



'Aim High, Let Your Light Shine.' Matthew 5:16

Holy Trinity CE Primary School

Pupil Premium Strategy Statement 2021-2022

School Overview

Holy Trinity CE Primary school is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We are determined to ensure that all of our pupils are given every opportunity to realise their potential. The school location deprivation indicator is in quintile 4 (more deprived) of all schools. The local area around the school has been classed as the 7th most deprived in Hertfordshire. According to IMD 2019 the school and many families are situated amongst the 30% most deprived neighbourhoods in the country, with some families living amongst the 40% most deprived neighbourhoods in the country.

Metric	Data
School name	Holy Trinity CE Primary School
Pupils in school	
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£55455
Academic year or years covered by statement	2021-2022
Publish date	05.09.2021
Review date	01.09.2022
Statement authorised by	Sarah Chaloner

Pupil premium lead	Amy Plant
Governor lead	

Disadvantaged pupil progress scores at the end of KS2 for last academic year.

(2018-2019 cohort as no published data for 2019-2020 and 2020-2021)

Measure	Score
Reading	
Writing	
Maths	

Disadvantaged pupil progress scores at the end of KS2 for last academic year
(2018 -2019 cohort as no published data for 2019 – 2020 cohort)

Measure	Score
% achieving expected standard or above in reading	67%
% achieving expected standard or above in writing	67%
% achieving expected standard or above in maths	56%
% achieving expected standard in reading, writing and maths	

Holy Trinity CE Primary School

Pupil Premium Grant Toolkit

Barriers to learning	Desired outcomes
As a school we have a broad and diverse need of pupils in the school are eligible for pupil premium of thesehave SEND,have EAL and are summer born.	
There are low levels on entry of PPG pupils particularly in communication, literacy and language. % from last year of whom was below ARE	
Evidence suggests poor vocabulary enrichment impacts on both writing and maths attainment and is a whole school priority.	
There is a significant high level of Social, Emotional, Mental Health and SALT needs of children eligible for pupil premium in all year groups which impacts on the progress of individual children	
COVID 19 will have a future impact on attainment and wellbeing of pupils and their families including; <ul style="list-style-type: none">- Pupil and parental anxiety- Disruption to face to face teaching – online and welfare checks in place- Possible impact on attendance	

A proportion of Pupil Premium children are persistently late or absent, resulting in significant missed learning time	
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Accelerate the progress of vulnerable pupils and increase the percentage of pupils achieving ARE in Reading	Summer 2022
Progress in Writing	Accelerate the progress of vulnerable pupils and increase the percentage of pupils achieving ARE in Writing	Summer 2022
Progress in Mathematics	Accelerate the progress of vulnerable pupils and increase the percentage of pupils achieving ARE in Maths	Summer 2022
Phonics	Pupils eligible for PP in Y1 reach the expected standard in phonics screening at the end of Y1	Summer 2022
Phonics	Pupils eligible for PP in Y2 reach the expected standard in postponed phonics screening	Autumn 2021

Readiness to learn	The Covid-19 pandemic has brought many new and unexpected challenges to children’s mental health, wellbeing and in turn, their readiness to learn. In the current climate, it is more important than ever that we support children’s mental health and school will respond dynamically to need as it arises in a whole school approach.	Autumn 2021
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Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p><u>Attainment and progress</u> Ensure Pupil Premium children’s progress and attainment is equal to or greater than their non-pupil premium peers. Curriculum provision is tailored to address gaps robustly and in a timely manner, gaps in pupil knowledge and skills. Ensure staff use evidence-based whole-class teaching interventions, so that the impact of Covid-19 and lockdown has as little impact as possible for PP children.</p>
Priority 2	<p><u>Early reading and phonics</u> At the end of year 1 we continue to reduce the gap between disadvantaged and others nationally in phonics. At end of KS1 we continue to reduce the gap between disadvantaged pupils and others in reading. Additional support for vulnerable learners to support disadvantaged pupils to reach the expected standard in phonics check at the end of Autumn 2 (Y2) and at the end of Y1</p>

Priority 3	<u>Vocabulary enrichment and reading KS2 – embedding accelerated reader and ‘Book Talk.’ In KS2</u>
Priority 4	<u>Emotional well-being and behaviour</u> Children demonstrate increasing resilience. They settle quickly into school / lessons and disruptions are a rarity. Reduction in incidents for those children who are receiving 1-1 emotional well-being intervention.
Barriers to learning these priorities address	Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdowns and school closure over the previous 2 academic years. They are less likely to have engaged with home learning during this time. Ensure access of quality texts to support and engagement in learning through the power of Reading Ensuring all staff have had up to date phonics and reading training at a whole school level. Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£14,040

Covid-19

It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school across two academic years, though supported and taught in various ways. Nevertheless, it is likely that school closures have led to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for

pupils who are economically disadvantaged. Where available, effective strategies evaluated by the EEF have been identified within this plan

Targeted academic support for current academic year

Measure	Activity
Priority 1	Develop a love of reading and improve the educational outcomes in Reading. Including narrowing the gap to national standards through high quality teaching of phonics for early reading and a consistent approach to teaching reading across KS2 through Book Talk and Accelerated Reader.
Priority 2	Additional teaching in English and Maths for all classes to 'close the gap' through focused interventions led by class teachers including pre and post teaching.
Barriers to learning these priorities address	All staff apply Phonics and English CPD to daily practise. Teach phonics with fidelity using a systematic and synthetic approach using a validated scheme – TBC. Ensure appropriate diagnostics are used to identify gaps and barriers to learning. Ensuring staff make evidence based decisions for interventions and use data as a tool to improve and identify need
Projected spending	Inclusion support - £8185 Resources - £1000

Wider strategies for current academic year

Measure	Activity
Priority 1	<u>Counselling</u> - access to mental health support through play therapy. Ensure children can express their feelings and emotions through counselling, nurture club, lego therapy sessions

	and social skills sessions. All pupils will be able to articulate their learning and show confidence in their learning in all year groups
Priority 2	<u>SALT</u> - Language assessments of all pupils on entry to identify and create targeted language programmes to close the gap. Delivering of programmes by trained members of staff to support and develop oral language skills
Priority 4	<u>School trips and experiences</u> - PPG pupils will be offered extra-curricular activities across a broad range of opportunities. Activities that require a financial contribution will be subsidised to ensure all pupils have access. All PPG pupils will have access to school trips and residential.
Priority 5	<u>Attendance</u> - Addressing attendance through breakfast clubs, CPOMS, pastoral support, parent meeting. Provide behaviour and pastoral support for small minority of PP children
Barriers to learning these priorities address	<p>Ensure that all staff consistently follow the school's behaviour policy.</p> <p>Ensuring close monitoring of attendance to ensure this does not prevent the work in school having impact.</p> <p>Parental engagement.</p> <p>Pupils arriving at school hungry and wearing incorrect/unsuitable clothing are supported.</p> <p>Pupils arrive at school requiring emotional support for issues arising in the home are supported.</p>
Projected spending	<p>Counsellor -£8500</p> <p>Additional service (EP)- £3500</p> <p>Swimming – £300</p> <p>Attendance - £100</p> <p>Resources including trips- £2000</p> <p>Parent support worker - £3000</p> <p>Music Opportunities - £1000</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To identify gaps in learning and address these whilst still delivering planned curriculum Staff embedding the quality first teaching CPD into daily practice.	SLT to create a monitoring schedule to ensure embedding of CPD.
Targeted support	Ensuring teachers are planning and providing opportunities for assessing and closing the gap.	SLT, Subject Leads and staff to monitor the impact of additional support through learning walks, book looks, planning termly data, pupil progress meetings, running records, intervention monitoring and impact, assessment.
Wider strategies	Engaging parents and families SALT Counselling	Designated staff work directly with target families to support and identify additional barrier. Assessments such as PHAB and RAPT to be used to assess pupils and monitor intervention. Boxall profiles to be used to monitor the impact of pupils SEMH.

Review: last year's aims and outcomes

Aim	Outcome
To increase the progress and attainment of children eligible for pupil premium to be broadly in line with their peers by July 2021. Ensuring that all PP children are given an opportunity	PP children's data shows children have made appropriate progress from their starting point utilising the quality first teaching/interventions/support put in place. This is measured and tracked

<p>to make progress across the curriculum through identifying appropriate tailored support that will enable them to have success following the COVID19 pandemic.</p>	<p>formally on a termly basis through pupil progress meetings. Targets set to raise expectations so all staff understand the requirement for accelerated progress</p>
<p>To improve oral language skills for pupils eligible for PP in all classes. Language assessments of all pupils on entry to identify and create targeted language programmes to close the gap. Delivering of programmes by trained members of staff to support and develop oral language skills.</p>	<p>Pupil eligible for PP in Reception and KS1 made progress by the end of the year. Children across the school who needed improved oral skills were identified and appropriate interventions were put into place to diminish the difference through the support of in house SALT.</p>
<p>Whole school focus on vocabulary enrichment in all areas of the curriculum following curriculum review.</p>	<p>Following a curriculum review in July 2020, all subjects had an increased focus on vocabulary resulting in children having a wider breadth of knowledge across year groups. Jane Considine approaches have begun to be embedded by most teachers to support vocabulary development.</p>
<p>To increase the proportion of KS1 pupils reaching the required standard for Y1 Phonics Screening Check.</p>	<p>The phonics screener was cancelled due to COVID-19. This is due to take place in Autumn 2022</p>
<p>Ensure children can express their feelings and emotions through counselling, nurture club, lego therapy sessions and social skills sessions. All pupils will be able to articulate their learning and show confidence in their learning in all year groups</p>	<p>Children felt supported and know how to seek support if they require it. Most pupils eligible for PP are able to express their feelings and emotions following access to support, including counselling and the MHST.</p>
<p>Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school- parents</p>	<p>Most Parents take an interest in their children's learning and attendance at meetings will improve. Parents on most occasions feel informed and able to</p>

<p>workshops targeted towards maths language use/ phonics and to support pre vocabulary learning to enrich projects. Further engage parents through the use of Marvellous Me</p>	<p>support their children in their learning. Most Parents hear their children read and provide help and encouragement with their out of school learning. Tracked on a termly basis through pupil attainment and learning meetings</p>
<p>Attendance across the school for PP will improve and be broadly in line with non PP.</p>	<p>Attendance across the school for PP children is broadly in line with non PP pupils.</p>
<p>Whole school staff training and awareness on Mental Health and how Trauma and Attachment impacts on pupils, ensuring that this is a key focus throughout the academic year, in line with STEPs approaches.</p>	<p>All staff were trained in Mental Health and Attachment. They felt more confident in supporting the high needs of pupils resulting in pupils feeling more confident. STEP's approaches were embedded with additional training and a running theme throughout school.</p>
<p>To provide additional extra-curricular opportunities for PPG pupils.</p>	<p>Extra-Curricular activities not in place due to COVID-19 and 'bubbles.' Parents supported with swimming and year six residential for the next academic year.</p>