



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

Holy Trinity CE Primary School

Pupil Premium Strategy Statement 2022-2023

School Overview

At Holy Trinity School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

Our vision for the school is: 'Aim high, let your light shine' Matthew 5:16

The vision for the school is one where everyone is seen as so valuable in God's eyes that everyone must be supported and encouraged to be the very best they can be. We are a fully inclusive school where no one will or can be left behind.

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. Our school context is diverse; 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 of our 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.

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 outcomes 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 School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 academic year
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Chaloner
Pupil premium lead	Amy Plant
Governor / Trustee lead	Matthew Chubb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,580

Recovery premium funding allocation this academic year	£5,313
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	£65,893

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity we aim for our children to develop a love of learning and become lifelong learners. We are proud to provide all pupils with equal opportunities regardless of their age, gender, educational needs, disability, race, social or cultural backgrounds. We see each child as an individual and strongly believe in being an inclusive school that provides the best possible learning opportunities and experiences for all pupils regardless of their background. Our school vision ‘‘Aim High, Let Your Light Shine.’ Matthew 5:16’ embodies this ethos enabling all our pupils to experience success in learning and to achieve as high a standard as possible. Our children are encouraged to be the very best they can be.

Our current pupil premium strategy embodies our school ethos. We believe that no matter a child’s background they deserve to achieve, succeed and believe in themselves. We recognise that not all children will have the same opportunities and experiences outside school, but within our school community we endeavour to ensure that this barrier is diminished for our pupils. We recognize that these barriers do not just affect academic, but social and emotional wellbeing which we hold at the heart of our school.

Our ultimate objectives for our Pupil Premium are:

- To diminish the difference between socially disadvantaged pupils and all pupils nationally to ensure children develop basic skills in reading, writing, maths. so they are well prepared for their future schooling.
- To ensure socially disadvantaged children have opportunities for a balanced curriculum, allowing for children to diminish the difference between socially disadvantaged pupils and all pupils nationally.
- To ensure socially disadvantaged children have attendance over 96% so children are able to access the learning and opportunities provided.
- To ensure our socially disadvantaged children have access to a wide range of extracurricular activities and experiences.
- To raise aspirations (academic, pastoral, extracurricular) of our socially disadvantaged children.

Our pupil premium strategy is based on the EEF tiered approach to Pupil Premium Spending. The spending includes 3 main areas:

1. Teaching - A focus on developing quality teaching and learning through professional development.
2. Targeted academic support - A focus on providing targeted quality interventions in small bite size sessions so children are not missing other lessons.
3. Wider Strategies - A focus on providing children with opportunities to develop their cultural capital and participate in co-curricular activities; developing positive relationships with parents encouraging parental engagement and ensure children are prepared to learn.

We ensure that teaching and learning opportunities meet the needs of all of the pupils. 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. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

As a school we monitor progress, attainment and attendance closely to ensure that disadvantaged children receive targeted support to suit each individual's needs. Our disadvantaged children have a vast variety of barriers and this is not a one size fits all approach. We use educational research to back up our decisions and use tried and tested approaches for support. We are committed to training staff to work with the our diverse needs

Challenges

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

Challenge number	Detail of challenge
1	As a school we have a broad and diverse need 26% of pupils in the school are eligible for Pupil Premium, of these 14% have

	SEND, 26% are EAL and 38% are summer born, these can have implications on pupil's attainment.
2	There are low levels on entry in EYFS of disadvantaged pupils particularly in communication, literacy and language. Evidence suggests this impacts on both phonics, writing, reading and maths attainment across the curriculum.
3	A proportion of disadvantaged pupils need further support with reading, including early reading and phonics.
4	A proportion of disadvantaged children are persistently late or absent, resulting in significant missed learning time
5	Analysis and pupil case studies highlight a significant number of disadvantaged pupils have social, emotion and mental health needs.
6	Low parental engagement and communication with school, including reading homework, google classroom, parents evening.

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
To accelerate progress so that disadvantaged pupils progress and attainment is equal to or greater than their peers. Curriculum provision is tailored to address gaps robustly and in a timely manner, gaps in pupil knowledge and skills are addressed. This is through Developing High quality teaching, assessment and curriculum responding to the children's needs.	Children's attainment levels are in line with non-pupil premium children at EYFS, Key Stage 1 and Key Stage 2. Progress from KS1 and KS2 are accelerated so that children are attaining in line with non-pupil premium children.

<p>To improve language acquisition through high quality interactions, and a significant focus on vocabulary throughout the curriculum.</p>	<p>Pupils language acquisition and vocabulary will improve across the curriculum. They will be able to apply the vocabulary learnt within the curriculum into different contexts outside of the lesson.</p>
<p>To develop a love of reading and improve the educational outcomes in Reading and Phonics. Including narrowing the gap to national standards through consistent, high quality teaching of phonics for early reading. As well as ensuring a consistent approach to teaching reading across KS2 through Book Talk and Accelerated Reader.</p>	<p>Pupil Premium pupils reading and phonics will be in line with non-pupil premium. Pupil Premium pupils progress will be accelerated so that pupils are working in line with their peers, in phonics, early reading and accelerated reader. Book talk will be embedded throughout in the school and taught consistently. Accelerated in KS2 will be well established and will highlight pupils progress.</p>
<p>To improve attendance for Pupil Premium pupils so that attendance rates are in line with other pupils in the school and nationally.</p>	<p>Pupil Premium children's attendance will be in line with non-pupil premium pupils. Persistent absence level will be reduced.</p>
<p>To support Pupil Premium pupils social and emotional development through targeted intervention, and working with families including providing aspirational experiences and opportunities which in turn develop self-belief and esteem.</p>	<p>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.</p>
<p>To engage and support parents to work with children through home learning including phonics, reading, writing and maths.</p>	<p>Higher engagement levels with parents at school events, parents evening, zoom meeting and home learning.</p>

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: £17,240

Activity	Evidence that supports this approach (Taken from EEF)	Challenge number(s) addressed
<p><u>Phonics /Early reading</u> Continue to embed Little Wandle Scheme of work- all staff to be refresher trained and the scheme to be embedded within whole school practice. Teaching of phonics by all staff with consistency, fidelity using a systematic and synthetic approach. Reading books to be matched with phonics scheme and accessible to all pupils. Children to be taking home a reading for pleasure book each week from the reading for pleasure library set up in KS1.. Extra support for identified PP pupils in phonics, reading through keep up and catch up</p>	<p>The EEF Guide to Pupil Premium suggests that effective CPD and improving the teaching and learning of reading is the key ingredient of a successful school and should be the top priority for Pupil premium spending.</p> <p>The EEF suggests that children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms and that both decoding skills are necessary for confident and competent reading, but neither is sufficient on its own.</p>	<p>1, 2, 3</p>

<p>sessions daily by trained specialist members of staff.</p> <p>Early Years and KS1 staff sharing good practice of the teaching of phonics and early reading through team teaching, modelling and coaching.</p>		
<p><u>KS2 Book talk</u></p> <p>Jane Considine book talk approaches to be embedded in school and taught daily.</p> <p>Daily readers to be heard read in school every day. – identified by staff the lowest 20% and non-home readers to be focused on.</p> <p>Boosters and lunchtime reading clubs offered to pupils.</p> <p>Breakfast club and after school club activities to include reading and Pupil Premium pupils invited to attend.</p> <p>Whole class book daily reading sessions from a whole class text.</p>	<p>The EEF Guide to Pupil Premium suggests that effective CPD and improving the teaching and learning of reading is the key ingredient of a successful school and should be the top priority for Pupil Premium spending. It further suggests that reading comprehension can be improved by teaching pupils' specific strategies to support them with inferencing and self-monitoring their understanding. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. This is modelled through Book Talk. Children need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms.</p>	<p>1, 2, 3</p>
<p><u>Spellings</u></p> <p>Jane Considine spelling programme to be followed from year 2-6.</p>	<p>The EEF states that schools should Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Teachers should Explicitly teach spellings and provide pupils</p>	

<p>Staff to complete training and embed the sessions in the curriculum.</p>	<p>with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.</p>	
<p><u>Vocabulary</u> Vocabulary to be pre taught to Pupil Premium pupils to ensure understanding. All curriculum subjects to have identified vocabulary for each unit and year group which needs to be taught specifically to children. Vocabulary enrichment groups for identified pupils in each class 2x weekly.</p>	<p>The EEF suggests that Language Acquisition and vocabulary development are vital for closing the disadvantage gap. The EEF stated that language provides the foundation of thinking and learning and should be prioritised. High quality adult child interactions are important and sometimes described as talking with children rather than just talking to children. We want all children to learn from and enjoy a wide range of texts, it is important to understand the breadth of vocabulary and background knowledge needed to fully access it.</p>	<p>1, 2, 3</p>
<p><u>Raise the attainment in maths</u> TA in class to support with teaching and understanding of key mathematical concepts. Pre and post teaching of mathematical concepts to identified pupils. Staff training on implementation of the maths curriculum. Increased time for learning times tables. Lunchtime- mathletics club.</p>	<p>Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>1, 2</p>

<p><u>Subject leadership</u> Develop middle leaders across all areas of the curriculum. Middle leaders to have PP children within focus on all action plans. Regular book study/ book looks and pupil voice with Pupil Premium children around learning in all areas of the curriculum. Middle leaders will have a clear understanding of gaps and plans to address these for PP.</p>	<p>Evidence suggests ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>1, 2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 23,040

Activity	Evidence that supports this approach (Taken form EEF)	Challenge number(s) addressed
<p><u>To support with social, emotion mental health to enable readiness for learning:</u></p> <p>Breakfast club places available to enable readiness for learning and support with lateness and attendances.</p> <p>Mental health schools team support worker 1x week – 3 sessions accessible through the day.</p> <p>School counsellor 2 ½ days a week.</p> <p>Develop and extend the outdoor curriculum providing opportunity to develop knowledge</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. There is also evidence that children’s skills can be improved purposefully through school-based SEMH programmes, and that these impacts can persist over time.</p> <p>STEPS- Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate</p>	<p>5</p>

<p>experiences outside the classroom.</p> <p>Zones of regulations – staff to have training and embed this within their classroom.</p> <p>STEPS – therapeutic approach to positive behaviour management.</p> <p>Lego therapy - promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts</p> <p>Nurture groups set up and established to support identified pupils in school.</p> <p>Broxbourne Children Centre West- referrals for identified families for support and access to parenting support groups.</p> <p>Parent support worker in school to provide support to families and regular catch-ups to ascertain need and resources for families.</p>	<p>combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>Parent support worker - The importance of parent engagement in children’s learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017).</p>	
<p><u>Phonics</u></p> <p>Phonics keep up and catch-up timetabled daily ensuring that any child not secure ‘keeps-up’ that day, which are recorded.</p>	<p>As highlighted in Scarborough’s Reading Report, it is well established that a child’s phonological skills have a close relationship with their development of word reading. Using one-to-one and small-group tutoring ideally involving</p>	<p>1, 2, 3</p>

<p>Use of Little Wandle Scheme</p>	<p>structured interventions shows there is consistent evidence the approach supports children struggling with aspects of literacy. This is embedded within The Little Wandle Scheme and accessible daily.</p>	
<p><u>Reading</u> Daily reading in all classes for the bottom 20% - time allocated for class teacher and trained TA. Pupils not reading at home identified and heard read in school daily. Breakfast and after school club- children to be invited and heard read All pupils to have a reading for pleasure book. Whole class book and modelled reading at least 1x daily with class teacher. Accelerated reader program to be used to support in the assessment and acquisition of reading in KS2</p>	<p>EEF- Teachers play an important role in establishing children as competent readers so reading can become the child's own tool for lifelong learning. Reading comprehension strategies are high impact on average +6 months. Alongside phonics it is a crucial component of early reading and instruction. Using one-to-one and small-group tutoring ideally involving structured interventions shows there is consistent evidence the approach supports children struggling with aspects of literacy Furthermore, collecting high quality, up-to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress. Teachers influence reading motivation by creating a culture which puts reading and book discussions at the heart of every day. EEF study found pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible</p>	<p>1, 2, 3</p>

	for free school meals the figure was 5 months' additional progress.	
<p><u>Additional teaching in English and Maths to close the gaps</u></p> <p>TA support in the classroom</p> <p>Mathletics club</p> <p>Book club</p> <p>Library club</p> <p>Pre and post teaching in English and Maths to support all pupils including EAL and SEND</p> <p>Boosters for yr 5/6 in Maths and English and maths.</p>	<p>EEF- Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's Pupil Premium strategy On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	1, 2, 3
<p><u>Communication, literacy and language close the gaps.</u></p> <p>SALT therapist employed 1x morning a week.</p> <p>Language assessments for all pupils on entry.</p>	<p>EEF- Speaking and listening skills are critical foundations for reading and writing, and are also essential skills for thinking and communication evidence that reading comprehension can be improved with targeted teaching that improves pupils' speaking and listening skills</p>	2

<p>Reception assessments for all pupils using the CLEF and RAPT</p> <p>Targeted programs devised by SALT to trained members of staff.</p> <p>SALT training for all members of staff delivering intervention.</p> <p>Oral language interventions.</p> <p>NELI.</p>	<p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,300

Activity	Evidence that supports this approach (Taken from EEF)	Challenge number(s) addressed
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<p><u>Counselling</u> School counsellor in school 2 days a week supporting pupils 1:1 and in small groups through play therapy.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health</p>	<p>5</p>
<p>School trips and experiences including swimming and music experiences</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p>	<p>6</p>
<p>Attendance support for lateness and low attendance, identified pupils each ½ term.</p>	<p>Improved attendance has a direct correlation with improved outcomes for children.</p>	<p>4</p>
<p>Uniform support for families to ensure all pupils have the appropriate uniform to feel part of the school.</p>	<p>There is a belief that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.</p>	<p>6</p>
<p>Breakfast club and after school</p>	<p>Programmes that extend school time have a positive impact on average. Before and</p>	<p>6</p>

club support – to support with attendance and parent workers.	after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	
Additional services- Educational Psychologist.	Additional assessment to support school and family in aligning the correct strategies and provision for pupils in school and at home .	1

Total budgeted cost: £ 60,580

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 2021 to 2022 results will not be used to hold schools to account. However our result suggest that;

Phonics

KS1

KS2

Attendance

At times when all pupils were expected to attend school, absence among disadvantaged pupils was X% higher than their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. During this time 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 as the impact of COVID-19 related issues will continue in future years.

Review of Strategy 2021-2022

Aim	Outcome
To accelerate progress so that disadvantaged pupils progress and attainment is equal to or greater than their peers. Curriculum provision is tailored to address gaps robustly and	Internal progress data showed that disadvantaged pupils..... Monitoring through triangulation of pupil voice, book scrutinise and

<p>in a timely manner, gaps in pupil knowledge and skills are addressed.</p>	<p>lesson drop in showed that disadvantaged pupils had access to all areas of the curriculum. Gaps in pupil knowledge was addressed through planned pre and post teaching.</p>
<p>To improve language acquisition through high quality interactions, and a significant focus on vocabulary throughout the curriculum.</p>	<p>All reception children were screened and 6 pupils pupils worked with John cane as well as 10 being monitored during the year. Three of these pupils were PPG</p> <p>Neli project showed that all except one pupil made positive progress.</p> <p>Curriculum subject leaders focused on vocabulary within their subjects and ensuring this is evident in books and on working walks. Vocabulary explained at the start of each unit for all curriculum subjects.</p>
<p>To develop a love of reading and improve the educational outcomes in Reading and Phonics. Including narrowing the gap to national standards through consistent, high quality teaching of phonics for early reading. As well as ensuring a consistent approach to teaching reading across KS2 through Book Talk and Accelerated Reader.</p>	<p>Phonics Screener- 5/7 PP pupils passed the screener</p> <p>Reading data KS1 3 out of 4 PP pupils were at the expected standard in reading.</p> <p>Reading data KS2 4 out of 5 PP pupil were working at the expected standard of greater depths.</p> <p>Accelerated reader data showed that all disadvantaged pupils made progress through the school year. This was monitored byt eh reading lead and SENCo. Additional support</p>

	<p>put into place for lowest 20% readers, pupils not making expected progress or those not being heard read at home. Book talk in KS2 continued to be embedded and monitored via reading lead.</p>
<p>To improve attendance for Pupil Premium pupils so that attendance rates are in line with other pupils in the school and nationally</p>	<p>Attendance on PP pupils broadly in line with non PP pupils at the end of the</p> <p>Attendance monitored by headteacher and PP lead, parents called, meetings held with actions to support parents with attendance.</p>
<p>To support Pupil Premium pupils social and emotional development through targeted intervention, and working with families including providing aspirational experiences and opportunities which in turn develop self-belief and esteem</p>	<p>School counsellor, saw 32 pupils accessed our school counsellor with 18 being PP</p> <p>MHST school worker accessible in school, three classes received Brain Buddies program. Twelve Year six pupils and twelve Year 2 pupils received transition support groups. Five year 5 pupils received friendship and social group support. 8 parents received drop in session for support and strategies provided so support at home. .</p> <p>Educational Psychologist employed by school worked with six pupils (2 each term) reports received and actions put into place. Termly catch-up provided for all those whom have been seen, with up to date advice given.</p>

	All year 5 and year 4 pupils attended White Water Rafting day trip. All PP children attended the year 6 residential.
To engage and support parents to work with children through home learning including phonics, reading, writing and maths	Regular meeting with PP families- focus on attendance. All PP families attended 2x parent evenings.

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
Write stuff	Jane Considine
Hooked on books	Jane Considine
Spelling Programme	Jane Considine
Chance to shine Cricket	National Charity

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
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