



Holy Trinity CE (C) Primary School

Pupil premium strategy statement 2023-2024 plan

This statement details our school's use of pupil premium 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 CE (C) Primary School
Number of pupils in school	235 (207 in whole school FS2-Year6) November 2023
Proportion (%) of pupil premium eligible pupils	17% Nov22 20% Oct23 Census 25% Nov23
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	April 2023 to April 2027
Date this statement was published	December 31 st 2023
Date on which it will be reviewed	End of September 2024
Statement authorised by	Mrs Nicola Oliphant
Pupil premium lead	Mrs Nicola Oliphant
Governor / Trustee lead	Mr Richard Winterton (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49810
Recovery premium funding allocation this academic year	£4646
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	£ 1117240

Part A: Pupil premium strategy plan

Statement of intent

As a school, we intend to ensure all pupils have access to our school curriculum and can contribute to 'aspiring to be more'. We aim that the support provided through this strategic plan will endeavour to reduce any social or educational gaps, any learning challenges and maintain the priorities of promoting good developmental skills for a future successful life.

Specifically

- Pupils eligible for PP make at least expected progress in maths and English at KS1 and KS2*
- The % of PP children reaching National Standard in all three areas is in line with the % of Non-PP children and in line with pupils nationally.*
- Effective emotional and well-being support is in place for children and families who require advice and intervention; with additional emphasis on mental health issues relating directly to previous Covid-19 lockdowns and the aftermath of this impact along with the growing pressures of increase in living costs.*
- Children take part in extra-curricular activities and feel included in all aspects of school life.*
- Children have a nutritional hot meal daily and access to wrap-around care.*

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupil's ability to hear sounds when practising blending and segmenting. Thus, impacting on early reading and fluency.
2	Pupils unable to self-regulate and manage emotions in an age-appropriate way.
3	Parental engagement and support
4	Gaps in reading, writing, maths and phonics
5	Cost of living expenses has sky rocketed making many 'normal' amenities and everyday items out of reach for families

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Pupils are able to self-regulate and manage emotions in appropriate way.	In house progress data shows Tracking of class behaviour and parental engagement logs to monitor discussions. Behaviour plans: implement – do - review
Parents are supported in how to keep their children safe and improve their learning.	Parents who have used the front door feel supported by school
Parents are supported with signposting, funding application, access to Family Support, etc.	Parents know they can voice their worries and needs with school and they will be supported in all areas

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: £ 32000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading/phonics	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Pupils continue to make better than National standards for phonics screener (SPP has been shown to improve progress by +5months along with +6months for specific reading interventions)	1/4
Accelerated reading, Bug Club Phonics programme (whole	Pupils make accelerated progress. Pupils are at least in-line with all others pupils Nationally	1/4

school) & Mastering Number training (Yr 1-5)	(SPP has been shown to improve progress by +5months along with +6months for specific reading interventions)	
Smaller class sizes with additional adults	Reducing class group size has a small positive impact of +2 months, on average. The majority of studies examine reductions of 10 pupils. Classes across school are almost at 30 pupils in number but each have a minimum of 2 adults in to reduce input even further in core subjects	1,2,4
Restorative Behaviour approaches and improving quality of play	Whole school approach to Restorative Behaviour linking school's values and aims. Staff member currently training for their NPQLBC (National Professional Qualification for Leading Behaviour and Culture). Opal Playtimes purchased and training for whole community working together to improve the quality of play for all children to access Impact shows +4 months for whole school behaviour strategies being put into place	1, 2, 3, 4
Mental Health and well-being support worker	Parental engagement has a positive impact on average of 4 months' additional progress	3/5
Free Breakfast club to PP children	School breakfast clubs are known to improve attendance, punctuality, concentration, behaviour, and educational attainment. They can also benefit parents by fulfilling a childcare function if they must start work earlier than school begins	3/5

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

Budgeted cost: £ 18250

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSAs to deliver 1:1 reading, writing, maths & phonics support	On average, one to one input is very effective at improving pupil outcomes. One to one support might be an effective strategy for providing targeted support for pupils that are identified as	1, 4

	having low prior attainment or are struggling in particular areas.	
LSAs to deliver interventions for reading, writing, maths & phonics	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1, 4
All staff to deliver and be part of the work improving play through Opal Playtimes	There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.	2, 4
Mental Health and Well-being support worker to deliver Nurture ELSA workers to deliver 1:1/group nurture support	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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL 5 highly skilled and trained ELSA support workers in school This can show improvement of +7months for children. Mental Health and Well-being worker orders and delivers hampers to families on a weekly basis	2,4,5
Qualified speech therapist to deliver SPLD weekly input	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.	1, 4
Accelerated reading programme across school	Evidence indicates that effective intervention programmes across whole class can provide approximately five additional months' progress on average. This is the same for computer led programmes such as NESSY	4

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

Budgeted cost: £4206

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Clinics with Parents and Children	Parental engagement is key to improving attendance and by identifying	2, 3, 4, 5

	children early and offering support then evidence shows that attendance will improve. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.	
Mental Health and Well-being support worker to deliver Nurture	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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL	2,4,5
ELSA workers to deliver 1:1/group nurture support	Training for delivery throughout the year Independent Evaluation Summary	

Total budgeted cost: £ 54456

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 2022 to 2023 academic year.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account. Given this the following pupil evaluations undertaken during the 2021 to 2022 academic year e.g. standardised teacher administered tests are set out below:

Predicted EYFS results

Children achieving **Actual results: GLDs (Good Levels of Development): 20/28 = 71%**

Year 1 Phonics Screening Results: **Actual results: 25/31 81%**

Year 2 Phonics Screening Results: **Actual results: 5/8 63%**

Year 4 MTC 2023:

Actual results children scoring 25/25: 9/29 31%

Actual mean: 20.3

Actual 2023 KS1 SATs results

	Reading	Writing	SPaG	Mathematics
100 points	63% 17/27	59% 16/27	63% 17/27	70% 19/27
Depth	15% 4/27	7% 2/27	11% 3/27	22% 6/28

*current class number is 28 but one child is a direct entry with no English so all numbers are out of 27

Actual 2023 KS2 SATs results

	Reading	Writing	SPaG	Mathematics
100 points	60% 15/25	64% 16/25	72% 18/25	76% 19/25
Depth	8% 2/25	0% 0/25	20% 5/25	8% 2/25

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
Bug Club Phonics	Pearson
ELSA	EP Service training
Accelerated reading	EP Service training
Mastering Number	NCETM training
Mental Health support	CAMHS
Opal Playtimes	Opal Playtime Ltd. training
Speech therapy	Private Speech and Language therapist