



## The Federation of Holy Trinity Church of England Schools Pupil Premium Strategy Statement

This statement details our Federation's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	01.09.2023
Date on which it will be reviewed	01.09.2024
Statement authorised by	A Kitching
Pupil Premium Lead	S Sanderson
Governor / Trustee lead	D Pitt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106 645
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	Infant £23 545 Junior £83 100 Federation total £106 645

## Part A: Pupil premium strategy plan Statement of intent

*“Equity is not the same as equality. It means schools doing more for some children than others in order to create a more level playing field. Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities. Disadvantaged 11-year-olds will have done fewer of the activities than their better-off peers – and that is the way it will remain for these young people unless schools make additional opportunities available to them.” Sir John Dunford – Pupil Premium Tsar*

### What are the key principles of your strategy plan?

At The Federation of Holy Trinity Church of England Schools, we want all our pupils to excel in their learning and enjoyment, regardless of any social disadvantage they experience. Our vision to be a welcoming community of faith, where we learn and flourish together with each day opening up horizons of hope, aspiration and joy; is at the heart of how we allocate our pupil premium funding. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but also focusing on teaching quality - investing in learning and development for teachers. This tiered approach to spending is set out in the Education Endowment Foundation’s (EEF) pupil premium guide for information and the Education Endowment Foundation’s Teaching and Learning Toolkit.

These focus on:

- **High quality teaching:** i.e.: training and professional development for all the staff to improve the impact of teaching and learning for pupils.
- **Targeted academic support:** i.e.: Overcoming barriers to learning and using the pupil premium to buy extra help.
- **Wider strategies:** i.e.: access to additional services, enrichment opportunities, supporting resilience and noneligible pupils. We know that any success in overcoming barriers to learning, including weak communication skills, lower starting points for personal, social, emotional development (PSED), attendance and learning behaviours requires a thorough approach. This means that all staff are involved in the analysis of data to allow for strengths and weaknesses in our provision and impact to be seen across the school.

At The Federation of Holy Trinity Church of England Schools, we adhere to the following principles to ensure we can maximise the impact of our pupil premium funding by

- Securing a whole school commitment to raising attainment of PP pupils through rigorous, robust and incisive appraisal targets.
- Ensuring that all pupils receive high quality first teaching and learning which meets their needs.
- Ensuring that we close the attainment gap between the disadvantaged and non-disadvantaged by making sure needs are appropriately assessed and actioned.

- Providing PP pupils with enriched experiences to develop social and emotional aspects of learning.to diminish the cultural capital gap that exists between some disadvantaged and non-disadvantaged pupils.
- Providing PP pupils with enriched experiences to develop social and emotional aspects of learning.
- Identifying and addressing the needs of all pupils who received service Pupil Premium and their families are supported during their time at the Federation.
- Recognising that not all pupils who receive free school meals are socially disadvantaged. Equally, we know that not all pupils who are socially disadvantaged qualify for free school meals. As a result, we reserve the right to allocate the pupil premium funding to support pupils or groups of pupils who would benefit from support.

### ***How will we implement our key principles?***

To provide consistent high-quality teaching and whole school strategies to maximise the impact of teaching on pupil outcomes.

- To secure a whole school commitment through rigorous, robust and incisive appraisal targets to raise attainment.
- To maximise the impact of Pupil Premium (PP) funding to accelerate the progress of PP pupils through targeted intervention to effectively diminish the difference in attainment between PP and Non-PP (NPP).
- To provide PP pupils with bespoke programme of support to develop social and emotional aspects of learning.
- To maximise the impact of PP on outcomes for all Service Pupils
- To establish a core highly qualified team to deliver bespoke targeted SEMH interventions (Experienced SENDCo; Thrive Practitioners; Just B support).
- To develop all staff with the requisite knowledge and skills to deliver targeted interventions through a calendar of CPD (Reading/Writing).

Following these principles will:

- Effectively close the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within our internal school data.
- Raise the % of disadvantaged pupils in school that meet or exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6. Pupils will leave The Federation of Holy Trinity Church of England Schools 'High School ready' and therefore go on to achieve GCSEs.

Our Pupil Premium Strategy plan works towards achieving these principles and objectives. The range of provision agreed by the Local Academy Council, include, but is not limited to the below:

- Supporting families financially so PP pupils experience for all activities, educational visits and residentials.
- Ensuring pupils have first-hand experiences to use in their learning in the classroom and raise aspirations and support the development of cultural capital including access to specialist events widening pupils' experiences.

- Support the funding of specialist learning hardware and software to support access for pupils and extending licenced access to online resources, i.e. TT Rockstars, Reading Eggs, Reading Plus.
- Providing additional funding for books to enthuse and engage reluctant readers across the school in addition to fully subsidised revision and reinforcement material.

**How does your current pupil premium strategy plan work towards achieving those objectives?**

When making decisions about using Pupil Premium funding, it is important to consider the unique context of our school and the subsequent challenges faced. The majority of our PP funding is Service funding; it is noteworthy that there is a disparity between service funding and deprivation funding. The strategies we adopt are evidence and research based (ref. [Education Endowment Foundation](#); [DfE Service Premium Documentation](#): [Service Children in State Schools](#)).

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The number and distribution of PP pupils in our school results in our PP strategy being bespoke to meet the unique needs of individuals and groups of pupils.

**Challenges**

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

Challenge number	Detail of challenge
1	60% of PP children receive Service Premium; as service pupils they experience mobility that can often lead to attainment deficit due to movement between schools. Pupils can be disadvantaged when moving between schools.
2	40% of PP children have been identified with SEND (including initial concerns/ entry criteria Autumn 2023)
3	36% of PP on SEN Register have been identified with SEMH needs (SENDCo/ class teachers/ parent input)
4	Statutory Assessments, observation and SLT monitoring indicate that comprehension, vocabulary, early reading and writing skills of PP pupils in EYFS is below that of their peers (EYFS Data 2023 shows an average disparity of 20%).
5	Baseline Phonics Point In Time Assessment Data show PP pupil achievement is below that of their peers. This negatively impacts on their development as lifelong readers.
6	Data from End of Key Stage Statutory Assessments Tests indicate that % PP pupils at Age Related Expectations (ARE) is below that of their peers in reading; writing and maths. (KS1 2023 Data PP below NPP in Reading 11% and Maths 8%. KS2 2023 Data PP below NPP in Reading 22% Writing 28% and Maths 40%)

7	Internal baseline assessments indicate that % PP pupils at Age Related Expectations (ARE) is below that of their peers in reading, writing maths
8	Internal assessment data indicates that attainment of PP pupils in KS2 is significantly below that of their peers in all areas
9	Attendance of PP pupils is not in line with that of non-PP pupils Infant 2022-23 data / 94% of non-PP have 92% and below attendance compared to 93% of PP have 92% and below attendance. Junior 2022-23 data / 96% of non-PP have 92% and below attendance compared to 94% of PP have 92% and below attendance. Whilst the school has above national attendance 2023/23 ( Non PP 93.8% and PP 88.6%) this is still a focus area.
10	A reduction in local services and face-face support for families and outside agencies leaves vulnerable families without advice or support for additional need, especially around SEMH and neurodiversity.

### 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 improve % of PP pupils achieving GLD.	100% of PP (Non SEND) pupils achieving GLD is in line with that of their NPP peers.
To improve comprehension, vocabulary, early reading and writing skills in EYFS	To diminish the difference between NPP and their peers to below 10% in comprehension, vocabulary, early reading and writing.
To improve % of PP Pupils who pass the Y1 phonic screening check.	Cohort target 100% of PP Pupils in Y1 meet Y1 Phonics Screening threshold.  Year 2 2024 Cohort target 100% of PP to meet Phonics Screening threshold.
To provide targeted support to raise attainment and accelerate progress to diminish the difference between PP and NPP pupils in reading and maths	In reading, writing and maths, the % difference between PP and NPP will diminish from baseline to Summer data each year.
To provide a targeted writing programme of provision to raise attainment and accelerate progress to diminish the difference between PP and NPP pupils at the end of keys stage 2 in writing.	In writing, the % difference between PP and NPP will diminish from baseline to Summer data each year.
To support the development and consolidation of procedural fluency, reasoning and problem solving in maths to effectively diminish the difference between PP and NPP.	In maths, the % difference between PP and NPP will diminish from baseline to Summer data each year.

To improve progress, outcomes and quality of school experience for identified PP SEND pupils through implementation of the SEND strategy.	Assessment and evidence indicates that PP Pupils with additional needs meet individual targets. Governor, external agency, pupil and parent feedback reflects improved outcomes and school experience for PP SEND pupils.
To improve pupils' personal, social and emotional development through enrichment experiences, which will positively impact self-esteem, resilience and confidence, enabling Pupil Premium pupils to successfully access experiences across a full learning curriculum.	All PP pupils will have actively engaged in enrichment experiences offered by the school. All PP pupils in Y6 will have attended residential. Increase % of PP pupils attending after school provision, as well as clubs offered during the school day.

### 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: £ 10 273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure ongoing formative assessment strategies and tasks used to support identification of gaps and identify next steps. Cost: £0 Internal CPD	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. <a href="#">EEF Teaching &amp; Learning Toolkit</a>	1 4 5 6 7 8
Provide all staff with Metacognition & Self-regulation CPD enabling them to develop a toolkit of strategies to support individuals and groups of learners. Cost: £0 Internal CPD	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. <a href="#">EEF Teaching &amp; Learning Toolkit</a> Staff Appraisal SLT monitoring	1 2 3 4 5 6 7 8
Provide all KS1 staff with bespoke phonic and spelling professional	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early	1 4 5

<p>development to support 100% of Pupil Premium pupils passing Year 1 phonics test &amp; 100% Year 2 pupils meet required standard by June 2024</p> <p>Cost: £ 0 Internal CPD for GTAs</p> <p>Provide all staff with ongoing professional development to secure an effective delivery of a collaborative learning initiative to maximise outcomes for Pupil Premium pupils.</p> <p>Cost: £ 0 Internal CPD</p>	<p>reading skills, particularly for children from disadvantaged backgrounds. <a href="#">EEF Teaching &amp; Learning Toolkit</a></p> <p>Staff Appraisal Internal data scrutiny 2023 Little Wandle phonics baseline assessment</p> <p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. <a href="#">EEF Teaching &amp; Learning Toolkit</a></p> <p>Staff Appraisal Internal data scrutiny</p>	<p></p> <p>1 2 3 4 5 6 7 8</p>
<p>Allocated use of protected SENDCo time to monitor and challenge individual pupil PP/ SEND provision, ensuring all targets are SMART and reviewed half termly.</p> <p>Cost: £5500 SENDCo targeted support</p>	<p>40% of Pupil Premium pupils are on school SEND register</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="#">EEF Teaching &amp; Learning Toolkit</a></p> <p>0.5 day week AHT /SENDCo time allocated</p>	<p>2 3</p>
<p>EYFS GTA/ HLTA to deliver and support colleagues in facilitating targeted Early Years intervention and booster sessions, focusing on early learning (e.g. speaking &amp; listening; reading; mark making; mathematical skills, and knowledge &amp; understanding of the world).</p> <p>GTA/HLTA support 2 hours per day EYFS</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Small group tuition has an average impact of four months' additional progress over the course of a year. <a href="#">EEF Teaching &amp; Learning Toolkit</a> (oral language interventions) <a href="#">EEF Teaching &amp; Learning Toolkit</a> (small group tuition)</p>	<p>1 4 5</p>

Cost: £ 4 773	EYFS Baseline data Little Wandle Baseline and A1 Assessment	
Pupil Progress meetings looking at internal progress data Monitoring of Pupil Premium class lists Filling of gaps in learning, highlighted by PiXL tests.  Cost: £0 Professional Development Meeting Time part of directed time.		1 2 3 4 5 6 7 8 9

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

Budgeted cost: £ 72 737

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 and KS2 staff Pupil Premium Champions to deliver daily intervention and booster sessions, focusing on Fast Track tutoring and rapidly delivering EGPS lost learning. GTA dedicated support time 1 hour per day per class Cost: £40 562	Small group tuition has an average impact of four months' additional progress over the course of a year. <a href="#">EEF Teaching &amp; Learning Toolkit</a> (small group tuition)	1 2 3 4 5 6 7 8 9
Facilitate effective interventions through TA support.  GTA interventions Total hours 195 Cost: £32 175	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom	1 2 3 4 5 6 7 8



	environments has not been shown to have a positive impact on learner outcomes. <a href="#">Teaching Assistant Interventions</a>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23 635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead Thrive Practitioner to ensure that all Pupil Premium children on the SEN Register, Vulnerable Watchlist- or with identified SEMH needs- have access to Thrive interventions.	There's a clear link between children's mental and physical wellbeing, and their attainment. A whole-school approach to mental wellbeing, involving teachers, pupils and parents/carers working together can impact significantly on pupils' wellbeing, behaviour and learning.	3 10
Lead Thrive Practitioner Release 1.5 hours a week Cost: £ 4075 Thrive Practitioner 6 hours a week. Cost £2890	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="#">EEF Teaching &amp; Learning Toolkit</a>	
Provide a programme of Parental workshops in school.  Cost: £1000	Approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities. Teachers, pupils and parents working together can impact significantly on pupils' wellbeing, behaviour and learning. <a href="#">EEF Teaching &amp; Learning Toolkit</a>	10
Pastoral support worker to engage families in early support and ongoing relationships with school to ensure best possible outcomes.  Pastoral Worker 6 hours a week  Cost: £2890	Proactive liaison with parents and carers identifies internal early help programmes to support pupils and families with complex needs, e.g. nurture, counselling, emotional regulation, parental support and accountability. These support improved attendance.  <a href="#">EEF Teaching &amp; Learning Toolkit</a>	1 3 9 10

<p>20-20-20 (lunchtime club) to provide mentoring, problem solving engaging activities for vulnerable pupils.</p> <p>Pastoral Worker 5 hours a week</p> <p>Cost: £2390</p>	<p>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p><a href="#">EEF Teaching &amp; Learning Toolkit</a></p>	
<p>To raise the profile and recognise attendance and punctuality using positive Everyday Counts Strategies.</p> <p>Ensure First day response for absence of Pupil Premium pupils with attendance below 96% and persistent absenteeism.</p> <p>Pastoral Worker 5 hours a week</p> <p>Cost: £2390</p>	<p>Poor attendance is known to lead to less positive outcomes with children and young people missing out on learning and access to specific support where this is needed.</p> <p>Attendance data scrutiny</p>	9
<p>Provide full funding for school visits, including residential visits in &amp; Y6.</p> <p>Provide free places in our afterschool clubs for all Pupil Premium pupils.</p> <p>Cost: Residential subsidies: £5000</p>	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p>	10
<p>Provide funding for all Service Pupils to attend National Armed Forces Children events</p> <p>Cost</p> <p>Transport £2000</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="#">EEF Teaching &amp; Learning Toolkit</a></p>	1 10
<p>To facilitate Little Heroes Club for service pupils to provide mentoring, problem solving engaging activities.</p> <p>GTA 2 hours a week</p> <p>Cost £1000</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="#">EEF Teaching &amp; Learning Toolkit</a></p>	1 10

**Total budgeted cost: £ 106 645**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Review of end of Key Stage Data 2021 2022

#### Previous Pupil Premium Strategy key evaluation taken from summary Plan 2020 22 Phase 2 21 22 Targeted Support

- EYFS has been a focus for curriculum development following the introduction of the new EYFS framework.
- All staff on the infant site have completed training on the new phonics programme (CPD Autumn 2021) and are working with greater fidelity across the school. interventions were planned into timetables and there is a strong focus on reading and phonics. The full impact of the new programme on PP has yet to bring their attainment in line with their peers.
- The introduction of pastoral worker is very positive and has been well received by parents. There is proactive and pre-planned support for all pupils and a strong focus on disadvantaged and service pupils. Time and resource has been put into creating space for family and agency working.

#### Continuing barriers

- Effective speech, language and communication approaches from external services have reduced.
- Staff time and subject skills with regards to Speech, Language & Communication
- Children vulnerable to falling behind due to lack of skill, resources and parenting experience.
- Parents as partners in learning.
- Access to learning resources at home.

#### Summer 2023 data Capture

- **EYFS**

Statutory Assessments, observation and SLT monitoring indicate that comprehension, vocabulary, early reading and writing skills of PP pupils in EYFS is below that of their peers (EYFS Data 2023 shows an average disparity of 20%). (67% PP/ NPP 84% achieved GLD word reading); 60% PP / 87% NPP achieved GLD comprehension ;60% PP /84% NPP achieved GLD writing.

- **Phonics Screening**

Year 1 Phonic Screen Check Data shows PP pupil achievement is below that of their peers ( PP 76% pass / NPP 81% pass). This negatively impacts on their development as lifelong readers.

- **End of key Stage 1**

KS1 2023 Data PP below NPP in Reading 11% and Maths 8%) (KS2 2023 Data PP below NPP in Reading 22% Writing 28% and Maths 40%

- **End of Key Stage 2**

KS2 2023 Data PP below NPP in Reading 22% Writing 28% and Maths 40%