

## Pupil premium strategy statement 2022- 2023

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	
School name	Holy Trinity CE Junior School
Number of pupils in school	338 (349 October 22)
Proportion (%) of pupil premium eligible pupils	20.3% (71 chn out of 349 in Oct 22)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years – this is the <b>second</b> year of implementation
Date this statement was published	October 2022
Date on which it will be reviewed	April 2023/ July 2023
Statement authorised by	Shirley Gruffydd
Pupil premium lead	Suzanne Robins
Governor / Trustee lead	David King

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,565 (Feb 2022 allocation)
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,565

## Part A: Pupil premium strategy plan

**Vision: Exemplary education for all through God's amazing grace.**

### 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.

Quality first teaching is at the heart of our approach and the curriculum is built to support vocabulary development, retrieval and retention. Implicit in the intended outcomes detailed below, is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We believe in implementing strategies with attention to detail to ensure quality and embedded practice. Senior leaders, curriculum leaders and class teachers scrutinise data to see if there are any targeted areas or trends that require greater support throughout the year. This will influence further development and adaptations to the PPG strategy over time.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils 2022- 2023

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Progress scores of the disadvantaged (where available) show that our disadvantaged children make less progress in maths than their peers and nationally from their starting points.
2	Internal assessments indicate poor fluency in reading (in the lowest 20% of readers) which can result in poor comprehension. Internal (and external where available) assessments shows that the reading attainment of the PP children is below those who are non PP across the school.
3	From research, assessments, observations, and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils. Poor understanding of vocabulary leads to poor reading comprehension and lower standards in writing, particularly for children with EAL. This impacts attainment from starting points in reading and writing.
4	Our assessments, referrals and observations indicate that the wellbeing, emotional literacy and behaviour some of our disadvantaged children need support, impacting their attainment.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than the others. IDSR 2021- 2022: Persistent absence for pupils in receipt of free school meals (22.9%) was in the highest 20% of all schools in 2018/19. Overall absence in summer 2021 for pupils in receipt of free school meals (8.9%) was in the highest 20% of all schools. In autumn 2020 overall absence for pupils in receipt of free school meals (7.3%) was in the highest 20% of all schools. Persistent absence in summer 2021 for pupils in receipt of free school meals (31.8%) was in the highest 20% of all schools. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Writing moderation shows that PP children struggle with sentence structure preventing them moving from WTS to EXS. Attainment of the disadvantaged is below those who are non PP.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	Reading attainment rises from starting points within all PP cohorts. Year 6 PP attainment is in line with national PP attainment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths attainment rises from starting points in all PP cohorts.

	Year 6 PP attainment is in line with national PP attainment.
Improved writing attainment for disadvantaged pupils at the end of KS2	Writing attainment rises from starting points in all PP cohorts. Year 6 PP attainment is in line with national PP attainment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and the others no more than 2%.</li> <li>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
To achieve and sustain wellbeing, behaviour and emotional literacy for all pupils in school, particularly the disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys</li> <li>Data from targeted interventions in data from ELSA and Kick London.</li> <li>Feedback from learning walks and observations (internal and external)</li> </ul>

### Activity in this academic year 2022- 2023

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

#### Please note:

- Targeted interventions have start and end data to measure impact.
- Grouping of children, and number of children targeted, may vary across the year following assessment.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £16,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments in reading and maths (NFER)  Purchase of accelerated reader to diagnose ZPD, track progress and target support.  Training for staff to ensure assessments are interpreted and administered correctly.	<b>EEF</b>  <b>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:</b>	1,2,3
<b>Staff CPD</b> We are part of the LA Maths Hub. This will enhance our curriculum and further develop	<b>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</b>	1,2,3,4

<p>teaching and learning across the school. We will ensure teacher release time to embed new elements in school and to support and share best practice with the maths leader and as colleagues.</p> <p>We are part of the ASD outreach training. We will train all staff in key techniques to support children with SEND. (Cognus)</p> <p>We are releasing staff to attend training by Shirley Clark: Formative assessment meets Psychotherapy.</p> <p>In addition- Evidence informed teaching and learning strategies delivered by Cognus. Learning from the training will be shared with staff.</p> <p>DHT is part of EEF research project for disadvantaged.</p> <p>Subject leaders attend relevant courses to keep abreast of government initiatives and best practice and feedback to colleagues.</p> <p>Training on dyslexia – strategies to deploy in class. Training on sentence structure (led by subject leaders.)</p> <p>Training on Emotionally Based School Avoidance (EBSA)</p> <p>Year 6 staff attend SATs preparation courses.</p> <p>Key staff are released once a term to ensure they lead effectively in their subjects.</p> <p>ECT training- second year</p> <p>Annual INSET schedule for class teachers allows us to review core subject teaching, books, and data outcomes termly.</p> <p>Termly year group meetings that include all classroom staff ensure information is passed on and the correct support is in place for children.</p>		
<p>Children use their own chrome book to support their learning</p> <p>We want our pupils to be able to continue their learning at home. We ensure children have the equipment to access applications to support maths and English learning, as well as develop their knowledge across all other areas of the curriculum.</p>	<p>EEF Evidence: using Technology for students, where learners use programmes or applications designed for problem solving or open-ended learning; Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology</p>	<p>1,2,3</p>

<p>All these platforms are used within school so the pupils are familiar with them already.</p> <p>Accelerated reader Doodle maths Spellzone <i>Google classroom ; Kahoot</i></p>	<p>approaches should be used to supplement other teaching,'</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £ 48,865**

**Please note:**

- Targeted interventions have start and end data to measure impact.
- Grouping of children, and number of children targeted, may vary across the year following assessment

Activity	Evidence that supports this approach	
<p><b>Year 3 and year 4:</b> Phonics booster groups for targeted children (STA and phonics teacher led)</p> <p><b>Year 5 and 6 READING:</b> WCR booster: targeted children benefit from targeted WCR booster- vocab, comprehension, think alouds- so that they can access the WCR lessons. (STA, TA led) Times table intervention: Targeted children work 1:1 to learn fluency in times tables.</p>	<p><b>EEF +5 Phonics:</b> involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language.</p> <p><b>EEF (+4)</b> Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills</p>	1,2,3
<p>All classroom learning support staff (STAs and TAs) are assigned the lowest 20% of readers for targeted reading intervention.</p> <p>This is 1:1 intervention 3 x weekly for ten minutes a time. It focuses on improving fluency, vocab and comprehension.</p>	<p>EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p> <p>EEF Evidence 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	2,3
<p>Teaching assistants supported targeted children in core subjects. This includes PP and SEND target children.</p> <p>Support staff meet half termly with teachers to evaluate learning and progress for their targeted children.</p> <p><i>Small group support in core lessons: TA and STA assigned</i></p>	<p>EEF- Teaching assistants add value to what teachers do. . . help pupils develop independent learning skills and manage their own learning. They provide support at the right time, use open ended questions, give the least amount of help first to support the pupils' ownership of the task.</p>	1,2,3

to a year group to support learning in core lessons		
<p>Teacher boosters: Teachers take groups of 5-6 children weekly to improve arithmetic fluency and develop reasoning and problem solving. Boosters last for ten weeks, 50 minutes weekly.</p> <p>STA cover the class to allow the teacher to deliver the booster.</p>	<p><b>EEF (+4)</b>  Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills</p>	1,2,3

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

**Budgeted cost: £30,300**

Activity	Evidence that supports this approach	
<p>Mentoring is delivered to targeted children via Kick London staff. Targets are set with the child and reviewed half termly.</p>	<p><b>EEF (+2)</b>  In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p>	4
<p>Kick London support play for each year group. Their targeted support ensures that children have positive playtimes and so return to class regulated and ready to learn.</p> <p>Teaching assistants are also deployed to support play at lunchtime, depending on the needs of the children.</p>	<p>EEF Evidence 'Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning'</p>	4
<p>ELSA supports children who may have experienced trauma, bereavement or anxiety. Targets are set with the teachers, child and parents and are reviewed half termly.</p>	<p>EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</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):  EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

<p>Use of office employee to track and monitor attendance and punctuality of pupils and support SLT to engage families to improve attendance.</p>	<p>We can't improve attainment for children if they aren't actually attending school.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>4,5</p>
<p>Support to fund a % of total cost of school trips for FSM children, if requested.</p>	<p>To allow equal access to enrichment activities we will support a percentage of the total cost of a trip for children registered for FSM. This builds disadvantaged children's life experiences.</p>	<p>4</p>

**Total budgeted cost: £ 95,565**

## 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.

<b>PP children meeting Age Related Expectations (judgements based on NFER standardised tests) compared to non PP children.</b>				
<b>Reading</b>	<b>Year 3 Cohort 2021</b>	<b>Year 4 Cohort 2020</b>	<b>Year 5 Cohort 2019</b>	<b>Year 6 cohort 2018 SATs OUTCOMES (not validated) Sept 22</b>
<b>Pupil premium</b>	56% (10:18)	50% (9:18)	71% (12:17)	68%
<b>Non Pupil Premium</b>	74% (45:61)	84% (56:67)	82% (60:73)	75% (53:70)
<b>Difference</b>	-18%	-34%	-11%	-7%
<b>PPG NON SEN</b>	71% (10:14)	64% (9:14)	73% (8:11)	100% (10:10)

  

<b>MATHS</b>	<b>Year 3 Cohort 2021</b>	<b>Year 4 Cohort 2020</b>	<b>Year 5 Cohort 2019</b>	<b>Year 6 cohort 2018 SATs OUTCOMES (not validated) Sept 22</b>
<b>Pupil premium</b>	56% (10:18)	50% (9:18)	53% (9:17)	58% (11:19)
<b>Non Pupil Premium</b>	60% (36:60)	79% (53:68)	82% (60:73)	73% (51:70)
<b>Difference</b>	-4%	-29%	-29%	-15%
<b>PPG NON SEN</b>	71% (10:14)	57% (8:14)	45% (5:11)	100% (10:10)

  

*Writing: Based on Teacher Assessment*

<b>WRITING</b>	<b>Year 3 Cohort 2021</b>	<b>Year 4 Cohort 2020</b>	<b>Year 5 Cohort 2019</b>	<b>Year 6 cohort 2018 SATs OUTCOMES (not validated) Sept 22</b>
<b>Pupil premium</b>	33% (6:18)	33% (6:18)	65% (11:17)	63% (12:19)
<b>Non Pupil Premium</b>	52% (32:61)	76% (51:67)	77% (56:73)	81% (57:70)
<b>Difference</b>	-19%	-43%	-12%	-18%
<b>PPG NON SEN</b>	43% (6:14)	43% (6:14)	82% (9:11)	100% (10:10)

### 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

<b>Programme</b>	<b>Provider</b>
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