Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 & Community Nursery
Number of pupils in school	470 including 39 nursery
Proportion (%) of pupil premium eligible pupils	39% (Not including reception) 152 pupils
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 Years 2022/2023 to 2025/2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Headteacher
Pupil premium lead	John Firkin
Governor / Trustee lead	Seth Why

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,000 (Not official)
Recovery premium funding allocation this academic year	£0
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	£265,000

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity C of E Primary School and Community Nursery (HTP), we have high aspirations and ambitions for our children, and we believe that no child should be left behind. As a Church school, we believe that God wants the very best for all of his children and it is in this context that we are determined to ensure that all of our children are given every chance to realise their full potential. Life is a journey (regardless of background) and as educators, we want to enthuse every child, so that they have a passion and thirst for knowledge, as this dedication and commitment to learning will make the most impact on their success throughout their life time and will equip them with resilience, in times of challenge.

Pupil premium funding, along with allocations made from the school's own budget will help ensure this money is spent to maximum effect.

Our intention is that all pupils, make good progress and achieve high attainment across all subject areas, irrespective of their background, needs or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils, including those with a social worker, family worker or is a young carer to achieve that goal.

We believe that evidence based teaching is at the heart of our approach, and that a tiered level of support will have the greatest impact on closing the disadvantage attainment gap, whilst ensuring that all other children make good progress across the school.

Taken from diagnostic assessment and research, our approach will:

- Deploy individualised learning which will challenge disadvantaged children.
- Raise the inspiration and awareness of job prospects for the future.
- Raise the expectations of attainment for disadvantaged pupils.
- Raise the learning behaviours and self-esteem of pupils in order to help them become 'ready to learn'.
- Support disadvantaged children gain access to wider outcomes.
- Engage the parents and families or disadvantaged pupils through our family support team.
- Raise attendance of disadvantaged pupils.

We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected.

Challenges

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

Challenge number	Detail of challenge
1	Attainment outcomes for disadvantaged children are lower than that of non-disadvantaged pupils.
2	KS2 progress outcomes for disadvantaged children is lower than that of non-disadvantaged children.
3	Disadvantaged children receive less opportunity to wider opportunities, such as clubs and activities. The pandemic has stopped clubs from running and opportunities have become less.
4	Our attendance data over the years has indicated, that attendance among disadvantaged pupils has been between 2% and 4 % lower than that of non-disadvantaged pupils. 94.66% of disadvantaged pupils have been absent compared to 97.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Disadvantaged children require more family support with routines and boundaries, housing, wellbeing, nurturing etc. The amount of families and children's services asking for support has risen since the pandemic.

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.To improve outcomes of attainment, throughout the school, for disadvantaged pupils.	• 2024/2025 CPD on the research of, what it means to be disadvantaged and the impact it has on learning and engagement. • 2024/2025 Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement and "attendance in lessons"

	in lessons, book scrutiny and ongoing formative and summative assessment. • By 2024 / 2025, pupils will have the ability to articulate ideas, develop understanding and engage with others through spoken language and listening, through school Oracy resources and sentence prompts. • 2024 / 2025 outcomes will show that disadvantaged pupils will achieve higher than the national expectation for disadvantaged pupils, and that the attainment gap is reduced from their starting points. • Engagement with Chesil reading project. • By 2024/2025 Verbal comprehension of pupils will be improved through the use of No More Marking Oracy Pilot. • Speech and Language programmes throughout KS1 will impact on attainment.
2.To improve progress measures for disadvantaged pupils.	• 2024/2025 KS2 outcomes will show that disadvantaged children meet the expected progress standard at least in line with national expectations. • KS2 outcomes will show the progress gap has reduced across key stage. • Improved summative test scores and standardised scores.
3.To improve access and to provide enrichment opportunities for all disadvantaged children.	• In 2024/2025 all PP children will be attending a club or activity. Communication between PP parents and club organisers is effective. Pupils will be personally invited to clubs. • In 2024/2025, disadvantaged children will be attending forest school activities within the school premises. • More clubs will become available without cost for PP pupils. • Sports funding utilised for clubs. • More PP using wrap around care for free. Breakfast club and After School Clubs. • Sports funding allocated to long term exercise equipment and high-quality sports provision. • Over 60% of PP will be attending Skipping and Bagels provision. • Both Walking busses will be at maximum capacity and PP pupils invited. • All PP children will have worked with the school dog (Charlie) • Fishing For Schools will be applied for.

	• School will have a rock band consisting of 30 – 40 non-paying PP children who will perform to the school. • All PP pupils engage in whole school Hoola Hooping workshop.
4.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• The overall absence rate for all pupils being 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. • The percentage of PP pupils who are persistently will be reduced. • Walking busses will continue to be successful • Peer Ambassador roles will be set up and effective. • School dog will impact on attendance. • An increase in PP children attending skipping and bagels.
5. School will have more services available for families and pupils to access.	• The school will continue to develop provision of services to disadvantaged families • Use of extra space being utilised for outside agencies to complete different work with families and small groups. • Family training and courses being run from school without stigma.

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:£100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CDP training for all staff. Incorporating learning behaviours and metacognitive processes within teaching. Improve the quality of social and emotional learning.	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) The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	1,2
To develop teaching and learning strategies so that all pupils are engaged in lessons and that pupils become active learners.		1,2
Embedding Oracy and dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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 reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF Engagement in the classroom training. Create a pledge card of Oracy, Vocabulary and Reading.	1,2

Provide CPD in Oracy No More Marking programme	Introduce Oracy No More Marking. Staff to learn how to use the tool to choose the better "Speaker" based on a set of Oracy criteria. Role this out into classrooms so that the children are engaging in this task so that they can hear the difference between 2 speakers completing the same task.	
Peer training on reading and assessing diagnostic and summative assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,2
Improve the quality of social and emotional learning through mentorship schemes. Create Ambassador roles across school. Cost to staff the groups for deployment of programme.	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3,4,5
CPD on Restoration and Building Relationships.	Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.	1,2
Provide supervision so that schemes such as the Walking busses, Bagels and School dog can be successfully implemented.		

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s)

		addressed
Therapeutic Behaviour CDP to all staff.	Teacher led programme. Focussing on developing relationships improves behaviour and emotional resilience.	1,2,3, 5
Engaging with the National Tutoring Pro-gramme 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 at-taining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoun-dation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2
Continue to support nurture intervention. (Hamish and Milo)	Children with emotional and social barriers to learning, have been selected and are receiving nurture support to help with resilience and barriers to learning.	
Speech and language professional to complete early assessments. Cost to staff the groups for deployment of programme.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary.	1,2
Comprehension Programme Cost to staff the groups for deployment of programme.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.	1,2
Phonics catch up	Phonics approaches have been consistently found to be effective in supporting younger pupils to	1,2

Cost to staff the groups for deployment of programme.	master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.	
Attendance officer to set up Ambassador roles within school. Ensure walking busses are fully optimised.	Attendance measures within school show: the more they attend, the better they attain. Attendance can be effective when used as a whole school approach and filtered through the teachers, to the parents. Walking busses set up to support families in getting pupils to school on time.	4,5
Use dog effectively to promote attendance and well-being.	No current evidence to support this scheme due to the unique nature of it.	3, 4
Sport development – External sport provider – Matt Eaton	Physical activity has important benefits in terms of health, wellbeing and physical development. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons.	3 4

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

Budgeted cost:£65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to build on Skipping and bagels so that attendance of PP pupils can be higher. Develop area so that there is a more family feel whilst eating.	Physical activity has important benefits in terms of health, wellbeing and physical development.	3 4
Primary futures events	Getting the chance to meet a wide range of people doing different jobs is particularly important for those children from disadvantaged backgrounds who have few successful role models, either at home or in their local communities. Primary Futures helps children understand how achieving at school can lead to a satisfying, fulfilling career. Primary Futures connects primary schools around the country for free to people from a wide range of jobs and different backgrounds via a secure online database – from apprentices to CEOs, archaeologists to zoologists.	3,5
Continue school training on SCARF PSHE scheme.	SCARF's whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement –	3,4,5
Family and pupil courses. (Art, Music, Drama, Sport, Science etc)	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.	5
Family Worker	Providing social and emotional nurturing to families. Developing	3, 4, 5

	positive relationships for disadvantaged families.	
CPD training and release time for forest school training. *Buildings and areas for working will need to be developed.*	Building on learning behaviours and metacognition, Forest School can increase a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment. The use of learner-led outcomes means information is retained better and also generally increases curiosity and motivation to learn in general. This motivation can have a positive impact on attitude to learning in school. Previously 'quiet' children have been shown to improve in their confidence and communication to work with others, and children who were initially un-cooperative learnt that sharing and working together had positive consequences – and increasingly did this (Murray & O'Brien, 2005). Sessions with mixed ages or year groups can allow interactions between older and younger children that do not normally come into contact – allowing opportunities for children to learn from and teach each other.	3,5
Peer mentor scheme *Ambassadors across the school.*	On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	3,5

Total budgeted cost: £

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.

Using key stage 1 and 2 performance statistics, phonics test results, and our own internal evaluations, we have examined the academic achievement of our school's disadvantaged students throughout the 2023/2024 academic year.

We compared our findings to those for disadvantaged and non-disadvantaged students at a national and regional level to assist us assess the performance of our underprivileged students.

Challenge 1 and 2.

KS2 OUTCOMES	Disadvantaged Children KS2 attainment	Non-Disadvantaged KS2 Attainment	KS1 Disadvantaged attainment (Same cohort)	KS1 Non-Disadvantaged attainment (Same cohort)
Reading	54%	89%	68%	84%
Writing	56%	87%	50%	77%
Maths	70%	90%	59%	88%

The percentage of disadvantaged pupils passing the phonics test was 78%.

This year, Disadvantaged children are tiered and receive a level of support, suitable for their needs. This has allowed specific and tailored provision and focus, to be given to the disadvantaged children who most need support, some of these pupils have made accelerated progress and the gaps in Maths and Writing were narrowed since KS1, yet Reading had grown. Some of these gaps were down to pupil movement and other factors. Because of this, there will 2 main focus's written onto the School development plan. One will be to develop teaching and learning strategies to engage children so that they can become active listeners, and the other, to develop oracy across the curriculum by embedding it into each lesson.

CDP provided high quality learning opportunities and experiences with a strongly developed curriculum and quality first teaching. Staff have participated in Rosenshine Principles training to improve Quality First Teaching as it is proven that it is this that makes the most difference to disadvantaged children's outcomes. This was the second year of this. Staff are still developing these skills, which will be built on in the coming year using Walkthro's.

A new Writing scheme and a Guided Reading scheme are in use and has been followed throughout the school. This scheme is designed to promote spelling and vocabulary and to improve dialogic ability. The scheme has produced some excellent writing opportunities and the pupil voice shows that they enjoy the content.

CPD on Curriculum Development has been successful with all subject leads developing their subject through deep dive methods and positive networking with other Chesil collaboration.

The school has continued to build on incorporating learning behaviours and metacognitive processes within teaching, to improve the quality of social and emotional learning. Pastoral support is active in supporting pupils with higher needs. Metacognition and self-regulation strategies have been effective when taught in collaborative groups, and learners can now support each other through action and discussion. Class dojo learning behaviours and continued training on how to frame the language of behaviour, alongside a well-structured PSHE scheme has had a positive impact on behaviour across school. Pupils are able to manage their emotions and are ready to learn. Informal learning walks show that children are settled and learning well. Low level classroom disruption is minimal. Pupil voice shows that they feel safe and happy at school. There are currently few children who require behavioural needs and those that do have their needs met and are learning to self-regulate with support.

Although there is no current quantitative data to support the impact of Forest School, building on learning behaviours and metacognition, anecdotal feedback and case studies show that Forest School increases a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment. Research shows that the use of learner-led outcomes means information is retained better and also generally increases curiosity and motivation to learn in general. This motivation can have a positive impact on attitude to learning in school. Previously 'quiet' children have been shown to improve in their confidence and communication to work with others, and children who were initially un-cooperative learnt that sharing and working together had positive consequences – and increasingly did this (Murray & O'Brien, 2005).
All year groups attended forest school this year for half a term, on a weekly basis. Within Forest School, the leader has been seen developing Oracy skills within reflection time and stories, which are told and listened to, with the aim to develop social development and vocabulary skills.

New standardised tests and end of unit assessments have provided reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions and teacher instruction. These tests have been used along with book monitoring and verbal assessments to triangulate next steps and gaps in learning. Judging assessments across year groups and whole school is regular. Groups of children needing focus are identified and provisions acted on.

Engaging with the National Tutoring Programme has provided a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. Tuition targeted at specific needs and knowledge gaps has been an effective method to support low attaining pupils. All of those pupils completing the programme passed their end of year maths assessment.

The Phonics catch up clubs and new SSP programme has been effective in supporting younger pupils to master the basics of reading. This had extended to lower KS2.

Many external programmes have been used to capture different ways to engage pupils in their learning. These are provided in the table below.

Challenge 3

The school provides exceptional support for pupils' character, social and emotional development. The curriculum and wider experiences on offer to pupils help them to develop resilience and confidence. For example, pupils learn about their community through visits to a local care home, where they meet and talk with residents. A range of guest speakers spark pupils' interests and their aspirations as to what they may become in the future.

Clubs and activities across school for children have increased. The introduction of a new club manager has led to more staff taking on clubs, accessible at different times of the day. Disadvantaged children are invited into clubs on a regular basis, as a "Try before you buy" to gain more experiences of things they may like or dislike. We would like a wider range of clubs incorporated next year through the Dorset Action Van with a specific focus on inviting individual pupils, cost free. Funding may need to be applied for to enable this.

Skipping and Bagels has been a continued success with some disadvantaged attending the early morning free physical activity and breakfast provision. Pupils are welcome and engage in a range of activities and are encouraged to make decisions themselves with what they would like to do. Social engagement is high for all pupils, and all pupils are engaged and ready to learn when they enter the classroom…on time. Case studies show, that some pupils, who have had prior attendance concerns, now attend on a regular basis and say they enjoy the mornings. A number of pupils have raised their attendance to prove that they would be worthy sports ambassadors.

The school dog, Charlie has been used across the school to promote attendance, welfare, mental health and dog safety. Charlie has worked with over 80 PP children on a weekly basis. Pupil voice after each shows that all pupils felt a sense of achievement, all felt they had been successful and all would want to work with him again. Charlie's role will change next year and he will have a focus on rewarding attendance and raising the attendance of those who have very low attendance. Charlie will also work regularly with children who's needs Charlie might meet, on the days that they need it.

Sports provisions money has been used to provide a range of sporting clubs to be offered to the pupils, providing pupils with greater experiences. Pupils are encouraged to try out a club and if they don't like it, to try another. Adults swap clubs throughout the year to provide a greater range of activities. Teacher training will be adopted next year where a target will be set, for all PP children to be engaged in an activity or club within school.

Sports Ambassadors act as peer mentors across the school, running clubs and activities for all ages.

An attendance ambassador plan was created towards the end of the year to roll out in the Autumn term of 2024 – 2025.

Challenge 4

Much focus has been put onto raising attendance of disadvantaged children across school, for a number of years. The trend shows that we are narrowing the gap between disadvantaged pupil attendance rates and non-disadvantaged pupil attendance rates.

An attendance officer works closely with a member of SLT, DSL and the SENCO to prioritise pupils and then create a provision of support for them. Along with the statutory requirements to follow for school attendance, we have incorporated schemes such as 2 walking busses, a free Breakfast Programme and Skipping each morning before school.

The data shows that these provisions have had a positive impact on attendance.

The attendance officer has designed and created letters that are jargon free and an attendance action plan has been created with a clear focus on raising the attendance of PP pupils.

The school's highly aspirational approach to pupils' personal development enriches pupils' learning and life experiences. Pupils readily take on leadership roles, for example as attendance ambassadors or school council members. This helps pupils to grow into confident individuals and prepares them well for life beyond school.

Challenge 5.

The family support worker is school has supported many families. Our hardest to reach parents are comfortable talking to her and her knowledge of support and what she can offer, has a direct impact on the wellbeing of these families. She works closely with external agencies and actively arranges support for the pupils and families who need extra support. *Staff know pupils and their families well. Parents and pupils value highly the high quality pastoral support that the school provides. Pupils are confident that they can speak freely about their worries and staff will listen to them.*

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
Mymaths	
Times Table Rock Stars	
White Rose Maths	
Myconcern	
Number Stacks	
Maths Shed	
Rising Stars	
Literacy Scheme Writing Root	
Literacy Leaf Guided Reading	

Ed shed – spelling and phonics	
Rocket Phonics	
Purple Mash	
Freckle Maths	
Testbase	
Rising Stars Curriculum planning and assessments.	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Questionnaires showed that disadvantaged children have huge worries, such as an acute awareness of their lack of money; worries about whether they will have enough food and experiencing poor living conditions. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and believe that Oracy, Language development and wider outcomes is an area that we want to improve on for all disadvantaged pupils, which is why we have indicated a high level of funds to go towards this. We shared an article: a study published that "the number of children living below the breadline – despite being in a working family – has increased by 36,000 in the South West since 2010." The shocking bit here, is 'despite being in a working family'. We are no longer just considering the families where the parents/ carers don't work. Many of our families are struggling, despite trying their best to provide for their children. Learning about the impact of poverty on disadvantaged children should be addressed next year.