

Pupil premium strategy statement 2022- 2023 End of year REVIEW

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	338 (352 Oct 23 at time of review)
Proportion (%) of pupil premium eligible pupils	20.4% (22% Oct 2023)
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 first 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 22-23	£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	<p>IDSR: Persistent absence for pupils in receipt of free school meals (22.9%) was in the highest 20% of all schools in 2018/19.</p> <p>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.</p>

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.	<p>Reading attainment rises from starting points within all PP cohorts.</p> <p>Year 6 PP attainment is in line with national PP attainment.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Maths attainment rises from starting points in all PP cohorts.</p> <p>Year 6 PP attainment is in line with national PP attainment.</p>
Improved writing attainment for disadvantaged pupils at the end of KS2	<p>Writing attainment rises from starting points in all PP cohorts.</p> <p>Year 6 PP attainment is in line with national PP attainment.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <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.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys Data from targeted interventions in data from ELSA and Kick London. 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 END OF YEAR 22-23
<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>Tests use to inform provision across the year.</p> <p>Continue this into third year of the plan.</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 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. 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>Training provided high quality teaching for all children.</p> <p>Curriculum is carefully planned so children can make links with their learning and have opportunities for planned retrieval. This was noted in the Ofsted report July 2023.</p> <p>Training to continue into year three of the plan. Subject development to continue.</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. 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>See data outcomes</p>

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 END OF YEAR 22-23
<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>All children made progress from starting points - as seen in NFER scores, fluency in reading, STAR reading data.</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>Video recordings of children show improvement in fluency. See data outcomes</p>
<p>Teaching assistants support targeted children in core subjects. This includes PP and SEND target children. Support staff meet half termly with teachers to evaluate learning and progress for their targeted children.</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. Support staff 'live mark' work and give instant feedback.</p>

<p>Small group support in core lessons: TA and STA assigned to a year group to support learning in core lessons</p>	<p>Support staff target different children according to 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>See data outcomes</p>

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

Budgeted cost: £30,300

Activity	REVIEW END OF YEAR 22-23
<p>Mentoring is delivered to targeted children via Kick London staff. Targets are set with the child and reviewed half termly.</p>	<p>19 children have benefitted from mentoring 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>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>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>Children continued to be supported.</p> <p>Children who are supported met their ELSA targets. Children are using self-regulation strategies.</p> <p>School is working alongside external agencies to support the children with high levels of need.</p>
<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>Absence threshold set at 10%</p>	<p>Overall attendance to date (22-23) for the whole school is 94.75%</p> <p>Overall attendance to date for PP is 92.2% which is 2.55 difference.</p>

	<p>Internal data for 22-23:</p> <p>Persistent absence (pa) for the whole school is 10.81%. (Persistent absence is any child who has been absent for 10% or more of their time in school.)</p> <p>Persistent absence for PP children (within the whole school total) is 45%. (18/40 children)</p> <p>Persistent absence for non PP children (within the whole school total) is 55% (22/40 children)</p> <p><i>(Awaiting IDSR data)</i></p>
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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 **2022 to 2023** academic year.

PP children meeting Age Related Expectations (judgements based on NFER standardised tests) compared to non PP children.				
Reading	Year 3 Cohort 2022 Expected standard	Year 4 Cohort 2021 Expected standard	Year 5 Cohort 2020 Expected standard	Year 6 cohort 2019 SATs OUTCOMES (not validated) Sept 22
Pupil premium	48% (12:25)	44% (7:16)	61% (11:18)	58% (11:19)
Non Pupil Premium	85% (53:62)	77% (54:70)	85% (60:71)	77% (54:70)
Difference	-37%	-33%	-24%	-19%
PPG NON SEN	69% (9:13)	58% (7:12)	69% (9:13)	58% (7:12)

MATHS	Year 3 Cohort 2022 Expected standard	Year 4 Cohort 2021 Expected standard	Year 5 Cohort 2020 Expected standard	Year 6 cohort 2019 SATs OUTCOMES (not validated) Sept 22
Pupil premium	52% (13:25)	38% (6:16)	61% (11:18)	68% (13:19)
Non Pupil Premium	82% (51:62)	66% (46:70)	83% (60:72)	81% (57:70)
Difference	-30%	-28%	-22%	- 13%
PPG NON SEN	77% (10:13)	50% (6:12)	69% (9:13)	58% (7:12)

Writing: Based on Teacher Assessment

WRITING	Year 3 Cohort 2022 Expected standard	Year 4 Cohort 2021 Expected standard	Year 5 Cohort 2020 Expected standard	Year 6 cohort 2019 SATs OUTCOMES (not validated) Sept 22
Pupil premium	28% (7:25)	25% (4:16)	50% (9:18)	42% (8:19)
Non Pupil Premium	69% (43:62)	60% (41:69)	80% (56:70)	80% (56:70)
Difference	-41%	-35%	-30%	-38%
PPG NON SEN	46% (6:13)	33% (4:12)	69% (9:13)	50% 6:12

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