



**HOLY TRINITY
CHURCH OF ENGLAND
PRIMARY SCHOOL**

**PUPIL PREMIUM STRATEGY
2022 - 2023**

Pupil premium strategy statement

School overview

Detail	Data
School name	Holy Trinity C of E Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	15.9% (32 pupils)
Academic year/years that our current pupil premium strategy plan covers	1.5 years Jan 22 – July 23
Date this statement was published	17/06/2022
Date on which it will be reviewed	17/12/2022
Statement authorised by	Steph Matthews
Pupil premium lead	Rebecca Hall
Governor / Trustee lead	Helen Morris/Kath Lynch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45250
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3910 + £1958 (Recovery Premium)
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	£51,118

Part A: Pupil premium strategy plan

Statement of intent

The purpose of Pupil Premium funding is to provide suitable high-quality teaching, targeted academic intervention and wider pastoral support to enable socio-economically disadvantaged pupils the opportunities may require to both achieve-well academically and in their wider personal development.

Our intention is that our pupils, irrespective of the challenges they face, will make good progress and achieve across all curriculum areas.

Use of Pupil Premium funding at Holy Trinity Church of England Primary School centres on a relentless pursuit of consistent quality-first teaching and the removal of barriers to learning so that high-quality learning opportunities and experiences are maximised.

Evidence is clear that this three-thronged approach directly contributes to increased outcomes. Amongst these outcomes, we are ardent in our expectation that all children who are eligible for the Pupil Premium Grant will make good or better progress; and we hold steadfast in our school aspiration that each of our pupil premium children can attain at or above the national age-related expectations.

Challenges

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

Challenge	Detail of challenge
A	Fundamental gaps in basic knowledge and skills for pupils eligible for the Pupil Premium Grant who are not attaining Age Related Expectations (ARE) or above (GDS) in Reading, Writing and Mathematics.
B	Teaching interventions are not consistently well matched to individual learning needs of pupils or groups.
C	19% of Pupil Premium children have Special Educational Needs.
D	Many of the children in receipt of the Pupil Premium Grant have additional or complex pastoral support needs.
E	Many of the children in receipt of the Pupil Premium Grant have complex behaviour, social, emotional or mental health needs.

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
A	<p>Attainment increases for all PP pupils in all year groups.</p> <p>All pupils make accelerated progress if they are not currently working at age related expectation in Reading, Writing and Mathematics; a greater number of pupils working at EXS make greater progress towards GDS.</p>	<p>Triangulation of assessment demonstrates that pupils have made progress towards or beyond ARE in R, W and M.</p> <p>A greater number of pupils are working at the ARE and at the GDS.</p> <p>This is further evidenced by end of KS1 and end of KS2 national assessments.</p>
	<p>A structured cycle of Pupil Progress meetings involving key staff and parents results in more focused catch up and intervention from teaching staff.</p> <p>Staff are deployed methodically to provide targeted support to pupils, and this results in accelerated progress</p>	<p>Greater accountability and support results in more targeted and detailed provision mapping. This is reviewed termly by SLT and informs the deployment of teaching staff. These actions contribute towards accelerated progress for children working towards ARE and GDS and more children working at ARE and GDS.</p>
B	<p>The Inclusion Lead works closely with teachers and teaching assistants to monitor learning and to identify next steps for all PPG children.</p> <p>Targeted academic interventions are planned and delivered to support learning.</p> <p>Provision mapping forms a central part of this process and is reviewed regularly.</p>	<p>Support staff are deployed strategically to provide additional support or targeted academic intervention for specific pupils and groups. This is evident from provision mapping records and directly contributes to improved academic outcomes for pupils.</p>
C	<p>Specific SEND meetings are an integral part of the Pupil Progress review cycle. This enables staff to identify and provision map for additional needs. Staff are further provided with ongoing training, guidance and support which enables them to plan and deliver more effective learning for pupils with SEND.</p> <p>This results in ambitious progress in learning for all pupils with SEND.</p>	<p>Increased accountability and greater support results in more targeted, more specific and more detailed provision mapping. This is reviewed half-termly and informs the deployment of teaching staff. As a result, PP children with SEND make, at least, expected progress and those with high-level complex needs are able to widely access the intended curriculum.</p>
D	<p>Pastoral barriers to learning are no longer able to limit outcomes for children.</p> <p>Staff establish effective systems and processes to counter any pastoral barriers to learning, including</p>	<p>The attendance of pupils entitled to PPG is equal to or better than others. There are fewer cases of persistent absenteeism.</p>

	<p>attendance and early help.</p> <p>These actions result in maximised learning time and contribute towards increased progress and attainment.</p>	<p>Systems to monitor and address poor attendance are effective in improving PP pupils' attendance.</p> <p>A greater number of children with pastoral barriers to learning are attaining at ARE or GDS.</p>
E	<p>Behavioural, social, emotional, and mental health barriers are identified and support in order to limit the impact this may have on learning.</p> <p>As a result, wellbeing is improved, learning time is maximised, and outcomes are increased academically, socially and emotionally.</p>	<p>Provision maps and pastoral lead timetables demonstrate that all children with SEMH barriers to learning and provided with targeted pastoral support.</p>

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

Budgeted cost: £7600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership of PPG	Robust identification of PPG children and their learning needs underpins the school's approach to supporting children.	Identification of needs more clearly met. Barriers to learning removed or reduced.
Pupil progress review cycle	A focused review cycle with a particular focus on PPG children and their learning needs. Clear understanding of learning needs, current attainment and next steps is crucial in planning for accelerated progress.	Identification of needs more clearly met. Barriers to learning removed or reduced.
Provision mapping	Provision mapping is completed by senior leaders and teachers with strategic oversight of PP and in consideration of the individual learning needs of each child.	Identification of needs more clearly met. Barriers to learning removed or reduced.
Reading training/ CPD for teaching staff	High-quality ongoing training for teaching staff has a significant impact on the quality of education offered and therefore on pupil outcomes.	Strategies for QFT and TAS are evidence-based and high-quality

Targeted academic support

Budgeted cost: £18556

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused academic interventions	Targeted academic support is one of the most impactful strategies for raising attainment with disadvantaged pupils. These interventions are either pre-teach or catch up focusing on the QFT work in the classroom or a structured series of units in Reading, Writing and Mathematics.	Barriers to learning removed or reduced. Strategies for TAs are evidence-based and high-quality.
SEND support	Fizzy, focused SEND/ small gap work	Barriers to learning removed or reduced

		Strategies for TAS are evidence-based and high-quality
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Wider strategies

Budgeted cost: £19129

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment and deployment of a Pastoral Lead.	EEF evidences pastoral barriers to learning as potential significant in its research. A pastoral lead will work both proactively and reactively to better engage our PP children, families and those in need of wider support.	Swift identification and removal of barriers to learning. Social and emotional support.
Monitoring of attendance.	Attendance has a significant impact on learning and academic outcomes. Focused resource in this area will enable the school to increase attendance and reduce persistent absence.	Increased attendance increases learning time.
Thrive	SEHM barriers prevent children from accessing learning and can have a significant impact on understanding and retention. Thrive support develops effective strategies to enable pupils to better regulate emotion and to focus better on learning.	Behavioural, social, emotional, and mental health barriers are identified and support in order to limit the impact this may have on learning.
School Orchestra	EEF evidences that arts participation accelerates pupils' achievement. Engagement in music enhances pupils' motivation and self-esteem in addition to developing music skills.	Development of music skills, increased self-esteem and confidence.

Total budgeted cost: £45285

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
Thrive	Thrive
CanDoMaths	CanDoMaths
PlayTherapy	Kirsty Bolton (independent provider)