

Holy Trinity Church of England School

Pupil Premium Statement

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Jon Hills
Pupil premium lead	Claire Taylor
Governor	Mary-Ann Thomson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,653.33
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <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>	£59,653.33

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Part A: Pupil premium strategy plan

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. The vision for our pupils links with the TAMAT vision of **“Nobody Left Behind; Nobody Held Back; Everybody Valued”**.

We will consider the challenges faced by vulnerable pupils, including those who have a social worker, family support worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

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- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 intervention
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment clubs including sport and music
- Provide appropriate well-being support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the pupil progress meetings support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

We 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	Social, Emotional and mental health needs
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

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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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

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: £ 13,347

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELS phonics training	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	1, 2, 3 & 5
ELSA training and supervision	Pupils have strategies for managing emotions Most pupils can name 6 basic emotions	1,2,4 & 5
Canine assisted learning dog handler training	Pupils have time with the school dogs and this improves their well-being and attendance at school Pupils feel happier coming into school and separate better from parents at the gate. Children report that they love spending time with the school dogs.	1,2,4 & 5
Positive touch training	Staff feel they have strategies to help with de-escalation when needed. Staff feel confident if they need to use positive touch.	1,2,4 & 5

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

Budgeted cost: £ 16,963

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sensory circuits</i>	Class teachers report that children are more regulated and able to focus more when they go into class.	1, 2, 3 & 4
<i>Literacy for all</i>	Pupils are closing gaps in their reading	1, 2, 3, 4 & 6
<i>Homework club</i>	Pupils are coming into class able to share home learning with peers	1, 2, 3, 4 & 6
<i>SALT</i>	Pupils are improving speech and communication. Noted by class teachers and external SALT.	1, 2, 3
<i>Maths and Literacy support in year 6</i>	Pupils made expected progress in year 6	1, 2, 3, 4 & 6
<i>Rapid writing</i>	Pupils are closing gaps in their writing	1, 2, 3, 4 & 6
<i>PIP club (early morning writing for year 1)</i>	Pupils are closing gaps in their reading, writing and phonics and a greater % achieve their phonics screening score	1, 2, 3, 4 & 6
<i>Fischer Family Trust writing</i>	Pupils are closing gaps in their writing	1, 2, 3, 4 & 6

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

Budgeted cost: £ 26,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support for pupils as 1:1 and small group</i>	Pupils feel they have a voice Pupils are able to better recognise their emotions Pupils have strategies to help them understand their emotions Parents report that things have improved at home	1, 2, 3, 4, 5 & 6
<i>Lunchtime Den</i>	Pupils feel happier and safer at lunchtimes Pupils feel they have a safe space to go to	1, 2, 3, 4 & 6
<i>Canine assisted learning sessions</i>	Pupils feel calmer after having time with the school dogs Pupils well-being is improved	1, 2, 3, 4 & 6

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<i>Inclusion lead supports families who may be struggling</i>	Attendance has improved Support can be allocated as needed Strengthened partnership with parents/carers.	1, 2, 3, 4, 5 & 6
<i>Wider curriculum opportunities</i>	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1, 4, 5, & 7
<i>1:1 support in class</i>	Pupils who need extra support (with or without an EHCP) are regulated and able to access the classroom environment	1, 2, 3, 4, 5 & 6

Total budgeted cost: £ 56,645

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key areas of impact

Data – attainment and progress

□ 2022 Year 1 phonics screening check – 89% of PP children passed their phonics screening. This was 9 children in total. (National all Year 1 pupils 79%)

Pupil Premium progress data between baseline and the end of the year.

Maths

All ≡	Below ≡	Expected ≡	Accelerated ≡
(39)	0	27	12

Reading

All ≡	Below ≡	Expected ≡	Accelerated ≡
(39)	5	21	13

Writing

All ≡	Below ≡	Expected ≡	Accelerated ≡
(39)	3	21	15

□ 100% Pupil Premium children in Year 6, achieved at least Expected in Reading and Maths SATs. 75% of Pupil Premium children achieved Expected in Writing compared to National Writing for all KS2 pupils 69% achieved Expected).

Attendance

- PP attendance figures for end of 2021 – 2022 – 93.38%
- PP attendance figures for end of 2022 – 2023 – 94.15% (National all pupils 93.8%)

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Other

- ☐ Established and trained ELSA practitioner to support most vulnerable pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
ELS portal	Oxford Owl
ELSA	Psychology first
TT rockstars	Maths Circle
Seesaw	SeeSaw
Lexia	Lexia Learning Systems