4, 7
<i>Additional TA support for delivery of phonics in EYFS</i>	Identified gaps in learning of pupils, specifically PP pupils. The average impact of the deployment of teaching assistants is about +4 months' progress over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	4, 7

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

Budgeted cost: £ **6, 740**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Procuring further resources to assist pupils not making identified progress</i>  <i>Resources procured for the Little Wandle phonics programme for pupils identified as needing Rapid Catch Up support from Y3.</i>	Using a single programme for phonics delivery reduces cognitive overload for pupils on the programme.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a>	3, 5, 6
<i>Funding of TA hours to deliver additional interventions to support pupils</i>  <i>Used to provide extra sessions in maths and reading as out of class interventions</i>	Identified gaps in learning of pupils, specifically PP pupils. The average impact of the deployment of teaching assistants is about +4 months' progress over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	3, 5, 6

<i>Deploying a TA for extra in-class support – with a particular focus on writing and spelling.</i>	Identified gaps in learning of pupils, specifically PP pupils. The average impact of the deployment of teaching assistants is about +4 months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	3, 5, 6
---	---	---------

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

Budgeted cost: £ **32,730**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employing a Family Support Lead to encourage greater attendance and engagement. The Family Support Lead will also monitor provision for children on the PP register.</i>	Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a>  Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .	1, 2
<i>Training in de-escalation and positive handling for some members of staff</i>	Having well trained staff encourages confidence in pupils that there will be consistency in approach and a standard approach when there are concerns with pupil dysregulation. Confidence in the classroom helps raise standards as pupils feel safe to learn.  <a href="https://www.teamteach.com.au/wp-content/uploads/2018/08/The_Effects_of_TeamTeach_Training_SUMMARY.pdf">https://www.teamteach.com.au/wp-content/uploads/2018/08/The_Effects_of_TeamTeach_Training_SUMMARY.pdf</a>	2
<i>ELSA training for an ELSA lead</i>	Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2
<i>SEND training for SFSM and headteacher</i>	The headteacher will enrol on the National Qualification training for SEND, attending training as the need arises.	1, 2
<i>Assistance for school trips</i>	Inclusion and cultural capital provides a sense of belonging and confidence	1, 2
<i>Assistance for swimming</i>	Inclusion and cultural capital provides a sense of belonging and confidence	1, 2
<i>Funding for a peripatetic music teacher</i>		
<i>Funding for PP pupils to attend breakfast and/or after school clubs</i>	Based on research from the EEF, participation in extracurricular activities can motivate learners which has a positive impact on their learning.	1, 2

**Total budgeted cost: £ 44,400**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### According to in-house data at the end of the 2023-24 academic year:

##### Reading

- Across the school 38% of PP registered children were assessed as being EXP+ in reading.
  - In KS1, 60% of PP registered children were assessed as EXP+
  - In KS2, 26% of PP registered children were assessed as EXP+

##### Writing

- Across the school 28% of PP registered children were assessed as being EXP+ in writing.
  - In KS1, 50% of PP registered children were assessed as EXP+
  - In KS2, 16% of PP registered children were assessed as EXP+

##### Maths

- Across the school 37% of PP registered children were assessed as being EXP+ in maths.
  - In KS1, 50% of PP registered children were assessed as EXP+
  - In KS2, 32% of PP registered children were assessed as EXP+

#### According to in-house data at the start of the 2024-25 academic year:

##### Reading

- Across the school 50% of PP registered children were assessed as being EXP+ in reading.
  - In KS1, 66% of PP registered children were assessed as EXP+
  - In KS2, 42% of PP registered children were assessed as EXP+

##### Writing

- Across the school 36% of PP registered children were assessed as being EXP+ in writing.
  - In KS1, 44% of PP registered children were assessed as EXP+
  - In KS2, 32% of PP registered children were assessed as EXP+

##### Maths

- *Across the school 43% of PP registered children were assessed as being EXP+ in maths.*
  - *In KS1, 44% of PP registered children were assessed as EXP+*
  - *In KS2, 42% of PP registered children were assessed as EXP+*

*In KS2 SATs testing in 2023-24:*

No child on the PP register attained combined expected scores in reading, writing and maths.

Additional TAs had been deployed in this cohort, and specialist help had been sought. Support from within the school – ELSA, Family Support, behaviour support – was coupled with support from external agencies – trauma centre, alternative provision. Reduced timetables were enacted for a small group of pupils. There were a number of short, fixed term exclusions within this cohort – largely for persistent disruptive behaviour and aggression towards others (pupils and adults). This had an impact on the cohort that was already dealing with the after-effects of the Covid-19 restrictions, a number of social concerns and a reception low-baseline.

In 2024-25, TAs that have been deployed to support the behaviour in the 23-24 Y6 cohort, can be redeployed to conduct intervention programmes for learners – including those on the PP register – throughout the academy.

In 2024-25, the SFMS who invested much time in supporting pupils and their families in the 23-24 Y6 cohort, can help monitor the impact of interventions for disadvantaged leaders and advise on any changes that may need to be considered.

*Y1 phonics screening:*

There were 29 pupils who were eligible for the phonics screening check in Year 1 in 2024; all of them sat the check and 3 pupils did not meet the phonics expected standard (90% pass rate).

There were 5 pupils who were eligible for the phonics screening check in Year 2 in 2024; all of them sat the check and 3 pupils did not meet the phonics expected standard. (40% pass rate on re-testing).

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that*

*pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*

- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*