# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Holy Trinity CE Primary School |
| Number of pupils in school | 189 |
| Proportion (%) of pupil premium eligible pupils | 47% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to  2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Laura Hall |
| Pupil premium lead | Keeley McCleave |
| Governor / Trustee lead | Stephen Rust |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £107,600 |
| Recovery premium funding allocation this academic year | £11,600 |
| 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 | £ |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We are an inclusive school that has ambitious expectations for all learners, including those who are disadvantaged. As a church school, we acknowledge that all our pupils are significant to God and value each child’s unique personality and background. We aim to develop their character, talents and abilities to the fullest in His name  Our intention is that all learners, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want them to leave school having had a well-rounded education that is rooted in cultural capital.  High-quality teaching is at the forefront of our approach. 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.  We pride ourselves in our ability to identify the needs of the children from a very early point and act appropriately. The whole staff take responsibility for disadvantaged pupils’ outcomes and aware of our school commitment to raise expectations of what they can achieve. For those who are already high attainers, we ensure that they are challenged in the work that they are set and continue to progress throughout their school career. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Internal assessments indicate that Reading attainment among the disadvantaged is below that of non-disadvantaged pupils.  In KS1 (2020-21), 50% pupils eligible for PP met the KS1 reading expected standard compared to 89% of non PP children. Of the external phonics data, 100% of non PP children passed in Autumn 2 2020 compared to 96% PP children.  In KS2 (2020-21), 94% pupils eligible for PP met the KS2 reading expected standard compared to 100% of non PP children. |
| 2 | Internal assessments indicate that Maths attainment among the disadvantaged is below that of non-disadvantaged pupils.  In KS1 (2020-21), 58% pupils eligible for PP met the KS1 reading expected standard compared to 89% of non PP children.  In KS2 (2020-21), 75% pupils eligible for PP met the KS2 reading expected standard compared to 100% of non PP children. |
| 3 | Internal assessments indicate that Writing attainment among the disadvantaged is below that of non-disadvantaged pupils.  In KS1 (2020-21), 59% pupils eligible for PP met the KS1 reading expected standard compared to 89% of non PP children.  In KS2 (2020-21), 69% pupils eligible for PP met the KS2 reading expected standard compared to 100% of non PP children. |
| 4 | Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 5 | Internal data from EYFS (2020-21) indicate that pupils eligible for eligible for PP are less likely to reach a ‘good level of development’ than non PP children. Observations and discussions with families suggest that EYFS was the most heavily impacted by school closures. |
| 6 | Our assessments and observations indicate that the wellbeing 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 pupils falling further behind age-related expectations, especially in maths. |

## 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.

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| Intended outcome | Success criteria |
| Improved reading attainment among disadvantaged pupils. | Internal and external data to show that reading outcomes are broadly in line with non- disadvantaged children |
| Improved Maths attainment among disadvantaged pupils. | Internal and external data to show that maths outcomes are broadly in line with non- disadvantaged children |
| Improved Writing attainment among disadvantaged pupils. | Internal and external data to show that maths outcomes are broadly in line with non- disadvantaged children |
| Improved attendance for all pupils, particularly our disadvantaged pupils children are happy to come to school and are ready to learn | Sustained high attendance from 2024/24 demonstrated by:   * The overall absence rate for all pupils being above 95% * The percentage of all pupils who are persistently absent being in line with non PP children |
| Improved social, emotional health for all pupils, particularly our disadvantaged pupils. Children receive appropriate support and advice from services and families. | Sustained high levels of wellbeing as seen through:   * qualitative data from student voice, parent surveys and teacher observations * improvements in behaviour * reduction in bullying |
| To sustain an enriched curriculum, full of opportunities for Cultural Capital, for all pupils, particularly disadvantaged pupils. | Sustained enriched curriculum as seen through:   * Improvements in attainment across the curriculum * qualitative data from student voice, parent surveys and teacher observations |

## 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)

£1336 CGP homework books (including stretch books)

£7525 Latin programme (50% of fee)

£46000 teacher salary(7% of salary)

£2000 towards supply teachers to cover costs of training

£3000 on courses for teacher development through Camden Learning

£6000 on phonics books and training and handwriting

£300 standardised tests

Budgeted cost: £ 67,161

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of **standardised diagnostic assessments** (Rising Stars Assessments Y1- 5) | 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:  [EEF Standardised Tests](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3 |
| Teacher’s opportunities for **professional development courses** (Camden Learning) | Courses will help improve the quality of teaching in school by keeping teachers up to date with evidence based teaching and learning strategies.  [EEF Teacher Development](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 1, 2, 3, 5 |
| Participation in **The Latin programme** | We understand that tackling disadvantage is not only about supporting low attainers. We are aware that disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE. The Latin Programme do project, group work with our higher attaining children.  [EEF Middle and Higher Attainers](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf) | 1, 2, 3 |
| Focus on Early Reading and Phonics.  Purchase of **Essential Letters and Sounds**- a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) - to secure stronger phonics teaching for all pupils.  Purchase of new phonically decodable books including non-fiction and blending books. | 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:  [EEF Phonics](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 5 |
| Handwriting scheme implemented in EYFS, KS1 and KS2 | To ensure consistency and progression across the school with a non pre-cursive handwriting adaptation for EYFS and first half of Year 1 in line with the Reading Framework Recommendations.  [2021 Reading Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf) | 3, 5 |

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

MARK interventions: £680.00

HLTA salary (50%) £15,000

NTP: £456

TA salary NELI: £3500

Budgeted cost: £ 19,636

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. We believe in ‘keeping up’, not ‘catching up’ | 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.  [EEF Phonics](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 5 |
| Developing vocabulary Nuffield Early Language Intervention Scheme in EYFS/ year 1 | NELI programme launched in EYFS. The EEF support the NELI as they found that the 20 week intervention made +2 months of progress  [EEF NELI](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention) | 5 |
| Engaging with the **National Tutoring Programme** to provide a blend of tuition. 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, both one-to-one:  [EEF One to One Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 1, 2 |
| High quality intervention in Reading and Maths for children making less than expected progress in KS1/ KS2 led by HLTAs (MARK intervention) | Small group and one-to-one pre and post teaching supports children in an individualised way and provides targeted academic support(EEF, 2019)  [EEF Interventions](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support) | 1, 2 |
| Additional teacher and teaching assistant time directed at:   * individual/ group ‘keep up’ phonics * individual or small group Maths and English booster groups with school time * teachers reading with bottom 20% | EEF reports research that small group tuition, such as our targeted booster sessions, can have a good impact on pupil progress:  [EEF Small group tuition](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2, 3, 5 |

£200 for incentives for attendance

£600 subsidised for homework club

£15,000 HLTA salary (50%)

£1500 for PGL

£3540 subsidies for afterschool clubs

£1000 trip subsidies

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

Budgeted cost: £ 21,840

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve the **attendance** of PP pupil’s through rewards and communication with parents.  This includes invitations to attend breakfast club and SLT time. | The DfE guidance has been informed. Rewards and incentives are highlighted as well as communication with parents.  [DfE Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 4 |
| Support full participation of disadvantaged pupil in **extracurricular and enrichment activities** through financial contribution. This includes all clubs. | DfE Wellbeing for Education Recovery documents report the importance of a range of activates to promote emotional well-being:  [DfE Supporting Educational Well-Being](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#wellbeing-for-education-recovery) | 4, 6 |
| **Pastoral support worker** to work with vulnerable pupils and their families | National referrals to support mental health concerns in children are up 134%. Pastoral care in schools is essential in identifying families in need of support.  [DfE Supporting Educational Well-Being](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#wellbeing-for-education-recovery) | 6 |
| Support full participation of disadvantaged pupils in **school trips and residential** | The EEF shows that adventure learning has positive benefits on academic learning. They suggest that pupils who participate in adventure learning interventions make approximately four additional months  [EEF Adventure Learning](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/adventure-learning).  Ofsted acknowledge that many disadvantaged pupils do not have access to cultural capital at home and highlight its importance to succeed in life.  [Ofsted 2019 Cultural Capital](https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education/outcome/education-inspection-framework-2019-a-report-on-the-responses-to-the-consultation) | 6 |

**Total budgeted cost: £** *107,637*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

As evidenced from the data below, our KS2 attainment in Reading and Maths was above Camden and National average (2018/19) in the academic year 2020-2021. We believe this is as a result of the strong provision that we provided during lockdown in both of these subjects. Teachers reported that participation and engagement in Reading and Maths activities during home learning was a strength. Teachers also reported that children did not engage with the writing tasks during online learning. A parent survey supported that parents found it difficult to support the children with writing while at home. As a result, our KS2 writing data is below National (2018/2019). Our progress scores for PP children reaching Greater Depth is 100%- significantly above that of non PP children.

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| 1. **Attainment for KS2 2020/21** | | | | |
|  | **Pupils eligible for PP** | | **Pupils not eligible for PP** | |
|  | Holy Trinity 20/21 | Camden (National 2018/19\*) | Holy Trinity 20/21 | Camden (National 2018/2019) |
| % achieving expected or above in reading, writing and mathematics | **75%** | **66%** | **100%** | **79%** |
| % achieving expected or above in reading | **94%** | **74%** | **100%** | **86%** |
| % achieving expected or above in writing | **69%** | **77%** | **100%** | **87%** |
| % achieving expected or above in maths | **75%** | **82%** | **100%** | **90%** |

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| **Progress scores for KS2 2020/21** | |
| **Score for P.P** | **Score for non P.P** |
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Our KS1 2020-21 data shows again that writing is an area to focus on. 89% are at the expected standard of non PP children vs 59% of PP children. Similarly, we believe this is as a result of the 2020 lockdown and the 2021 lockdown. It is clear that reading and maths are also significantly impacted.

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| **KS1 data** | |
| **Pupils eligible for PP** | **Pupils not eligible for PP** |
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In 2020/21, because of COVID restrictions and the second school closure period, opportunities for extracurricular and enrichment activities were limited. Many disadvantaged pupils were invited into school during lockdown and all families were offered technology so they could take full part in any virtual activities with their classes. Our Y6 residential trip went ahead with subsidies to disadvantaged families.

## 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*

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| Programme | Provider |
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