

Pupil premium strategy statement 2022-23



School overview

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	87
Proportion (%) of pupil premium eligible pupils	23.8%
Academic year/years that our current pupil premium strategy plan covers	2022 to 2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ceri Daniels Headteacher
Pupil premium lead	Ceri Daniels Headteacher
Governor / Trustee lead	Paul Presland Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,200
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (inc. Covid catch-up funding)	£7,373
Total budget for this academic year	£44,618

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 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
- Monitor and track vulnerable pupils via a detailed identification toolkit

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 and current economic crisis, 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 absence among disadvantaged pupils has been higher than for non-disadvantaged pupils (7.9% compared to 6.1%).</p> <p>Our disadvantaged cohort's persistent absence has increased from 8.3% in 2018/19, to 28.6% in 2021/22.</p>
4	<p>Our assessments (including our 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 and current economic crisis. 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 2022/23 show that more than 80% of disadvantaged pupils meet the expected standard for reading and for writing, maintaining outcomes for 2021/22.
Improved phonics and reading attainment for disadvantaged pupils in KS1	<p>KS1 phonics outcomes in 2022/23 show that 75% of disadvantaged pupils meet the expected standard compared 50% in 21/22</p> <p>KS1 reading outcomes 2022/23 show that 60% of disadvantaged pupils meet the expected standard compared 33% in 21/22</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 22/23 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% 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% and the attendance figure among disadvantaged pupils being in line with their peers.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Decrease of 10% in amber and red scoring and identification on the schools' vulnerability register.

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: **£5,115.00**

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: 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: 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1 & 2
<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. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1,2,3 & 4

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

Budgeted cost: £ 28,356.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring Programme 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: £ 9,147.00

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.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support</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>

t officers to 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.	EEF guidance on working with parents: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents 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). https://education.gov.scot/improvement/Documents/par2-section9-mar19.pdf	1, 3 & 4
Installation of a Multi Use Games Area (MUGA), to support physical activity. To promote health, wellbeing, physical & academic development.	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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	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: £42,618.00

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils remains low. In the previous 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.

On return to full time education, the school successfully implemented additional teaching hours to both upper KS2 and upper KS1 pupils. This has had a positive impact on outcomes for pupil during end of year SATS.

Additional support for all vulnerable pupils via LSA delivered, evidenced based interventions has also proved successful.

Disappointingly, overall attendance in 2021/22 was lower than in the preceding year at 93.6%. The school's Overall Absence has increased by 4.8% from 2.1% in 2018/19 to 6.4% in 2021/22.

The school's Disadvantaged cohort have an Overall Absence of 7.9%. This is 2.3% higher than the national Non-Disadvantaged cohort at 5.6%. The school's gap to Non-Disadvantaged pupils nationally has increased by 1.4% from +0.9% in 2018/19, to +2.3% in 2021/22.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in the year 20-21, 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 and have to date seen improvements in this area.

During our Ofsted Inspection in September 2022, the pupils' behaviour and positive attitude towards learning were praised.

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 school's 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.