

# Pupil premium strategy statement 2024-25



## School overview

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.

No of pupils on roll = today 104

No of PP = 23

End of last years attendance = 94.8%

PPG end of last years attendance = 90.6%

End of last years PA for whole school = 22.14%

PPG end of last years PA = 9.36%

## School overview

Detail	Data
School name	Holy Trinity CE Primary
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2024 to 2025
Date this statement was published	December 25
Date on which it will be reviewed	September 2025
Statement authorised by	Ceri Daniels Headteacher
Pupil premium lead	Ceri Daniels (Executive Headteacher) and Katie Welsh (Head of School)
Governor / Trustee lead	Dean Jeffreys - Chair

## Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	<b>£30,960</b>
Recovery premium funding allocation this academic year	<b>£0</b>
Pupil premium funding carried forward from previous years (inc. Covid catch-up funding )	<b>£0</b>
<b>Total budget for this academic year</b>	<b>£30,960</b>

# 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</p> <p>Our disadvantaged cohort's persistent absence remains high.</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 outcomes in 2024/25 show that 80 % of disadvantaged pupils meet the expected standard in reading, GPS and maths and 70% for writing
Improved phonics and reading attainment for disadvantaged pupils in KS1	<p>KS1 phonics outcomes in 2024/25 show that 80% of disadvantaged pupils meet the expected standard.</p> <p>KS1 reading outcomes 24/25 show that 80% of disadvantaged pupils meet the expected standard compared</p>
To achieve and sustain improved attendance for	Sustained good level of attendance and improve persistent absenteeism attendance from 23/24 demonstrated by:

all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The percentage of all pupils who are persistently absent is reduced and the attendance figure among disadvantaged pupils being in line with their peers.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Decrease in behaviour logged incident on CPOMS</li> </ul>

## 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: **£2,500**

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:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p> <p>The EDF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1 & 2

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

Budgeted cost: £ 24,000

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><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2 &amp; 4</p>
<p>LSAs deployed to deliver specialist support and intervention to address gaps in learning and specific individual needs of pupils.</p> <p>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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1,2 &amp; 4</p>

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

Budgeted cost: £ 3,460

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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	<p>1 &amp; 4</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</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>
<p>Provide curriculum enrichment activities for all pupils. These</p>	<p>Evidence on life skills and enrichment from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.</p>	



<p>approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £30,960**

## 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.

Our internal assessments during 2022-23 suggested that the performance of disadvantaged pupils remains lower than the main cohort but is improving.

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.

The high mobility rate at Holy Trinity has also impacted on outcomes for PPG pupils. With a score of 67% for mobility and a significant proportion of mid-year arrivals, this has impacted significantly on outcomes and attendance.

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 and is ongoing. 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.