



**Holy Trinity CE (VA) Primary School**  
**Pupil Premium Strategy**  
**2023/24**

## Introduction

This document 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
Number of pupils in school	336
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2026/27
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jonathan Wood Headteacher
Pupil premium lead	Jonathan Wood, Headteacher
Governor / Trustee lead	Rachel Quayle, C of G

## Funding overview

Detail	
Pupil premium funding allocation this academic year	£70,805
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,805

## Part A: Pupil premium strategy plan

### Context

The large majority of our children live in our catchment, which is predominantly white British. The catchment is mainly made up of private housing and most of our parents work. The most recent Index of Multiple Deprivation in 2019 shows our catchment suffered a significant increase in deprivation between 2015 and 2019 and this is reflected in what we see on entry to early years.

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

To ensure our approach is 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 challenge to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of challenge
1	Below average communication, language and number skills
2	A lack of diversity which regards to race, faith and background
3	A lack of opportunities at home for reading with an adult (working parents and multiple caregivers)
4	An emerging trend of poor self-care and independence skills
5	Excessive use of and exposure to technology
6	A lack of wider opportunities and experiences

## 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
Improved communication, language and number skills.	Assessments and observations indicate significantly improved oral language and number skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Children to experience a wider range of race, faith and cultural diversity.	Children will speak respectfully about all groups of people and will be able to articulate a good understand of differences and celebrate these.
Improved reading attainment.	KS2 reading outcomes show at least 80% of disadvantaged pupils met the expected standard.
Improved self-care and independence skills.	Children pupils will demonstrate self-care skills appropriate to their age and those with SEND will be making rapid progress to close the gap. They will demonstrate good levels of independence in class and around school.
Less time spent on technology at home	Children and parents will report a decrease in the number of hours spent on technology at home and children will actively know of and seek alternatives to screen time in their free time.
Children will engage in a wider range of opportunities and experiences	Children will articulate the enrichment opportunities they have been involved in and they will be able to demonstrate the knowledge and skills they have learned. They will be able to measure the number of wider opportunities they have experienced using their 'Our Promise' booklet.

## Activity in this academic year

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

Activity	Evidence that supports this approach	Challenge addressed
Daily pastoral support available from Learning Mentor including regular drop ins and 1:1 reading.	Support with social and emotional issues impact positively on wellbeing and reading support is proven to open many opportunities and enable access to the wider curriculum.	3 & 4
SLT release time to research and implement an improved oracy curriculum across school	Oracy can deepen children's understanding, analytical skills and engagement leading to better classroom outcomes. Oracy's contribution to accelerating academic progress has been evidenced by the Education Endowment Foundation.	1
Daily Precision Teaching interventions for children working below ARE in maths in Y3 & Y5	Same day intervention has proven crucial in our effective approach to phonics so we are taking this approach to maths automaticity.	1
Implementation of the Herts for Learning Reading Fluency programme	Developing reading fluency can provide a crucial bridge between word reading and language comprehension skills, supporting pupils' progression from learning to read to reading to learn. EEF	3
Fresh Start RWI programme introduced for Y5/6	Reading is crucial for a student's development and achievement in every discipline. It is an essential component of literacy education, enabling children to learn across the curriculum and access numerous aspects of daily life. EEF	3
Subsidised school trips and residential. 11 50% subsidies.	Day trips and residential visits offer children wider enrichment opportunities and experiences that develop social and academic skills.	2, 5 & 6
Additional LSA hours in every class to offer group support in core lessons for all PP children and 17 RWI groups to enable phonics teaching tailored to every child's needs.	Maths and English skills form the building blocks for the rest of the curriculum and evidence shows that a good foundation in the core subjects can improve life chances.	1 & 3

Subsidised breakfast club for all PP children	According to a government study, pupils being hungry has been linked with poor concentration in class. Breakfast clubs can have positive impacts on pupils' ability to concentrate, and pupils who have eaten breakfast are more prepared to learn	4 & 6
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**Total budgeted cost: £70,805**

## **Part B: Review of outcomes in the previous academic year**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

- Children made good progress with social and emotional needs through a range of support and interventions including EBSA, extra curricular clubs, regular parent meetings/communication, time for self-regulation, zones of regulation, small group intervention, social stories.
- 3 PP children who were WTE in reading at the start of 2022/23 were EXP by the end of the year due to support in reading sessions and Lexia intervention. All PP children made progress relative to their starting point.
- All PP children attended our Y5/6 residential to Boggle Hole and experienced a range of wider opportunities as a result. They reported that they thoroughly enjoyed the week and benefitted from new experiences.
- PP children were supported in classes to maximise progress in core subjects and all made good progress relative to their starting points.
- 7 children attended the Forest School after school club and reported that they really enjoyed being part of it. The teamwork and communication in particular visibly improved in sessions.
- 7 PP children regularly attended our breakfast club.