

Holy Trinity C of E Primary School

Pupil Premium Strategy Statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Primary School
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	Academic Years 2021-22 to 2024-25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Izzy Rickards Headteacher
Pupil premium lead	Abi Hann Deputy Headteacher
Governor / Trustee lead	Debra Francis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,420
Recovery premium funding allocation this academic year	£4,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£62,205

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Holy Trinity we understand that, 'children entitled to Pupil Premium encompass the full spectrum of needs and backgrounds in the school community, including white and minority ethnic pupils, looked after children, high attainers and those with special educational needs (SEN).' We passionately believe that 'each child in this diverse group is an individual; they need adults who take the time to understand and personalise provision and through quality first teaching (QFT) help them to overcome barriers to learning through the systematic application of what works well.' (National Strategies: Narrowing the Gaps).

We continue to use the funding to support our Pupil Premium pupils to attain at least national expectations in order to give them the best start in life. Numbers of pupils eligible for Pupil Premium increase as you move up through the school and this is due to increased mobility in KS2. 19% of our pupils eligible for Pupil Premium are previously looked after children and 44% of our KS2 eligible pupils have joined the school in the last two academic years.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Using robust diagnostic assessment, current research (including from the Education Endowment Fund) and successes in other schools, we will:

- Use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming and challenge those whose progress needs to accelerate (pupil attainment and progress tracking, pupil progress meetings and carefully structured interventions)
- Take time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils and apply it consistently and relentlessly (this ethos is stretched throughout our whole school)
- Evaluate, celebrate and share success
- Recognise and unlock potential, including identification of high attaining pupils eligible for Pupil Premium
- Intervene early and effectively, track progress and change approaches where necessary (early intervention and tracking in place)
- Focus on transition, one-to-one tuition and progressive development of language and literacy skills (Early Years support & Read, Write Inc. applied across Early Years Foundation Stage and Key Stage One; 1:1 tuition and team teaching in KS2)
- Search out the most effective ways of engaging parents and families, and listen to pupils and engage them in sustained dialogue about learning.

Challenges

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

Challenge number	Detail of challenge
1	Of our disadvantaged pupils, 34% have special educational needs, 23% are looked after or previously looked after children and 34% have English as a second language. In addition, 45% come under two or more of these categories.
2	35% of disadvantaged pupils in EYFS and KS1 have English as a second language and the majority of these children have limited exposure to English at home.
3	Mobility in KS2. 64% of our disadvantaged children are in KS2 and of those, 44% have joined the school in KS2.
4	Pupils have been working remotely for a considerable time over the past two years, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Writing.
5	Pupils basic emotional and social needs have been impacted by the pandemic and they may not be in a position to make accelerated progress

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
To narrow the attainment gap between disadvantaged and non-disadvantaged in phonics by the end of Year 2. Increase the percentage of disadvantaged pupils achieving ARE in Reading and Writing at the end of KS1 so in line with their peers.	Assessments show that the number of disadvantaged pupils achieving ARE in Reading and Writing at the end of KS1 is in line with the number of non-disadvantaged achieving ARE.
For all disadvantaged pupils to make or exceed nationally expected progress rates in maths through the school embedding teaching for mastery across all years from Reception to Year 6.	KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
To narrow the attainment gap between disadvantaged in-year admissions and all non-disadvantaged pupils in reading, writing and maths.	KS2 reading, writing and maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils joining the school in KS2 met the expected standard.
To develop a language rich school community – improving access to the English language for all families.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1,2,3,4</p>
<p>Improve the quality of social and emotional learning.</p> <p>Effective Social and Emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff, including Zones of Regulation and Attachment and Trauma.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,5</p>

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

Budgeted cost: **£52,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baseline assessment undertaken of each pupil's starting point – evidence based for evaluation of the priority.</p> <p>Termly checks on each child's progress through check-in test/quiz – low threat testing.</p> <p>Training sessions with Phonics Lead in the Autumn term.</p> <p>Phonics Lead released to observe phonics sessions in N, R, 1 and 2 and look at the impact on pupils and the quality of the teaching of phonics.</p> <p>Ensure every classroom is stocked with banded reading books to take home and enough free readers that can be taken home 2X a week to share with parents.</p> <p>Parent workshops and resources on the teaching of phonics and how parents can support the teaching of reading and phonics at home.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>
<p>Maths Leads to have dedicated release time weekly – to work together to monitor the quality of teaching and attainment across the school</p> <p>Maths CPD sessions led by Maths Leads every half term to embed the understanding of what Mastery looks like through research undertaken by NCETM and how it impacts in the classroom and the strategies needed to support the teaching and learning.</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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 3, 4</p>

<p>Release for every teacher to go and watch another teacher in their year group teach Mastery and time given for peer reflection and discussion</p> <p>Small group interventions for children struggling with basic number in each year group- Numicon in KS1 and Third Space Learning in KS2- monitor effectiveness and progress 6 weekly.</p> <p>Termly assessments to be undertaken and validated alongside teacher assessments</p>		
<p>Baseline assessment undertaken of each pupil's starting point – evidence based for evaluation of the priority.</p> <p>PP Lead, and SENDCO where appropriate, to support teachers in putting together an intervention programme for those identified as having gaps or being below ARE. Effectiveness of interventions to be monitored every 6 weeks and progress and impact reported to PP Lead.</p> <p>Introducing Think Tools as a whole school metacognition approach.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged</p>	1, 2, 4

	backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Running English speaking classes for parents where English is a second language. Providing language rich games for home for our disadvantaged families. Running a language rich parent and child session in school. Purchase Flash Academy for our EAL learners. Sign up to NELI, the early language intervention.	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, 2
Provide every disadvantaged child with a club space of their choice from the school's wide programme. Give opportunities to join holiday sports programmes being run in school, and Merton HAF programme	Participation in extra-curricular activities has been found to have a positive association with educational aspirations. An Unequal Playing Field: Extra Curricular Activities, Soft Skills and Social Mobility DfE	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a	Contingency fund

	need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	for acute issues.
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Total budgeted cost: £61,500

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 2020 to 2021 academic year.

It is very difficult to provide quantitative data to evidence the outcome for these aims due to the lack of data and the time spent out of school by the majority of our pupils over the last two years. Our internal assessments during 2020/21 suggested that the progress of disadvantaged pupils was lower than in the previous three years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

After the first lockdown in summer 2020, we managed to invite all pupils back into school and we saw how beneficial this was for their mental well-being. It also gave teachers the opportunities to review and consolidate what had been taught during remote learning.

During both lockdowns, we invited our vulnerable children in and of these 32% in the first and 23% in the second were eligible for pupil premium. We feel that the decrease in take up for our vulnerable children was due to a much more enhanced remote learning package on offer and because we were still able to offer the tuition and intervention sessions at home.

Throughout the period of remote learning, we continued to run the interventions for our disadvantaged pupils as we would in school. Our intervention teacher provided 1:1 English sessions via Zoom; some teachers delivered group intervention in maths and English via zoom; and our online maths intervention, Third Space Learning, also continued with children accessing it at home or in school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach over the next three years.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
1:1 Maths Tuition	Third Space Learning
Dynamo Assessment & Intervention	Dynamo Maths
Nessy Reading and Writing	Nessy

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate..