

Holy Trinity Church of England (VA) Primary School



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Pupil Premium Strategy Statement November 2021 - 2024

This strategy will be reviewed each year in the Autumn term – November 2023 review

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Data
School name	Holy Trinity CE Primary, Sunningdale
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	November 2021
Date on which it will be reviewed	November 2023
Statement authorised by	Jo Griffith Headteacher
Pupil premium lead	Jo Griffith Headteacher
Governor / Trustee lead	Dolapo Ogunbawo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,735
Recovery premium funding allocation this academic year	National Tutoring grant: £354 Recovery grant: £689 Recovery premium: £1,523 (£2,566 in total)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£27,301

Part A: Pupil premium strategy plan

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 but especially in writing.

Our shared vision is that pupils at Holy Trinity are happy and developing their independence in order to succeed in their next stage in life.

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.

We will consider the challenges faced by vulnerable pupils, such as those who have medical needs or challenging family circumstances.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas that we have identified in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will: ·

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Writing ARE
2	Language acquisition, vocabulary and comprehension
3	Parental engagement/ability to support
4	Attendance/persistent absence
5	Emotional wellbeing
6	Retention and application of skills

Intended outcomes

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

Intended outcome	Success criteria
Progress in Reading and phonics	Achieve or exceed national average progress scores in KS1 reading. 90-100% pass Y1 phonics screening with any pupils not passing in Y1 do pass by the end of KS1. Vast majority of pupils report enjoyment of reading due to high quality teaching of early reading and high profile of reading for pleasure in school.
Progress in Writing	Achieve or exceed national average progress scores in KS1/2 writing. Writing skills are successfully and purposefully applied across other subjects.
Progress in Mathematics	Achieve or exceed national average progress scores in KS1/2 maths. Transferable maths skills are applied in STEM subjects.
Improved attendance	Sustained high attendance demonstrated by: - the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. - reduction in the percentage of all pupils who are persistently absent. Utilising the ERSA toolkit to address attendance where applicable.
Improved emotional wellbeing	Disadvantaged and other identified vulnerable pupils will have benefitted from tailored ELSA and counselling provision to support them to have strategies to improve own mental wellbeing and sense of self-worth. Sustained high levels of wellbeing demonstrated by: - qualitative data from pupil voice, student and parent surveys and teacher observations - Boxhall profiles for specific children show improved scores

Activity in this academic year (updated for 2022-23 and for 2023-24)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time to make a difference and leadership to monitor effectiveness	- Senior Leaders and SENCO time to monitor provision and interventions, teaching and learning. - SENCO time to support TAs delivering interventions. - Time for staff to prepare interventions and resources. - Time for staff to liaise with colleagues around individual pupils need. - This time is planned in the Monitoring Timetable, staff meeting time and weekly timetables.	1, 2, 3, 4, 5 & 6
Further developing our curriculum	- Further work to develop the HT Curriculum to reflect the needs of the HT community. Ensuring clear progression of key skills & concepts. - Ensuring engaging activities/visits/trips are planned to inspire all pupils and provide memorable learning opportunities to make learning stick. - Staff time to develop curriculum - Subject leader time to review and monitor curriculum areas – supply cost - This is a focus on the Monitoring programme and SDP.	1, 2, 5 & 6
Staff CPD	- Following EEF tiered approach, high quality CPD for all staff on: The Write Stuff approach to teaching writing, NPQSL, subject leader specific CPD, amongst other CPD. - Monitoring programme & SDP ensures this is a focus - Training for TAs - Training and support for SENCO - Training and support for ELSA (Pastoral Lead) - Subject leaders released once a week to fulfil responsibilities - National Online Safety subscription to provide CPD for staff, lesson resources & support for parents	1, 2, 3 & 6
Phonics provision review	- Time for leaders to review provision - Time to train staff to deliver effectively and consistently - Time for leaders to monitor effectiveness and plan next steps EEF Phonics teaching	1, 2 & 6
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	- 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: EEF Blog: Assessing learning in the new academic year (Part 1... EEF (educationendowmentfoundation.org.uk)	1, 2 & 6

Autumn 2022 Review

Staff didn't feel that we had found the right assessments and so we have now purchased NTS test in reading and maths for years 2 – 5. These assessments have more of a diagnostic element and will support our lowest 20% moving forwards.

2022-23: Use NTS tests and discuss what they are showing us at Pupil Progress Meetings

The teaching of phonics has been further strengthened through development and implementation of new phonics scheme: Essential Letters and Sounds (OUP). Even though our Y1 Phonics Screening results 2022 are 80% despite a drop nationally to 75%, we are carefully tracking the impact of ELS that commenced in September 2022.

2022-23: Continue to use ELS and ensure all staff are confident and trained to a high standard. Ensure Y2 upwards also in receipt of effective phonics interventions where necessary.

Senior Leaders have undertaken a curriculum review to ensure essential knowledge and key vocabulary are in place for all foundation subjects. Reviewing the curriculum to ensure it meets the needs of Holy Trinity pupils and enables them to know more and remember more.

2022-23: continue to monitor the curriculum and provide CPD for teachers to ensure progression and recall of essential knowledge.

SENDCo monitoring interventions and subsequent progress data shown that further emphasis is needed on consistency in interventions. Staff training also provided by SENDCo for this focus.

2022-23: Continue to monitor interventions and adapt if needed. Further training for support staff.

Staff training for The Write Stuff and parental information on how best to support their child in writing taken place. Further investment made in CPD and resources for teachers.

2022-23: Continue to monitor progress in writing and provide support for parents.

Autumn 2023 Review

Staff are happy with the new assessments and are gaining more diagnostic information from them which is helping them to plan their lessons and interventions support going forward.

2023-24: Continue to purchase and use NTC tests

ELS phonics has had a positive impact on quality of teaching and learning in EYFS and Y1. Phonics pass in Y1 was 93%. More staff have been trained. There is an ongoing plan in place to ensure practice remains strong.

2023-24: ELS spelling in Y2 introduced. ELS being used as intervention for lower KS2 pupils.

Senior leaders have re-written Holy Trinity Curriculum to ensure clear progression and coverage of all national curriculum subjects.

2023-24: Continue to subscribe to various subject associations and National College to provide relevant and accessible CPD for all subject leaders. Weekly subject leader time planned to provide time to fulfil responsibilities.

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring for identified pupils	EEF evidence indicates that small group interventions have greatest impact on closing gaps. - School Led Tutor employed to deliver targeted small group intervention for small groups of identified pupils across Y2 and Y3. - Time for the tutor to liaise with class teachers. - Time for leaders to monitor data for progress & attainment. Tracking identified groups of pupils.	1, 2 & 6

Assessment tracking	- Time for staff to input data and analyse identified groups progress and attainment and plan next steps - Time for teachers to discuss barriers of identified pupils with school leaders and plan personalised interventions/ next steps - Employing specialist SEN diagnostic practitioner for identified disadvantaged pupils. Leading to personalised intervention and subsequent monitoring.	1, 2, 4, 5 & 6
Engagement with Nuffield Early Language Intervention (NELI)	EEF Oral Language Interventions - EYFS engaging in intervention to provide targeted small group intervention for all pupils - HLTA trained online - HLTA Time to deliver sessions and plan next steps	1 & 2
SALT and OT interventions for identified pupils	- Trained TA to provide SALT & OT interventions daily for identified SEND pupils EEF Teaching Assistant Interventions	1 & 2

Autumn 2022 Review

School led tutoring money spent effectively – impact for individual pupils discussed at Pupil Progress Meetings.

2022–23: Spend National Tutoring programme money effectively this year with a focus on Years 2 and 3

NELI intervention has had positive impact on identified pupils in EYFS (2021-22) and supported their transition and readiness for Y1.

2022-23: Train further staff and implement in current EYFS. Continue to support Y1 pupils as needed.

SALT and OT during 2021-22 reliant on NHS direction. Not as consistent as we'd like. Staff absence a barrier.

2022-23: dedicated TA timetabled to provide SALT and OT for identified pupils.

Autumn 2023 Review

School-led tutoring used effectively to support identified pupils in Y2 and Y3 with 1:1 phonics/early reading or writing.

2023-24: Spend National Tutoring programme money effectively this year with a focus on Years 3 and 4

SALT and OT dedicated staff to deliver.

2023-24 – Continue with planned provision of SALT and OT session by school staff. Train further staff to deliver in case of absence.

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

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA (Pastoral Lead) for vulnerable pupils	- Building relationships with both pupils and parents to support emotional needs as necessary. This is reviewed and monitored regularly with school leaders and SENCO - SENCO working closely with families in need to signpost support and liaise with LA to offer support - Time for DSLs to meet - Time for DSLs to undertake their duties as necessary to liaise with other professionals and provide reports. Also provide support in school. (EEF Behaviour Interventions/Mentoring/Parental Engagement/ Social and Emotional Learning)	3, 4 & 5

Attendance monitoring Working together to improve school attendance - GOV.UK (www.gov.uk)	- School based attendance admin time and brought in EWO service to support families in improving attendance. - ELSA support available to support attendance. - Tracking persistent absence and supporting families who are of concern. - Funding Breakfast Club where necessary to enable an improvement in attendance.	3, 4 & 5
Approach to Learning	- Incorporating WalkThrus as a whole school approach to tackling identified barriers to learning in a consistent way - Growth Mindset and Learning Pit approach school wide to build resilience and independence - Staff training time and meeting time to monitor - Sharing approach with parents and providing support	1, 2, 3, 5 & 6
Curriculum experiences to develop life skills and cultural capital gains	- Ensuring all pupils can access educational trips, visits and visitors. Funding where necessary. - Signposting identified pupils to extra-curricular clubs to broaden their skills, widen their experience and build self-esteem. Funded where necessary. - Ensuring disadvantaged pupils are able to fully access the curriculum (especially PE). Fund additional costs where needed.	4, 5, & 6
Parental engagement and support	- Spending time (Pastoral Lead, SENCO, Headteacher) to build relationships with parents and signpost to individualised support where needed. - Buy into LA SLAs for well-being, EWO, Behaviour Support, SEMH, Educational Psychology EEF Parental Engagement	4, 5 & 6
Homework support	Providing homework support where necessary on an individual basis in school time. Focus on disadvantaged pupils for whom this has been identified as a barrier	1, 2 & 6
Boxall Profile	- LA funded resource - Time for SENCO/ELSA to conduct sessions - Time for SENCO/ELSA to liaise with and feedback to class teachers with planned activities/strategies - Time for SENCO/ELSA to involve parents and feedback strategies	5 & 6

Autumn 2022 Review

ELSA support is very effective but there is high demand and ELSA has reduced working hours. ELSA works closely with SENDCo to plan support and share progress made. Also works with DSL to ensure support is available for families in need.

2022-23: Additional support for pupils SEMH needs sought – child counselling in place. Continue to provide ELSA support and include in Pupil Progress Meeting discussions to identify possible barriers and ways to overcome.

Homework support club now running – continue to support disadvantaged pupils in benefitting from this additional support.

Autumn 2023 Review

ELSA support continues to be a highly effective and much needed support. We have invested in training an additional staff member in ELSA in order to meet demand for the support. Child counselling continuing. Homework club continues to support vulnerable pupils.

2023-24: Attendance tracking system devised alongside newly appointed Attendance Governor. Remains a priority. ELSA to continue.

Total budgeted cost: £33,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Information about the impact that our pupil premium activity had on pupils in the previous academic year has been detailed below each section.

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
The Write Stuff	The Write Stuff
Times Tables Rock Stars	Times Tables Rock Stars
White Rose Maths	White Rose
National College	National College
Spelling Shed	EdShed
Essential Letters and Sounds	OUP
Phonics Bug	Active Learn
Science Bug	Active Learn
Mathletics	Mathletics
Purple Mash	2Simple