

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 CE Primary School
Number of pupils in school	172 (updated Nov 23)
Proportion (%) of pupil premium eligible pupils	46.2% (updated Nov 23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2026/27
Date this statement was published	November 2023
Date on which it will be reviewed	November 2026
Statement authorised by	Keeley McCleave
Pupil premium lead	Jess Dillon
Governor / Trustee lead	Andy Keighley

Funding overview

Detail	Amount
Recovery premium funding allocation this academic year	£14,355
Pupil premium funding allocation this academic year	£144,045
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	£158,400

Part A: Pupil premium strategy plan

Statement of intent

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 benefits all pupils. We also invest heavily in high quality interventions that are delivered by our HLTAs. These serve to catch children up from low starting points and mitigate the impact of low attendance.

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 are 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.

Challenge number	Detail of challenge
1	On entry baseline assessments for disadvantaged pupils show low starting points in many areas of the EYFS

	Framework, with lower communication and language skills.
2	Limited opportunities/ life experiences beyond their home and immediate community.
3	Some pupils who are in receipt of Pupil Premium funding show less secure learning behaviours. Some pupils physically and emotionally lack self-belief, determination and resilience and can lack self-motivation and confidence to improve
4	Persistent absence is above national and local averages for disadvantaged pupils nationally. In 2022-2023, attendance data was 89.84% for PP children vs 92.67% for non-PP children.
5	In 2022- 2023 there were some curriculum areas where non-PP children significantly out performed PP children: <ul style="list-style-type: none"> • In Year 4, 55% PP were OT+ vs 86% non PP in Reading • In Year 3, 50% PP were OT+ vs 80% non PP in Writing • In year 5, 58% PP were OT+ vs 77% non PP 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.

Intended outcome	Success criteria
Continue to improve reading attainment among disadvantaged pupils.	Internal and external data to show that reading outcomes are broadly in line with non- disadvantaged children
Continue to improve Maths attainment among disadvantaged pupils.	Internal and external data to show that maths outcomes are broadly in line with non- disadvantaged children
Continue to improve Writing attainment among disadvantaged pupils.	Internal and external data to show that writing 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 2023/24 demonstrated by: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • qualitative data from student voice, parent surveys and teacher observations • improvements in behaviour
To sustain an enriched curriculum, full of opportunities for Cultural Capital, for all pupils, particularly disadvantaged pupils.	Sustained enriched curriculum as seen through: <ul style="list-style-type: none"> • 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)

Budgeted cost: £ 84,110

£2000 CGP homework books (including stretch books)
£8000 Latin programme (50% of fee)
£8000 music teacher
£57,510 teacher salary (7% of salary)
£3000 towards supply teachers to cover costs of training
£5000 on courses for teacher development through Camden Learning
£300 standardised tests
£300 embedding Rosenshine's principles of direct instruction

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Embed Rosenshine's principles of direct instruction in teaching (see 23-24 SIP)</p>	<p>These are 10 research-based principles of instruction that should be embedded within the classroom.</p> <p>Principles of Instruction</p>	<p>5</p>
<p>Purchase of standardised diagnostic assessments (Rising Stars Assessments Y1- 5)</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>EEF Standardised Tests</p>	<p>5</p>
<p>Teacher's opportunities for professional development courses (Camden Learning)</p>	<p>Courses will help improve the quality of teaching in school by keeping teachers up to date with evidence based teaching and learning strategies.</p> <p>EEF Teacher Development</p>	<p>5, 3, 1</p>
<p>Participation in The Latin programme</p>	<p>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.</p> <p>EEF Middle and Higher Attainers</p>	<p>5</p>
<p>Focus on Early Reading and Phonics.</p> <p>Embed Essential Letters and Sounds- a DfE validated Systematic Synthetic Phonics programme - to secure stronger phonics teaching for all pupils.</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:</p> <p>EEF Phonics</p>	<p>1, 5</p>

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

Budgeted cost: £ 41,000

MARK interventions: £1000
 Resources for interventions: £500
 2x HLTA salary (50%) £30,000
 SEND provision map £2000
 2x TA salary for class interventions (33%) £15,000
 Phonically decodable books: £2390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at those 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	1, 5
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 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	1, 5
1:1 reading for the bottom 20% by HLTA	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	1, 5

Writing conferencing delivered by Class Teacher/ Teaching Assistant	This is in line with EEF recommendations for Effective Feedback 'Feedback should focus on moving learning forward, targeting the specific learning gaps that pupil's exhibit.'	3, 5
High quality phonics intervention for older struggling readers Purchase of new phonically decodable books suitable for older readers	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	1, 5

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

Budgeted cost: £ 23,400

£200 for incentives for attendance
£500 subsidised for homework club
£15,000 HLTA salary (50%)
£3000 for trips/ residential
£3000 subsidies for afterschool clubs
£700 guest speakers at school
£1000 Playground project new resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
Playground project with Camden Speech & Language Service to ensure playtime is fully utilised and all pupils enjoy playtimes (see 23-24 SIP)	Play is vital to children's development. Children want to feel safe and enjoy playtimes. 'Let the Children Play: Research on the Importance of Play, Digested' by the British Psychological Society	3
Invite a range of visitors to do assemblies and workshops with children to raise their aspirations	Ofsted acknowledge that many disadvantaged pupils do not have access to cultural capital at home and highlight its importance to succeed in life.	2, 3

	Ofsted 2019 Cultural Capital	
<p>Improve the attendance of PP pupil's through rewards and communication with parents.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Attendance awards termly • Attendance mascot • Letters/ phone calls termly to children with under 90% attendance • Invitations to attend breakfast club 	<p>The DfE guidance has been informed. Rewards and incentives are highlighted as well as communication with parents.</p> <p>DfE Improving School Attendance</p>	4
<p>Support full participation of disadvantaged pupil in extracurricular and enrichment activities through financial contribution. This includes all clubs.</p>	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote emotional well-being:</p> <p>DfE Supporting Educational Well-Being</p>	4, 2
<p>Pastoral support worker to work with vulnerable pupils and their families</p>	<p>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.</p> <p>DfE Supporting Educational Well-Being</p>	3
<p>Support full participation of disadvantaged pupils in school trips and residential</p>	<p>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</p> <p>EEF Adventure Learning.</p> <p>Ofsted acknowledge that many disadvantaged pupils do not have access to cultural capital at home and highlight its importance to succeed in life.</p> <p>Ofsted 2019 Cultural Capital</p>	2

Total budgeted cost: £158,400

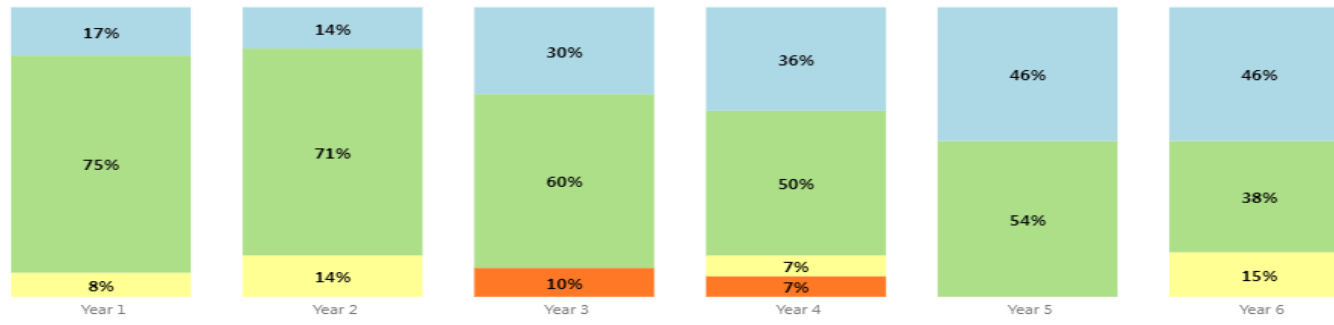
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

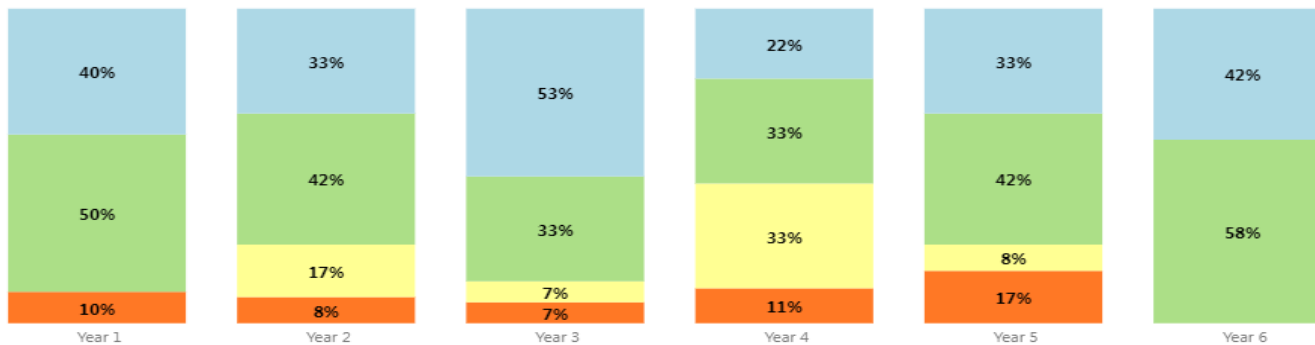
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Reading

2022/2023, All Year Groups, Reading, Summer, Pupil Premium



2022/2023, All Year Groups, Reading, Summer, Non-Pupil Premium

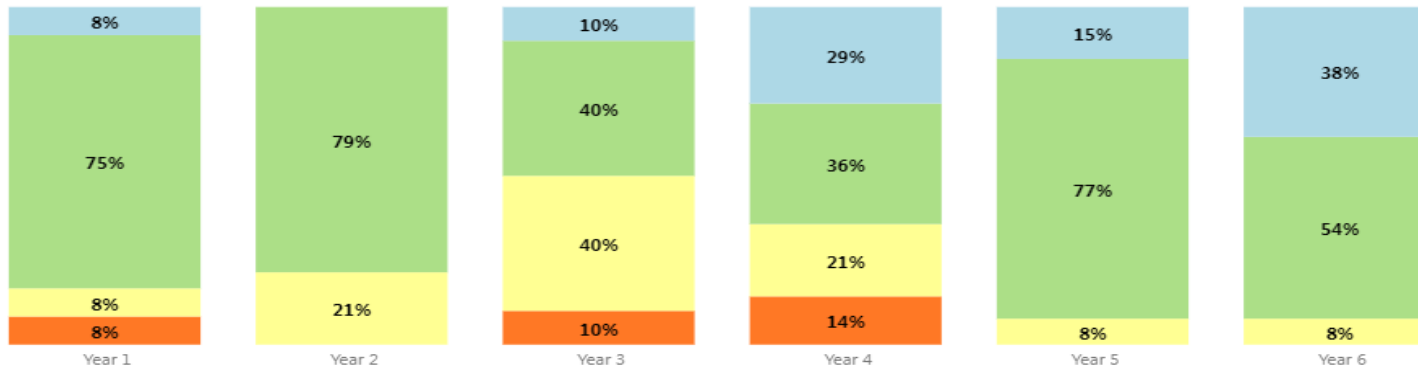


What does this tell us?

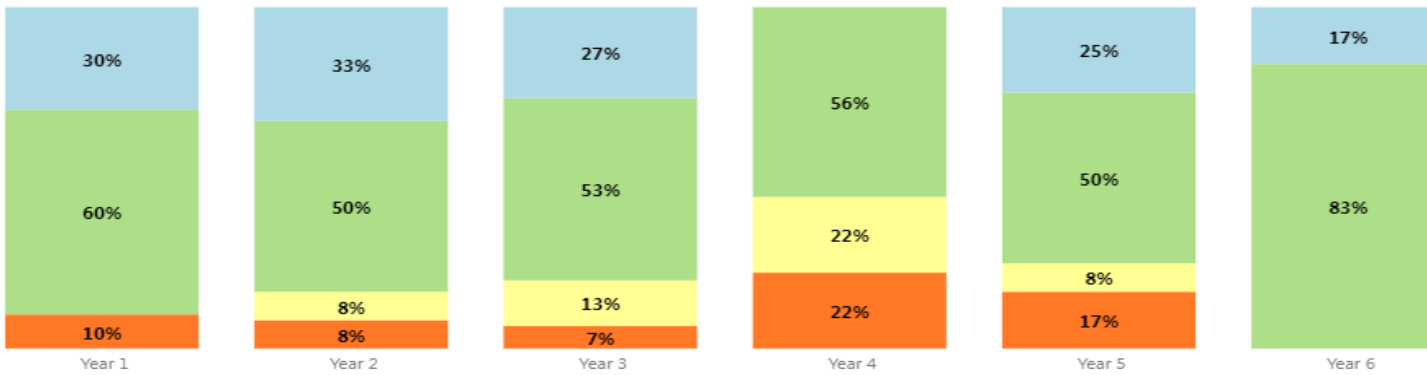
Y1	Y2	Y3
No difference OT+	PP chn higher OT+	PP chn higher OT+
Y4	Y5	Y6
55% PP vs 86% non PP	PP chn higher OT+	64% PP vs 100% OT+

Writing

2022/2023, All Year Groups, Writing, Summer, Pupil Premium



2022/2023, All Year Groups, Writing, Summer, Non-Pupil Premium



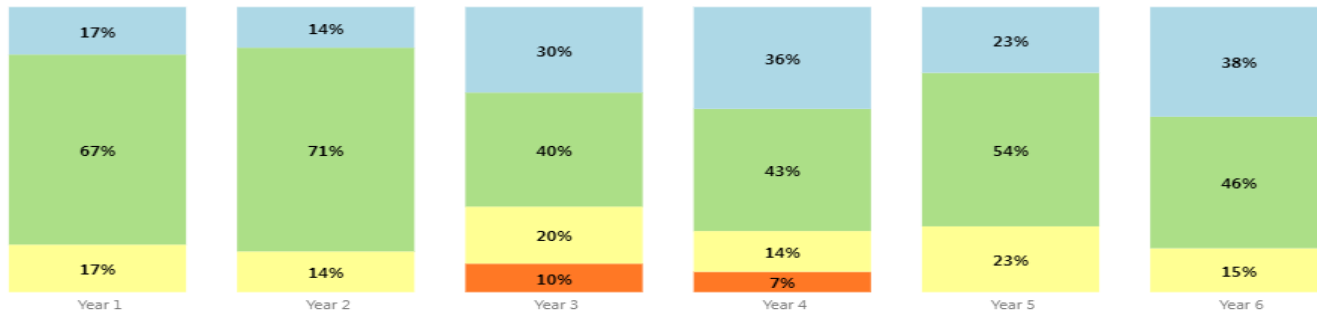
What does this tell us?

Y1	Y2	Y3
83% PP vs 90% non PP (not a concern)	79% PP vs 83% non PP (not a concern)	50% PP vs 80% non PP
Y4	Y5	Y6
PP chn higher OT+ (English action plan to address)	PP chn higher OT+	92% PP vs 100% OT+ (not a concern)

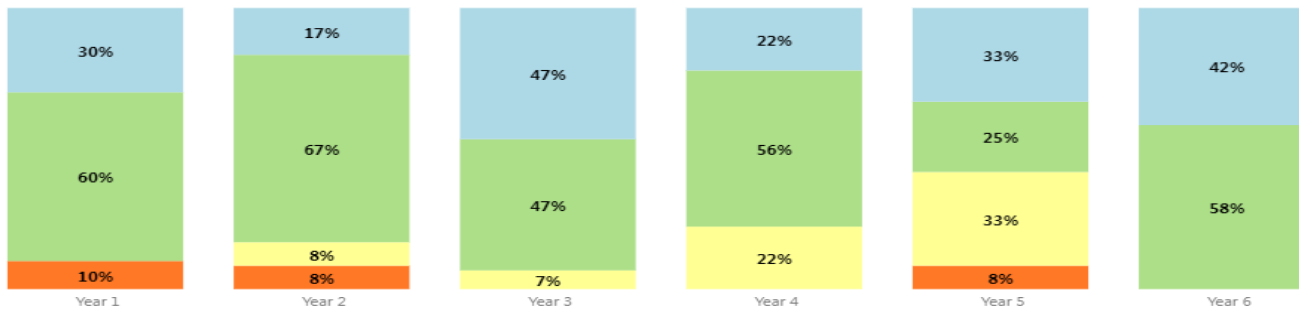
●

Maths

2022/2023, All Year Groups, Maths, Summer, Pupil Premium



2022/2023, All Year Groups, Maths, Summer, Non-Pupil Premium

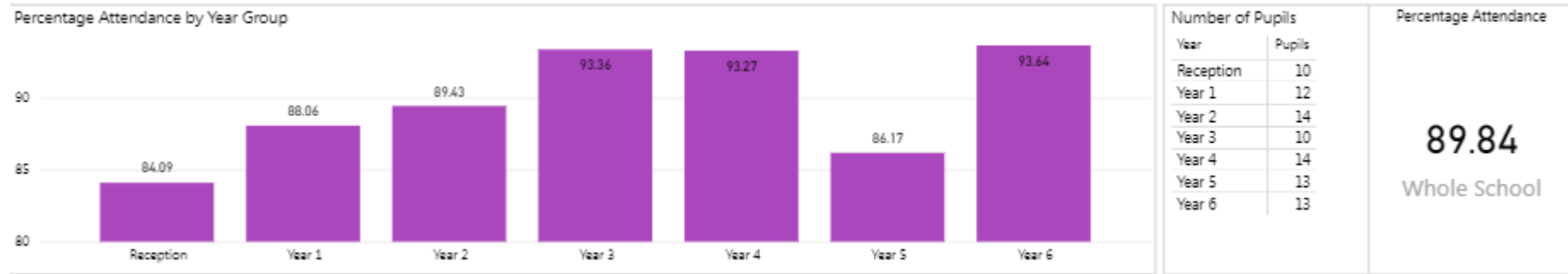


What does this tell us?

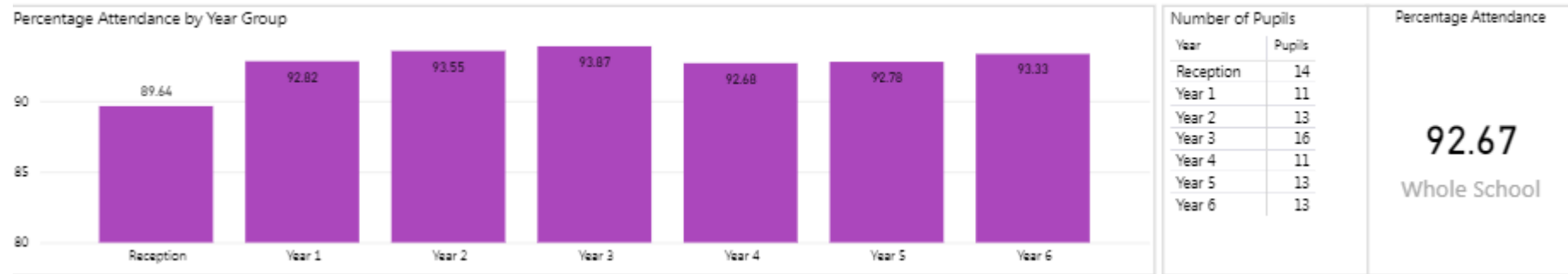
Y1	Y2	Y3
PP chn higher OT+	PP chn higher OT+	70% PP vs 94% non PP (not a concern)
Y4	Y5	Y6
PP chn higher OT+	58% PP vs 77% non PP	85% PP vs 100% OT+ (not a concern)

Attendance

2022/2023, Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, Pupil Premium



2022/2023, Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, Non-Pupil Premium



What does this tell us?

Chn in KS1's attendance mainly impacted