

Pupil premium strategy statement 2022- 2023

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	
School name	Holy Trinity CE Junior School
Number of pupils in school	353 current
Proportion (%) of pupil premium eligible pupils	20.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years – this is the second year of implementation
Date this statement was published	October 2022
Date on which it will be reviewed	April 2023/ September 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
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year 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 significantly 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 results 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	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 of our disadvantaged children need support, impacting their attainment.
5	IDSR: 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.

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 for 2023- 2024	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"> 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%. 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.
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"> qualitative data from student voice, student and parent surveys feedback from targeted interventions in data from ELSA and Kick London to show if children have met targets set Feedback from learning walks and observations (internal and external)

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	REVIEW APRIL 2023	Next steps
<p>Purchase of standardised diagnostic assessments in reading and maths (NFER)</p> <p>Purchase of accelerated reader to diagnose ZPD, track progress and target support.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Year 3- 5 use the NFER standardised tests termly which allows us to identify progress from starting points and to identify those off track. Assessment is accurate and meaningful and feeds into pupil progress meetings.</p> <p>Data from accelerated reader is used alongside NFER data. It shows small steps of progress for children who struggle to access the NFER tests. Data allows staff to adjust interventions and measure progress. Children can talk about progress in reading and know how to choose books that match their ability.</p> <p>Pupil progress meetings continue half termly. All classroom staff know how to read the data and moderation meetings are carried out within year groups.</p>	<p>Summative assessments in summer term 2023 .</p> <p>Train new staff in new academic year (and new support staff joining across the year)</p> <p>With the new intake of children with no English, develop further strategies for teaching and assessing reading to children with EAL.</p>
<p><u>Staff CPD</u></p> <p>We are part of the LA Maths Hub. This will enhance our curriculum and further develop teaching and learning across the</p>	<p>Maths leader has delivered CPD to staff and supported staff to focus on; small steps of progression, opportunities to dive deeper and using doodle maths to close individual gaps.</p>	<p>Staff continue to work on building self- efficacy and focusing on praise for</p>

<p>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. Subject leaders</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>Teachers have had additional planning time to plan for NCTEM units.</p> <p>Training on zones of development has supported children to learn how to self-regulate.</p> <p>Two staff attended initial Shirley Clark training (Sept 23) and fed back to all classroom based staff. The whole school then had training with Shirley Clark and Angela Evans (Feb 2023). Teachers are working on building children's self-efficacy using positive praise feedback linked to learning. Following training, research, pupil voice and internal trials, external rewards for learning have been removed/ reduced across the school.</p> <p>Use of mixed ability talk partners are effectively embedded across the school. Children are encouraged to reflect on what they need to do to be successful in learning if they are 'stuck'. (Practise, Effort, Time, Input). 'Live' marking gives children instant feedback. Children can talk about their learning.</p> <p>Year 6 have had SATs training.</p> <p>One teacher is undertaking Autism champion training. One teacher is undertaking SEND champion training.</p> <p>Subject leaders have had release to work in working parties to develop targeted subjects (RE, Science, History, Geography). The focus was to further develop retrieval and vocabulary to improve teaching and learning. Children can talk about their learning in these subjects. Assessments show that children are achieving in foundation subjects.</p> <p>INSET planner is organised across the year to ensure robust moderation in core subjects within year group and LKS and UKS.</p> <p>Year group meetings review the progress of children and the impact of targeted interventions (including behaviour). This information is discussed in PPM to plan for subsequent weeks.</p>	<p>learning. Lead teachers to observe across the school to plan for targeted next steps.</p> <p>Other foundation subjects need more development to build in retrieval. Knowledge organisers adjusted to better meet needs of SEND. This is forming part of the next SDP.</p> <p>Carry out pupil voice with children who are lower attainers but meeting expectations in foundation.</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</p>	<p>All children have their own chromebook to access learning platforms. Having own chrome books ensures accountability for own learning, ensuring equal opportunities.</p>	<p>Continue to use chrome books to support learning.</p>

<p>to support maths and English learning, as well as develop their knowledge across all other areas of the curriculum.</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</i> <i>Kahoot</i></p>	<p>Accelerated reading is embedded across the school with staff and children using it to effectively choose books and assess understanding. Children can talk about their progress in reading linked to their ZPD.</p> <p>READING (data from Spring 2 2023) :</p> <ul style="list-style-type: none"> • Cohort 2022 PP reading attainment gap between PP and non PP in year 3 has opened by 3% (from KS1 data) • Cohort 2021 PP reading attainment gap between PP and non PP in year 4 has closed by 27% (No KS1 data so taken end of Autumn term year 3) • Cohort 2020 PP reading attainment gap between PP and non PP in year 5 has closed by 18%. (No KS1 data so taken end of Autumn term year 3) • Cohort 2019 PP reading attainment gap between PP and non PP in year 6 has opened by 5% (PP group numbers have altered since KS1) <p>MATHS (data from Spring 2 2023)</p> <ul style="list-style-type: none"> • Cohort 2022 PP maths attainment gap between PP and non PP in year 3 has opened by 17% (from KS1 data) • Cohort 2021 PP maths attainment gap between PP and non PP in year 4 has closed by 5%. (No KS1 data so taken end of Autumn term year 3) • Cohort 2020 PP maths attainment gap between PP and non PP in year 5 has closed by 16%. (No KS1 data so taken end of Autumn term year 3) • Cohort 2019 PP maths attainment gap between PP and non PP in year 6 has opened by 23% (from KS1 data) 	<p>Increase the number of PP children meeting their doodle targets.</p>
<p>DOODLE MATHS (data from end of Spring term 2023)</p> <p>The data shows the engagement levels of individual children based on the expectation that doodle sets for them.</p> <p>When children complete their baseline, they are set a number of stars to earn weekly based on their ability. This usually ranges from 35-55.</p> <p>This data is a good way to see the children who are engaging with their individual course pathway and closing gaps in their learning.</p> <p>This programme supports our school vision of retention and spaced learning and closing of covid gaps.</p> <p>This data shows an average of the weekly stars achieved between 1st January - 23rd March (Spring Term) 2023</p>		

Term	Beech	Poplar	Willow	Elm	Oak	Spruce	Ash	Cedar	Hazel	Chest-nut	Holly	Pine
Au-tumn	87%	97%	79%	66%	50%	93%	48%	43%	37%	87%	70%	93%
Spring	84%	79%	79%	97%	79%	93%	90%	53%	57%	97%	83%	97%

In year 3 there are 16 children working below doodle target. 4:16 are PP children.

In year 4 there are 8 children working below target. 4 are PP children

In year 5 there are 30 children working below target. 10 are PP children

In year 6 there are 6 children working below target. 3 are PP children.

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	REVIEW APRIL 2023	NEXT STEPS
<p>Year 3 and year 4: Phonics booster groups for targeted children (STA and phonics teacher led)</p> <p>Year 5 and 6 READING: 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>15 (8 of who are PP) children are targeted daily for phonics in year 3 (STA and TA lead). All have made progress from starting points. 6 children are targeted in year 4 (phonics leader).</p> <p>UKS2 TA was absent from school during the Spring term so the WCR booster was unable to run.</p> <p>9 (3 of who are PP) children are targeted with times table support in year 3. Progress has been made from starting points and tracked on the 'yellow brick road'.</p>	<p>Review quantity of reading books for the lowest attaining children.</p> <p>Training for staff to deliver phonics and early reading support to children with EAL.</p>
<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>Targeted children are identified using the NFER data (when children can access the test) and STAR data. A small group of children are having progress measured using phonics testing and reading fluency.</p> <p>Due to the emotional needs within cohorts, particularly LKS2, support staff have had reduced time to target readers and not always getting 3 'reads' in a week. UKS2 have been without a TA in the Spring term which has also impacted provision. Additional volunteers have been inducted and trained to listen to readers to focus on fluency. Children who have no support at home are targeted to read with staff.</p>	<p>Summer term: In year 4, twelve targeted children will be supported by a reading buddy in year 6 so they get three reads in a week.</p>
<p>Teaching assistants support targeted children in core subjects. This includes PP and SEND target children.</p> <p>Support staff meet half termly with teachers to evaluate</p>	<p>Support staff work across the year group as directed by the teacher. IPP targets are supported within lessons as required and logged on Edukey.</p> <p>Support staff 'live mark' work and give instant feedback.</p>	

<p>learning and progress for their targeted children.</p> <p><i>Small group support in core lessons: TA and STA assigned to a year group to support learning in core lessons</i></p>	<p>Support staff target different children according the AfL so misconceptions can be addressed.</p> <p>Feedback is given in year group meetings.</p> <p>UKS2 TA was absent from school for Spring term which reduced capacity for in class support. Year 6 were prioritised where support was available.</p>	
<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>In Autumn term, teachers led maths boosters following a format set by the maths leader. LKS2 adjusted the format to focus more on arithmetic than problem solving. NFER scores for targeted children show that the boosters had impact. Targeted children whose scores didn't rise have a barrier of low attendance.</p> <p>In Spring term teacher boosters focused on writing (to ensure that the combined score is high) following a format set by the English leaders. Year 4 struggled to complete teacher boosters due to the needs of the cohort, and no impact was seen. Other year groups showed impact in books and in the children's ability to apply what they had learnt into their class writing.</p> <p>Summer term: Year 3- Maths boosters. Year 4: writing booster. Year 5 writing booster. Year 6 maths then writing.</p> <p>Year 6 have had weekly additional reading comprehension sessions in the Spring term following reviews of the data.</p>	<p>Review end of year data.</p>

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

Budgeted cost: £30,300

Activity	REVIEW APRIL 2023	
<p>Mentoring is delivered to targeted children via Kick London staff. Targets are set with the child and reviewed half termly.</p>	<p>16 children have benefitted from mentoring so far this academic year. The children are meeting behaviour and/or IPP targets.</p> <p>4 children have been targeted for specialised in class learning mentor support to help them be ready to learn. These children have an improved attitude to learning and less behaviour incidents. They are making steps of progress from their starting points. Their attendance is good.</p>	<p>Continue provision</p>
<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>Playtimes are positive and the children enjoy playing together as a year group.</p> <p>Reflect and repair incidents have decreased when compare to previous years. (Cohort 2021 has higher incidents of R&R than others do and have more support on the playground.)</p> <p>First aid incidents have decreased.</p> <p>Children do trust adults to help them solve problems.</p> <p>Individual behaviour plans are in place for targeted children, teaching assistants/ MDS support these.</p> <p>EHCP plans support playtimes for the children who need additional supervision to keep safe.</p>	<p>Continue to develop the emotional literacy of those with SEND, including behaviour needs.</p> <p>Pupil voice on well being at the end of the year.</p>
<p>ELSA supports children who may have experienced</p>	<p><u>ELSA Breakdown cases September 22- March 23</u></p>	<p>Continue provision.</p>

<p>trauma, bereavement or anxiety. Targets are set with the teachers, child and parents and are reviewed half termly.</p>	<p>Currently ELSA has 25 Open Cases – 15 Weekly / 2 Fortnightly / 5 Monthly / 3 Group</p> <p>Waiting list has 8 Children. (some children overlap categories; the main one is logged)</p> <p>ELSA meets half termly with DHT and termly with HT and DHT to review cases. Children meet their targets and this is fed back to class teachers to continue the support.</p> <table border="1" data-bbox="584 427 1158 936"> <thead> <tr> <th>Elsa Support</th> <th>Current</th> <th>Closed</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Bereavement</td> <td>3</td> <td>5</td> <td>8</td> </tr> <tr> <td>Coping Skills</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Self – Esteem</td> <td>4</td> <td>3</td> <td>7</td> </tr> <tr> <td>Friendships</td> <td>4</td> <td>1</td> <td>5</td> </tr> <tr> <td>Worries</td> <td>2</td> <td>4</td> <td>6</td> </tr> <tr> <td>Emotions</td> <td>5</td> <td>5</td> <td>10</td> </tr> <tr> <td>Anger</td> <td>5</td> <td>4</td> <td>9</td> </tr> <tr> <td>Parents Separation</td> <td>1</td> <td>4</td> <td>5</td> </tr> <tr> <td>Social Behaviour /Morals</td> <td>3</td> <td>4</td> <td>7</td> </tr> <tr> <td>Parents Illness</td> <td>4</td> <td>0</td> <td>4</td> </tr> <tr> <td>Own Health</td> <td>2</td> <td>0</td> <td>2</td> </tr> <tr> <td>Adoption</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>Mindful Group</td> <td>0</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	Elsa Support	Current	Closed	Total	Bereavement	3	5	8	Coping Skills	1	2	3	Self – Esteem	4	3	7	Friendships	4	1	5	Worries	2	4	6	Emotions	5	5	10	Anger	5	4	9	Parents Separation	1	4	5	Social Behaviour /Morals	3	4	7	Parents Illness	4	0	4	Own Health	2	0	2	Adoption	1	0	1	Mindful Group	0	5	5	
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Mindful Group	0	5	5																																																							
<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>Overall attendance to date (April 2023) for the whole school is 94.54% persistent absence (pa) is 13.08%.</p> <p>Overall attendance to date for PP is 92.2% which is 2.34 difference non PP and pa is 43.75% which is a 30.67% difference between non PP.</p> <p>Following efforts to work with families to increase attendance for PA, three fixed penalty notices have been submitted to PP children who are PA. School has worked with social care and health to continue to try to improve outcomes.</p> <p>Targeted attendance meetings have been completed with the HT/ DHT.</p> <p>DHT has attended Sutton attendance meetings to understand best practise across Sutton.</p>	<p>Continue to work with attendance service and purchase SLA for supporting visits in September when the initiative launches.</p>																																																								
<p>Support to fund a % of total cost of school trips for FSM children.</p>	<p>6 families have used this fund to support school journey payments.</p>	<p>For new academic year, build in % of funded after school places for PP children, to be agreed by governors.</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.

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

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

Writing: Based on Teacher Assessment

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

Programme	Provider
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