

Holy Trinity C of E Primary Academy, Rothwell

# Pupil Premium Strategy Statement

# 2022-23



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 CofE Primary School, Rothwell, Leeds |
| Number of pupils in school  | 169   |
| Proportion (%) of pupil premium eligible pupils   | 30%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 years (2021/2022 to 2023/2024)                  |
| Date this statement was published   | December 2022                                     |
| Date on which it will be reviewed   | December 2023                                     |
| Statement authorised by   | Gina Marsland                                     |
| Pupil premium lead  | Gina Marsland                                     |
| Governor / Trustee lead   | Honor Byford                                      |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £68,089 |
| Recovery premium funding allocation this academic year  | £8,120  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £76,209 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Holy Trinity we want all our children - irrespective of background or the challenges they face - to flourish and reach their full potential. We want our children to make good academic progress and achieve high attainment across all subject areas. We know that success is more than just academic achievement; we want our young people to have high aspirations and self-belief together with a strong moral purpose. Above all, we want all our young people to develop a life-long love of learning to enable them to reach their full potential.

We recognise that for our disadvantaged pupils the barriers and challenges faced impact their learning and life chances. We target the use of pupil premium funding to support our disadvantaged pupils to receive the highest quality of education and thus meet their potential.

High quality teaching is at the heart of our approach with a focus on areas in which our disadvantaged pupils are most impacted and thus require the most support. This is proven to have the greatest impact on closing the attainment gap for disadvantaged pupils, and will additionally benefit the non-disadvantaged pupils in our school many of whom are vulnerable and/or have been impacted adversely by the global pandemic.

With our rigorous our quality first teaching, approach to assessment and our effective deployment of teaching and support staff, we will narrow the attainment gaps between disadvantaged and non-disadvantaged pupils.

We know that it is vital for children to learn to read, and to engage with reading from an early age to be able to succeed at KS3 and thus enhance their life chances. We invested heavily in Read Write Inc - as part of wider school plans for education recovery - to support us in achieving this, and continue to embed its use and further develop high-quality and consistent teaching of early reading. We know that learning to read early with strong decoding skills is not enough, and that we need to:

- develop a love of reading;
- expose children to a range of quality texts;
- further develop our children's fluency.
- develop children's comprehension skills.

We are using a range of strategies and approaches to raise the profile of reading in school and amongst our school families, and access the school's library service to provide new and an appropriate range of texts linked to the topics studied in our humanities and sciences.

Our approach to the teaching of reading in KS2 is forensic reading which is one of the big four ideas used across our Trust.

Another of our big four across the Trust is the focus on oracy. Using approaches from our Voice 21 Oracy project we will support our children to develop confidence in the ability to communicate effectively in a wide range of contexts: to learn to talk and to learn through talk. Our pupil leadership roles provide a range of opportunities for our pupils to develop their social, leadership and oracy skills in practical circumstances such as these. We ensure that our disadvantaged children are well-represented in these pupil leadership roles.

We know that some of our vulnerable children's barriers to learning are due to their social and emotional needs together with a lack of self-belief and resilience. Through the teaching of a high quality RSE curriculum, effective use of a skilled and trained Thrive practitioner, whole school approaches to zones of regulation, R-time initiatives (which has now been extended to include maths and reading) and nurture provision we will support our children to develop resilience and a strong sense of worth. Engaging with our families and working closely with our families to support their social and emotional needs is important.

Poverty and family circumstance can also be an impediment to our children accessing the widest range of activities. We provide financial support and resources where appropriate including to access extra-curricular activities; places on such activities and participation in clubs will be prioritised for our disadvantaged pupils. This year there is a renewed focus on providing a wide range of enrichment activities within and outside of the core curriculum, including:

- sports clubs run by teachers or external providers
- arts and drama including music, singing and performance club
- theatre trips
- art projects and competitions
- residential trips focusing on team building skills

We know that children need to be in school for us to support all children, and in particular our disadvantaged pupils, to close the attainment gaps. The use of pupil premium funding includes a sharp focus on improving attendance including for our persistent absentees. We provide personalised support including access to breakfast club, collecting children and pastoral support for children and their parents. We know that the root cause for some of our families around attendance is owing to engagement with parents and/or families own experiences with school. To address this we will be arranging regular events aimed at encouraging our families to come into school, including:

- weekly celebration collective worship
- parent workshops
- topic showcase events
- reading cafés
- parent teacher association events

Our strategy is integral to wider school plans for education recovery, notably using a range of approaches through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. In particular, our support staff, academic

mentor and school led tutor deliver 1:1 and small group tuition. Academic interventions include literacy (reading, spelling and writing), early reading and phonics and numeracy.

A coaching model is integral in the Read Write Inc scheme, and is something that we follow. We have extended this approach to staff CPD and developing the quality of teaching and learning across the curriculum. This open classroom culture provides our staff with access to supportive professional dialogue, coaching and team teaching and high quality peer – to – peer support.

Above all our skilled and empathetic staff know our children and school families well. Our approach will be responsive to common challenges, but also to individual needs rooted in robust diagnostic assessment and our understanding about the whole child.

In order to achieve our objectives and overcome identified barriers to learning we will:

- provide all teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching;
- introduce school improvement initiatives which address the gaps in our disadvantaged pupils learning, skills and knowledge, in particular;
- targeted intentions and support to address identified gaps in learning including 1:1, small groups and targeted tuition through the National Tutoring Programme;
- target funding and opportunities to that all pupils have access to trips, visits, first hand learning experiences and wider curricula /enrichment activities;
- provide staff members to support vulnerable children and families with attendance;
- provide highly trained and skills staff to deliver appropriate 'nurture support' including Thrive to enable our pupils to be ready to access learning within and beyond the classroom. Our trained staff will support the whole staff team through appropriate CPD to support our most vulnerable learners socially and emotionally.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Speech, language and communication (<b>Oracy</b>) – our children do not often come from a language rich environment and can also lack confidence in discussing and explaining their ideas verbally. This gap has grown as daily opportunities for quality language, and the opportunity to regularly share and discuss ideas with peers and teachers have been lost. In addition, our younger children – in particular – have not been able to access FS1 during the pandemic or parents have chosen not to send their children.</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps in children from reception through to KS2,</p> |

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|   | and in general these gaps are more prevalent among our disadvantaged pupils than their peers.   |
| 2 | Gaps in phonic knowledge and reading fluency ( <b>Phonics and Early Reading</b> ) - evident in our youngest children, and in some of our older children who have missed opportunities to develop key skills and knowledge together with opportunities to be heard reading aloud and encouraged to read regularly. Assessments, observations and discussions with pupils also suggest disadvantaged and vulnerable learners generally have greater difficulty with phonics than their peers. This negatively impacts their development as readers.   |
| 3 | Gaps in reading, writing and maths owing to the disruption to education owing to COVID with two academic years having been impacted. Our forensic analysis of the gaps in learning has led us to focus on the following: <ul style="list-style-type: none"> <li>• improving transcription, and in particular, sentence structure and construction; handwriting and spelling</li> <li>• improving fine motor including handwriting skills – in particular - correct letter formation and appropriate joins</li> <li>• improving drafting and editing skills in longer pieces of writing</li> <li>• deepening an understanding of number sense and fluency in number</li> <li>• developing fluency in reading for children of all ages</li> <li>• improving understanding and comprehension skills in reading for our older children</li> </ul>   |
| 4 | Attendance and punctuality ( <b>Attendance</b> ) – school attendance data shows that the attendance of PP children is lower than those of non-disadvantaged pupils which is particularly noticeable with persistent absentees.<br>The current attendance data for YTD up until the start of the Autumn half term 2(2022) is approximately 93% which is consistent with overall school attendance data for 2019/2020 and 2020/2021. Prior to the pandemic school attendance had improved was in line with national although this improvement had not been sustained when the pandemic started.<br>Attendance for our disadvantaged pupils is lower than for our non-disadvantaged pupils at around 3% lower in both 2019/2020 and 2020/2021. This is consistent with the current YTD up until Autumn 2021 with attendance around 90% for our disadvantaged learners.<br>PA remains a challenge for school for all children although this is particularly the case for our pupil premium children. In 2019/2020 PA for all pupils was 14% and 34% for disadvantaged pupils and 2020/2021 the PA for all pupils was 19%, but for disadvantaged pupils 34%. As at the start of Autumn half term 2 (2022), the YTD PA figure is 24% for all pupils and 28% for disadvantaged pupils. |
| 5 | Resilience, stamina and self-esteem ( <b>social, emotional and mental health/wellbeing</b> ) – discussions with pupils, families and feedback from staff regarding their pupils has shown that for many of our children their resilience, ability to cope with challenges and their stamina and ability to focus for long periods has been impacted.  |
| 6 | Behaviours ( <b>social, emotional and mental health/wellbeing</b> ) – discussions with our pupils and families, together with behaviours seen in school, has shown the negative impact that COVID and the subsequent lockdowns and/or bubble closures and/or restrictions had upon their mental health.   |
| 7 | Access to wider opportunities and /or extra-curricular and enrichment opportunities ( <b>Wellbeing</b> ) - some parents struggle financially to provide resources and opportunities to attend trips and visits. The COVID crisis has meant that some families may be experiencing an increased financial struggle and we will therefore   |

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|  | provide resources so that no child misses out. Additionally, during the pandemic children who usually access enrichment activities through school have been unable to do so. We will target these children whose self-belief and wellbeing will be benefit most from a range of extra-curricular and enrichment activities. |
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## 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   |
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| <b>Oracy:</b> improved oral and language skills and vocabulary among disadvantaged pupils.  | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.<br><br>Children can clearly articulate their learning and are confident communicators by end of KS2.   |
| <b>Phonics &amp; Early Reading:</b> improved reading attainment among disadvantaged pupils.   | Read Write Inc assessments show that progress is made from pupils' starting points at each assessment window.<br><br>Children are reading fluently, have a deep rooted love of reading and are thus engaging with, and enjoying reading. This early and sustained engagement with reading provides the foundations for independent and appropriately skilled readers ready to, and able to, engage with academic texts in KS3.<br><br>Pupil voice and pupil and parent surveys show that children have a love of reading; are reading regularly for pleasure; are engaging with a range of texts and are able to discuss their favourite authors and genres.<br><br>By the end of 2023 at least 90% of children pass the phonic screening check. |
| <b>Attainment and progress in reading, writing and maths:</b> improved attainment and progress in: <ul style="list-style-type: none"> <li>• reading amongst disadvantaged pupils at the end of KS2</li> <li>• maths amongst disadvantaged pupils at the end of KS2</li> <li>• writing amongst disadvantaged pupils at the end of KS2</li> </ul> | Progress is in line or exceeding expectations in all three subjects by end of KS2 based on FFT50 targets by 2023/2024.<br><br>KS2 outcomes in 2023/2024 show that the majority of disadvantaged pupils will have met their FFT targets in reading, writing and maths.  |



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|  | <p>Monitoring through triangulation of book looks, learning walks and pupil voice.</p> <p>Children have aspirations and are ready to engage well in the next stage of their education.</p>   |
| <p><b>Attendance:</b> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>  | <p>By the end of the 2022/2023 academic year attendance is in line with national and at the levels achieved for the school pre-pandemic of 96% and absence for persistent absentees is no higher than 20% with an aspirational target of 10%.</p> <p>By the end of 2022/2023 academic year attendance targets for disadvantaged pupils are <i>at least</i>:</p> <ul style="list-style-type: none"> <li>• Overall attendance at 93.2%</li> <li>• Persistent absence at 24%</li> </ul> <p>By the end of academic year 2023/2024 attendance data for disadvantaged pupils is line with attendance data for the whole school.</p> <p>By the end of 2023/2024 Pupil voice and attendance data shows that children:</p> <ul style="list-style-type: none"> <li>• are happy to attend school;</li> <li>• are motivated to be in school;</li> <li>• attend school on time, well equipped and ready to learn.</li> </ul> <p>Parent surveys and attendance data shows that parents are happy to send their children to school, and know the importance of regular and punctual attendance. Parents support their children to attend regularly, on time and ready to learn.</p> <p>By the end of 2023/2024 sustained improved attendance is demonstrated by the difference between absence rates for disadvantaged and their non-disadvantaged peers and attendance is in line with the national average.</p> |
| <p><b>Wellbeing (resilience &amp; self-esteem):</b> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained levels of resilience, confidence and self-esteem meaning children are increasingly able to work independently as demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice and teacher observations</li> <li>• formative and summative assessments show that pupils are able to 'remember</li> </ul>  |



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|  | <p>more' and show an increased understanding of previously taught skills, concepts and knowledge and are able to apply them.</p> <ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• a significant increase in participation in leadership roles and pupil voice particularly amongst disadvantaged pupils.</li> </ul> |
| <p><b>Wellbeing (behaviours):</b> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• CPOMS data shows a reduction in the number of pupils dysregulating</li> </ul>   |

# 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: £24,546

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Voice 21 Oracy CPD, using strategies to develop the spoken language of pupils across school.</p> <p>As part of our Curriculum Design Programme with Voice 21 we will design and implement an ambitious, context-driven curriculum for oracy across different phases and subject disciplines including (see also our work on developing the new wider curriculum):</p> <ul style="list-style-type: none"><li>• planning thoughtful &amp; memorable learning experiences</li><li>• creating meaningful platforms for students to use their voice in authentic contexts</li></ul> <p>Embed and further develop our oracy practice in class including raising the profile of oracy; teaching specific oracy skills; engaging our pupils in a</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>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.</p> <p>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.</p> <p>Evidence from the Oracy All Party Parliamentary Group for Change (Oracy APPG )<a href="https://oracy.inparliament.uk/speak-for-change-inquiry">https://oracy.inparliament.uk/speak-for-change-inquiry</a> highlighted compelling evidence of the educational benefits of effective and purposeful talk at every stage of schooling and how a greater focus on oral language improves outcomes for the most disadvantaged students. Evidence shows that oracy engaging in high quality oracy practices during lessons:</p> <ul style="list-style-type: none"><li>• can improve academic attainment</li><li>• underpins literacy and vocabulary acquisition</li><li>• supports wellbeing and confidence</li><li>• improves life chances by providing access to employment due to better academic outcomes and greater self-confidence</li></ul> <p>Develops citizenship and agency as oracy is critical in giving children and young people a voice, literally and figuratively.</p> | 1                             |

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| range of different types of talk.   |   |       |
| <p>Embedding and improving the use of RWI including through weekly coaching and regular quality CPD to ensure it's delivered with fidelity, consistently and that there is outstanding practice across school.</p> <p>Our Reading Leader and SLT are supported by ongoing CPD through the use of development days. All staff delivering the programme have bespoke CPD programmes and time is regularly allowed by SLT for this training.</p> <p>Parent workshops are held regularly.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Research shows that children who are not read to regularly at home have a low word acquisition. The most effective route to close this gap is for children to be taught systematically to read as soon as they start school so they do not have to rely on adults. See DfE The Reading Framework July 2021: <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p>Learning to read as soon as children start school is especially important for our pupil premium children as research also shows that engagement in reading is strongly correlated with reading performance and those who are not engaged in reading are often from lower socio-economic backgrounds. We know that children cannot be highly engaged in reading if reading words is a struggle. Thus making sure children are engaged with reading from the beginning is one of the most important ways to make a difference to their life chances regardless of socio-economic background.</p> <p>One of the key recommendations of the DfE The Reading Framework July 2021 is the introduction of an appropriate Systematic Synthetic Phonics scheme implemented with fidelity and highly skilled practitioners.</p> <p>The positive impact in using a coaching model to support staff to improve their practice with collaborative and sustained CPD is evidenced by research from The Centre for the Use of Research and Evidence in Education <a href="http://www.curee.co.uk/mentoring-and-coaching">http://www.curee.co.uk/mentoring-and-coaching</a> .</p> | 2 & 3 |
| <p>Embed the Trust's forensic approach to reading in KS2. Further develop staff skills through quality CPD include lesson studies and/or coaching within and/or between the primaries in the Trust.</p> <p>Collaborative work amongst the primary schools in the Trust support by the Trust's lead practitioners including access to shared planning</p>  | <p>The Gorse academy has developed a forensic reading approach driven by a desire to ensure that all families in the Leeds area are given the opportunity to develop a love of reading, love of finding our new ideas and experiencing new worlds. The definition of GORSE forensic reading means the critical, independent or collaborative examination of reading materials in order to arrive at robust evidentially-based conclusions as to authorial intent, purpose and viewpoint.</p> <p><a href="https://www.tgat.org.uk/new-projects/">https://www.tgat.org.uk/new-projects/</a></p> <p>Working with GORSE we have developed an Abbey MAT approach to forensic reading reflective of our school's contexts, and the needs of our children and families.</p>  | 2 & 3 |

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| and resources to support the delivery of forensic reading.   |   |   |
| <p>Enhancing our maths teaching and curriculum planning in line with DfE and EEF guidance and embedding/further developing our Maths Mastery approach.</p> <p>Sentence stems are regularly used to support our children to use high quality talk in maths to support their learning. <i>This links also to our work on oracy.</i></p> <p>In-house staff CPD.</p> <p>Release of, and effective deployment of Maths Lead to support staff with the Maths Mastery approach.</p> <p>External CPD: two members of teaching staff are part of a Teacher Research Group: staff are released to attend high quality CPD and training, and share with staff back at school.</p> <p>Pre and post assessments are used from year 2 to establish pupils starting points, and tailor the teaching accordingly. There is a strong focus on quality</p> | <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS1_and_KS2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS1_and_KS2.pdf</a></p> <p><b>Improving Mathematics in Key Stages 2 and 3</b> recently updated November 2022 by the EEF.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>These reports together with <b>Improving Mathematics in the Early Years and Key Stage 1</b> together with other research such as Howe et al. (2019) indicate the importance of high quality talk in maths lessons.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1635355217</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> | 3 |

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| feedback during and/or after the maths lesson to address misconceptions and/or amend subsequent teaching and planning.   |   |   |
| <p>Embed the use of R-Time, in maths and forensic reading.</p> <p>R-time is a teaching and learning strategy providing challenge for all learners, promoting resilience and a way of encouraging children to complete appropriately challenging tasks independently.</p> <p>In-house staff CPD Release of, and effective deployment of English and maths leads to support staff with its successful introduction</p> | <p>The Gorse academy has developed the Purple Zone focused on supporting children to be independent and develop resilience.</p> <p>Research tells us that resilience is a life skill and in recent years has come to the fore in Education. See <a href="https://www.sec-ed.co.uk/best-practice/developing-students-resilience-research-character-education-schools-skills/">https://www.sec-ed.co.uk/best-practice/developing-students-resilience-research-character-education-schools-skills/</a>. This is ever more important given the impact of COVID – in particular – for our disadvantaged pupils.</p> <p>Working with GORSE, the Abbey MAT has developed this best practice, evidence based approach to develop its own R-Time for use in maths initially, which has now been extended to other subjects.</p>  | 3 |
| <p>Embed NCTEM Mastering Number Programme for EYFS and KS1.</p> <p>Monitor delivery of Mastering Number Programme, and provide access to additional CPD as required to support staff to further improve their practice.</p> <p>Provide training and support from</p>   | <p>When deciding what to teach to support education recovery most effectively, leaders can help all pupils by focusing on making sure they are fluent and confident in the facts and methods that they most frequently need in order to be successful with further study. In the context of missed education, it remains crucial to take the time to practise, rather than moving through curriculum content too quickly.</p> <p>DfE Teaching a Broad and Balanced Curriculum for Education Recovery June 2021<br/> <a href="https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery">https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</a></p> <p>Research shows that children who do not have automaticity with key maths facts suffer from cognitive overload and can find understanding new concepts or mathematical problems challenging.<br/> <a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</a></p> | 3 |

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| <p>Maths leader for staff new to KS1 and to teaching Mastering Number Programme.</p> <p>Release staff to set up and develop a coaching model/buddy system of peer feedback to support its implementation</p> <p>Provide teaching staff with opportunities to collaborate with other teachers both within school, and with other schools in the Trust.</p>  | <p>This programme supports children by addressing cognitive overload by:</p> <ul style="list-style-type: none"> <li>• developing fluency</li> <li>• developing children's mind set to see how/understand mathematical relationships</li> <li>• increasing children's confidence</li> </ul>  |   |
| <p>Developing our approach to writing – in particular – focusing on high expectations for all; supporting pupils' with transcription – in particular – around sentence construction.</p> <p>Trust conference focused on writing using internal Trust staff and external consultants to deliver training on transcription and stretch and challenge for all pupils as this was identified gaps for all pupils in our Trust.</p> <p>Our English lead working with other English leads in the local family of</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>This guidance report draws on the best available evidence regarding the teaching of literacy to primary-aged pupils and is based on a robust and thorough evidence based including work from Professor Steve Higgins, colleagues at the University of Durham with the support of the Sutton Trust and the EEF. This has now been published in second edition with the additional focus on providing additional exemplification to support schools with embedding the recommendations. <b>Recommendation 5</b> from the guidance report – <b><i>develop pupils' transcription and sentence construction skills through extensive practice</i></b> was a focus for our Trust wide CPD.</p> <p>It is important to promote the basic skills of writing— skills that need to become increasingly automatic so that pupils can concentrate on writing composition. This includes the transcription skills of handwriting (or typing, where appropriate) and spelling, as well as sentence construction (forming sentences that effectively convey meaning, with appropriate grammar, syntax, and punctuation). If these skills are slow or effortful then this will hinder progress in writing composition. High quality practice is essential to develop fluent transcription. Practice should be:</p> <ul style="list-style-type: none"> <li>• extensive—a large amount of regular practice is required for pupils to achieve fluency in these skills</li> <li>• motivating and engaging—achieving the necessary quantity of practice requires pupils to be motivated and fully engaged in improving their writing</li> <li>• supported by effective feedback—with teachers providing feedback to help pupils focus their effort appropriately</li> </ul> | 3 |

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| schools to address gaps in writing (similar for all schools within the cluster) for our pupils with support from an external consultant. | Our CPD has also focused on strategies from The Writing Revolution (TWR) supporting our children with sentence construction. Research also supports the various aspects of the approach from, for example, <i>Embedding writing instruction in content and having students write about what they are learning in English language arts, social studies, science, and math has boosted reading comprehension and learning across grade levels. (Graham et al., 2020; Graham and Hebert, 2010)</i> |  |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,763

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Appointment of full time Academic Mentor   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a><br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a><br>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1,2 & 3                       |
| Appointment of School Led Tutor (part-time)  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a><br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a><br>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1,2 & 3                       |
| First Class in Number intervention<br>Delivery by a TA trained in its use to small groups of up to 3 | The evidence from Edge Hill and EEF independent trials showed: <ul style="list-style-type: none"> <li>Children made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress.</li> <li>93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number.</li> </ul> An independent EEF trial found that 1stClass@Number had a positive impact on mathematical skills, particularly for the lowest attaining pupils   | 2 & 3                         |



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|   | <a href="https://everychildcounts.edgehill.ac.uk/eef-trial-1stclassnumber/">https://everychildcounts.edgehill.ac.uk/eef-trial-1stclassnumber/</a>   |         |
| <p>Deliver RWI Fast Track Tutoring on a 1:1 or small group basis by highly skilled support staff.</p> <p>Informal coaching and peer – to-peer support provided by our reading leader.</p> <p>Additional support and CPD provided through our subscription to the Ruth Miskin portal providing access to bite-sized online training showing tutors how to support slower-progress readers.</p> <p>In-action films also show experienced tutors helping children make speedy progress</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Research shows that children who are not read to regularly at home have a low word acquisition. The most effective route to close this gap is for children to be taught systematically to read as soon as they start school so they do not have to rely on adults. See DfE The Reading Framework July 2021: <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p>Learning to read as soon as children start school is especially important for our pupil premium children as research also shows that engagement in reading is strongly correlated with reading performance and those who are not engaged in reading are often from lower socio-economic backgrounds.</p> <p>We use Fast Track Tutoring to identify early pupils who have, or are in danger of falling behind, using small group or 1:1 focused tutoring which breaks down RWI phonics into small, incremental steps to support children who need extra support.</p> | 2 & 3   |
| <p>Take part in the local authority reading fluency project and training aimed at delivering a bespoke intervention to year 5 pupils.</p> <p>The project addresses the additional challenges post 2016 which found many children in the authority found the texts hard to access, challenging to comprehend, and demanding in</p>   | <p>Recent guidance has made repeated references to the need to develop reading proficiency:</p> <ul style="list-style-type: none"> <li>• The Education Endowment Foundation (EEF) recommends that teachers in KS2 Support pupils to develop fluent reading capabilities (<i>Improving Literacy in Key Stage 2: Seven recommendations to improve literacy teaching for 7-11-year-olds</i>)</li> <li>• EEF Improving Literacy in KS2 <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a></li> <li>• As Easy as A B FluenCy (Herts for Learning blog: provides an overview of the initial trial phase of the project) <a href="https://blogs.hertsforlearning.co.uk/2017/02/02/as-easy-as-a-b-fluency/">https://blogs.hertsforlearning.co.uk/2017/02/02/as-easy-as-a-b-fluency/</a></li> <li>• Reading Fluency as a Neglected Skill (article published in Education Week promoting the need to teach fluency) <a href="http://www.edweek.org/ew/articles/2015/05/13/reading-fluency-viewed-as-neglected-skill.html">http://www.edweek.org/ew/articles/2015/05/13/reading-fluency-viewed-as-neglected-skill.html</a></li> </ul>   | 1,2 & 3 |

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| <p>terms of the reading stamina at the end of KS2. Such challenges for many of our disadvantaged pupils were compounded during the pandemic.</p> <p>The aim is to support pupils in securing EXS at the end of KS2, have more positive relationship with books, be more enthusiastic, confident readers with an increased understanding and engagement with texts.</p> <p>KS2 Reading Fluency Project delivered by UKS2 teacher supported by the English lead.</p> |   |          |
| <p>Assessments which further support teachers in identifying pupils' gaps in learning and thus take account of starting points through quality first teaching and/or appropriately targeted interventions.</p> <p>We have adopted the NTS reading assessments together with investing in MARK to provide appropriate and</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a><br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The assessment data from NTS and use of MARK will provide accurate gap analysis and targeted resources to support in the delivering of these interventions.</p> | <p>3</p> |

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| quality interventions. |  |  |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,862

| Activity   | Evidence that supports this approach   | Challenge number (s) addressed |
|--|--|--------------------------------|
| <p>Ensure all children can experience trips, visits and experiences by making financial. Provide a wide range of opportunities for children including sport, team building and the arts.</p> <p>The new curriculum is being designed to ensure that children are engaged and its choice of unit and/or delivery takes account of the school's context. It will also provide regular opportunities for children to access cultural capital.</p> | <p><a href="https://www.tes.com/news/what-does-ofsted-mean-cultural-capital">https://www.tes.com/news/what-does-ofsted-mean-cultural-capital</a></p> <p>Access to economic and social capital allows greater access to cultural capital and Bourdieu (1973) observed that, as a side effect, cultural capital is often linked to social class and as a result reinforces social divisions, hierarchies of power and inequality within society.</p>   | 4,5,6 & 7                      |
| <p>Provide access to the arts for all children as part of the curriculum and through enrichment opportunities after school.</p> <p>Music specialist is employed to work with our younger children in school, together with teacher led clubs:</p> <ul style="list-style-type: none"> <li>• Singing</li> <li>• dancing</li> </ul>   | <p><a href="https://data.parliament.uk/DepositedPapers/Files/DEP2022-0529/National Plan for Music Education June 2022 .pdf">https://data.parliament.uk/DepositedPapers/Files/DEP2022-0529/National Plan for Music Education June 2022 .pdf</a></p> <p>We want to improve the profile of music – and the quality of the curriculum - in our school - so that in line with current guidance music is valued and celebrated, and to ensure a range of musical experiences, in line with this guidance, are provided.</p> <p>The guidance emphasises the opportunities an excellent music education can provide children and young people namely:</p> <ul style="list-style-type: none"> <li>• an opportunity to express themselves;</li> <li>• to explore their creativity;</li> <li>• to work hard at something, persevere and shine.</li> </ul> <p>These experiences – we know – are vital as they are achievements which can stay with them and shape their lives.</p> | 4,5,6 & 7                      |

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| <ul style="list-style-type: none"> <li>• performance/ drama</li> </ul>  |  |           |
| <p>Pupil leadership opportunities including school council, eco council, attendance monitors and our collective worship crew.</p>   | <p>The evidence around the impact of pupil talk (see earlier regarding Oracy and Voice 21) is clear. The pupil leadership opportunities –in particular – targeting our disadvantaged pupils are providing practical opportunities for pupils which will help them to:</p> <ul style="list-style-type: none"> <li>• improve wellbeing and confidence</li> <li>• improves life chances by providing access to employment due to better academic outcomes and greater self-confidence</li> </ul>  |           |
| <p>SLA with the Leeds United Foundation who are delivering lunchtime and after school clubs for children in year 1 to year 6.</p> <p>Attendees at the club will be carefully selected to include disadvantaged pupils whose self-belief /wellbeing has been particularly impacted.</p> <p>Leeds United Foundation will support with re-launching the Daily Mile.</p> <p>Leeds United Foundation will support with the development of PE Leaders based on our Get Set for PE Scheme of Work.</p> | <p>Pre-pandemic there was much evidence to show the importance of physical activity on self-esteem, confidence and mental wellbeing.</p> <p><a href="https://www.gov.uk/government/news/physical-activity-helps-children-to-deal-with-life-s-challenges">https://www.gov.uk/government/news/physical-activity-helps-children-to-deal-with-life-s-challenges</a></p> <p>These are just some of the reasons that for the PE and Sports funding premium.</p> <p><a href="https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools">https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools</a></p> <p>The importance post pandemic has been acknowledged by most commentators including the then Secretary of State for Education when commenting on the PE and Sports funding premium.</p> <p><a href="https://www.afpe.org.uk/physical-education/advice-on-sport-premium/">https://www.afpe.org.uk/physical-education/advice-on-sport-premium/</a></p> | 4,5,6 & 7 |
| <p>Embedding of whole school approach to zones of regulation and understanding of children with ACES</p> <p>See below also and whole class to access Thrive sessions based on class needs.</p>  | <p>With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1668766453">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1668766453</a></p> <p>Planning time for reflection will allow children to develop the skills of:</p> <ul style="list-style-type: none"> <li>• identifying emotions</li> <li>• accurate self-perception</li> <li>• recognising strengths</li> <li>• self-confidence</li> <li>• self-efficacy</li> </ul>  | 5, 6 & 7  |

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|   | <p>Supporting children to understand their emotions through the language of Thrive and Zone of Regulation will help children to learn to self-regulate.</p> <p>These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.</p>   |          |
| <p>The nurture space is now accessed by a number of groups of children across an increasing range of year groups, for example to lead:</p> <ul style="list-style-type: none"> <li>• sensory circuits</li> <li>• yoga and/or meditation</li> <li>• friendship groups</li> </ul> <p>Investment in improving the nurture space environment as a whole school provision including release time for SENCo and Thrive practitioner to continue to support staff in delivery of interventions.</p> | <p>With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1668766453">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf?v=1668766453</a></p>   | 5, 6 & 7 |
| <p>Thrive intervention will be run by members of the intervention team</p> <p>Provide release time for Thrive practitioner to share best practice and liaise with other Thrive practitioners in the Trust.</p> <p>Provide support for the Thrive practitioner in Individual pupil action plans are shared with parents and teachers and are reviewed regularly and progress against targets measured.</p>   | <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1668766453">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf?v=1668766453</a></p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)</p> <p><a href="https://www.thriveapproach.com/about-thrive/impact-of-thrive/">https://www.thriveapproach.com/about-thrive/impact-of-thrive/</a></p> | 5, 6 & 7 |

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| <p>Following CPD, all classes will take part in regular timetabled Thrive sessions informed by whole class screening.</p>   |   |          |
| <p>Key staff to support vulnerable families to ensure attendance at school</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Working Together To Improve School Attendance</a></p> <p>New policy issued to reflect latest guidance. Policy includes a range of rewards based on staff, pupil and Governor voice.</p> <p>Embed new attendance rewards, and introduce weekly and termly prizes for good and most improved attendance including sharing positive messages with school families</p> <p>Raising the profile of attendance in school including consistent, key and clear messages delivered by all staff, including key messages at parents' meetings.</p> <p>CPD delivered to all school staff in line with the whole school approach in delivery improvements on attendance and</p> | <p><a href="#">Working Together To Improve School Attendance</a></p> <p>The DfE guidance is aimed at improving and securing high levels of school attendance and supporting schools, trusts and governing bodies to do this. A particular focus is around the support that should be provided to families – including for pupils who are persistently or severely absent or at risk of becoming so.</p> | <p>4</p> |

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| <p>sharing consistent messages with our school families.</p> <p>Liaise with the cluster's attendance officer to improve attendance of PA, in particular</p> <p>Liaise with Rothwell Family of Schools and agree additional support via the attendance SLA from 1<sup>st</sup> April 2023 to ensure of children in our local community are met.</p> |  |  |
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**Total budgeted cost: £73,445**



## 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 2021 to 2022 academic year.

Last year saw a significant focus on our younger children – in particular – around their social and emotional development together with targeted academic support and/or interventions. Internal assessments and/or end of year assessments using a combination of summative and formative assessments – showed that in years 1 and 2 our disadvantaged pupils performed better than our non-disadvantaged pupils.

In phonics (year 2), our disadvantaged pupils outperformed our non-disadvantaged pupils in the autumn 2 and following the summer re-test the performance of disadvantaged and non-disadvantaged pupils was in line at 88%.

There remained a gap in phonics in our year 1 cohort between our disadvantaged and non-disadvantaged pupils owing to multiple vulnerabilities – in particular – around SEND and persistent absentees. Our disadvantaged pupils were targeted for fast track tutoring which showed strong in-year progress between spring and summer 2022.

Although outcomes for all children in year 6 were below FFT50 targets, the gaps in reading and writing in year 6 between our disadvantaged and non-disadvantaged pupils have closed. In other KS2 classes, there remain gaps between our disadvantaged and non-disadvantaged pupils; these gaps are cohort specific.

Attendance at Holy Trinity had been challenging historically although the strategies and initiatives implemented in 2018/2019 prior to the pandemic were showing promising results. Our overall attendance in 2021/2022 is lower than previous years at 93% and the attendance of our disadvantaged pupils at 89%. However, targeted pastoral and cluster support has been provided to our disadvantaged families with significant success stories for individual families. The vast majority of our disadvantaged pupils showed an improvement in their attendance in the spring and summer term. At least 50% of our disadvantaged pupils - who were persistent absentees last year - have sustained these improvements which shown an increase on last year in some cases of 20% and of these 90% are no longer persistent absentees.

Our focused nurture interventions, whole school approach to wellbeing, pastoral support and use of Thrive has resulted in significant improvements in the mental wellbeing – in particular of our younger children – resulting in an increased number of our children self-regulated and being able to articulate their feelings and emotions. Additionally, some of our younger children who were on the SEND register for SEMH and/or were

attending alternative provisions and/or accessing learning outside of the classroom environment have fully re-integrated into the classroom and in some cases have been removed from the SEND register. There is also a strong uptake across all our school community in our after school club and enrichment activities with strong participations amongst our disadvantaged pupils.

## Externally provided programmes

| Programme              | Provider               |
|------------------------|------------------------|
| Times Tables Rockstars | TTRS                   |
| Read Write Inc         | Oxford Owl/Ruth Miskin |
| Team Teach             | Leeds City Council     |
| Mathletics             | 3P Learning            |