

Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Pupil Premium Strategy Statement November 2024 - 2027

This strategy will be reviewed each year in the Autumn term

SCHOOL VISION

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

"I know that there is nothing better for people than to be happy and to do good while they live." Ecclesiastes 3:12.

Our vision is to be an inspirational place of learning where:

- we facilitate opportunities so every child can flourish in a place where they feel safe, **happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal **fulfilment**.
- the school provides facilities that enables an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to safeguard all children.

Pupil premium strategy statement

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	Data
School name	Holy Trinity CE Primary, Sunningdale
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	5.7% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 to 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	November annually
Statement authorised by	Jo Griffith Headteacher
Pupil premium lead	Jo Griffith Headteacher
Governor / Trustee lead	Jo Steel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
Recovery premium funding allocation this academic year	£0
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	£17,760

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 development. 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 and self-regulation
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 KS2 writing. Writing skills are successfully and purposefully applied across other subjects.
Progress in Mathematics	Achieve or exceed national average progress scores in KS2 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 and self-regulation	Disadvantaged and other identified vulnerable pupils will have benefitted from tailored ELSA to support them to have strategies to improve own mental wellbeing and sense of self-worth. Embarking on training to become an accredited Attachment Aware School to ensure a consistent approach by all staff to support children's emotional development and regulation. 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

This details how we intend to spend our pupil premium **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 train & 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. Essential Knowledge is the focus of teaching and is retained by pupils. Staff have secure subject knowledge. - Ensuring engaging activities/visits/trips are planned to inspire all pupils and provide memorable learning opportunities to make learning stick. - 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	- Whole school training for all staff to become an Attachment Aware School - Following EEF tiered approach, high quality CPD for all staff on: The Write Stuff approach to teaching writing, subject leader specific CPD, staff foundation subject knowledge 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) - National College subscription to provide CPD for staff, lesson resources & support for parents	1, 2, 3, 5 & 6
Phonics provision	- Time for leaders to monitor provision - Time to train additional 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:	1, 2 & 6

	EEF Blog: Assessing learning in the new academic year (Part 1... EEF (educationendowmentfoundation.org.uk))	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,500

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. - TAs employed to deliver targeted small group intervention for small groups of identified pupils across the school - Time for the TA 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 - TA trained online - TA 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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,890

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	3, 4 & 5

	• 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)	
Attachment Aware Schools Award	• Commitment to ensuring all pupils are emotionally supported in order to be able to learn and develop. • Consistent approach from all staff for children who are dysregulated. • Consistent use of language framing by adults to and about children. • Time for Designated Teacher to attend training and network meetings. • Time for Headteacher to attend training and coaching with Educational Psychologist. • Time for whole school training of all staff and Governors from Educational Psychologist. • Implementation of an identified whole school project based on needs identified in audit.	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 and SEMH. • 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. • Providing funded places for pupils in Homework Club.	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	5 & 6

	Time for SENCO/ELSA to involve parents and feedback strategies	
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Total budgeted cost: £36,390

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 (on the previous Pupil Premium Statement). This statement will be reviewed next autumn 2025.

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
Mathletics	Mathletics
Purple Mash	2Simple
Kapow for various subjects	Kapow
Get Set 4 PE	Get Set 4 Education