

Pupil premium strategy statement – Holy Trinity Primary School (Gravesend)

This statement details our school’s use of pupil premium (and recovery 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	462
Proportion (%) of pupil premium eligible pupils	28.35%
Academic years that our current pupil premium strategy covers	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Mrs P Gough, Headteacher
Governor: Finance	Mrs R Irons
On behalf of Aletheia Trust	Mr T Muggridge (Director of Education – Aletheia Academies Trust)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 152,775
Recovery premium funding allocation this academic year	£ 15,370
Pupil premium (and recovery premium) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <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>	£ 168,145

Part A: Pupil premium strategy plan

Statement of intent

Staff and governors at Holy Trinity CE Primary School intend for all pupils, irrespective of their background or the challenges they face, to make good progress, narrow the national attainment gap between themselves and their



peers and achieve highly across all subject areas.

Our Pupil Premium strategy is written to ensure there is clear investment in improving teaching, ensuring there is effective targeted academic support and that agreed wider strategies are impactful and effective so that disadvantaged pupils achieve their full potential, encourages high aspirations and to improve their life chances.

Within our strategy, we consider the specific challenges faced by vulnerable pupils within our school and the community in which they live.

Quality-first teaching is our primary approach, so children learn through a stimulating and challenging curriculum. Over and above this, we focus on areas in which disadvantaged pupils require the most support: academically, socially, and emotionally.

Our strategies are based on research and evidence from bodies such as Education Endowment Foundation, our own internal data - where gaps have been identified - and by successes that we have identified at the school and across the Trust. This will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

To ensure our strategies are effective we will:

- Ensure all teaching staff and School/Trust Senior leaders will monitor and report on the effectiveness of the strategy
- Ensure staff monitor and plan effectively for disadvantaged pupils and that they set challenging targets and work that will enable progress
- Plan carefully for interventions based on evidence and data for the needs of disadvantaged pupils
- Ensure that parents and carers are aware of any extra support being given, are updated with the progress their children make and are encouraged to support this where possible.

Challenges

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

Challenge number	Detail of challenge
1	Lower oracy levels in all year groups especially amongst disadvantaged and EAL pupils. (EAL 54%)
2	Assessments and observations indicate disadvantaged pupils have greater difficulty with phonics than their peers, with lower attainment in Phonics being linked to a low attainment in writing.
3	End of key stage and internal assessments indicate attainment in Reading, Writing and Maths, amongst our disadvantaged pupils is well below that of their



	peers.
4	Our assessments and observations confirm Holy Trinity pupils were more adversely affected by the pandemic than their peers. Therefore, this continues to have a negative impact in core subjects.
5	Disadvantaged children have lower attendance than non-disadvantaged pupils and absenteeism is negatively impacting disadvantaged pupils' progress.
6	Disadvantaged do not have the cultural capital they need to excel and are less able access a wide range of enrichment activities than their peers due to financial and other constraints.
7	A very large percentage of pupils in receipt of Pupil Premium have complex SEND and or sensory and behavioural difficulties which impact on their learning.
8	A high proportion of disadvantaged pupils have low levels of physical activity and social skills, and communication are underdeveloped.
9	Challenging environmental factors such as lack of parental relationship breakdown, poor housing, overcrowding, temporary accommodation and movement between carers leads to SEMH challenges for disadvantaged children. This has an adverse effect on children's motivation, behaviour, resilience, and self-esteem.

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
Pupils will have improved oracy skills through improved teaching, interventions and wider opportunities.	It is evident that more disadvantaged pupils engage in public speaking and have improved spoken language which supports pupils' academic performance (eg Reading/Writing)
More pupils will be able to use their phonic knowledge at the earliest possible stage because of more effective teaching and targeted interventions.	The percentage of pupils passing the Phonics Screening Test, is consistently in line with national average and there is early interventions across year groups for all pupils who have fallen behind.
The teaching of reading, across the school, is more effective, and children reach age related expectations.	The gap between the performance of our disadvantaged pupils and non-disadvantaged pupils will close and will be in-line with national comparators.
The teaching of writing, across the school is more effective and children reach age related expectations.	The gap between the performance of our disadvantaged pupils and non-disadvantaged pupils will close and will be in-line with national comparators.



The teaching of maths, across the school, is more effective and children reach age related expectations.	The gap between the performance of our disadvantaged pupils and non-disadvantaged pupils will close and will be in-line with national comparators.
Improved attendance of disadvantaged pupils in <i>all</i> year groups.	The attendance rate of disadvantaged rapidly improves to national averages and the PA rate for disadvantaged pupils falls significantly across all year groups.
Disadvantaged pupils will receive an enhanced curriculum that gives them the cultural capital they need to flourish.	The school's curriculum and wider offer is externally reviewed, and it is recognised that pupils are developing cultural capital they need to thrive.
That improved, quality first teaching and effective interventions meet the needs of disadvantaged pupils and other vulnerable groups e.g. SEND.	The tracking and assessment of pupils will demonstrate accelerated progress towards challenging targets.
Our disadvantaged pupils, and their families, will make better choices and have improved confidence and engagement.	Improved outcomes for all pupils and parent/pupil surveys will indicate improvement in aspiration, commitment, and motivation.

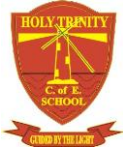
Activity in this academic year

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)

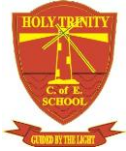
Budgeted cost: £75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy a leading teacher across the school to improve the teaching of the Little Wandle Phonics Scheme (inc. SEND) in all classes that teach early reading. £23,0000	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 4 & 6
Have active attendance at all curriculum Best Practice Teams to ensure that the latest, evidence-rich teaching strategies are being deployed across the school.	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 2, 3, 4 & 6



£15000		
To use the Trust's Kagan Collaborative Learning Lead to improve teaching and engagement in all classes. (£5000)	See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 2, 3, 4, 6, 7 & 8
Release staff for curriculum time for subject leads to support the T & L of their subjects. £15000	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. We will therefore promote effective professional development as it plays a crucial role in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4, 6, 7 & 8
Support for EYFS from Trust Central team to improve teaching for schools youngest pupils. £4000	Evidence from Early Excellence suggests that it is vital to give children the best start in life to ensure they make the most of the curriculum offer through primary school. See: https://earlyexcellence.com/latest-news/in-the-centre/how-to-secure-curriculum-progression	1, 2, 3, 4, 6, 7 & 8
DramaKids: £8500	In the main, the drama lessons are focused on the development of communication skills and a significant part of the programme is dedicated to exploring physical and vocal communication techniques, as well as the essential development of interpersonal and social skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation The peripatetic teacher links sessions to other curricular subjects including e.g. English, History and PSHE. Pupils are working towards an individual Arts Award.	1, 3, 4, 5, 8, 9,
Subscription to <i>Discovery</i> and <i>FPA: Yasmine and Tom</i> programmes of study for Relationships and Health Education £2000	To provide teachers with an age-appropriate programme of study for RSHE and Sex Education which helps them to build pupil awareness of healthy, safe relationships. The aim is partly to avoid fixed term suspensions and permanent exclusions but importantly to develop social, emotional learning in a controlled, safe environment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 4, 7,8.

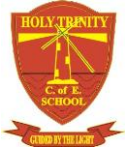
Above equates to **£72,500.00.**



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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy a leading teacher across the school to drive phonic interventions and the small group teaching of the Little Wandle Phonics Scheme (inc. SEND). £2350	See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3 & 7
Targeted support for Yr 6 £7500	Diagnostic assessment and support tailored to the needs of the child is effective in closing gaps and preparing children for the next steps in their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3,4
<i>Write 2 Talk: Speech and Language Therapy SALT - £2000</i> <i>Dyslexia Assessments £10000 – all other speech and language services</i> £34000	Assessments, reviews, and target setting therapy sessions for: <ul style="list-style-type: none"> • Speech sound difficulties • Motor speech sound disorders • Language delays or disorders • Social communication disorders • Communication needs associated with ADD/ADHD • Stammering • Dyslexia • Selective Mutism https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3,4,7,
<i>Family Liaison Officer / Safeguarding</i> £15000	FLO works closely with families and agencies to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. FLO is working hard to achieve persistent absence levels to national or below national levels. Children's attendance is linked to attainment. https://schoolleaders.thekeysupport.com/pupils-andparents/absence-and-attendance/strategies-for-managingattendance/research-into-how-attendance-can-impactattainment/	4,5,8,9



	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	
Emily Sheehan Counsellor £8976	Supports pupils who have experienced ACEs. Emily provides support in relation to SEMH to help with Anger management, bereavement, anxiety, school refusing.	4, 5,7,8,9,

£67826

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of peripatetic teachers to enhance teacher confidence and give pupils a more effective curriculum offer.e.g. Music, Art £15000	Art see here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://www.culturallearningalliance.org.uk/policy-and-practice-round-up-december-2023/	1, 2, 5, 6 & 8
CRIBS £660	Good RE helps to overcome prejudices and negative stereotypes. It promotes integration and a stronger sense of community. If people have a better understanding of all faiths, they're less likely to be dismissive of issues that don't concern them directly. A core educational aim and core of all our growth and learning. CRiBS teach the Christian element of the RE curriculum in an inspired, creative and relevant way. They provide a wealth of teaching and resources in this area helping our children and staff to think through what that means in practice and encouraging them to explore the Christian faith and way of life.	1,4, 6,
Enhanced curricular offer for vulnerable £2500	This fund also includes providing for subsidising trips and clubs. E.g <i>Fencing, RockSteady</i> , Fencing: Often called 'chess on wheels' because of the strategic thinking required, fencing provides physical and cognitive benefits for fencers from an early age. The club helps the fencers develop their motor skills, improves their concentration and gets them to think strategically. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,3,4,5,6,8



	Music: RockSteady - https://www.rocksteadymusicschool.com/downloads/PremiumPupilBooklet2020.pdf	
Vulnerable Pupils' Fund £3000	Based on our previous experiences, it is necessary to have a fund to provide emergency one off support e.g. uniform, breakfast, etc	

£21160

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2022-23

Areas of success (from FFT Aspire):

Outcomes

KS2 Reading - 9 PP pupils made accelerated progress from their starting points in KS1. Two of these pupils made significant progress.

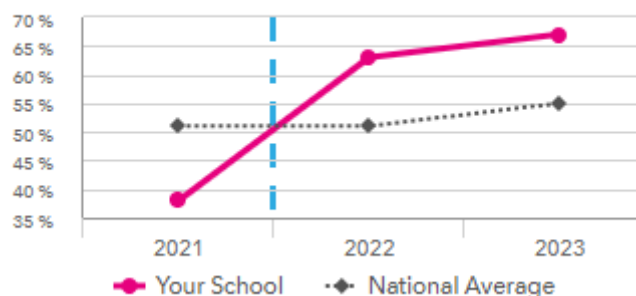
KS2 Writing - 7 PP pupils made accelerated progress from their starting points in KS1. Two of these pupils made significant progress.

KS2 Maths - 6 PP pupils made accelerated progress from their starting points in KS1. Two of these pupils made significant progress.

KS2 GPS - 7 PP pupils made accelerated progress from their starting points in KS1. Two of these pupils made significant progress.

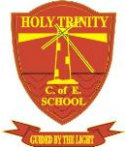
KS1 Reading - 5 PP pupils made strong progress from their starting points in EYFS and at EXS+ the results have improved over last 3 years. Disadvantaged boys also attained well.

% Expected Standard + Reading



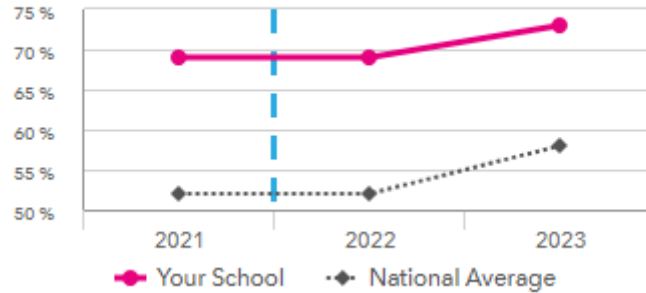
KS1 Writing - 2 PP pupils made strong progress from their starting points in EYFS.

KS1 Maths - 3 PP pupils made strong progress from their starting points in EYFS and at EXS+ the results have improved over



last 3 years.

% Expected Standard + Maths



In Year 1 phonics, PP children significantly outscored PP children nationally with an average score of 32.6 (+2.5 above). 50% of PP children also passed their Year 2 retake.

EYFS analysis to follow.

Attendance (FFT Attendance Tracker)

The attendance of PP children in Years 2, 5 & 6 was higher than PP children nationally. Significantly so in Year 2 and 6.

50 PP children had attendance over 95% with 2 pupils having 100% for the whole year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Teaching

Deploy a leading teacher across the school to improve the teaching of the Little Wandle Phonics Scheme in all classes that teach early reading.