

Pupil premium strategy statement 2023- 2024

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 (November 2023)

Detail	
School name	Holy Trinity CE Junior School
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years – this is the third year of implementation
Date this statement was published	November 2023
Date on which it will be reviewed	April 2024/ July 2024
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	£105,455
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	£105,455

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 2023- 2024

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	Persistent absence for our PP children was in the highest 20% nationally, as shown on the IDSR (19-20). Children cannot learn unless they attend school.

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 2023/24 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%.

	<ul style="list-style-type: none"> 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 2023/24 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 2023- 2024

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 2024
<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.</p> <p>Assessment is accurate and meaningful and feeds into pupil progress meetings.</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>Next steps: Review how the children access accelerated reading quizzes.</p> <p>Summer moderation in LKS and UKS for reading and maths to ensure parity in interpreting test outcomes alongside teacher assessments.</p>
<p>Staff CPD</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>Teachers have had additional planning time to plan for NCTEM units (maths).</p> <p>INSET planner is organised across the year to ensure moderation in core subjects within year group and LKS and UKS.</p> <p>One teacher continues to attend ASD training and then shares best practice with the staff.</p>

<p>We are releasing staff to attend training by Shirley Clark: Formative assessment meets Psychotherapy.</p> <p>Year 6 staff attend SATs preparation courses.</p> <p>Key staff are released to ensure they lead effectively in their subjects.</p> <p>ECT training- 2 staff</p> <p>Annual INSET schedule for class teachers allows us to review core subject teaching, books, and data outcomes termly.</p> <p>Half 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>All support staff had internal trauma training. ELSA is attending developmental trauma training through the local authority.</p> <p>Subject leaders have allocated time to complete their action plans, which have included working parties when needed. Outcomes and next steps shared with SLT.</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>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>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>Children had their own chrome book for the autumn and spring terms. School cannot fund this for the summer term.</p> <p>Children who do not have devices at home to complete home learning will be supported in school.</p>

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

Budgeted cost: £ 58,755

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 2024
<p>Year 3 and year 4: Phonics booster groups for targeted children (STA and TA led)</p> <p>Year 5 and 6 READING:</p>	<p>18 children (6 who are PP) are targeted for phonics intervention in year 3.</p> <p>4 PP children are targeted for phonics intervention in year 4.</p> <p>All have made progress from starting points.</p>

<p>Reading comprehension groups: targeted on answering questions within the content domains. (STA, TA led)</p>	<p>In year 5 the TA has supported comprehension for children with English as an additional language. This increased their fluency and improved their ability to answer retrieval questions.</p>
<p>All classroom learning support staff are assigned the lowest 20% of readers for targeted reading intervention. This is 1:1 intervention 3 x weekly for ten minutes a time. It focuses on improving fluency, vocab and comprehension.</p>	<p>PP children in lower key stage are targeted to read 3 times at school by staff and volunteers. In UKS staff target the children. Recordings of children show that their fluency has improved. Children who are fluent when reading then move onto using the session to support answering questions about the text they have read.</p>
<p>Teaching assistants supported 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. <i>Small group support in core lessons: TA and STA assigned to a year group to support learning in core lessons</i></p>	<p>Reading: Year 6: Mock SATs data shows progress for PP children. PP attainment has risen since entry in year 3 and since end of year 5. Gap between PP and non PP attainment is -29%. Year 5: NFER results show progress for PP children (2 children not scoring on the tests) PP attainment has risen since entry in year 3 and since end of year 4. Gap between PP and non PP attainment is -11% Year 4: NFER tests show progress from starting points. 3 children are working below the year 4 A.R.E. Attainment since KS1 has dropped. Gap between PP and non PP attainment is -20%. Year 3: NFER tests show progress from starting points. 2 PP children are working below the year 3 A.R.E. Attainment since KS1 has dropped. Gap between PP and non PP attainment is -8%</p>
<p>Teacher boosters: Teachers take groups of 5-6 children weekly to target improvements identified in PPM. Boosters last for ten weeks, 50 minutes weekly. STA cover the class to allow the teacher to deliver the booster.</p>	<p>Maths: Year 6: Mock SATs data shows progress for PP children. PP attainment has risen since entry in year 3 and since end of year 5. Gap between PP and non PP attainment is -20%. Year 5: NFER results show progress for PP children (3 children not scoring on the tests) PP attainment has risen since entry in year 3 and since end of year 4. Gap between PP and non PP attainment is -23%. Year 4: NFER tests show progress from starting points. 1 child is working below the year 4 A.R.E. Attainment since KS1 has dropped. Gap between PP and non PP attainment is -20%. Year 3: NFER tests show progress from starting points. 1 PP child is working below the year 3 A.R.E. Attainment since KS1 has dropped. Gap between PP and non PP attainment is -21% Children targeted in teacher boosters show progress in testing scores.</p>

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>8 children have benefitted from mentoring so far this academic year. The children are meeting behaviour and/or IPP targets</p>

	3 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.																																																																
Kick London support at playtime for each year group. Their targeted support ensures that children have positive playtimes and so return to class regulated and ready to learn.	<p>Playtimes are positive and the children enjoy playing together as a year group.</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>																																																																
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.	<table border="1"> <thead> <tr> <th colspan="4">ELSA Breakdown cases September 23- March 24</th> </tr> <tr> <th>Elsa Support</th> <th>Current</th> <th>Closed</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Bereavement</td> <td>4</td> <td>1</td> <td>5</td> </tr> <tr> <td>Coping Skills</td> <td>5</td> <td>0</td> <td>5</td> </tr> <tr> <td>Self – Esteem</td> <td>3</td> <td>4</td> <td>7</td> </tr> <tr> <td>Friendships</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Worries</td> <td>7</td> <td>2</td> <td>9</td> </tr> <tr> <td>Emotions</td> <td>7</td> <td>5</td> <td>12</td> </tr> <tr> <td>Anger</td> <td>4</td> <td>1</td> <td>5</td> </tr> <tr> <td>Parents Separation</td> <td>3</td> <td>0</td> <td>3</td> </tr> <tr> <td>Social Behaviour</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Parents Illness</td> <td>2</td> <td>0</td> <td>2</td> </tr> <tr> <td>Own Health</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>Adoption / Foster</td> <td>3</td> <td>0</td> <td>3</td> </tr> <tr> <td>Trauma</td> <td>5</td> <td>0</td> <td>5</td> </tr> <tr> <td>EBSA</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	ELSA Breakdown cases September 23- March 24				Elsa Support	Current	Closed	Total	Bereavement	4	1	5	Coping Skills	5	0	5	Self – Esteem	3	4	7	Friendships	1	2	3	Worries	7	2	9	Emotions	7	5	12	Anger	4	1	5	Parents Separation	3	0	3	Social Behaviour	0	1	1	Parents Illness	2	0	2	Own Health	1	0	1	Adoption / Foster	3	0	3	Trauma	5	0	5	EBSA	1	0	1
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Use of office employee to track and monitor attendance and punctuality of pupils and support SLT to engage families to improve attendance.	<p>For this academic year to date, the overall attendance to date for whole school is 95.25% and persistent absence is 12.3%.</p> <p>Overall attendance to date for PP is 92.8% (-2.45%).</p> <p>Of those children who are classified as persistent absences, 42% are PP children and 58% are non PP.</p> <p>The welfare officer is working closely with 4 families, all of who are PP.</p>																																																																
Support to fund a % of total cost of school trips for FSM children. Entitled children can access one club per year free of cost for a term. (not ASC)	Children who want to access an after school club have been able to do so.																																																																

Total budgeted cost: £ 105,455