



## The Federation of Holy Trinity Church of England Schools Pupil Premium Strategy Statement 2024 - 2025

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.

### Federation overview

Detail	Data
Number of pupils in school	Infants 114 Juniors 224 <b>Federation 338</b>
Proportion (%) of pupil premium eligible pupils	Infants 40% Juniors 40%
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	08.11.2024
Date on which it will be reviewed	01.09.2025
Statement authorised by	T Scholes
Pupil Premium Lead	S Sanderson
Governor Lead	T Scholes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117 430
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 £30 800 Junior £86 630 Federation total £117 430

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**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. Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils; Professional development to support the implementation of evidence-based approaches
- **Targeted academic support:** i.e. Targeted interventions to support language development, literacy and numeracy; Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND; Teaching assistant deployment and interventions
- **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.

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- 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 programmes 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)
- 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 end of each key stage so 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 residential.
- Improving the attendance of PP pupils in line with NPP.

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- 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 schools, 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	74% of Infant PP and 53% Junior 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	48% of PP children have been identified with SEND (including initial concerns/ entry criteria Autumn 2024)
3	43% of PP on SEN Register have been identified with SEMH needs (SENDCo/ class teachers/ parent input; in the Junior school this figure in 65%)
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 GLD Data 2024 shows a disparity of 25%).
5	End of Reception 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. (Data 2024 shows a disparity of 23%)

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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 2024 Data was broadly in line, except in maths PP below NPP in Reading 1% 2% below in Writing and Maths 10%. KS2 2024 Data PP below NPP in Reading % Writing 16% and Maths 28%
7	Internal 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 below that of their peers in all areas
9	Attendance of PP pupils is not in line with that of non-PP pupils Infant 2023-24 data: non-PP have 96% average attendance (1% of these had persistent absence) compared to PP who have 92% average attendance (34% of these had persistent absence). Junior 2023-24 data: non-PP have 96% average attendance (6% of these had persistent absence) compared to PP who have 94% average attendance (14% of these had persistent absence). Whilst the school has above national attendance 2023/2024 ( Non PP 96% and PP 93%) 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.

<b>Intended outcome</b>	<b>Success criteria</b>
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 (Non-SEND) in Y1 meet Y1 Phonics Screening threshold.  Year 2 2025 Cohort target 100% of PP Pupils (Non-SEND) to meet Phonics Screening threshold.
To provide targeted support in key stage 1 to raise attainment and accelerate progress to	In reading, writing and maths, the % difference between PP and NPP will diminish from baseline to Summer data each year.

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diminish the difference between PP and NPP pupils in reading and maths	
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 indicate 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 the attendance of PP Pupils and decrease % of PP pupils who are Persistently Absent.	Infants reduce PA to 10% Juniors reduce PA to 7%
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: £12 813

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:	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

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£0 Internal CPD		
<p>Provide all staff with Metacognition &amp; Self-regulation CPD enabling them to develop a toolkit of strategies to support individuals and groups of learners.</p> <p>Cost: £0 Internal CPD</p>	<p>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.</p> <p><a href="#">EEF Teaching &amp; Learning Toolkit</a></p> <p>Staff Appraisal SLT monitoring</p>	<p>1 2 3 4 5 6 7 8</p>
<p>Provide all KS1 staff with bespoke phonic and spelling professional 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>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">EEF Teaching &amp; Learning Toolkit</a></p> <p>Staff Appraisal Internal data scrutiny 2023 Little Wandle phonics baseline assessment</p>	<p>1 4 5</p>
<p>Provide all staff with on-going 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>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p><a href="#">EEF Teaching &amp; Learning Toolkit</a></p> <p>Staff Appraisal Internal data scrutiny</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>48% 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.</p> <p><a href="#">EEF Teaching &amp; Learning Toolkit</a></p> <p>0.5 day week SENDCo time allocated to manage PP / SEND provision</p>	<p>2 3</p>

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<p>EYFS GTA 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 support 2 hours per day EYFS Cost: £ 4 673</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>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.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="#">EEF Teaching &amp; Learning Toolkit</a> (oral language interventions) <a href="#">EEF Teaching &amp; Learning Toolkit</a> (small group tuition)</p> <p>EYFS Baseline data Little Wandle Baseline and Autumn 1 Assessment</p>	<p>1 4 5</p>
<p>Pupil Progress meetings looking at internal progress data Monitoring of Pupil Premium class lists</p> <p>Cost: £0 Professional Development Meeting Time part of directed time. £2 640 Supply cost 6 x2 days to cover SLT Teacher meetings</p>		<p>1 2 3 4 5 6 7 8 9</p>

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

Budgeted cost: £ 95 849

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Year 1 GTA support to provide targeted Early Years intervention and booster for those pupils who did not achieve GLD</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it</p>	<p>1 4 5</p>

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<p>GTA support 2 hours per day EYFS Cost: £ 4 773</p>	<p>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.</p> <p><a href="#">EEF Teaching &amp; Learning Toolkit</a> (oral language interventions) <a href="#">EEF Teaching &amp; Learning Toolkit</a> (small group tuition)</p> <p>End of Year 1 Core subject data July 2024</p>	
<p>Allocated use of protected Y6 Teaching time to monitor and challenge individual pupil PP 0.5 day @ week MPS teacher time allocated to deliver bespoke 1-1 tuition</p> <p>Cost: £5 339 targeted support</p>	<p>0.5 day @ week for 30 weeks allocated deliver targeted Y6 1-1 / small group tuition PP / SEND provision</p>	
<p>KS1 and KS2 staff Pupil Premium Champions to deliver daily intervention. EAL support and booster sessions, focusing on Fast Track tutoring and rapidly delivering English Grammar Punctuation &amp; Spelling lost learning. GTA dedicated support time 1 hour per day per class Cost: £50 562</p>	<p>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)</p>	<p>1 2 3 4 5 6 7 8 9</p>
<p>Facilitate effective interventions through TA support.</p> <p>GTA interventions Total hours 195 Cost: £35 175</p>	<p>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 environments has not been shown to</p>	<p>1 2 3 4 5 6 7 8</p>

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	<p>have a positive impact on learner outcomes.</p> <p><a href="#">Teaching Assistant Interventions</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 11 008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Thrive Practitioner 6 hours a week. Cost £2890</p>	<p>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.</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>3 10</p>
<p>Provide a programme of Parental workshops in school.</p> <p>Cost: £0</p>	<p>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.</p> <p><a href="#">EEF Teaching &amp; Learning Toolkit</a></p>	<p>10</p>
<p>Hub Club (lunchtime club) to provide mentoring, problem solving engaging activities for vulnerable pupils.</p> <p>GTA 5 hours a week 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>	

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<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>Office Manager 1 hour a week Cost: £478</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>	<p>9</p>
<p>Provide full funding for school visits, including residential visits in Y6.</p> <p>Provide free places in our afterschool clubs for all Pupil Premium pupils.</p> <p>Cost: Residential subsidies: £4 500</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>	<p>10</p>
<p>To facilitate Little Heroes Club for service pupils to provide mentoring, problem solving engaging activities.</p> <p>GTA 2 hours a week Cost £750</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>1 10</p>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Review of end of Key Stage Data 2023 2024

- **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 2024 GLD shows a clear disparity with 56% PP GLD against 81% NPP). This data was consistent in word reading, comprehension writing and maths. Targeted provision must be in place to diminish the difference in PP and NPP by the end of Year 1

- **Phonics Screening**

Year 1 Phonic Screen Check Data shows PP pupil achievement is below that of their peers (PP % pass / NPP 90% pass). This could negatively impact on their development as lifelong readers if Year 2 Catch up programmes are not effectively delivered.

- **End of key Stage 1**

KS1 2024 PP / NPP Data was broadly in line, except in maths. PP below NPP in Reading 1% 2% below in Writing and Maths 10% below.

- **End of Key Stage 2**

KS2 2024 Data PP below NPP in Reading 11% Writing 16% and Maths 27 GPS 10%. This gap has diminished from 2023 end of KS2 data.

#### Continuing barriers

- Effective speech, language and communication approaches from external services have reduced.
- Children vulnerable to falling behind due to lack of external support, resources and parenting experience.
- SEN

#### Emerging Barriers

- The impact EAL with pupils new to country
- Attendance
- Increase in pupils with SEMH and Specific SEN need
- Budget limitations on Teaching Assistant support

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**Review 2024 / 2025**

Some data redacted to avoid pupil identification

**EYFS (8 pupils)**

	Reading Summer	Writing Summer	Maths Summer	Reading Target	Writing Target	Maths Target	GLD Target
Not ELG							
%	25	25	25	50	50	25	
ELG							
%	75	75	75	50	50	75	
Not GLD							
%	38						50
GLD							
%	63						50

**Key challenges:**

- 38% of PP pupils are on the SEN Register with a further 13% highlighted for SENCo review. All pupils who did not achieve GLD or identified ELGs are on the SEN register and have EHCARs in process.

**Evaluation:**

- PP pupils GLD 63% - not PP 69%
- Service 67% GLD
- National average 68%
- PP end of EYFS ELGs reading 75%, writing 75, maths 75%
- PSED limiting ELGs – all pupils who did not achieve PSED ELGs are on SEN register and either in process of EHCP application or evidence being gathered for ECHAR by SENCo.
- **Provision for pupils who did not achieved specific PSED ELGs or GLD:** additional, ongoing EYFS provision; additional full-time TA in Y1 class; additional phonics sessions (2 per day); 1-1 Thrive sessions

### Infant (43 pupils)

	Reading Summer	Writing Summer	Maths Summer	Reading Target	Writing Target	Maths Target
<b>Below</b>						
<b>%</b>	12%	14%	9%	9%	9%	9%
<b>WT</b>						
<b>%</b>	28%	33%	33%	33%	37%	28%
<b>ARE</b>						
<b>%</b>	44%	44%	47%	40%	47%	53%
<b>EX</b>						
<b>%</b>	16%	9%	12%	19%	7%	9%
<b>ARE&amp;EX</b>						
<b>%</b>	60%	53%	58%	58%	53%	63%

#### Key challenges:

- High number of PP pupils on SEN register: 47% of PP are on the SEN Register with a further 21% highlighted for SENCo review and 6 EHCPs in place. This is posing a significant barrier to their attainment.
- 14% of PP pupils are EAL pupils with no English on joining – these pupils have made good progress, but this is reflected in their attainment.
- 53% of PP are service pupils – 43% of these service pupils are also on the SEN register.

#### Evaluation:

- PP pupils exceeding their targets for reading 60% vs 58%, matching for writing 53% but slightly below for maths 58% vs 63% (this remains an area of focus).
- PP pupils' attainment well below that of their non-PP peers: reading 44% / 81%, writing 44 / 78% & maths 47 / 78%.
- Service pupils' attainment below that of their peers: reading 61% / 81%, writing 57% / 78%, maths 61% / 78%.
- There has been a reduction in number of pupils at 'Below' or 'Working Towards' for all core subjects (reading, writing and maths) throughout the year.
- Y1 Phonic Screening Check – All pupils (30 pupils) 67% passed; PP (16 pupils) 50% passed – of the 50% pupils who did not pass, 63% are on the SEN register & 50% are EAL (13% SEN & EAL) having started school after the start of their Reception year.
- Y2 PSC recheck – All pupils (10 pupils) 90% passed; PP (6 pupils) 100% passed
- Intensive phonic intervention in place for those pupils who didn't pass PSC in Y1
- Clear identification of need and specifically planned interventions led by SENCo.
- Attendance of PP pupils 94% - improvement on previous year (non PP 95%). Close attendance monitoring for all pupils with a sharp focus on PP pupils.
- Thrive practitioners trained to deliver 1-1 sessions as identified by class profiling.

## Key Stage 2 (85)

	Reading Summer	Writing Summer	Maths Summer	Reading Target	Writing Target	Maths Target
<b>Below</b>						
<b>%</b>	7%	11%	6%	8%	8%	7%
<b>WT</b>						
<b>%</b>	33%	36%	38%	27%	35%	33%
<b>ARE</b>						
<b>%</b>	60%	53%	56%	65%	56%	60%
<b>EX</b>						
<b>%</b>	12%	6%	12%	15%	8%	13%
<b>ARE&amp;EX</b>						
<b>%</b>	72%	59%	68%	80%	65%	73%

### Key challenges:

- Y6 – 23 PP pupils – 61% of these also SEN with high need – 3 EHCPs
- Y6 in year mobility – 6 new pupils & 5 leavers
- 72% pupils on vulnerable watchlist are PP – 62% receiving support from outside agencies (including social care)
- 29% of PP pupils are SEN

### Evaluation:

- PP pupils not achieving their end of year targets in core subjects: reading 72% vs 81%, writing 59% vs 65%, maths 69% vs 73%
- Non PP pupils reading 78% vs 79%, writing 75% vs 79%, maths 80% vs 82%
- Y6 SATs outcomes: reading 61% vs 91% non PP; writing 52% vs 86% non PP; maths 48% vs 85% non PP.
- Y6 outcomes of PP pupils with no SEN reading 92%, writing 75% & maths 75%
- SEN SEMH need impacts on key cohorts Year 5 / Year 6.
- Multiplication Tables Check Y4: All pupils (55) 27% full marks 25/25; school average score 19/25; 69% pupils over 19/25
  - PP (24 pupils) 29% full marks; 62% over 19/25. PP pupils scoring full marks higher than their peers and marginally lower in those scoring higher than year group average.
- Attendance of PP pupils 95% - improvement on previous year (non PP 96%). Close attendance monitoring for all pupils with a sharp focus on PP pupils.
- Refugee / EAL has negative impact especially on Y3 & Y4 data
- Clear identification of need and specifically planned interventions led by SENCo – earlier identification and setting/reviewing of targets.
- Thrive practitioners trained to deliver 1-1 sessions as identified by class profiling.
- Combined interventions led by specifically trained staff e.g. phonic intervention groups across KS2

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- Focus sharply on PP pupil provision in pupil progress meetings with SENCo present.

Y6 specific outcomes

	Cohort Size	Reading ARE (GD)%	Maths ARE (GD)%	Writing (GD)%	GPS (GD)%
All PP	23	61 (22)	48 (9)	52 (9)	65 (17)
FSM		54 (15)	48 (8)	46 (0)	62 (8)
Service		73 (27)	64 (9)	64 (18)	73 (27)
PP & SEN		27 (9)	18 (0)	27 (0)	27 (0)
FSM & SEN		29 (0)	29 (0)	29 (0)	29 (0)
Service & SEN		40 (20)	20 (0)	40 (0)	40 (0)
PP no SEN		92 (33)	75 (17)	75 (17)	100 (0)