



**HOLY TRINITY  
CHURCH OF ENGLAND  
PRIMARY SCHOOL**

**PUPIL PREMIUM STRATEGY  
October 2023 – October 2026**

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Holy Trinity C of E Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers	3 years October 2023 – October 2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2026
Statement authorised by	Kurt Doyle
Pupil premium lead	Rebecca Hall
Governor / Trustee lead	Helen Morris/Kath Lynch

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,960
Recovery premium funding allocation this academic year	£3,803
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,917
<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	£64,680

# 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
<b>A</b>	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>B</b>	Pupils in receipt of the Pupil Premium Grant require lesson adaptations in order to support their learning in the classroom. .
<b>C</b>	27.5% of Pupil Premium children have Special Educational Needs.
<b>D</b>	Many of the children in receipt of the Pupil Premium Grant have additional or complex pastoral support needs both within and outside of school.
<b>E</b>	Pupils in receipt of the Pupil Premium Grant sometimes have less access to enriching opportunities which will help to develop their cultural capital.

## 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
<b>A</b>	<p>Attainment increases for all PP pupils in all year groups year on year.</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 EXS in R, W and M. Data from 2022- 2023 is compared to new data to ensure progress is being made.</p> <p>A greater number of pupils are working at EXS or GDS.</p> <p>This is further evidenced by end of KS1 and end of KS2 national assessments.</p> <p>Evidence of this should be available from the Year 1 phonics screening.</p>
	<p>Four times a year Pupil progress meeting:</p> <p>Meeting 1 – set aspirational targets for each child for the end of the year.</p> <p>Meetings 2,3,4 – monitor assessment data, set new targets, redeployment of Teaching assistants, new groups for PSW to work with.</p> <p>Provision map written following pupil progress meetings.</p>	<p>Teachers are aware of where the children in receipt of the pupil premium grant are working and the areas they need to focus on to accelerate progress.</p> <p>TAs are deployed to target this group of children through planned interventions in Reading, Writing and Maths</p>
<b>B</b>	<p>All lessons are adapted to meet the needs of all learners through teacher input, resources, scaffolding of support etc.</p> <p>Teaching will target children who need additional input in key areas.</p> <p>Intervention groups will enable children to access material at the appropriate level.</p> <p>Ongoing staff training will enable them to plan effective lessons so that children can develop their knowledge, skills and abilities, and apply these with increasing fluency and independence.</p>	<p>7 subjects – Reading, Maths, Writing, RE, PSHE, PE, Science have been written with key details on how lessons must be adapted to meet the needs of learners.</p> <p>All other subjects will have adaptations added to the curriculum overview and shared with all staff.</p> <p>Children in receipt of the pupil premium grant will have lessons adapted to meet their needs.</p> <p>TAs will be deployed to support with adaptive teaching.</p>
<b>C</b>	<p>Staff will be provided with up to date training and guidance which will support them with delivering more effective learning for pupils with SEND.</p>	<p>Increased accountability and greater support results in more targeted, more specific and more detailed provision mapping. This is reviewed termly and informs the deployment of teaching staff. As a result, PP children with SEND make, at least, expected progress and those</p>

	<p>Targets for SEND children will be reviewed three times a year with the SENCO and parents</p> <p>This results in ambitious progress in learning for all pupils with SEND.</p> <p>Quality First Teaching targets this group of children and pupil progress meetings data highlights barriers and ways to overcome these.</p>	<p>with high-level complex needs are able to widely access the intended curriculum.</p> <p>Quality First Teaching is strong and focuses on how to overcome barriers for this group of children.</p>
<b>D</b>	<p>Pastoral barriers to learning are addressed early and support initiated quickly.</p> <p>Staff establish effective systems and processes to counter any pastoral barriers to learning, including:</p> <p>Attendance, Early Help and Young Minds Matter.</p> <p>These actions result in maximised learning time and contribute towards increased progress and attainment.</p>	<p>The attendance of pupils entitled to the pupil premium grant is equal to others and increases from the year 2022-2023.</p> <p>Systems to monitor and address poor attendance are effective in improving Pupil Premiums pupils' attendance and parents are involved in this to support with children's attendance.</p> <p>Attendance is a focus and AIMS completed termly.</p> <p>Support is offered to parents where needed in the form of food bank vouchers, pantry vouchers.</p> <p>Relationships with parents are developed through weekly 'pop in' on a Tuesday morning.</p>
<b>E</b>	<p>Enriching experiences are a key part of the culture at Holy Trinity in order to develop children's cultural capital</p> <p>Children will take part in enriching experiences as part of the curriculum through engaging and varied after school clubs, school trips and visitors, residential visits in Year 4 and Year 6, music lessons and a school orchestra.</p> <p>Enrichment workshops will take place for all children several times a year.</p>	<p>Children in receipt of the pupil premium grant have equal access to enrichment opportunities on offer at Holy Trinity.</p> <p>Enrichment workshops, school trips and visitors are accessible for all children</p> <p>Additional after school clubs (chargeable) may be funded for children in receipt of the pupil premium grant</p> <p>These opportunities will help develop children's cultural capital.</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: £25,016

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 the Inclusion Lead 3 times a year linked to the pupil progress review cycle. Notes are grouped to ensure progress can be mapped.	Identification of needs clearly met. Barriers to learning removed or reduced.
CPD for teaching staff & teaching assistants	High-quality ongoing training for teaching staff has a significant impact on the quality of education offered and therefore on pupil outcomes.	Strategies for developing pedagogical knowledge Strategies shared about evidence informed teaching strategies.

### Targeted academic support

Budgeted cost: £14,664

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, Numicon, Nesy, Power of 2, Dancing Bears 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of a pastoral lead Access to Young Minds Matter	The 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. Monitoring of attendance termly.
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.
Enrichment days	The EEF evidences that enrichment can lead to up to 3 months additional progress across English, Maths and Science	Enrichment opportunities support with progress across core areas as well as developing the cultural capital of the child.

## 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
Numicon UKS2 – catch up	Oxford University Press
CanDoMaths	CanDoMaths
Young Minds Matter	Young Minds Matter

## Part B: Review of the previous academic year

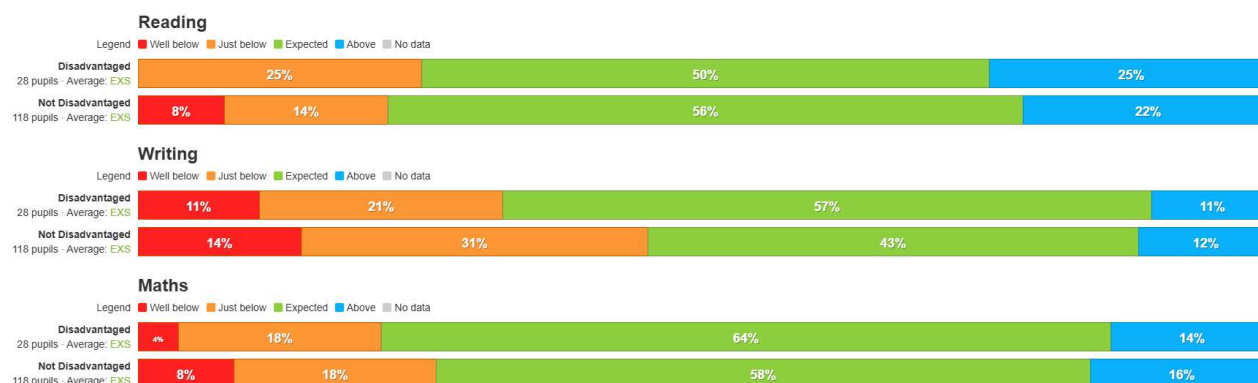
### Outcomes for disadvantaged pupils

#### Intended Outcome A

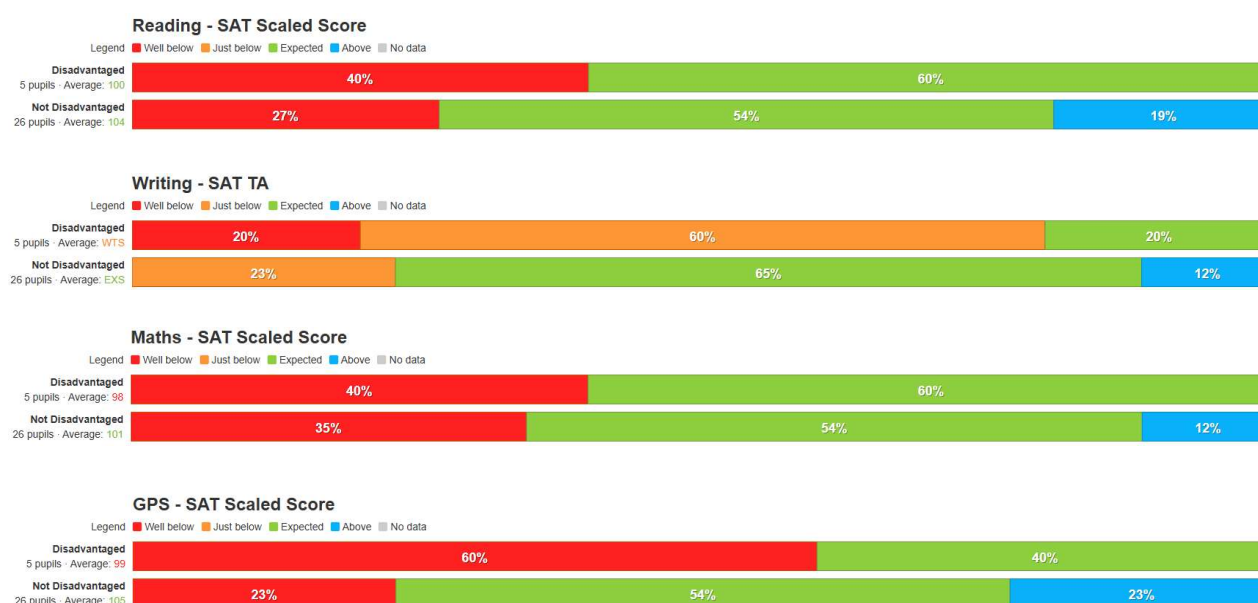
In EYFS, the gap between pupil premium and their peers has remained broadly the same. However, pupil progress meeting have been successful in highlighting specific barriers for these children (largely attendance and EAL) and putting into place holistic interventions to ensure children make accelerated progress.



In years 1 to 5, the gap between pupil premium children and their peers has closed and the proportion working at EXS or GDS had improved.



At the end of key stage two, pupil premium children broadly achieve in line with their peers in reading and maths. However, the progress and attainment for pupils in English has declined.





**Next Steps**

Intended outcome A will continue to be a focus for the Pupil Premium Strategy.

**Intended Outcome B**

Internal monitoring of teaching and learning indicates that the curriculum is successfully adapted for a large proportion of subjects - Reading, Maths, Writing, RE, PSHE, PE, Science. More work is still needed in the foundation subjects to ensure adaptive teaching is in place for all pupils, all of the time.

**Next Steps:**

Intended outcome B will continue to be a focus for the Pupil Premium Strategy.

**Intended Outcome C**

Staff have received high-quality training and support from the school's Inclusion Lead to ensure PP and SEND pupils have greater access to the wider curriculum. As a result, the majority of pupils with PP and SEND have made expected progress. However, more emphasis now needs to be placed on supporting Quality First Teaching for these pupils, through routine CPD aligned to school development priorities.

**Next Steps**

Intended outcome C will continue to be a focus for the Pupil Premium Strategy.

**Intended Outcome D**

Attendance for pupil premium children continues to improve, with the gap between PP children and the whole school attendance decreasing.

	2022 / 23	2023 / 24	Dec 2024
Overall Attendance	95%	95.9%	96%
SEND		95%	95.6%
PP		93.7	94.7%
Persistent Absenteeism	10.6%	11.9%	6.8%

**Next Steps:**

As a large proportion (43%) of children who are persistently absent are pupil premium, intended outcome D will remain a focus for the Pupil Premium Strategy in 2024-2025.

### **Intended Outcome E**

All children, including those in receipt of pupil premium, have access to enriching opportunities through our curriculum. Several children have benefitted from effective use of the PPG to ensure they can take part in additional activities, such as the orchestra and the year 4 and 6 residential.

The take up of extra-curricular activities however has been limited for PP children.

### **Next steps**

Increasing opportunities for extra-curricular activities, including sport and music opportunities will remain a key priority on the Pupil Premium Strategy 2024-2025.

## **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.*

<b>Programme</b>	<b>Provider</b>

## **Service pupil premium funding (optional)**

*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**

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*