

Pupil premium strategy statement **FINAL REVIEW 23-24**

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 (November 2023- time of implementation)	
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	Brenda Rogers

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	FINAL REVIEW NOVEMBER 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>Tests used to inform provision across the year.</p> <p>Continue this strategy.</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>2 staff to attend training by Shirley Clark: Formative assessment meets Psychotherapy. Year 6 staff attend SATs preparation courses.</p>	<p>Training provided for all staff ensures 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>Subject development to continue.</p> <p>Year group meetings to continue.</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>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>Chrome book initiative ended in April 2024. Only children in year 6 use a chrome book daily but the programmes are specially supportive of children with SEN.</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	FINAL REVIEW NOVEMBER 2024
<p>Year 3 and year 4: Phonics booster groups for targeted children (STA and TA led)</p> <p>Year 5 and 6 READING: Reading comprehension groups: targeted on answering questions within the content domains. (STA, TA led)</p>	<p>All children made progress from starting points - as seen in NFER scores and fluency in reading.</p>
<p>All classroom learning support staff 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. Focus groups are adjusted in light of progress. See data outcomes</p>

<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 to a year group to support learning in core lessons</i></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>Support staff target different children according the AfL so misconceptions can be addressed.</p> <p>Feedback is given in year group meetings.</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>See data outcomes</p>

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

Budgeted cost: £30,300

Activity	FINAL REVIEW NOVEMBER 2024
<p>Mentoring is delivered to targeted children via Kick London staff. Targets are set with the child and reviewed half termly.</p>	<p>5 children had targeted mentoring support, which reduced the amount of behaviour incidents being recorded.</p>
<p>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>	<p>This was implemented in the Autumn and Spring terms, which resulted in the children being able to play as a team and became better equipped to problem solve during games. When children are unable to solve their own problems, they trust the adults to help them.</p> <p>Individual behaviour plans are in place for targeted children, teaching assistants/ MDS support these.</p> <p>Reflect and repair incidents for playtimes remain low.</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 who were 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>As well as maintaining our provision of emotional support, an increased focus on pupil meta-cognition and self-regulation has been introduced and feedback from staff is that children are more able to self-regulate in and out of the classroom.</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>Whole school attendance average- 95.08%</p> <p>Pupil premium attendance (58 students on SIMs) – 92%</p> <p>17.13% of children met the persistent absence threshold (61 children)</p> <p>Of these children:</p> <p>65% were non PP children</p> <p>34.43% were PP children.</p>
<p>Support to fund a % of total cost of school trips for FSM children.</p> <p>Entitled children can access one club per year free of cost for a term. (not ASC)</p>	<p>Children who wanted to access a club were able to.</p>

Total budgeted cost: £ 105,455

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 **between 2021 and 2024** (the 3 year strategy)

There are no progress scores in the 23- 24 SATs data as the cohort did not have KS1 data.

Like for like: The comparator for this row is the national average for disadvantaged pupils. This is different from the default DfE national comparator, which is the national average for non-disadvantaged. HT 'others' are the children in the school cohort who did not qualify for PP.

Year 6 SATS data - Attainment for PP children READING- Data taken from ASP (Analyse School Performance)			
	2021- 2022	2022- 2023	2023- 2024 7.11.24- not validated
PP EXPECTED STANDARD at HT	65%	56%	79%
PP EXS Like for like- national	62% (+3%)	60% (-4%)	64% (+15%)
EXS National ('others' non PP)	80% (-15%)	78% (-22%)	80% (-1%)
HT school 'others' non PP	76% (-11%)	80% (-24%)	86% (-7%)
	Attainment has overall increased over the 3 years. The PP at Holy Trinity have similar outcomes as national PP attainment (like for like) which has met the target. The PP have similar attainment outcomes in year three as the national 'others'. The gap has closed between the PP and 'others' in school and this is something we will continue to work on.		
PP Greater depth STANDARD	40%	11%	21%
PP GDS Like for like- national	17% (+23%)	17% (-6%)	Data not available 7.11.24
GDS National ('others' non PP)	33% (+7%)	34% (-23%)	Data not available 7.11.24
GDS HT school 'others' non PP	33% (+7%)	34% (-23%)	49% (-28%)

Year 6 SATS data - Attainment for PP children WRITING - Data taken from ASP			
	2021- 2022	2022- 2023	2023- 2024 7.11.24- not validated
PP EXPECTED STANDARD at HT	60%	63%	63%
PP EXS Like for like- national	55% (+5%)	58% (+5%)	60% (+3%)
EXS National ('others' non PP)	75% (-15%)	77% (-14%)	79% (-16%)
HT school 'others' non PP	81% (-21%)	77% (-14%)	83% (-20%)
	Attainment has been consistent across the 3 years. The PP at Holy Trinity have similar outcomes as national PP attainment (like for like) which has met the target. There is a gap between the PP and the others, which we will continue to work on to diminish the difference.		
PP Greater depth STANDARD	30%	6%	5%
PP GDS Like for like- national	6% (+23%)	7% (-1%)	Data not available 7.11.24
GDS National ('others' non PP)	16% (+14%)	16% (-10%)	Data not available 7.11.24
GDS HT school 'others' non PP	16% (+14%)	16% (-10%)	27% (-22%)

Year 6 SATS data - Attainment for PP children MATHS - Data taken from ASP			
	2021- 2022	2022- 2023	2023- 2024 7.11.24- not validated
PP EXPECTED STANDARD at HT	60%	67%	68%
PP EXS Like for like- national	56% (+4%)	59% (+8%)	61% (+7%)
EXS National ('others' non PP)	78% (-18%)	79% (-12%)	81% (-13%)
HT school 'others' non PP	71% (-11%)	79% (-12%)	87% (-19%)
	Attainment has steadily improved. The PP at Holy Trinity have similar outcomes as national PP attainment (like for like) which has met the target. There is a gap between the PP and the others, which we will continue to work on to diminish the difference.		
PP Greater depth STANDARD	15%	6%	21%
PP GDS Like for like- national	12% (+3%)	13% (-7%)	Data not available 7.11.24
GDS National ('others' non PP)	27% (-12%)	29% (-23%)	Data not available 7.11.24
GDS HT school 'others' non PP	21% (-6%)	29% (-23%)	41% (-20%)

Overall, we need to continue to target PP children who show GDS potential so that attainment rises in this band. We have met the national PP outcomes and now need to diminish the difference between 'others' and the PP in school.

Average scaled scores	Reading	Maths
2023- 2024	Data not released until Jan 2025	Data not released until Jan 2025
2022- 2023	100.3 (like for like- 102.4%) School average- 105.8	105.4 like for like- 101.3) School average- 105.8
2021- 2022	103.7 Like for like 102.2 School average - 103.7	102.6 (like for like 100.8) School average- 103.9

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