# Pupil premium strategy statement

Our long-standing mission is to provide ‘Excellent education in a Christian Environment’.

The ethos of Holy Trinity School is built upon love, *'Love your neighbour as yourself.'* Matthew 22:39.

Our vision is for all pupils to achieve their fullest potential in all aspects of their lives. Our curriculum is designed to provide a rich and varied programme of activities and learning experiences to meet the needs, interests and aspirations of all learners, within and beyond the school day. The curriculum develops the ability for our children to ***flourish and gain a deeper view on life***; understanding that children flourish because of diversity and we understand that this happens at different times and speeds. Flourishing enables children to look outwards, self-improve and deepen their knowledge.

We expect that all children will become creative, confident and respectful young adults who approach the next stage of their learning journeys with determination, enthusiasm and an ambitious outlook for their futures.

We believe that it is important that children have a strong awareness of their local community and locality and of whom they are: knowing where they fit in the world. ***We want children to think about what they will do with what they have been given, thus ensuring they become committed learners (Matthew 25)***. We believe that successful learning depends on a positive partnership between home, school and the wider community.

## 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

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| Detail | Data |
| School name | Holy Trinity C of E Primary School, Seaton Carew |
| Number of pupils in school | 208 (241 inc. N) |
| Proportion (%) of pupil premium eligible pupils | 19% (**39**/208) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2021-2023 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022  ***Before Dec 2022*** |
| Statement authorised by | Amanda Baines |
| Pupil Premium lead | Jonathon Bull |
| Governor / Trustee lead | Debbie Wheeldon |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £59,574 |
| Recovery premium funding allocation this academic year | £3,915 |
| 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 | £63,489 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The Pupil Premium Funding was introduced by the Government in April 2011.  When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the *EEF*. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.  In the financial year 2020/2021, individual schools were allocated funding for children from low-income families who were eligible for Free School Meals, those who had been entitled to free school meals in the last six years (EV6), Looked After Children and those from families with parents in the Armed Forces and pupils who have been subject to a Residency Order, Special Guardianship Order or been adopted after being in care.  In line with our Pupil Premium Policy, funds are allocated to facilitate access to education and the curriculum, provide additional teaching and learning opportunities and additional support and intervention. Our aim is to narrow the gap between Pupil Premium pupils and their peers.  **Key Principles:**   * We ensure that teaching and learning opportunities meet the needs of all the pupils. * We ensure 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. * In 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 mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.   **Ultimate Objectives:**   * To narrow the attainment gap between disadvantages and non-disadvantaged pupils nationally, locally and internally. * For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach and surpass ARE at the end of Year 6; taking such knowledge and skills into future education. * For learning to have meaning and a clear ambition to give the children of Holy Trinity the skills and knowledge they need to succeed. * For there to be clear sequences of learning that build effectively on prior experiences and quickly identify needs. * To develop confidence and communication skills and to understand the purpose for these skills and how they are applied to later life. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | SEMH   * “Social and emotional learning approaches have a positive impact, on average, of **4 months’ additional progress** in academic outcomes over the course of an academic year.” EEF |
| 2 | Closing Academic Achievement Gap |
| 3 | Parental Involvement   * “Parental engagement has a positive impact on average of **4 months’ additional progress**. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.” EEF |
| 4 | Staff CPD   * “Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.” |
| 5 | To Provide Targeted Intervention   * The ***EEF Toolkit*** suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. This will be overseen by the SLT, ensuring children who require the support are identified and targeted fairly and transparently. * Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality. |
| Supporting whole school ethos and curriculum to be skills led and purposeful- for children to have the highest aspirations for themselves and to understand their part in developing learning behaviours.   * For learning to have meaning and a clear ambition to give the children of Holy Trinity the skills and knowledge they need to succeed. * For there to be clear sequences of learning that build effectively on prior experiences and quickly identify needs. * To develop confidence and communication skills and to understand the purpose for these skills and how they are applied to later life. | |

## 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.

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| Intended outcome | Success criteria |
| Progress in Reading | * Improved progress scores in KS2 Reading * An increased number of children achieving ARE+ |
| Progress in Writing | * Improved progress scores in KS2 Reading * An increased number of children achieving ARE+ |
| Progress in Mathematics | * Improved progress scores in KS2 Reading * An increased number of children achieving ARE+ |
| Phonic Development | * All members of staff are trained to deliver new phonics scheme (Little Wandle) * Achieve above national average expected standard in PSC. |
| Attendance | * All members of the school community are above **95%** attendance   **20/21:**  **97.82 Overall**  **96.65 PP \***difference linked to one child seen as vulnerable at the time (investigation in place) and not attending school during COVID  **98.19 SEND** |

## 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: £ *34,983*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff CPD Library | Continual development of staff is key. It is vital that we continue to offer staff the opportunity to develop as practitioners. Staff have access to a range of educational texts and works of professionals. | 2, 4 |
| Educational Resources to support SEMH/PSHE | EEF Toolkit:  Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. A solid social and emotional approach adds, on average, 4 months progress per academic year. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.  Thrive:   * The majority of schools adopted Thrive to improve their whole school approach to children’s social and emotional development (77%). * The majority of senior leaders said that Thrive now forms part of the School Improvement Plan or equivalent (73%). * The majority of schools have a dedicated Thrive room (71%) or are planning to (12%), and have timetabled Thrive time (89%) or are planning to (5%). * Almost every respondent felt that their personal beliefs/opinion of Thrive was an enabler to adopting the Thrive Approach in their setting (87% major enabler and 11% minor enabler). * Almost every respondent believed the Thrive training they had received was an enabler to adopting the Thrive Approach in their setting (83% major enabler and 14% minor enabler). * The majority of respondents have changed their teaching practice as a result of adopting Thrive (77% have with a further 4% intending to). * The vast majority of settings have changed their whole school approach to behaviour management following the adoption of Thrive (29% major changes, 40% minor changes and 13% planning changes). | 1,2,4,5 |
| Additional time with agencies | Funding allocated to deliver additional Speech and Language and additional EP time. More children are able to undergo intensive training and staff are given meaningful, achievable and workable targets from professionals. Each class has a designated TA, who works with children on their individual needs alongside the quality first teaching from class teachers. Reports and contact with other agencies, alongside involvement with parents enables action to be taken smoothly and quickly. | 2, 3 |
| TA funding Catch Up | Teachers / TAs to offer bespoke ‘Catch Up’ sessions for individuals/groups of children as detailed in government guidance. (15 weeks) | 2,5 |
| Staff CPD | All staff at Holy Trinity are offered a bespoke training/CPD offer. Training at Holy Trinity is centred around school priorities and it is vital that all staff understand the key priorities of the school, what needs to be done and how they can measure success. Staff are also given the opportunity to further develop their own skills by training in areas specific to their needs/interests. Staff are fully trained in order to engage with processes further and enable children to make progress in specific areas. All staff are regularly trained in safeguarding updates and a culture of self-improvement and self-initiated CPD had developed. | 2, 4 |

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

Budgeted cost: £ *19,292*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Academic and SEMH support | Staff focussed intervention for both academic and SEMH support for pupils 1.5 x HLTA.Offer basic skills on 1 to 1 / small group or support within the class using interventions Also supporting with homework, daily reading, spellings and timetables, dough disco. SEMH includes mentoring, Thrive, nurture groups, social groups, drawing and talking therapy, sand play therapy, bereavement therapy, learning skills. | 1 |
| Reading Plus | Reading Plus is an adaptive literacy solution that improves **fluency, comprehension, vocabulary, stamina and motivation** which provides a web-based computer-adaptive assessment that measures three dimensions essential to successful independent silent reading: **capacity, fluency, and motivation** Reading Plus encourages word reading rate to increase through a range of approaches.  2020-21 data showed an average level gain of 6.3 levels and an average rate gain of 84WPM.  2019 SATS- Reading 100% (37% GDS). Reading Plus contributed to an increase in number of children working at ARE (100%) and an increase of 17% working at GDS. | 2,5 |
| Mathletics | Mathletics is a flexible, engaging online mathematics programme which provides engaging stimulus which can be used to support in class teaching and home learning. Mathletics is purposeful and gives pupils the opportunity to apply their mathematical skills and knowledge through a range of relevant activities and challenges.  Build confidence in X-Table facts in preparation for the Y4 test in 2020.   * Increase level of enjoyment and motivation. * A range of open-ended tasks with multiple outcomes for success. Each level of ability is catered for. Improved rates of progress in maths across the school; Levels of enjoyment and confidence in maths improve amongst pupils | 2,5 |
| Lexia Reading Intervention | The use of Lexia has been found to accelerate the development of literacy skills. Lexia intends to improve scores on standardised tests and is proven to help close the reading gap for pupils performing below ARE within a school year. | 2,5 |
| **Little Wandle Phonics Scheme**  Embed use of validated scheme across EYFS and KS1-to support teaching of a consistent phonics scheme  To resource our approach to teaching phonics- intrinsically linking graphemes to our handwriting approach. Develop resources linked to theme -ensuring the opportunity to build love of reading and lifelong readers is as strong as teaching the mechanics of being a reader. | Teaching and intervention groups are delivered by all staff. All staff are fully trained (6 hours CPD accredited):  External whole school training for phonics teaching. Leaders to attend showcase and deliver whole school training. Use of online reading resources for additional support at home and in school. Fluency and phonics support from ‘Covid catch up crew. Same day interventions to further close the gap. Children in Y2 who did not have PSC in Y1 to have additional small group sessions to close the gap in phonics.  Children are able to read easily, fluently and with good understanding whilst developing the habit of reading widely and often (both for pleasure and for information). Through Little Wandle, children will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Thus, a complete understanding for all was necessary.  Children (EY/KS1) are taught in small groups (up to 1:6) three times a week to develop **decoding, prosody** (reading with meaning, stress and intent) and **comprehension** (understanding of the text). | 2,5 |
| 1:1 or Group Reading Intervention | Bottom 20% inclusive of but not solely PP children allocated Reading Mentors to develop fluency and confidence when reading. | 2,5 |
| Quality of teaching for all | High quality and consistency of teaching and learning impacts on the number, and percentage, of pupils achieving the highest standard. Data is monitored half-termly and progress discussed with SLT/Team Leaders. Marking and feedback is central and monitored by Team Leaders/SLT. | 2,5 |

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

Budgeted cost: £ *10,673*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Class WOW budgets | Visits and visitors, planned for all pupils, provides a wide range of experiences beyond the classroom and curriculum. Experiences are planned into the root curriculum at Holy Trinity and involved cultural and adventure visits to support learning and development. | 1,2 |
| After School Clubs and Social Clubs | A wide range of extra-curricular activities enable children to develop social skills and increase confidence. Knowledge, skills and understanding developed in extra-curricular activities enable children to succeed in a wider curriculum setting. After school clubs are cost free and targeted/open to all. | 1,2,5 |
| Staff Training | All staff at Holy Trinity are offered a bespoke training/CPD offer. Training at Holy Trinity is centred around school priorities and it is vital that all staff understand the key priorities of the school, what needs to be done and how they can measure success. Staff are also given the opportunity to further develop their own skills by training in areas specific to their needs/interests. Staff are fully trained in order to engage with processes further and enable children to make progress in specific areas | 1,2,3,4,5 |
| Triple P Parenting Programme | Parental engagement will be developed to enhance pupil support at home. This will include educating parents on objectives for specific year groups and individuals and how they can support at home.  An increasing number of parents will attend engagement activities either through open invitations into school or more individual support meetings offered (increasing chances of success meetings). (subject to covid restrictions). | 3 |
| Alliance- Trailblazer | Trailblazer support children and families in Holy Trinity who are experiences mild to moderate traits of low mood, anxiety and behaviour. The team encourage the development of self-care skills and self-help techniques and explore different ways of coping with mental health. This is delivered in a variety of ways including individual, group and class interventions. It can be carried out school and remotely using a range of digital platforms.  It also raises and awareness of mental health in school, developing a whole school approach to mental health and wellbeing. It is hoped that this intervention will enable children and young people have a better understanding of how to look after their own mental health, how they can access the right services, thus, preventing any unnecessary waits or referrals to local CAMHS Services. | 3 |
| Educational Opportunities/Visits (WOW evens, visits, residential outdoor adventure/cultural) | Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum (subject to Covid government guidelines).  Ongoing experiences within and beyond the curriculum  to help support and engage the children (subject to government guidelines) Long term planning with broad, balanced, curriculum; passport of experiences including theatre, camping etc.  Developing active learning and lead learners (subject to government guidelines)  Reduced fee for clubs and trips (subject to government guidelines)  Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum (subject to Covid government guidelines). | 1,2,4 |
| Services to Students- including free milk and fruit | Ensuring that children have access to milk and fresh fruit for health and nutrition benefits- promoting a healthy lifestyle. | 1 |

**Total budgeted cost: £** *64,958*

# 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.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| As a result of the COVID pandemic, some of the Pupil Premium planned provision was adapted so that children could continue to develop and make progress despite the difficulties surrounding access to a ‘normal’ education; this was done to ensure that pupils were able to make progress in all respects. Teaching was tailored to accommodate the challenges and we quickly adopted a successful remote learning strategy, including the opportunity to work with individuals and small groups. Upon full reopening in March 2021, catch-up provision was in place and the development and progress of individuals targeted made a significant impact.  **Disadvantaged pupil progress scores for last academic year (Internal Data submitted to Local Authority)**   |  |  | | --- | --- | | **Measure** | **Score** | | **Meeting Expected standard at KS2 RWM**  (6 children)  Reading  Writing  Maths | 50%  50%  50%  50% | | **Achieving high standard at KS2 RWM**  (6 children)  Reading  Writing  Maths | 0%  16.6%  0%  16.6% |  |  |  |  | | --- | --- | --- | | **Five Year Summary** | | | | Pupils who received Pupil Premium funding achieved EXS combined English and Maths | 2017 | 100% | | 2018 | 17% | | 2019 | 80% | | 2020 | 57%\* | | 2021 | 50%\* |   *\*Based on Teacher Assessment* |

## 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 |
| **Reading Plus**  2020-21 data showed an average level gain of 6.3 and an average rate gain of 84WPM. | Reading Solutions UK |
| Dynamo Maths | TEEM Education |
| Lexia | Lexia Learning Systems, Rosetta Stone |
| Mathletics | 3P Learning |
| Spelling Shed | The Literacy Shed |
| Bug Club | ActivLearn Primary, Pearson |
| Accelerated Reader | RENLearn |
| Reading Eggs/Reading Eggspress | 3P Learning |
| Apollo Arts Music | Apollo Arts |
| Thrive |  |
| Alliance- Trailblazer |  |
| Triple P |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure *(3 children)* | Details |
| How did you spend your service pupil premium allocation last academic year? | Only three pupils were eligible for this funding in the last academic year. A similar provision to what is outlined throughout this report was offered. |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupils identified benefitted from this funding through SEMH and wellbeing opportunities, Academic progress made. |

# Further information (optional)

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| --- |
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |