

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 and St John's CEP School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	March 2024
Date on which it will be reviewed	21st July 2024
Statement authorised by	Rob Garratt
Pupil premium lead	Sarah Roberts
Governor / Trustee lead	Martin Hydes Susan van Schalkwyk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,330
Recovery premium funding allocation this academic year	£34,155.84
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 N/A	£334,330

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their socio-economic 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and those with high levels of mobility. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Good quality teaching for all will ensure that the visual support and scaffolding is accessible to all and will ensure accelerated progress even for those with SEND.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Also targeted interventions with our HLTAs and experienced TAs to deliver small group interventions including our PP pupils.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary and expectations, including the social and emotional shared language - using the Zones of Regulation and the Thrive approach.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. The baseline entry points for this year are: 2023-2024 Communication and language 3.6% whole cohort PP pupils Comm and Lang 0%
2	Assessments, observations, and data analysis suggest disadvantaged pupils generally have greater difficulties, with phonics and early reading, than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	The impact of emotional dis-regulation, trauma and attachment on pupil attainment is a particular cause for concern, that has been exacerbated following the pandemic. For pupils unable to self-regulate their learning and resilience is affected. We are looking at whole staff training in order to reduce such barriers and provide strategies for our parents and pupils.
5	Data analysis provides evidence of the impact that regular persistent non-attenders, especially those who are PP, has on pupil attainment and so we are taking steps to support and engage families to ensure that any potential barriers are reduced as far as possible.

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
1. Improved oral language skills (including SEL) and vocabulary among disadvantaged pupils.	Teacher assessments of oral language demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers. Senior and subject leader monitoring evidences pupil use of appropriate and challenging vocabulary in their day to day learning across a range of subjects. A whole school approach to teaching vocabulary is embedded, the HUB teams plan and monitor along with separate subject leader monitoring. Pre-teaching and effective use of working walls to support pupil attainment.

2. Improved reading and phonic attainment among disadvantaged pupils.	KS2 reading outcomes in July 2024 to improve on previous year (55.9%) of children achieving the expected standard. KS1 Phonic assessment data show more disadvantaged pupils achieving ARE in July 24 than in July 23.
3. Decrease in the attainment gap between PP (non -SEN) and non PP pupils in Reading, Writing and Maths at the end of KS2	Data details the improved attainments for the non-SEN PP pupils and indicates that the gap between these pupils and their non PP peers is decreasing in R, W and M at the end of KS 2.
4. Improved pupil independent learning skills noted in monitoring visits by leaders at all levels and improved levels of self-regulation noted in the PASS results	Pupils demonstrate use of strategies to support learning following the meta-cognition skills taught and demonstrate that they are able to work more independently using the memory skills learnt. Pupils will use the zones in order to articulate their well-being and use tools effectively to improve their emotional regulation
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from July 2023 demonstrated by: - the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. - the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding a whole school approach to teaching vocabulary and giving opportunities for high quality discourse in class. This will include: professional development (including external expertise) for a consistent approach to pre-teaching vocabulary and modelling. Investment in developing a consistent learning environment. Enabling teacher release to share and embed good practice.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on attainment: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Embedding a wide use of vocabulary across all subjects. Release time for subject leaders to develop vocabulary linked to pupil progression and monitor the impact.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on attainment:	1

Staff professional development release time and training (internal and external)	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Purchase of Little Wandle to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff in the Zones of Regulation, Thrive activities following assessments by SENCO and STLS. In addition Thrive areas to be set up across the school and Zones/Thrive strategy toolboxes to be provided in all classrooms.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Smaller group teaching to ensure improved outcomes, due to the additional HLTA provision and enabling teachers to work with all different abilities within the class or set	Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3
Improve QFT practices so that scaffolding ensures that pupils can access the curriculum at their own level and with a degree of independence and autonomy	educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using	All

	technology to support pupils with SEND; and — scaffolding.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP tutor 12 children to receive 1:3 catch up provision from NTP on a rolling cycle – reading and writing. (Funded from Sept 22 – March 23)	EEF (+4m) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or skills targeted at pupil's specific needs.	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3
<i>Small group phonics</i>	EEF (+5m) Improves the accuracy of pupils' reading, consistent approaches to teaching the sounds	2

<i>EYFS teacher supporting lower ability with keep up catch up activities 2 and ½ hours a week until July 22</i>	EEF (+4m) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills targeted at pupils' specific needs.	1,2,3
<i>HLTA- Intensive Literacy Support</i>	EEF (+5) Small group and 1:1 tuition for reading comprehension strategies, phonic teaching and small group tuition (1:3) Programmes of intervention supplied for in class activities	2,3
<i>1 HLTA (Integrated Therapy Assistant - ITA)</i>	EEF (+6) Oral language interventions through, Talkboost, Talkabout and Cookie Crumbles social skills groups Language groups based on Language Link assessments	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £ 239,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentors</i>	EEF (+2)	4, 5

Mentors act as a positive role model and encourage improved self esteem leading to improved engagement and therefore improved progress – sometimes measured by PASS, BOXALL or Leuven scale Using Zones and SEL approaches and promoting the use of Zone toolkits ELSA training for one mentor		
Supporting parental engagement, SEMH needs and some 1:1 and small group work on SEL, Zones, craft and talking, using drawing talking principles Ensuring attendance and home visits if necessary <i>FLO</i> <i>Safeguarding Officer</i> <i>Minority Ethnic Outreach Officer (MEOO)</i> <i>Pastoral mentor</i>	EEF (+4)	4, 5
<i>Attendance Officer</i> Improved attendance for PP pupils 2022/23 was 92.1% (whole school) 90.6% (PP) 2023/24 so far is 91.1%(whole school) 89.1% (PP) Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Individual support for pupils to help them regulate their emotions and develop self-esteem. Pupils also develop their own ideas for strategies they can use to manage their anxieties. <i>School Counsellor and Play Therapist</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): See: educationendowmentfoundation.org.uk	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 334,330

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 2022 to 2023 academic year.

Since the pandemic the differences between the PP and non PP pupils has at times been more apparent despite the support that was given by teaching, support and pastoral staff, such as providing paper copies of work required during the lockdown. In order to continue our efforts to diminish the gap between the PP and non-PP pupils generally (both within our school and nationally), we have continued to give small group interventions in school through NTP.

Competitions with staff on Times Tables Rock Stars also encouraged further engagement in home learning.

Smaller groupings have allowed for targeted interventions for reading comprehension in particular. The development of Accelerated Reader has appealed to the competitiveness of our pupils and already shows a positive impact on accelerating pupil progress. The STAR groups have also improved pupil attitude to reading, confidence and greater comprehension of what they are reading.

The focus on Quality First Teaching for all and targeted interventions following data analysis and pupil progress meetings, is a key strategy for the disadvantaged pupils in particular. Additional 1:1, 1:3 and small group tuition, Woodland School intervention groups focussed on Thrive assessment results and smaller group phonic teaching are the other means of support available since Sept 22 and continuing into 23/24. We use the THRIVE assessments for the whole school and have three trained THRIVE practitioners supporting the interventions and action plans for our most vulnerable pupils including our PP.

We also plan to offer a wide range of high-quality extracurricular activities to boost well-being, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

School Performance Data (2022-2023)

Phonics Yr1	2018 - 2019	2021 - 2022	2022 - 2023
School	55%	66.1%	76.3%
National	82%	75.5%	75%
School Disad.	36%	50%	62.5%
National Disad	84%		62%
School Disad (no SEN)	50%	52%	81.6%

Phonics Yr2	2018 - 2019	2021 - 2022	2022 - 2023
School	76.4%	74%	53%
National	91%		87%
School Disad.	64%	69%	40%
National Disad	85%		46%
School Disad (no SEN)	70%	78%	56%

In Y1 phonics the gap between PP and non PP has closed from 16.1% (2021/22) to 13.8% (22/23). In Y2 the gap between PP and non PP has increased from 5% to 13%. With PP children with no SEND performing better than non PP pupils. In Y1 there has been an increase in the % of PP children achieving phonics.

KS1 Reading Exp	2018 - 2019	2021 - 2022	2022 - 2023
School	62%	32.2%	44.7%
National	75%	66.9%	67%
School Disad.	42%	21%	40%
National Disad	78%		51%
School Disad (no SEN)	52%	25%	50%

KS1 Writing Exp	2018 - 2019	2021 - 2022	2022 - 2023
School	38%	3.4%	33.3%
National	69%	57.6%	58%
School Disad.	35%	2.9%	31.4%
National Disad	73%		41%
School Disad (no SEN)	44%	3.6%	40%

KS1 Maths Exp	2018 - 2019	2021 - 2022	2022 - 2023
School	62%	33.9%	50%
National	76%	67.7%	68%
School Disad.	42%	23.5%	42.9%
National Disad	79%		52%
School Disad (no SEN)	48%	28.6%	52%

KS1 data shows that the gap between PP and non PP in reading has closed from 11.2% to 6.7%, in writing it has increased from 0.5% to 1.9%, however there has been an increase of 28.5% of PP pupils achieving the expected standard in writing. In maths the gap has closed from 10.4% to 7.1%.

KS2 Reading Exp	2018 - 2019	2021 - 2022	2022 - 2023
School	65%	64.2%	55.9%
National	73%	74.5%	73%
School Disad.	60%	65.4%	48.6%
National Disad	78%		60%
School Disad (no SEN)	74%	76.2%	69.6%

KS2 Writing Exp	2018 - 2019	2021 - 2022	2022 - 2023
School	63%	59.3%	64.4%
National	78%	69.5%	71%
School Disad.	56%	65.4%	54.1%
National Disad	83%		58%
School Disad (no SEN)	74%	76.2%	78.3%

KS2 Maths Exp	2018 - 2019	2021 - 2022	2022 - 2023
School	68%	54.7%	44.1%
National	79%	71.4%	71%
School Disad.	64%	50%	32.4%
National Disad	84%		59%
School Disad (no SEN)	79%	42.9%	54.3%

KS2 data shows that the gap between PP and non PP in reading is 7.3%, in writing is 10.3% and in Maths is 11.7%.

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
AR, Myon	Renaissance
Kapow	Kapow
Thrive	Thrive
Walkthrus	John Catt Educational Ltd

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?	0
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional staff have been employed and existing staff redeployed to focus on our Pupil Premium pupils in particular as a result of the pandemic.

Additional Interventions that are evaluated using entry and exit data to ensure progress and monitor support include:

1:1 or Small group teaching

Precision teaching

Fizzy Club

Sensory Circuits

Speech and language programmes- including Speech Link, Language Link, Language for Thinking, Semantic Links

Play Therapist/Counsellor – strength and difficulties questionnaires (SDQs)

Thrive provisions – using Thrive assessments as a measure of success

Woodland intervention as a result of Thrive assessments