PUPIL PREMIUM SPENDING STRATEGY 2023-24

Our pupil premium funding in March 2024 was based on 128 children @ £1345 = £161,240

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 (October 2023)	221
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	28th November 2024
Date on which it will be reviewed	27th November 2025
Statement authorised by	Chris Tongeman - Chair of Governors
Pupil Premium Lead	Pauline Thomas - Headteacher
Governor / Trustee lead	Lesley Morrison - Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£173,080**
Recovery premium funding allocation this academic year	**£16,820**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	**£0**
Total budget for this academic year	**£189,900**

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Part A: Pupil Premium Strategy Plan

Statement of intent

At Holy Trinity, we are committed to ensuring that all our pupils, regardless of their socio-ecenomic background, have the opportunities and support needed to achieve their full potential. We recognise that students eligible for Pupil Funding are often faced with additional barriers to learning, and our Pupil Premium strategy is designed to remove these barriers by providing tailored interventions, high quality teaching and a rich inclusive leraning environment.

We aim to use the funding to help these students make progress both academically and personally, narrowing the attainment gap between them and their peers. Our approach is based on research and evidence of wht works in addressing the challenges that disadvanted students face.

All members of staff and the governing body accept responsibility for 'socio-ecenomically disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

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	49% of our children are with EAL
4	Consistency in teaching standards continues to be a whole school priority.
5	Low levels of memory retainment – long and short term memory
6	Some of our families do not have the resources or language skills to support their children effectively at home.
7	High levels of social, emotional and mental health needs have been identified
8	Attendance is at 95%, 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 – 6% are with EHCP's (both above local and national averages)

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Intended outcomes

1. **To ensure quality first teaching so that all children make good progress or better, ensuring Pupil Premium pupils make good progress in line with their peers, particulary in the core subjects.**
Our results show that the gap is widest for our disadvantaged pupils in reading, followed by writing.
There is a dip in performance in Years 3, 4 & 5 based on last year's outcomes for disadvantaged pupils.

2. **To target Pupil Premium pupils, especially in reading and writing, so that they make excellent progress. Pupil premium pupils are to receive targeted support within lessons.**

    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 personal development and wellbeing.**

    We know that mental health and socio-economic 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. To address the scoail, economic and mental heath of Pupil Premium pupils to ensure they have the confidence and resilience to thrive.

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

4. **To ensure there is effective leadership and governance.**

    Governors, SLT and Phase Leaders ar to monitor the effectiveness of the strategy, ensuring the interventions re evaluated and adjusted for maximum effect.

5. **To improve parental engagement.**

    To engage with the parents and families of Pupil Premium pupils to creat as upprotive home learning environment and to foster a collaborative approach to education.

Our implementation process

We believe in strategically targeted key actions based on outcomes and discussions with staff, pupils and families. 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 and 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

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- **Tailored interventions**: We will provide small group and one-on-one interventions for Pupil Premium pupils in areas where they may be falling behind, particularly in phonics, literacy and maths. These interventions will be evidence-based and regularly evaluated for effectiveness.
- **High-quality teaching**: professional development and monitoring for teachers and support staff to ensure the highest standards of teaching and learning for all students, with particular attention to adaptation and inclusive teaching practices that support Pupil Premium pupils.
- **Learning resources and extracurricular opportunities**: We will ensure that Pupil Premium pupils have access to necessary resources, including digital learning tools, books, and additional materials. Furthermore, we will provide opportunities for extracurricular activities, such as clubs, trips, and enrichment programs, to support personal development.
- **Social and emotional support**: Targeted support for pupils' well-being, such as mentoring programs, counseling services, and training for staff on identifying and addressing barriers to learning, particularly around mental health.
- **Tracking and monitoring progress**: Regular monitoring and review of Pupil Premium pupils' progress through data analysis and pupil discussions, ensuring that interventions remain relevant and effective.
- **Parental communication and workshops**: Offering parents and carers guidance on how to support their children's learning at home, as well as providing regular updates on their child's progress and strategies for improvement.

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.

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
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths); Those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention monitored by our SEND team.	End of summer 2023 and 2024 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.

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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.	Family Welfare officer, SENDCO and SLT identify and support families and children, and work to alleviate barriers to learning. Identified children are invited to Kids Network, NOPA, Therapeutic Support with our Learning Mentor, 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.
Pupils have a breadth of experience that enables them to contextualise their learning. School will deliver an inspiring, broad and balanced curriculum.	Our broad and knowledge-rich curriculum will provide pupils with the knowledge, skills and metacognitive skills to become a resilient and engaged learner . 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 who are entusiastic and curious to learn more. Teachers and support staff will plan a wide range of visits/events/experiences to in- spire/enhance learning and make it memorable. Each year group will spend allocated funding on providing curriculum 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. There will be an increased praticitipation from Pupil Premium pupils in visits and extra-curricular experiences.
All disadvantaged pupils will meet national expectations for attendance and persistent absence.	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.

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

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/educationevidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3 & 9
SENDCo 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/educationevidence/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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo 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/educationevidence/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

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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/educationevidence/teaching-learning-toolkit/parental-engagement https://policyinpractice.co.uk/new-research-the-impact-of-welfare-reformon-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.	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/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	5, 6, 7, 8 & 9
Subsidise enrichment, music, breakfast and after school activity clubs for all Pupil Premium children (50% subsidy).	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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	6 & 7
Create an aesthetically attractive playground environment that is conducive and supportive towards more positive behaviour choices in KS1.	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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions	5, 6 & 7

Total budgeted cost: £173,080

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 2023 to 2024 academic year.

The data indicates that 77% of our Pupil Premium made the expected rate of progress in Reading, 77% in Writing and 77% in Maths which is higher than non-pupil progress pupils and higher than 2022-23.

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.

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Steps Progress Between Terms
Y2, Y3, Y4, Y5, Y6 - All Pupils (142 pupils)

	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress
All Pupils	142	100.0	46.1	51.7	5.6	46.6	52.2	5.6	45.8	51.4	5.6	46.1	51.8	5.7
Pupil Premium	77	54.2	45.2	50.7	5.5	45.7	51.2	5.5	45.1	50.4	5.3	44.8	50.3	5.5
Not Pupil Premium	65	45.8	47.2	53.0	5.8	47.6	53.3	5.7	46.7	52.5	5.8	47.6	53.4	5.8

Year 2 (17 pupils)

	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Rec Sum2	Yr1 Sum2	Progress	Rec Sum2	Yr1 Sum2	Progress	Rec Sum2	Yr1 Sum2	Progress	Rec Sum2	Yr1 Sum2	Progress
All Pupils	17	100.0	34.2	41.1	6.9	34.3	41.1	6.8	33.9	41.1	7.2	34.6	41.1	6.5
Pupil Premium	9	52.9	35.1	41.7	6.6	35.3	41.7	6.4	34.9	41.7	6.8	35.3	41.7	6.4
Not Pupil Premium	8	47.1	33.5	40.6	7.1	33.4	40.6	7.2	33.0	40.5	7.5	34.0	40.6	6.6

Year 3 (27 pupils)

	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Yr1 Sum2	Yr2 Sum2	Progress	Yr1 Sum2	Yr2 Sum2	Progress	Yr1 Sum2	Yr2 Sum2	Progress	Yr1 Sum2	Yr2 Sum2	Progress
All Pupils	27	100.0	38.6	43.1	4.5	39.4	43.8	4.4	38.3	42.6	4.3	38.0	42.8	4.8
Pupil Premium	13	48.1	36.4	40.6	4.2	37.8	42.0	4.2	35.8	39.8	4.0	35.6	40.1	4.5
Not Pupil Premium	14	51.9	40.6	45.4	4.8	40.9	45.5	4.6	40.7	45.3	4.6	40.3	45.4	5.1

Year 4 (26 pupils)

	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Yr2 Sum2	Yr3 Sum2	Progress	Yr2 Sum2	Yr3 Sum2	Progress	Yr2 Sum2	Yr3 Sum2	Progress	Yr2 Sum2	Yr3 Sum2	Progress
All Pupils	26	100.0	43.0	48.6	5.6	43.1	48.7	5.6	43.3	48.8	5.5	42.7	48.3	5.6
Pupil Premium	18	69.2	41.8	47.3	5.5	41.9	47.4	5.5	42.3	47.6	5.3	41.4	46.9	5.5
Not Pupil Premium	8	30.8	45.8	51.7	5.9	45.9	51.9	6.0	45.9	51.6	5.7	45.6	51.7	6.1

Year 5 (35 pupils)

	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Yr3 Sum2	Yr4 Sum2	Progress	Yr3 Sum2	Yr4 Sum2	Progress	Yr3 Sum2	Yr4 Sum2	Progress	Yr3 Sum2	Yr4 Sum2	Progress
All Pupils	35	100.0	48.7	54.3	5.6	49.2	54.9	5.7	48.5	53.8	5.3	48.6	54.5	5.9
Pupil Premium	20	57.1	48.3	53.9	5.6	48.8	54.5	5.7	48.4	53.7	5.3	47.7	53.6	5.9
Not Pupil Premium	15	42.9	49.4	55.1	5.7	49.9	55.5	5.6	48.6	54.0	5.4	50.0	56.0	6.0

Year 6 (37 pupils)

	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Yr4 Sum2	Yr5 Sum2	Progress	Yr4 Sum2	Yr5 Sum2	Progress	Yr4 Sum2	Yr5 Sum2	Progress	Yr4 Sum2	Yr5 Sum2	Progress
All Pupils	37	100.0	56.0	61.8	5.8	56.4	62.3	5.9	55.3	61.2	5.9	56.4	62.0	5.6
Pupil Premium	17	45.9	55.8	61.5	5.7	56.2	62.1	5.9	55.4	61.1	5.7	55.7	61.2	5.5
Not Pupil Premium	20	54.1	56.3	62.1	5.8	56.7	62.5	5.8	55.2	61.3	6.1	57.0	62.6	5.6

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Diminishing Differences Report
Y2, Y3, Y4, Y5, Y6 - All Pupils (142 pupils)

142 pupils		Missing Assessment	On Track
Reading	No. (%)	No. (%)	Sum2 23-24
Males	57 (40.1%)	2 (3.5%)	36.4%
Females	85 (59.9%)	1 (1.2%)	58.3%
Difference (change in difference):			21.9
Pupil Premium	77 (54.2%)	1 (1.3%)	44.7%
Not Pupil Premium	65 (45.8%)	2 (3.1%)	55.6%
Difference (change in difference):			10.9

142 pupils		Missing Assessment	On Track
Writing	No. (%)	No. (%)	Sum2 23-24
Males	57 (40.1%)	2 (3.5%)	32.7%
Females	85 (59.9%)	1 (1.2%)	50.0%
Difference (change in difference):			17.3
Pupil Premium	77 (54.2%)	1 (1.3%)	39.5%
Not Pupil Premium	65 (45.8%)	2 (3.1%)	47.6%
Difference (change in difference):			8.1

142 pupils		Missing Assessment	On Track
Mathematics	No. (%)	No. (%)	Sum2 23-24
Males	57 (40.1%)	2 (3.5%)	47.3%
Females	85 (59.9%)	1 (1.2%)	53.6%
Difference (change in difference):			6.3
Pupil Premium	77 (54.2%)	1 (1.3%)	46.1%
Not Pupil Premium	65 (45.8%)	2 (3.1%)	57.1%
Difference (change in difference):			11.0

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
Small Group Tuition for Reading and Writing Intervention	The Children's Literacy Charity

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