

Pupil premium strategy statement

Pupil premium funding is additional funding, given to publicly funded schools so schools can extend their support to disadvantaged pupils in order to help close the attainment gap between these children and their peers. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. It is paid to schools according to the number of pupils who have been registered as eligible for free school meals (FSM) at any point in the last six years.

Covid Catch Up premium is additional funding given to schools to support the school in closing the progress gap of all children following the COVID outbreak.

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 Academy
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	73%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22/22-23/23-24
Date this statement was published	14.09.2021
Date on which it will be reviewed	01.09.2022
Statement authorised by	T Murphy
Pupil premium lead	T Murphy
Governor / Trustee lead	D Pickersgill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201500
Recovery premium funding allocation this academic year	£17600

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	£219000

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium will be used to close the gaps for disadvantaged children following the disruption they have had to their education Remote learning although as rigorous as could be expected was no substitute for good quality first teaching. Children will be taught in small class sizes. They will be supported by well qualified teaching assistants who will be able to deliver interventions where required. Their education will also benefit from the support of a well-qualified teacher through the School Led National Tutor programme.

Challenges

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

Challenge number	Detail of challenge
1	<i>Children lack the skills to use and apply their knowledge of mathematics.</i>
2	<i>Children have significant gaps in their spelling knowledge</i>
3	<i>Due to the disruption over the past two years attainment in writing has become a significant issue</i>
4	<i>Reading engagement needs to be consistently maintained by staff</i>
5	<i>Children have had severely limited life experiences over the past two years which needs to be addressed in order for the children to improve their vocabulary and understanding as well as developing creativity</i>
6.	<i>Attendance is a significant issue for some pupils.</i>

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
<i>Improve the percentage of children who reach the expected level of mathematics at the end of each year</i>	Expected level of attainment/GD at least in line with National
<ul style="list-style-type: none"> <i>Develop a more consistent approach to the teaching of spelling throughout the school</i> 	Work scrutiny shows that children are applying and using spelling strategies learned throughout their work.
<ul style="list-style-type: none"> <i>Improve attainment in writing throughout the school.</i> 	Expected levels of attainment at the end of each key stage in line or above national
<ul style="list-style-type: none"> <i>Children supported in their education by effective interventions to address the gaps in their education following disruption.</i> 	Children will make rapid progress in acquiring basic skills and will be able to apply these in their learning.
<ul style="list-style-type: none"> <i>Continue to encourage more children to develop a love of reading through the introduction of more opportunities to experience story reading and story telling</i> 	End of year data for each year group shows 75% working at expected level or above.
<ul style="list-style-type: none"> <i>Children to given a range of experiences to enrich both the curriculum and their life experiences.</i> 	All children to have the opportunity to undertake educational visits/ listen to visitors at least four times during the academic year. These visits to be heavily subsidised by the school
<ul style="list-style-type: none"> <i>Whole school attendance to be in line with National Average</i> 	Persistent absence reduced by 5%

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: £ 112000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce class size and increase adult support	Evidence suggests that small group tuition by a qualified teacher leads to better attainment. (EEF)	1,2,3,4
Intensive support from HLTA in Year 5		1,2,3,4
Teacher to support Y6 teaching		1,2,3,4

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

Budgeted cost: £ 36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1st Class @ Numbers 1</i>	NFER indicates that paired or small group teaching had an impact of 19%	1
<i>1st Class @ Numbers 2</i>	NFER highlights that data driven schools which focus on early intervention rather than end of key stage, raised attainment more effectively.	1
<i>Success @ Arithmetic</i>	Personalised learning plans improve outcomes by 25	1
<i>Essential Letters and Sounds</i>		2,3,4,
<i>Reciprocal Reading</i>		2,3,4
<i>IDL</i>		2,3,4
<i>Reading Plus</i>		2,3,4
<i>Achieve 3000</i>		2,3,4
<i>Mathletics</i>		1
<i>Nessy</i>		2,3,4

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

Budgeted cost: £ 71000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Psychotherapist</i>	Evidence suggests that children are increasingly having un met mental health issues, this impacts on their attainment	5,6
<i>Child Well Being Officer</i>		5,6
<i>Kidsafe</i>		5,6
<i>Attendance Support Officer</i>	OFSTED reports show that where schools have a robust approach to managing attendance with clear policies and procedures in place attendance improves. Research shows there are very strong links between levels of school absence and levels of attainment.	5,6
<i>Subsidised Educational Visits</i>	Studies of adventure learning consistently show the positive benefits on academic learning and wider personal outcomes such as self-confidence and team working. There is also an impact on attendance and relationships/friendships with peers.	5,6
<i>Subsidised uniform, travel or any other issue parents/carers may be experiencing which may be impacting on the children.</i>	The connection between parental involvement and academic success is well established – EEF Toolkit. Children do not need to experience any difficulties which may impact on their self-esteem or their attendance	5,6

Total budgeted cost: £ 219000

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.

GLD Reception	66%			
Phonics Year1 Screening Check	83%			
Year 4 Times table Check	59%			
Year Group	Reading	Mathematics	GPS	Writing
Year 1	71%	81%	N/A	68%
KS1	64%	66%	N/A	62%
Year 3	62%	78%	74%	62%
Year 4	81%	56%	78%	67%
Year 5	74%	70%	82%	67%
KS2	78%	78%	78%	70%

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	Reading Plus
Poverty Proofing	Children North East

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A