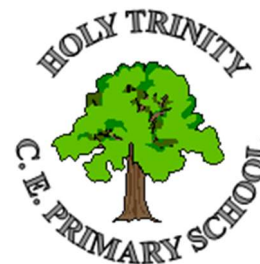


Pupil premium strategy statement 2021-22



School overview

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 CE Primary
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	21.5%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ceri Daniels Headteacher
Pupil premium lead	Ceri Daniels Headteacher
Governor / Trustee lead	Paul Pesland Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	25252
Recovery premium funding allocation this academic year	3045
Pupil premium funding carried forward from previous years (inc. covid catch up funding)	14577
Total budget for this academic year	42874

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or have had a negative experience during the pandemic. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the a tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with literacy than their peers. This negatively impacts their development as readers and writers.</p>
3	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils (94.16% compared with 98.17 %)</p> <p>5.8% of disadvantaged pupils have been 'persistently absent' compared to 1.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

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
Improved English attainment (reading & writing) attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2021/22 show that more than 70% of disadvantaged pupils met the expected standard reading and 60% for writing.
Improved writing attainment for disadvantaged pupils across the school	Writing outcomes in 2021/22 show that more than 60% of disadvantaged pupils met the expected standard in writing.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2020/21 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. • The percentage of all pupils who are persistently absent is 6.61% and the attendance figure among disadvantaged pupils being 8% higher than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2021-22 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £8,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our English teaching and curriculum planning in line with DfE and EDF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD</p> <p>Purchase of additional resources or equipment to deliver the curriculum and address gaps in learning.</p>	<p>The DfE non-statutory guidance has been produced, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> <p>The EDF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1 & 2

<p>Purchase of standardised diagnostic assessments. (NFER)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1 & 2</p>
<p>Provide curriculum enrichment activities for all pupils. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means.</p>	<p>Evidence on life skills and enrichment from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>1,2,3 & 4</p>

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

Budgeted cost: £ 18,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2 & 4</p>
<p>LSAs deployed to deliver specialist support and intervention to address gaps in learning and specific individual needs of pupils. Purchase of equipment and resources to deliver intervention.</p>	<p>LSA specialised and specific support can have a positive impact on outcomes for pupils:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2 & 4</p>

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

Budgeted cost: £ 15,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Embedding of Forest School approaches and outdoor learning within the curriculum.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>The New Economics Foundation (NEF) evaluated schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	<p>1 & 4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>

improve attendance.		
Provide ongoing support and advice form a Family Support Worker. This might include meeting with pupils at home or in school and giving them one-to-one support to improve their behaviour, attitude to learning, or general wellbeing.	<p>EEF guidance on working with parents: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Encouragement and partnership are key words in home visitations. There should be a deep awareness and understanding by everyone involved that the home-school link worker/service is there for the good of the family and to offer genuine help and support (Department of Education and Science, 2006).</p> <p>https://education.gov.scot/improvement/Documents/par2-section9-mar19.pdf</p>	1, 3 & 4
Installation of a Multi Use Games Area (MUGA), to support physical activity. To promote health, wellbeing, physical & academic development.	<p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1,3 & 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £42874

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils remains low. In the last formal reported year 2018 -19, outcomes for Pupils Premium children were significantly below National and internal data shows this has not improved. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. The majority of online lessons were however provided by the school class teachers.

Although overall attendance in 2020/21 was lower than in the preceding year at 94.84%, it was broadly in line with the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4% higher than their peers and persistent absence 3% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
NA	

Further information

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.