

Holy Trinity NW3 Pupil Premium Strategy Statement



This statement details our school's use of pupil 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
School name	Holy Trinity CE Primary School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	40.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2027/28
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Keeley McCleave
Pupil premium lead	Jess Dillon
Governor / Trustee lead	Andrew Hull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 136,160
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£136,160

Part A: Pupil premium strategy plan

Statement of intent

Raising Aspirations

We believe that every child, regardless of their background, has the potential to succeed. As a church school, we value each individual's unique personality and strive to help them reach their full potential.

We aim to develop our pupils' character, talents, and abilities to the fullest. We believe that high-quality teaching and targeted interventions are essential for closing the attainment gap and ensuring that all students make good progress. We want our pupils to leave school with a broad education that is enriched with a variety of opportunities to prepare them for success in life.

Reaching Our Potential

We identify the needs of each student early on and provide appropriate support. Our staff are committed to raising expectations for all pupils and ensuring that they are challenged and supported throughout their school career.

We believe that high-quality teaching is the key to closing the attainment gap. The whole staff take responsibility for disadvantaged pupils' outcomes and are aware of our school's commitment to helping them reach their potential. 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.

Learning to Live Well Together

We are an inclusive school that celebrates diversity and values the contributions of all members of our community. We believe that everyone has a right to feel safe, respected, and valued, regardless of their home life. We foster a strong sense of community among our pupils, staff, and parents. We believe that working together, we can create a positive and supportive learning environment for all.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments and observations indicate that disadvantaged pupils are less likely to reach a good level of development at the end of EYFS than non-disadvantaged pupils.</p> <ul style="list-style-type: none">➤ In 2023- 2024, 40% of disadvantaged pupils reached a good level of development at the end of EYFS compared to 81% non-pupil premium children.

2	Observations and discussions with pupils and families show that our disadvantaged pupils have limited opportunities/ life experiences beyond their home and immediate community. This can have an impact on pupil attainment and confidence.
3	<p>Observations and discussions with teachers suggest that disadvantaged pupils generally have less secure learning behaviours than their peers. Some pupils physically and emotionally lack self-belief, determination and resilience and can lack self-motivation and confidence to improve.</p> <ul style="list-style-type: none"> ➤ 64% of children that are on our SEND register for Social, Emotional and Mental Health needs are from disadvantaged homes. ➤ 100% of the children who did not reach their Personal, Social and Emotional Development Early Learning Goal were disadvantaged. ➤ 83% of children on our Safeguarding register are in receipt of Pupil Premium funding.
4	<p>Persistent absence is above national and local averages for disadvantaged pupils nationally.</p> <ul style="list-style-type: none"> ➤ In 2023- 2024, 53% of pupils with persistent absence were in receipt of pupil premium.
5	<p>Internal and external assessments indicate that lower numbers of disadvantaged children reach the higher standard.</p> <ul style="list-style-type: none"> ➤ In 2023-2024, end of Key Stage 1 the disadvantage gap for greater depth was -5% in writing and -7% in maths. ➤ In 2023-2024, end of Key Stage 2 the disadvantage gap for greater depth in reading was -9%, in writing – 15% and in maths -5%.
6	<p>In 2023 the Education Policy Institute (EPI) found that the attainment gap between disadvantaged pupils and their peers has widened across all educational phases since 2019.</p> <ul style="list-style-type: none"> ➤ Although our data does not reflect this challenge, we know this is due to the pupil premium provision we have put in in over the last 3 years and plan to continue this provision.

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
More pupils reaching a Good Level of Development by bringing writing ELG in line with word reading.	The percentage of pupils achieving their ELG in writing is in line with word reading at 76% - 5% above national.
More pupils reaching a Good Level of Development by increasing the number of pupils achieving their reading ELG.	The percentage of disadvantaged pupils reaching their ELG in reading is in line with their peers.

More pupils reaching a Good Level of Development by brining number ELG into line with Camden/ national figure.	The percentage of pupils achieving a good level of development in numeracy is in line with Camden/ national figure at 80%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • Children being able to articulate their spiritual development • Qualitative data from pupil voice, student surveys and teacher observations <p>Early intervention and behaviour support for children consistently engage</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> • Attendance & punctuality improves by at least 1% • Persistent absence is reduced by at least 5%
Improve the number of disadvantaged pupils achieving the higher standard in reading, writing and maths.	KS2 outcomes in 2026/27 show that disadvantaged pupils reach the higher standard in line with their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (2024/2025)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 76,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to resource DfE validated Systemic Synthetic Phonics programme that supports word writing.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1
Enhancement of our maths teaching and curriculum planning to ensure that higher	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:	1, 5

attainers are challenged. We will fund teacher release time to coach teachers and engage with the Maths Hub.	Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Enhancement of our Early Writing provision in Early Years and Year One. We will fund teacher release time to support the Reception teacher with the new curriculum.	Ofsted published a research and analysis report that supports the changes implemented to our Early Writing curriculum. Telling the story: the English education subject report	1
Enhancement of our Early Number provision in Early Years and Year One. We will fund teacher release time to monitor and evaluate the success of teaching number in EYFS according to EEF guidance.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1	1
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	1, 5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality intervention in Reading and Maths for children making less than expected	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	6

progress in KS1/ KS2 led by HLTAs (MARK intervention)	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	
1:1 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	6
Writing conferencing delivered by Class Teacher/ Teaching Assistant including those at the higher standard.	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.'	6
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	6
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	6

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

Budgeted cost £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support full participation of disadvantaged pupil in extracurricular	DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote emotional well-being: DfE Supporting Educational Well-Being	2

<p>and enrichment activities through financial contribution. This includes all clubs.</p>		
<p>Participation in Artsmark Platinum to build to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society</p>	<p>EEF finding shows that participating in the arts can have a positive impact on academic outcomes and can be a positive route to re-engage older pupils in learning:</p> <p>EEF: Arts Participation</p>	2
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve releasing a member of staff 2.5 days per week to do weekly monitoring of attendance and welfare calls to children with PA and work with a SISO.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Invite a range of visitors to do assemblies and workshops with children to raise their aspirations</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, 3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
<p>Support full participation of disadvantaged pupils in school</p>	<p>The EEF shows that adventure learning has positive benefits on academic learning. They suggest that pupils who participate in adventure</p>	2

<p>trips and residentials</p>	<p>learning interventions make approximately four additional months EEF 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</p>	
<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. DfE Supporting Educational Well-Being</p>	<p>3</p>

Total budgeted cost: £ 136,160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/2024 academic year using KS1 and KS2 performance data, phonics check results and our own internal assessments.

Whilst the school achieved higher than national for Good Level of Development in the Early Years, there still continues to be a -41% gap between disadvantaged and non-disadvantaged. The areas of the EYFS framework that showed the biggest gap was literacy, particularly word reading and writing, and mathematics. It has therefore been identified as a focus for our 2024-2025 Pupil Premium Strategy and School Improvement Plan.

Phonics data showed that 88% of pupils passed the phonics check. 100% of our disadvantaged pupils in our 2024/25 cohort passed the phonics check. This is due to the strength of our validated synthetic phonics programme and additional phonics sessions for those who needed to 'keep up'. Both of these strategies were outlined on our 2023 Pupil Premium Strategy report. By the end of year 2, 93% of disadvantaged pupils met expected standard while 91% of all other pupils did (+2%).

Despite there being no requirements for schools to complete the KS1 assessments, we opted-in to better inform teacher assessments. The gap between disadvantaged and non-disadvantaged was narrower than the borough. For example, in reading the school have +2%, in the borough this stands at -14%. In writing and in maths the school have -5% whilst the borough had -14% and -15% respectively.

At the end of Key Stage 2 in 2024, the disadvantaged gap was significantly above borough and nationally as 100% of disadvantaged pupils met the expected standard in reading, writing and maths. The disadvantage gap in reading was +20%, in writing +30% and maths +40%.

Our data for children reaching the higher standard in Reading, Writing and Maths shows a larger gap with our disadvantaged, though it is still narrower than both Camden and National statistics. In Key Stage 1, there is a negative gap of -5% in writing and -7% in maths. In Key Stage 2, the gap is -9% for reading, -15% for writing and -5% for maths. Our 2024-2025 Pupil Premium strategy highlights the need to target the children working above the expected standard.

Our internal data shows the progress of disadvantaged versus non-disadvantaged is in line with one another in all subjects for all year groups.

The gap between the attendance of disadvantage versus non-disadvantaged shows there has been some improvement. It remains below Camden's minimum attendance expectation at 95.6% so will remain a priority on our Pupil Premium strategy.

	Attendance % whole school	Disadvantaged attendance	Disadvantaged gap
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2022-23	92.1%	89.8%	-2.3%
2023-24	93.82%	93.09%	-0.73%

Persistent absence improved from 2022-23 to 2023-24 as it reduced from 27.8% to 15.52%. 53% of pupils with persistent absence were in receipt of pupil premium and these children will continue to be monitored as part of our 2024-25 Pupil Premium Strategy.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A