



Holy Trinity Church of England Primary School

Pupil premium strategy statement 2024-25

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 Primary School
Number of pupils in school:	208
Proportion (%) of pupil premium eligible pupils:	21%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published:	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	John Smith (Governor)
Pupil premium lead:	Linda Thompson (Headteacher)
Governor / Trustee lead	John Smith (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,080
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	£68,080

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity Church of England Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. We are committed to ensuring that teaching and learning opportunities meet the needs of all pupils and allows them to make progress and achieve. 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.

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.

We have had an increased number of children who speak English as an Additional Language over the past three years. This has grown from 53% in 2021 to 69% in 2024. Our robust Global Welcome strategy will ensure that we equip these pupils with a sense of purpose, identify and belonging to enable all to flourish.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

When making decisions about our use of funding for disadvantaged pupils, we have considered the context of our school, the needs of our children and the challenges they face. We have explored research conducted by the Educational Endowment Fund.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments have shown that a higher percentage of non PP/EAL pupils achieved the expected standard in RWM. We will ensure that the percentage of PP (including those with EAL) is in line with non PP.
2	We have a high percentage of children with ACES (Adverse Childhood Experience). Although we have trauma informed approach for all, we will prioritise Social, Emotional and Mental Health support for our PP pupils to increase the number working at the expected standard in Reading, Writing and Maths.
3	Our approach to attendance is robust however data shows that a higher proportion of pp pupils are PA. We will continue to prioritise attendance and reduce the number of pupils who are PA.
4	20% of our PP children did not start in our Reception class. We will work towards ensuring that these pupils are working at the expected standard in Reading, Writing and Maths.
5	To increase parental engagement for our PP children regarding SEMH, attendance and support for learning.

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
Improve attainment in reading, writing and maths for all PP pupils in line with national standards.	To narrow the gap in attainment between PP and Non-PP children
Improve attainment in reading, writing and maths for our PP children who have English as an additional language. Outcome to be more in line with our non EAL, non PP children of 60%.	Assessments and observations indicate improved combined scores for reading, writing and maths. The combined scores to show a year-on-year increase to align with national data.
Ensure children who experience ACES achieve good educational outcomes.	Additional SEMH to ensure that children can achieve in line with their peers.

Ensure PP children who experience one or more ACES make expected progress in line with non-PP children.	Increased opportunities to participate in activities to develop cultural capital. Maintain good parental relationships. Children to have support with any ACES they have encountered.
Attendance for our PP children to be in line with our school target of 97%.	Increased attendance and punctuality for our PP children. Decreased number of persistent absences (PA) among our PP children.
Ensure that children who did not start in our Reception, achieve expected standards in line with national Reading, Writing, Maths combined of 61%	Early identification of any barriers will enable children new to a cohort to succeed in line with their peers.
Increase parental engagement throughout the year by offering both academic and SEMH support	Increased parental engagement will enable our PP children to flourish further.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed Read, Write, Inc Phonics programme and implement across whole school for pupils who need it to secure stronger phonics teaching for all pupils.	Systematic synthetic phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2,5
To implement Ready Steady Write and Read to Read across all year groups to raise attainment in Literacy for all pupils, in line with the national average.	Explicit instruction and extensive practise will be needed for pupils to become proficient at reading and writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,5
To continue to implement Flash Academy to develop the proficiency of English for pupils who speak English as an addition language.	Proficiency in English is strongly related to levels of educational achievement at KS1 and KS2. https://www.bell-foundation.org.uk/eal-programme/research/english-as-an-additional-language-proficiency-in-english-and-rate-of-progression-pupil-school-and-la-variation/ 74% of primary teachers observations of language loss in one or more language skill areas during the periods of lockdown. https://www.nfer.ac.uk/key-topics-expertise/teacher-voice-omnibus-survey/ Flash Academy was implemented for 30 of our newest children in Y2, Y3 and Y6. All of the children made at least two proficiency grades of progress.	1,2, 5

To continue to provide whole staff training around SEMH to enable them to effectively supporting children who are experiencing ACES.	https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	2, 5
--	---	------

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
Robust implementation of Fast Track Tutoring in Read Write Inc. phonics to support children who need extra support	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5,
Small group interventions for disadvantaged pupils falling behind age-related expectations in reading ie using Fresh Start	Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics (there are fewer studies at secondary level or for other subjects). Effects on pupils from disadvantaged backgrounds also tend to be particularly positive https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years	1,2,5
1-1 intervention using Flash Academy for EAL children who are new to the country and also those for who are new to English.	Proficiency in English is strongly related to levels of educational achievement at KS1 and KS2. https://www.bell-foundation.org.uk/eal-programme/research/english-as-an-additional-language-proficiency-in-english-and-rate-of-progression-pupil-school-and-la-variation/	1,2
Implement Interventions ie Think Yourself Great and My	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.	2,3,6

Happy Mind to help children who have experienced ACES develop and build positive mental wellbeing	https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	
---	---	--

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

Budgeted cost: £ 18,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Continue to embed principles of good practice set out in the DfE's Improving School Attendance. Robust first day response and engagement with families. Regular meetings with our attendance team to closely monitor attendance and punctuality so that swift actions can be implemented if/when needed.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4

All staff to receive training about trauma informed practice and implement quality first teaching approaches	<p>'Social and emotional skills' and Mental Health First Aid are essential for children's development— they support effective learning and are linked to positive outcomes in later life.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	3,5
Continued CPD around Therapeutic Classrooms to be delivered to all staff	<p>To create calm, adaptive surroundings which put children's mental health and wellbeing at the centre of the learning environment.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	3,5
Learning Mentor to support families with attendance issues and support families and children with ACES.	<p>Learning mentors have an impact on individual pupils' lives, in many cases transforming low achieving and unfocused students with minimal self-esteem and a lack of commitment into more confident pupils with higher grades, improved motivation and a sense of direction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	3,6
Implement a variety of initiatives to welcome parents into school: Reading and Writing workshops Cookery Classes Coffee Mornings for SEMH and for signposting.	<p>It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2,3,4,5,6

Contingency pot of money to source various items for PP children and/or families eg Uniform, wrap around care, trips and visits etc to enhance the cultural capital of our pp children.	<p>Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</p>	2, 3,4,5,6
Provide enrichment activities for our PP children; Breakfast Club, residentials, educational visits.	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p> <p>Following the evidence above, as a school we will aim to provide rich, character-enhancing opportunities outside of the curriculum for pupils to develop further experiences.</p>	3,6

Total budgeted cost: £ 68.080

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 2023 to 2024 academic year.

Teaching

There has been a robust and rigorous approach to implementing Read Write Inc across the school from Reception to Year 4. All staff have received the appropriate training to enable the effective delivery of Read Write Inc. Leaders are relentless in their approach to ensure that reading is a school priority. Remote Progress Sessions with our RWI consultant provided by RWI has been invaluable in evaluating, monitoring and securing the strong teaching of phonics. We have continued to extend our subscription to RWI to ensure that these development sessions take place throughout the year. Our Reception teacher and Phonics lead attended 'Making a Strong Start in Reception' training in July to ensure that there was an action plan in place for the Autumn term.

Our Year 1 Phonic score of 93% is significantly above national with the two children who did not pass, were new to Year 1.

Any children who are new to school are assessed once they have settled using robust systems enables us to implement a more wholistic, quality first teaching approach. Our Global Welcome has enhanced the way in which new children are welcomed and supported giving them a greater sense of belonging, purpose and identity. All members of staff are able to implement a range of techniques to enhance quality first teaching or these children.

Our robust implementation of Ready Steady Read and Ready Steady Write has seen an upward trend in attainment data, narrowing the gap compared to national.

There is a significant improvement of our RWM data from 37% to 60%. This is due to increased attainment in Reading and Writing.

	School	National
Reading	60%	74%
Writing	60%	72%
Maths	77%	73%
ESPaG	67%	72%
RWM	60%	61%

Further CPD around ACES have enabled all staff to have a greater understanding of the impact of ACES on children's behaviour and how this could impact on children's learning. Our SEND Teaching Assistant is a trained Emotional Literacy Support Assistant (ELSA) and has

been instrumental in delivering a bespoke programme to individual pupils with an identified emotional need as well as being able to support other teachers in the classroom.

Targeted Academic Support

The implementation of Flash Academy has seen a positive impact in not only children's acquisition of language but also in confidence. Children made at least two proficiency scales of progress across all areas enabling some of them to reach levels in line with their peers. These children participated more in lessons and stated that it helped them with their learning while having fun. A number of children used Flash Academy enabling families to have greater involvement in supporting their child.

The use of qualified tutors for RWI has had a significant impact on progress. Children were identified very early on enabling the process of 'Keep up and not catch up' to be implemented.

Wider Academic Support

We have continued to implement a robust approach to attendance. Regular communication with parents has meant that parents are less likely to keep their children off school. Attendance continues to be highlighted in our weekly newsletters. Weekly attendance certificates are given out to the best classes and our Attendance Hero initiative enables the children to also have ownership over their own attendance. We continue to have a robust first day response for children who were absent from school to ensure that we were doing all we could to secure attendance. This involved picking many children up and dropping them back home on a daily basis. We have improved communication with parents around attendance by sending daily and weekly reminders and updates.

Our overall attendance for all pupils in 2023 – 2024 was 95.56%. Attendance for our PP pupils was broadly in line with this at 95.21%. Both of these figures are considerably higher than the national average of 92.8%. Our PA attendance for all pupils was 9% compared to 9.5% for our PP pupils, which was significantly lower than the national figure of 20.7%.

Our Learning Mentor is instrumental in working closely with a number of families to support mental health and wellbeing as well as securing good attendance and punctuality. A number of individual case studies show the impact of this support but this has been particularly noticeable in terms of improved attendance by bringing children into school each day when there were barriers for parents:

Learning Mentor runs Chill out Lunchtime Club for a group of children

A TA was allocated to carry out VOC sessions for 15 children

Our contingency pot of money has funded the following:

- Full uniform bought for all of our new families
- Kids Club funded for numerous sessions for some of our most vulnerable children
- Group of children taken to an LFC Football Match
- Group of children taken to a league netball match
- Support given to families to ensure inclusion on own clothes day