

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	212
Proportion (%) of pupil premium eligible pupils	14.6%
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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Graham Shore Headteacher
Pupil premium lead	Jane Brown Assistant Headteacher
Governor / Trustee lead	Steven Colby Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,700.00
Recovery premium funding allocation this academic year (2022-2023)	£ 3,190.00
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	£30,890.00

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. One main focus continues to be the implementation of the systematic synthetic phonics programme, 'Little Wandle Letters and Sounds Revised'. This will have a significant impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We are engaging in the National Tutor Programme, to provide 1:1 tutoring for pupils whose education has been most impacted by the pandemic. The tuition is being targeted at specific knowledge gaps in Literacy and Mathematics, for individual children from each year group (from Year 1 to Year 6). A significant proportion of the children receiving this support will be disadvantaged.

Our strategy is also integral to wider school plans for education recovery. It will continue to include an extensive programme of bespoke pastoral support. In our school, staff understand that anxiety is a block to learning and that an 'anxious child is not a learning child.'; individual and in-class support will be based on this remit and will include giving opportunities for children to discuss and explore their feelings, as well as opportunities for further outdoor PE activities as appropriate.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	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.
2	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.
3	Our assessments and observations indicate that the education and well-being 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. This has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations, particularly in Reading and Mathematics.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and behaviour.

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
Improved Speech and language skills among disadvantaged pupils	Assessments and observations indicate significantly improved speech and 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>Attainment in Phonics for disadvantaged pupils will be on a par with their peers</p>	<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 show 90%+ disadvantaged pupils met the expected standard</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"> • qualitative data from student voice, student and parent surveys and teacher observations • improved attainment particularly among disadvantaged pupils (particularly in reading and Maths)
<p>To achieve a reduction in anxiety levels, particularly in our disadvantaged pupils</p>	<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>

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: £6,550.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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</p>	2
<p>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</p>	<p>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</p>	3

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

Budgeted cost: £11,650.00

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.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Engaging with the National Tutoring Programme to provide a blend of tuition and mentoring (in Maths and Literacy) for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £12,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support is available as a priority across the school.	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):	3

	EEF Social_and_Emotional_Learning pdf(educationendowmentfoundation.org.uk)	
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

Total budgeted cost: £ 30,890.00

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 2021 to 2022 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. Teaching assistants have liaised closely with the class teacher to identify effective strategies which focus on spelling, punctuation and grammar. In Mathematics, children have 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).

The academy has entered into a contract directly with a speech and language therapist for one morning a week. The therapist works with individual children, according to need. She provides training for staff as necessary and advice for parents. Progress was reviewed regularly and children were better able to access the curriculum. Furthermore, parents and teachers have a more in depth understanding of each child's needs.

Pastoral support became increasingly important during lockdown and has subsequently continued. One-to-one and small group sessions have dealt with issues such as family bereavement, anxiety, self-esteem 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. Feedback from pupils and parents has been positive in all areas.

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.

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 concerned went on a residential visit or received targeted support in class.
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)

--