

## 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 21/22

Detail	Data
School name	Holy Trinity C of E Primary School
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	20/21, 21/22, 22/23, 23/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Joanne Corbett
Pupil premium lead	Jayne O'Neill
Governor / Trustee lead	Hazel Bloxham

### Funding overview 21/22

Detail	Amount
Pupil premium funding allocation this academic year	£163,365
Recovery premium funding allocation this academic year	£17,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£21,539
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£202,449

# Part A: Pupil premium strategy plan

## Statement of intent

It is our belief that every child should be supported to flourish academically, socially, physically and emotionally no matter what their background. The targeted and strategic use of the Pupil Premium Grant supports us in achieving this.

By taking into account contextual information about our school and EEF research information we hope to ensure consistency in our approach to supporting those children who are the most disadvantaged.

In order to do this, we will ensure:

- that teaching and learning opportunities meet the needs of all of the pupils
- that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- that when making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. In recognising this we will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. It is our aim to ensure that all pupils eligible for the Pupil Premium grant receive high quality, focused support and intervention throughout their time at Holy Trinity, regardless of ability.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and school readiness following Covid-19 closure of school and restricted opening throughout 19/20 and 20/21. School closed to all pupils for 10 weeks from March 2020. Home learning was provided but uptake and regular engagement was low - 23%. This has continued to impact throughout 20/21. The number of PP pupils who returned to school in June 2020 was 23 (15%). This made up 40% of those returning to school.</p> <p>38% of persistent absentees in 2020/21 were Pupil Premium. 60% of Pupil Premium pupils had attendance less than 95%. Less time spent in school results in less progress being made and lower attainment in many cases.</p>
2	<p>Whole School Communication and Language assessments at the end of 19/20 evidenced that only 17% of pupils in Y1 - 6 were age related in this area. This impacts negatively on attainment in Reading and Writing and other areas of the curriculum.</p>
3	<p>Inward mobility with 66% of pupils having English as an additional language compared to the National average of 34%. In addition to this a number of pupils are New Arrivals to the country (10%) having not had previous schooling in some cases - in most cases, despite being a vulnerable group, their status in the country prevents them from being eligible for Pupil Premium Funding. Currently these pupils whose parents have no recourse to public funds make up approximately 8% of the school.</p>

4	Poor basic skills for some pupils due to background and life experiences. Limited opportunities for pupils to learn at home due to poor home environments. Socio-economic factors such as poor housing conditions, financial difficulties, unemployment, status in country, etc. result in poor parental involvement in some cases.
5	High number of safeguarding issues, most prominently Domestic Abuse and emotional barriers to learning which means pupils are not ready to learn until these barriers are addressed. The number of pupils accessing Nurture support or support from Learning Mentors increased significantly following the restricted opening of school due to Covid-19. In the year 19/20 15% of all pupils accessed pastoral support, this rose to 70% of all pupils in 20/21 (81% of PP pupils)
6	Low baseline of attainment on entry to EYFS which results in accelerated progress needing to be made in following year groups. Very few pupils on entry to nursery are at ARE for communication and language.

## 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
<p>Pupils' attitudes to learning are consistently positive 'Human flourishing for all' is embedded allowing all pupils to make a positive contribution to school life Blended learning is embedded and used across all subjects (Use of ICT) Attendance of PP pupils is above national attendance figures.  The % of persistent absentees is below national PA figures.</p>	<ul style="list-style-type: none"> <li>Pupils' love of learning is demonstrated through pupil discussion and conferencing.</li> <li>Pupils and parents reference the Trinity Top Ten learning behaviours in daily discussion and can articulate how this impacts on learning.</li> <li>Pupils aspirations and expectations are raised – pupils talk positively about school life and how this equips for them for the next stage in the education and life.</li> <li>Behaviour incidents are significantly reduced and exclusion rates are well below national figures.</li> <li>Pupils confidence in online learning and the use of IT is raised to ensure that no learning is lost should a future closure occur.</li> <li>The percentage of PP pupils whose attendance is below 95% is reduced by at least 10% across the year.</li> </ul> <p>Whole school boys' attendance is above 96%</p>
<p>Improved quality of provision in reading and writing Improved communication and language skills across all year groups Improved outcomes for vulnerable group Improved progress for vulnerable group</p>	<ul style="list-style-type: none"> <li>The percentage of Y1-6 PP pupils attaining EXS in reading and writing improves in line with non PP pupils across the year.</li> <li>The percentage of PP pupils attaining age related standardised scores in NFER reading and maths tests improves by at least 6 APS compared to Aut 19/20 results</li> <li>The percentage of pupils at age related standards for communication and language increases across the year.</li> <li>The teaching of reading and writing is judged as at least good in the majority of classes</li> <li>Planning demonstrates that possibilities is a key driver to widen pupils' experiences and raise aspirations</li> <li>Pupil conferencing demonstrates that pupils enjoy learning and articulate their knowledge and understanding in relation to themselves</li> <li>Cross curricular application of skills demonstrates age related expectations consistently</li> <li>The range of wider curricular opportunities offered to pupils is broad</li> <li>Planning for the wider curriculum evidences that it is under pinned by the 3 drivers – spirituality, possibilities and questioning</li> </ul>

	Pupils accessing the Core curriculum in Reading and writing demonstrate progress through improved application of basic skills across subjects.
Improve Basic skills in reading, writing and maths.	Monitoring evidences that improvements in basic skills are seen in the wider curriculum areas.
<p>Improve opportunities for home learning.</p> <p>Number of parents engaging in pupils' learning increases, including home readers and engagement in homework</p> <p>Early engagement from EYFS parents</p> <p>Continue to improve attendance at Parents' Evenings.</p> <p>Safeguarding and well-being concerns are identified and dealt with quickly and effectively.</p> <p>Broaden pupils' experiences by providing extracurricular activities and wider learning opportunities.</p> <p>Pupils enjoyment and love of learning increases</p>	<ul style="list-style-type: none"> <li>• Eradicate the gender gap in attainment at the end of KS2.</li> <li>• Reduce the gap in progress for boys /girls</li> <li>• Behaviour incidents recorded for boys (and PP boys) is reduced.</li> <li>• Planning demonstrates that possibilities is a key driver to widen pupils' experiences and raise aspirations</li> <li>• Planning for the wider curriculum evidences that it is under pinned by the 3 drivers - spirituality, possibilities and questioning</li> <li>• Pupil conferencing demonstrates that pupils enjoy learning and articulate their knowledge and understanding in relation to themselves</li> <li>• Cross curricular application of skills demonstrates age related expectations consistently</li> <li>• The range of wider curricular opportunities offered to pupils is broad and inspiring</li> <li>• Reduce the number of behaviour incidents across the academic year (yellow cards, red cards and behaviour recovery)</li> <li>• Reduce the number of fixed term exclusions to under 1%</li> <li>• Pupil conferencing allows pupils to talk about learning behaviours and how they are used across all subjects</li> <li>• Pupils are able to recognise injustice, both in school and outside of school, and feel confident enough to challenge it</li> <li>• Transition is carefully planned and PHSE teaching provides activities to ensure pupils are ready to succeed in each new stage of their education.</li> </ul> <p><b>Pupil conferencing and evidence scrutinies demonstrate pupil awareness that opportunities and possibilities in life can be achieved through hard work and resilience</b></p>

## Activity in this academic year 21/22

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (20/21)** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 75, 828

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x full time Learning Mentors across school	<p>Studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Evidence and research shows that pupils who are in control of their learning make significant gains</p> <p>Pupils will need to be re - engaged with learning following a long absence from school due to Covid-19 need structured support to access learning within their classroom and make progress.</p> <p>Research has shown that learning mentors can help to improve pupil behaviour, increase their self-confidence and motivation, and improve their classwork, relationships with teachers and personal organisation skills.</p> <p>Learning Mentors can impact positively on pupils by providing support and guidance to children and young people who are experiencing difficulties in learning due to social, emotional or behavioural problems or other issues.</p>	1,2,5
CPD for delivery of interventions - blended learning approaches and pre teaching (use of technology)	<p>Some pupils who have gaps in their learning are able to keep within ARE when pre teaching occurs. This has had a positive impact on pupils, giving them confidence to contribute during lessons</p> <p>Enables pupils to 'catch up' in order to meet ARE in Reading, Writing and Maths</p> <p>Overall, studies investigating the use of digital technology find that it is associated with learning gains of, on average, an additional four months' progress over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology?utm_source=/education-evidence/early-years-toolkit/digital-technology&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology?utm_source=/education-evidence/early-years-toolkit/digital-technology&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	1,2,3,4
CPD - Teaching Triads related to School Improvement Priorities - Self and Peer Assessment, Questioning, Learning through storytelling, Provision for GDS High quality feedback throughout lessons	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Pupils respond well to immediate feedback, helping to identify areas for development in a timely and effective way. Feedback studies show very high positive effects on learning.</p> <p>More Able pupils need to access further challenge in order to meet GDS</p>	2,4,6

Home learning books for all pupils	EEF research shows that homework and parental support has a positive impact on learning and pupil progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	4,6
Vocabulary focus - improving communication and language	Continue to develop the vocabulary of pupils to increase the number of pupils at ARE and GDS in reading and writing across school. Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=communication">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=communication</a>	2,3

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

Budgeted cost: £ 60,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted Intervention Booster sessions after school (Year 2/Year 6 plus other year groups in line with 'Catch up Funding')	<p>Some pupils need targeted help with some areas of the curriculum. Pupil progress meetings will help to inform provision for these pupils on a regular basis - ensuring they have access to the most effective intervention for their needs.</p> <p>Evidence shows that small group work is effective and the average impact is four additional months' progress, on average, over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=group">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=group</a></p>	2,4,6
Forest school	<p>Boys learn particularly well in active environments - providing further life experiences for pupils, developing confidence and building relationships</p> <p>Outdoor Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Participation in these activities can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	1,2
Communication and language interventions for identified pupils	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=communication">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=communication</a></p>	2
1 x additional member of staff to deliver reading interventions	<p>Independent Reading with lowest 20% of pupils and Pupil premium pupils regularly</p> <p>Evidence indicates that one to one tuition can be effective, providing a</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=one%20to">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=one%20to</a> approximately five additional months' progress on average.</p>	4

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

Budgeted cost: £ 70,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	<p>Research shows that pupils who eat breakfast show signs of improved concentration and attention.</p> <p>Findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast</a></p>	1,5

Nurture Groups - SEMH pupils.	Improving social and emotional learning and behaviour improves confidence and wellbeing and ensures pupils are ready to learn. This in turn improves rates of progress and attainment for PP and identified	5,2
Admin staff making first day of absence calls to families. Welfare and safeguarding officer and SAHT tracking and monitoring attendance and punctuality	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001) Improvements in Attendance and Punctuality directly relate to attitudes to work and education thus improving outcomes for pupils. Good relationships between parents and school encourages parents to take more responsibility in ensuring pupils attend school regularly and on time. Parents confidence in the 'Safety' of school following the pandemic is increased <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</a>	5,2
Welfare and Safeguarding Officer involvement with families	Good relationships between parents and school enables pupils to make better progress and improves outcomes - raises aspirations. The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental</a>	5,1
Contribution to school trips, residential visits and visitors	Enables pupils to experience further learning opportunities and broadens life experiences.	1,4
Soft Start to the day	Extending the school day - beginning earlier - has had a positive impact on families. Parents welcome the earlier start, gives opportunities for pupils to access learning right at the beginning of day, sets children up to begin lessons as they are settled. Has shown to help improve punctuality and attendance.	3,4

**Total budgeted cost: £ 206,391**

## 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.

There was no external testing in Summer 2020. Our last internal data drop was taken at the end of the Summer term. This data was compared to baseline data taken when all children returned to school in September 2020.

From March until the end of the year a significant number of children were either not in school at all or not in accessing work whilst at home. All of our most vulnerable pupils were invited to attend school and access Key Worker bubbles during this time. Those who took up this offer benefitted from small group activity. In some cases children were able to continue with planned SEND provision during this time.

#### Data Headlines for the end of 2020/21

*Reading attainment is in line with national across school.*

*Attainment in writing continues to improve but is still significantly below national.*

*Attainment in maths across school is broadly in line with national for both age related and higher attainers.*

*The gap between PP and non PP in school has narrowed in reading across school and the attainment of PP pupils in this area shows good improvement..*

*Attainment for PP pupils in maths has significantly improved across the year and the gap between PP pupils and non PP pupils' attainment at ARE has reduced by 8%. The attainment of PP pupils at GDS has increased significantly.*