

Pupil premium strategy statement (November 2024 update)



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	224 (Nursery - Year 6)
Proportion (%) of pupil premium eligible pupils	44.22%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sian Davies, Executive Principal
Pupil premium lead	Rebecca Mackenzie, Interim Headteacher
Governor / Trustee lead	Laura Luz, LAB Member

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,685
Recovery premium funding allocation this academic year	£7,359
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£163,044

Part A: Pupil Premium Strategy Plan

Statement of Intent

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

All members of staff and the local advisory board 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.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is used alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our Principles

- Quality first teaching and support improves attainment and progress.
- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- We ensure disadvantaged pupils are challenged in the work that they're set
- All staff will act early to intervene at the point need is identified
- We have adopted a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

- Pupil premium funding has been allocated following a needs analysis, which will identify priority classes, groups or individuals.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that the quality of teaching in all phases is excellent.
2	Ensuring that interventions are having a direct and sustained impact.
3	Ensuring that strategies to manage behaviour, attendance and punctuality are impacting well on vulnerable families.
4	Addressing the impact of COVID 19. The loss of direct teaching has had a significant impact on the academic attainment of pupils across school, particularly at higher standard.
5	Supporting parents of some of our disadvantaged pupils who lack the confidence to support their children with learning at home.
6	Low attainment on entry to the Early Years Foundation Stage in all areas
7	Social skills and self-regulation are a challenge for our vulnerable children who live in overcrowded accommodation with little access to outdoor space.
8	Underdeveloped Oracy and language skills and vocabulary gaps among many disadvantaged pupils.

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
Attainment of disadvantaged pupils is at least in line with and in many cases exceeds national averages	<p>% of pupils reaching expected standard in comparison to other pupils nationally. Achievement of disadvantaged pupils across school in comparison to all pupils nationally.</p> <p>Progress of identified disadvantaged pupils reaching the higher standard because of intervention</p> <p>Phonics check data for disadvantaged pupils is above that of all pupils nationally.</p> <p>Multiplication tables check data for disadvantaged pupils is above that of all pupils nationally</p>
Improved attendance	Reduction in persistent absence for PPG group

Reduced persistent absence	Attendance data analysis at half-termly pastoral meetings shows figures for disadvantaged pupils above 96%
To ensure a high degree of engagement and opportunity for parents through workshops and events.	Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access.
To ensure that teaching strategies are used to develop opportunities for oracy	Improved oral language and vocabulary used in learning across the curriculum

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: £110,700

Activity	Evidence that supports this approach	Challenges addressed
Professional development to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.	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. The EEF guidance is based on a range of the best available evidence.	1, 2, 6
Daily phonics / reading interventions that lead to rapid progress	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).	1, 2, 4
A language rich environment and improved oracy	Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need	1, 4, 6, 8
Staff trained in whole school approach to teaching reading and phonics	"Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report 2011)	1, 2, 4
Whole school approach to reading for pleasure.	Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socio-economic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more	1, 2, 4, 8

	privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).	
Homework clubs for targeted disadvantaged pupils	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	2, 4, 5 6

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

Budgeted cost: £45,344

Activity	Evidence that supports this approach	Challenge addressed
Targeted interventions in core subjects are taught by well trained staff, based on current evidence of success and are rigorously and regularly monitored and evaluated	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF reports that this can have an impact of 4 months across a year, (EEF 2021).	1, 2, 4
Targeted Speech & language interventions are taught by well trained staff, based on current evidence of success and are rigorously and regularly monitored and evaluated	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF reports that this can have an impact of 4 months across a year, (EEF 2021).	1, 2, 4, 8

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge addressed
Enrichment activities and pastoral support.	The EEF consider evidence-based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	3, 7

Total budgeted cost: £163,044

Part B: Review of Outcomes in the Previous Academic Year

Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Statutory Assessment – Results 2024

GLD - 52% / 45% PPG

There is a significant overlap of PPG and SEND in this cohort, with half (7) of the PPG children on the SEND register. This includes 2 EHCPs, 1 EHCNA in the 20 week window and 3 children who are currently being monitored for an EHCP.

Year 1 Phonics screening - Cohort 74% / 75% PP

End of KS2 assessment:

KS2 Attainment	National 2024	Hackney 2024	School 2024	PPG 2024	SEND 2024
RWM combined EXS+	61	73	63	63	43
Reading EXS+	74	81.2	73	75	57
Writing EXS+	72	81.1	70	63	43
Mathematics EXS+	73	80.8	77	75	57
RWM combined GDS		14.4	3	0	0
Reading GDS		36.7	20	19	0
Writing GDS		25.9	27	25	14
Mathematics GDS		28.5	17	0	14

- Reading Progress EXS: 0% PPG**, -14% not PPG - GDS: -3% PPG, 10% not PPG**
- Writing Progress EXS: 4% PPG, 2% not PPG - GDS: 19% PPG, 14% not PPG
- Maths Progress 9% PPG, 4% not PPG - GDS: -20% PPG, 10% not PPG
- RWM Progress 9% PPG, 1% not PPG** - GDS: -5% PPG, -2% not PPG**

**This data will change as a result of clerical reviews determining that two pupils (one PPG and one non-PPG) will be remarked from WTS to EXS in reading

We believe that disadvantaged pupils can thrive in the classroom and attain well due to the school having high expectations, good quality teaching and inclusivity. Many of our Pupil Premium children have significant additional needs and vulnerabilities. Data and learning in books demonstrates that in all year groups, disadvantaged pupils made expected or better than expected progress in reading, writing and maths from their starting points and gaps were closed by the end of KS2. Our focus is now on increasing the proportion of pupils reaching the Greater Depth standard, particularly in maths, in Key Stage 2, on increasing the proportion of children who achieve GLD and addressing attainment gaps in Year 1.

Senior Leaders ran tuition groups after school and during assemblies to support pupils across the school. Termly assessments demonstrated children's progress and supported leaders in monitoring these interventions.

Our team of speech and language therapists worked closely with a dedicated SaLT teaching assistant to deliver SaLT interventions. This led to improved communication and language development for children receiving additional support.

At Holy Trinity, we always aim to provide exceptional pastoral support to pupils and families. Parents report that they are made to feel like they belong in the school community and all children enjoy coming to school as they feel as if they are valued and respected. Strategies introduced, such as Zones of Regulation in place throughout the school, have had a positive impact on pupils' ability to regulate their emotions.

Children across the school have benefitted from a range of educational and residential trips. Year 4 and Year 5 pupils continue to attend partially funded residential trips to Ufton Court and the South Downs Centre. Children access a wide range of after school enrichment clubs, including the arts, music, sports, learning boosters & wellbeing.

Externally Provided Programmes

Programme	Provider
RWI Phonics Programme	Ruth Miskin Inc
RWI Fresh Start Programme	Ruth Miskin Inc
Times Tables Rockstars	TT Rockstars
WellComm CL intervention	GL Assessments
Speech and Language Therapists	Hackney NHS
Re-Engagement Unit	Hackney LA
Accelerated Reader	Renaissance Learning
Wellbeing and Mental Health in Schools (WAMHS) project	Hackney LA
Testbase	Testwise
Mastering Number	NCETM