

Pupil premium strategy statement

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	Data
School name	Holy Trinity CE Primary, Sunningdale
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2019-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
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	£29,590
Recovery premium funding allocation this academic year	£ 2,835
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	£32,425

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 and Y1 phonics screening
Progress in Writing	Achieve or exceed national average progress scores in KS1 writing
Progress in Mathematics	Achieve or exceed national average progress scores in KS1 maths
Improved attendance	Attendance of disadvantaged pupils is above 94%. Tracking of persistent absence of all pupils shows a decrease as a result of school actions
Improved emotional wellbeing	Disadvantaged and other identified vulnerable pupils will have benefitted from tailored ELSA provision to support them to have strategies to improve own mental wellbeing and sense of self-worth

Activity in this academic year

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: £11,200

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 - Support and coaching time for ECT. - Training for TAs - Training and support for SENCO - Training and support for ELSA (Pastoral Lead) - Subject leaders released once a term 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 for leaders to evaluate available schemes - Purchase a suitable phonics scheme and replace reading book stock where necessary - 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

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

Budgeted cost: £14,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring for identified KS2 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 KS2 . - 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
Curriculum software and licenses to support teaching and interventions	See Externally Provided Programmes below (EEF Digital Technology)	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	

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

Budgeted cost: £22,317

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	- 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	- 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 - Funding uniform for disadvantaged pupils where needed so that they feel a sense of belonging and pride	1, 2, 3, 5 & 6
Pupil Roles	- Investors In Pupils award to recognise good work in this area - Ensuring all pupils have opportunities for leadership roles to boost confidence, life skills and ownership of school and school development. - Pupils roles impacting on pupils attendance and engagement. - Time for pupils to spend with school leadership.	4, 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 (uniform, swimming 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	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

Total budgeted cost: £48,093

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in writing and mathematics. Reading attainment and progress for the disadvantaged group has been stable.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We did provide school places for this group of pupils along with laptops and home visits. Planned interventions were hampered.

The impact was mitigated by our resolution to maintain a high-quality, broad curriculum, including during periods of partial closure, which was aided by use of online resources and live teaching using Teams.

'Attendance' and engagement during remote learning was high. Attendance in 2020/21 was 97.2% for autumn term and 96.5% once we re-opened to the end of the year. This was higher than the national average.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence a particular concern amongst this group.

This is why attendance is a focus of our current plan. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues.

The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
The Write Stuff
Times Tables Rock Stars
White Rose Maths
National On-line Safety

Literacy Shed
Spellodrome
Bug Club
Phonics Bug
Science Bug
Mathletics
CGP Revision guides
Purple Mash
Widgets
Clicker 7
Investors in Pupils

Further information (optional)

- We have appointed a senior leader to access DfE funded grant to train as a senior mental health lead
- We provide a wide range of extra-curricular provision which we actively promote and find for identified pupils. This includes holiday club provision.
- Pupil leadership roles play a big part in engaging pupils in the development of our school. From fundraising, to leading tours and sporting events. Providing the pupils with opportunities to develop their life skills has an impact on their attainment.
- Life skills, diversity and growth mindset are embedded in curriculum to impact on engagement and attainment & readiness for their next steps in life.
- Educational trips and visits to provide context and inspire engagement. They boost cultural capital and offer range of experiences that some children may not otherwise experience.
- Building parent relationships and being proactive in seeking support through Early Help and signposting parents to additional support and resources takes a lot of SENCO and Headteacher time. Investing in building relationships with the community benefits the pupils in terms of attendance and sense of belonging.