



Holy Trinity Church of England Primary School

Excellence in how we worship, learn and work together

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PUPIL PREMIUM SPENDING STRATEGY 2022 - 23

Our pupil premium funding in March 2022 was based on 111 children @ £1345 = £156,505

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 (October 2022)	236
Proportion (%) of pupil premium eligible pupils	47% (111 children)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	9 th December 2022
Date on which it will be reviewed	8 th December 2023
Statement authorised by	Chris Tongeman - Chair of Governors
Pupil Premium Lead	David Winn - Headteacher
Governor / Trustee lead	Lesley Morrison - Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,804
Recovery premium funding allocation this academic year	£17,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£173,914

Part A: Pupil Premium Strategy Plan

Statement of intent

Every one of our children is unique and special. We are committed to providing an exceptional learning experience for all the children in our Holy Trinity family.

We strive to enable our children to acquire the knowledge, skills and characteristics they need to be successful in the wider world.

At Holy Trinity, we serve our community with compassion, empathy and kindness in all that we do.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy on entry: basic reading and writing skills – compared to the national average.
2	Below age-expected language and communication skills upon entry.
3	77% of our children are with EAL (49% are fluent in English)
4	Consistency in teaching standards continues to be a whole school priority.
5	Low levels of resilience and stamina when completing learning activities.
6	Some of our families do not have the resources or language skills to support their children effectively at home.
7	Social, emotional and mental health needs have continued to be prevalent as a consequence of the pandemic.
8	Attendance is at 94.8%, due to a number of persistent absentees.
9	Parental engagement for our most disadvantaged children has proven difficult to achieve.
10	11% of our children are with SEND – 5% are with EHCP's (both above local and national averages)


Intended outcomes

1. To ensure quality first teaching so that all children make good progress or better, and the lowest 20% catch up.




Our results show that the gap is widest for our disadvantaged pupils in reading and writing.

2. To target the lowest 20% of pupils, especially in reading and writing, so that they make excellent progress.

-  Our data shows that, although the gap is closing, disadvantaged pupils and their families need further support to enable them to catch up.

3. To meet the wider needs of our children, by supporting promoting their emotional and physical wellbeing.

-  We know that mental health issues are prevalent among our Pupil Premium children and their families, which can affect all aspects of school life, including progress, attainment, attendance and behaviour.

-  Our attendance data shows that over half of all persistent absenteeism in our school is from disadvantaged pupils.

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen two or three interventions. This focused approach ensures the best chance of success for each intervention.

Quality of Teaching

Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.

Using the PPG to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium.

Our priority at Holy Trinity C of E Primary School is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Encouraging self-led professional development: Facilitating weekly CPD opportunities for all teaching staff.

1. Professional development: Weekly individual and group coaching sessions to support teachers/TAs, with a particular emphasis on maths, literacy/vocabulary and curriculum development.
2. Professional Development for staff by attending targeted training courses and INSET.

Targeted academic support

At Holy Trinity C of E Primary School we consider carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation.

1. Structured interventions: Introducing speech and language interventions for pupils with poor oral language and communication skills.
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using TALAs.

Intended outcome	Success criteria
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths);</p> <p>Those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by our SEND team.</p>	<ul style="list-style-type: none">End of summer 2022 and 2023 data will show that 90% of disadvantaged children have made expected progress of six steps in R, W and M.End of year data will also show that 15% of disadvantaged children will have made accelerated progress.Analysis of interventions will show that they have had a positive impact of the disadvantaged children's learning and has helped in accelerating their progress.
<p>Pupils and families with identified social, emotional or mental health needs are well supported by school staff so that the barriers are removed or alleviated.</p>	<ul style="list-style-type: none">Family Welfare Officer, SENDCO and Headteacher identify and support families and children, and work to alleviate barriers to learning.Identified children are invited to Nurture Group, Therapeutic Support with our Pastoral and Wellbeing Officer, Counselling and Mentoring through external agencies, SALT, Autism Awareness and therapeutic support through the Lambeth Mental Health Support Team.Vulnerable or disadvantaged children are high profile and feature in our fortnightly SEND & Safeguarding review meetings, and reviewed in our termly Pupil Progress Meetings.Pupil and parent surveys will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
<p>Pupils have a breadth of experience that enables them to contextualise their learning.</p> <p>School will deliver an inspiring, broad and balanced curriculum.</p>	<ul style="list-style-type: none">Our bespoke curriculum will provide pupils with exciting, varied and book-based learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more.We will have instilled a love of learning in all children.Teachers and support staff will plan a wide range of visits/WOW events/experiences to in- spire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects.Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
<p>All disadvantaged pupils will meet national expectations for attendance and persistent absence.</p>	<ul style="list-style-type: none">Our disadvantaged children will match or exceed national attendance averages for non-disadvantaged pupils (96+%).Monitoring of attendance by Family Welfare Officer, Administrative Team and Headteacher brings about an increase in Pupil Premium children's' attendance and a decrease in persistent absence.

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: £ 23,914

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers in Years 2 and 6 to run weekly catch-up boosters for targeted children, in specific subjects identified during Pupil Progress Meetings in December 2022.	Small Group Tuition - has an average impact of four months' additional progress over the course of a year. <i>'Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.'</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, and 5
Purchase of all associated 'Essential Letters and Sounds' texts. All staff trained and able to deliver QFT Phonics. https://www.essentiallettersandsounds.org/	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2, 3, 4 & 10
Class teachers participate in Thames College Maths Hub's Leading Change and Sustaining Mastery project. Maths Lead implements strategies and ethos gained from involvement in this initiative.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2, 3, 4, 5 & 10

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist - supporting 8 children directly, and training support staff to support a further 15 children.	Oral Language Interventions - on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3 & 9
0.8 Pastoral and Wellbeing Officer supports children with SEMH needs, through counselling and therapy.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 6, 7, 8 & 9
Art Therapist employed to support five of our most vulnerable children with their SEMH needs.	Primary School-Based Art Therapy - a review of controlled studies https://openaccess.city.ac.uk/id/eprint/18181/3/	5, 7 & 10

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

Budgeted cost: £ £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time Family and Welfare Officer employed to support our most vulnerable or disadvantaged families, ranging from welfare and hardship support, attendance monitoring, secondary school transition and child protection and safeguarding.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6, 8 & 9
Mental Health and Wellbeing Lead, Ambassadors and First Aiders are trained and deployed to support and enhance the wellbeing of children and staff at our school.	DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf	5 & 7
Welfare and hardship support for our most vulnerable or disadvantaged families - school uniform, learning resources, food vouchers and hampers.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://policyinpractice.co.uk/new-research-the-impact-of-welfare-reform-on-child-vulnerability/	6, 8 & 9

Emotional Literacy Therapist employed to support 24 children in Key Stage 2 with their levels of self-esteem and confidence, and emotional articulation.	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5, 6, 7, 8 & 9
Horticultural Therapy and Outdoor Learning to be enhanced by investment in woodland garden, collaboration with a local gardening charity 'Sprout Up' and outdoor learning resources.	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	5 & 7
Subsidise enrichment, music, breakfast and after school activity clubs for all Pupil Premium children (50% subsidy).	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	6 & 7
Create an aesthetically attractive playground environment that is conducive and supportive towards more positive behaviour choices in KS1.	<p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	5, 6 & 7

Total budgeted cost: £173,914

Progress Breakdown

Y3, Y4, Y5, Y6, Y7 - Pupil Premium (95 pupils)

All Pupils (95 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	36 (37.9%)	32 (33.7%)	34 (35.8%)	34.0 (35.8%)
Progressed by 5 steps or more	58 (61.1%)	48 (50.5%)	48 (50.5%)	51.3 (54.0%)
Progressed by 4 steps or more	68 (71.6%)	61 (64.2%)	68 (71.6%)	65.7 (69.1%)
Progressed by 3 steps or more	77 (81.1%)	78 (82.1%)	80 (84.2%)	78.3 (82.5%)
Progressed by 2 steps or more	84 (88.4%)	83 (87.4%)	82 (86.3%)	83.0 (87.4%)
Progressed by 1 step or more	85 (89.5%)	85 (89.5%)	85 (89.5%)	85.0 (89.5%)
No steps progress	3 (3.2%)	3 (3.2%)	3 (3.2%)	3.0 (3.2%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	7 (7.4%)	7 (7.4%)	7 (7.4%)	7.0 (7.4%)

Diminishing Differences Report

Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (223 pupils)

223 pupils		Missing Assessment	Risk or Higher		At or Higher	
Reading	No. (%)	No. (%)	Aut1 21-22	Aut2 22-23	Aut1 21-22	Aut2 22-23
Males	99 (44.4%)	4 (4.0%)	37.9%	17.9%	20.0%	9.5%
Females	124 (55.6%)	9 (7.3%)	67.8%	27.8%	47.8%	8.7%
Difference (change in difference):			29.9	9.9 (-20.0)	27.8	0.8 (-27.0)

223 pupils		Missing Assessment	Risk or Higher		At or Higher	
Writing	No. (%)	No. (%)	Aut1 21-22	Aut2 22-23	Aut1 21-22	Aut2 22-23
Males	99 (44.4%)	4 (4.0%)	30.5%	14.7%	17.9%	7.4%
Females	124 (55.6%)	8 (6.5%)	61.2%	24.1%	35.3%	8.6%
Difference (change in difference):			30.7	9.4 (-21.3)	17.4	1.2 (-16.2)

223 pupils		Missing Assessment	Risk or Higher		At or Higher	
Mathematics	No. (%)	No. (%)	Aut1 21-22	Aut2 22-23	Aut1 21-22	Aut2 22-23
Males	99 (44.4%)	4 (4.0%)	36.8%	16.8%	24.2%	9.5%
Females	124 (55.6%)	8 (6.5%)	61.2%	23.3%	34.5%	6.9%
Difference (change in difference):			24.4	6.5 (-17.9)	10.3	2.6 (-7.7)

Difference Key:

Widening

Narrowing

Unchanged

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The expected number of steps last year was reduced to five (as opposed to six) as a staggered recovery due to the significant disruption to the children's learning after the Covid-19 pandemic.

The data indicates that 54% of our Pupil Premium made at least the expected rate of progress in Reading, Writing and Maths. 70% made just under the expected rate of progress in the 2020-21 academic year.

An average of 32.1 % far exceeded the expected rate of progress for the academic year.

The 'Diminishing Differences' report demonstrates the positive impact that our Pupil Premium Strategy has had upon our Pupil Premium children, with reduction in the number of children 'at risk of falling behind' in Reading, Writing and Maths.

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
Maths on the Move - physical mathematics intervention	Moving Matters
EBI 1:1 EAL Tuition for Spanish and Portuguese Children	EBI Partners
NOPA - Performing Arts Therapy	Number One Performing Arts
Small Group Tuition for Reading and Writing Catch Up	The Children's Literacy Charity