

Pupil premium strategy statement

School overview

| Metric | Data |
|---|-----------------------------|
| School name | Holy Trinity C of E Academy |
| Pupils in school | 210 |
| Proportion of disadvantaged pupils | 9.5% |
| Pupil premium allocation this academic year | £26,900 |
| Academic year or years covered by statement | 2021-2024 |
| Publish date | 1 October 2021 |
| Review date | 1 September 2022 |
| Statement authorised by | Graham Shore |
| Pupil premium lead | Jane Brown |
| Governor lead | David Conway |

Disadvantaged pupil progress scores for last academic year (2019 data- 3 children)

| Measure | Score |
|---------|-------|
| Reading | 5.46 |
| Writing | 1.01 |
| Maths | -0.74 |

Disadvantaged pupil performance overview for last academic year(2019 data – 3 children)

| Measure | Score |
|----------------------------------|-------|
| Meeting expected standard at KS2 | 66.6% |
| Achieving high standard at KS2 | 33.3% |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|------------|---|
| Priority 1 | Address specific speech and language difficulties. Children have individual targets and receive therapy individually or in small groups to work on the targets. |
| Priority 2 | Introduce the 'Little Wandle Letters and Sounds Revised' phonics programme and embed strategies across all year groups. |

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| Barriers to learning these priorities address | Ensuring staff will be trained and feel confident in using appropriate Speech and Language strategies. Ensuring staff all familiar with the 'Little Wandle Letters and Sounds Revised' programme. |
| Projected spending | £8,825 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|-------------|
| Progress in Reading | Achieve national average progress scores in KS2 Reading | July 2022 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing | July 2022. |
| Progress in Mathematics | Achieve national average progress scores in KS2 Mathematics | July 2022 |
| Phonics | Achieve national average progress scores in Phonics check at end of Y1 | July 2022 |
| Other | Improve attendance of disadvantaged pupils | July 2022 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Address specific speech and language difficulties. Children have individual targets and receive therapy individually or in small groups to work on the targets |
| Priority 2 | Introduce the 'Little Wandle Letters and Sounds Revised' phonics programme and embed strategies across all year groups. |
| Barriers to learning these priorities address | Ensuring staff will be trained and feel confident in using appropriate Speech and Language strategies. Ensuring staff all familiar with the 'Little Wandle Letters and Sounds Revised' programme. |
| Projected spending | £8,825 |

Wider strategies for current academic year

| Measure | Activity |
|------------|--|
| Priority 1 | Improve the quality of teaching and therefore standards, by ensuring teachers plan activities that fully challenge all groups. |

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| Priority 2 | Ensure that pastoral support is available as a priority following a disrupted year including lockdowns due to the Covid 19 pandemic. |
| Barriers to learning these priorities address | Ensure teaching assistants and teachers carrying out interventions carry out baseline assessment and effectively feedback as quickly as possible to class teachers regarding progress. |
| Projected spending | £10,500 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|--|
| Teaching | Ensuring enough time given to allow for staff professional development | 'Marginal gains' programme to resume (staff to visit other classes to observe) – release time provided |
| Targeted support | Ensuring all staff familiar with the 'Little Wandle Letters and Sounds Revised' phonics programme | Staff meeting time/TDDay time given for training |
| Wider strategies | Ensure all pupils requiring pastoral care are supported | Pastoral manager allocated half a day each week |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| Pre-learning and revision of Literacy with KS1 and KS2 children – Teaching assistants to liaise closely with the class teacher to identify effective strategies which focus on spelling, punctuation and grammar. | Pre-learning has been very effective in KS1 and KS2. Children were more confident in class and have been able to work at the same pace as their peers in many lessons. Pupil premium children who attended school during the lockdown maintained good attitudes to learning. |
| Speech and Language Therapist – The academy has entered into a contract directly with a speech therapist for one morning a week. The therapist works with individual children, according to need. She provides training for staff as | Progress was reviewed regularly and children were better able to access the curriculum. Parents and teachers have a more in depth understanding of each child's needs. |

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| necessary, advice for parents and conducts | |
| Mathematics interventions – Some pre-learning and some consolidation of concepts. | Children have increased in confidence in their class work as a result of consolidation and pre-learning. |
| Pastoral Support | This became increasingly important during lockdown. Children not in school were supported remotely/ by telephone. Support helped to achieve smooth transition in all year groups. |
| Activities e.g. music lessons, residential visit | All activities enhanced learning and provided opportunities which children would otherwise not have had. |