

Holy Trinity C of E Primary Academy, Rothwell

Pupil Premium Strategy Statement

2023-24



Love, Believe, Achieve



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 – 2024 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2021/2022 – 2023/2024)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Helen Owen/Gina Marsland
Pupil premium lead	Helen Owen
Governor / Trustee lead	Honor Byford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,253
Recovery premium funding allocation this academic year	£7,975
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£85,228

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity where the uniqueness of every child is celebrated, we give all the opportunities to love, believe and achieve. Our vision is that all children – irrespective of their background or the challenges they face – are enabled 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. Our commitment to developing the whole child reflects our passion to celebrate the uniqueness of every child. We strive to ensure our young people have high aspirations and self-belief in themselves 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 and contribute to the wider world as responsible citizens.

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. High quality teaching is proven to have the greatest impact on closing the attainment gap for disadvantaged pupils, and will also benefit the non-disadvantaged pupils in our school many of whom have been impacted adversely by the global pandemic. As a result, the implementation of instructional coaching is a key priority to further develop the quality of teaching and so positively impact improvements in academic outcomes. Instructional coaching will be embedded in the school's educational culture and will be an integral part of our continuing development programme for staff.

With our rigorous approach to quality first teaching, 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 in school to achieve this including our approach to the teaching of reading in KS2 which has a focus on 'forensic reading. This is one of the big five ideas used across our Trust which has now been embedded, and further refined to meet take account of the latest DfE guidance (The Reading Framework, July 2023).

Another priority for Holy Trinity – which is also one of our big five initiatives across the Trust - is the focus on oracy. Using proven strategies from our work with Voice 21 and working with experts in the Trust, we are embedding our classroom benchmarks and talk tactics to 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 oracy priority is now on diminishing the word gap – with subject specific vocabulary explicitly taught - to support children's learning, enabling them to remember more and understand more.

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 and external tutors deliver 1:1 and small group tuition. Academic interventions include literacy (reading, spelling and writing), early reading and phonics and maths.

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, and nurture provision we will support our children to develop resilience and a strong sense of worth.

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

Attendance is a key priority for the academy. The use of pupil premium funding includes a sharp focus on improving attendance including for our persistent absentees. Positive

foundations with families and children is the heartbeat of our school which is acknowledged in Working Together to be the very foundation of securing good attendance. We invest time and effort to get to know our families well, and developing relationships with our key families. Our approach when working with our families is to provide facilitated support. We know that no two families are the same, and so our approach has to be nuanced and heavily tailored, and is reflective of the recently issued 'Public First report on attendance.'

Personalised support includes providing access to breakfast club, collecting children and pastoral support for children and their parents, and supporting in breaking down barriers about school encouraging and supporting our children to come into, and engage with school.

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 skilled 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	Speech, language and communication (Oracy) – 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, for our younger children – in particular - parents have chosen not to send their children to nursery.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps in children from reception through to KS2, and in general these gaps are more prevalent among our disadvantaged pupils than their peers.
2	Gaps in phonic knowledge and reading fluency (Phonics and Early Reading) - 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 and/or other barriers to learning for our disadvantaged pupils. Our forensic analysis of the gaps in learning has led us to focus on the following: <ul style="list-style-type: none"> • improving transcription, and in particular, sentence structure and construction; handwriting and spelling • improving fine motor including handwriting skills - in particular - correct letter formation and appropriate joins • improving drafting and editing skills in longer pieces of writing • deepening an understanding of number sense and fluency in number • developing fluency in reading for children of all ages improving understanding and comprehension skills in reading for our older children
4	Attendance and punctuality (Attendance) – attendance was a challenge pre-COVID and we have been adversely impacted by attendance since the pandemic, in particular, our disadvantaged pupils. 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. PA remains a challenge for school for all children although this is particularly the case for our pupil premium children. One challenge which we have faced increasingly since the pandemic is the mental wellbeing of our school families; this is often the barrier to attendance for a number of our children.
5	Resilience, stamina and self-esteem (social, emotional and mental health/wellbeing) – 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. We are finding that the mental health and wellbeing of our school parents is presenting new challenges for us and therefore their children as a result.
6	Behaviours (social, emotional and mental health/wellbeing) – discussions with our pupils and families, together with behaviours seen in school, has shown the negative impact that the pandemic and current cost of living crisis had upon their mental health.
7	Access to wider opportunities and /or extra-curricular and enrichment opportunities (Wellbeing) - some parents struggle financially to provide resources and opportunities to attend trips and visits. The current cost of living crisis has meant that some families may be experiencing an increased financial struggle and we will therefore provide resources so that no child misses out. We will target these children whose self-belief and wellbeing will be benefit most from a range of extra-curricular and enrichment activities.

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
Oracy: improved oral and language skills and vocabulary among disadvantaged pupils.	<p>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.</p> <p>Children can clearly articulate their learning and are confident communicators by end of KS2.</p> <p>Children's vocabulary has improved which supports them to understand and remember more as evidenced by improved end of year assessments.</p>
Phonics & Early Reading: improved reading attainment among disadvantaged pupils.	<p>Read Write Inc assessments show that progress is made from pupils' starting points at each assessment window. 2024 phonics screening will be closer to the national picture.</p> <p>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.</p> <p>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.</p>
Attainment and progress in reading, writing and maths: improved attainment and progress in: <ul style="list-style-type: none">• reading amongst disadvantaged pupils at the end of KS2• maths amongst disadvantaged pupils at the end of KS2	<p>Progress is in line or exceeding expectations in all three subjects by end of KS2 based on FFT50 targets by 2023/2024.</p> <p>KS2 outcomes in 2023/2024 show that the majority of disadvantaged pupils will have</p>

Intended outcome	Success criteria
writing amongst disadvantaged pupils at the end of KS2	<p>met their FFT targets in reading, writing and maths.</p> <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>Attendance: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>By the end of academic year 2023/2024 overall attendance data shows an improving picture and is closer to national picture.</p> <p>By the end of 2023/2024 improved attendance is demonstrated by the difference between absence rates for disadvantage and their non-disadvantaged peers and attendance is in line with that of the whole school.</p> <p>By the end of 2023/2024 pupil voice shows that children:</p> <ul style="list-style-type: none"> • are happy to attend school; • are motivated to be in school; • attend school on time, well equipped and ready to learn. <p>Parent voice shows that parents are:</p> <ul style="list-style-type: none"> • happy to send their children to school • know the importance of regular and punctual attendance <p>For targeted families where attendance is complex and challenging parent voice show that parents feel supported by school to help improve their child's attendance and that the support offered as part of our nuanced approach is impactful.</p>
<p>Wellbeing (resilience & self-esteem): 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"> • qualitative data from pupil voice and teacher observations • formative and summative assessments show that pupils are able to 'remember more' and show an increased understanding of previously taught skills, concepts and knowledge and are able to apply them.

Intended outcome	Success criteria
	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • a significant increase in participation in leadership roles and pupil voice particularly amongst disadvantaged pupils.
<p>Wellbeing (behaviours): 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"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • CPOMS data shows a reduction in the number of pupils dysregulating

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: £24,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As a result of our partnership with Voice 21 and our work with experts within the Trust to use and develop strategies to improve the spoken language of pupils across school.</p> <p>Embed and further develop our oracy curriculum with oracy opportunities interleaved within our wider curriculum with regular opportunities provided to learn to talk and to learn through talk.</p> <p>Sustain and further develop our oracy practice in class (classroom benchmarks).</p> <p>To close the word gap to support children's learning by supporting our children to know and understand and thus remember more subject specific vocabulary.</p> <p>Develop vocabulary lists of tier 2 and 3 subject specific words for each year group together</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>There is evidence to suggest that pupils from lower socio-economic 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) https://oracy.inparliament.uk/speak-for-change-in-query 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">• can improve academic attainment• underpins literacy and vocabulary acquisition• supports wellbeing and confidence• improves life chances by providing access to employment due to better academic outcomes and greater self-confidence <p>Develops citizenship and agency as oracy is critical in giving children and young people a voice, literally and figuratively.</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>with teaching strategies embedded regarding the explicit teaching of new vocab.</p>		
<p>Embed and sustain improvements in the teaching of RWI to ensure it is delivered with fidelity, consistency and that there is outstanding practice across school through:</p> <ul style="list-style-type: none"> • weekly coaching • regular peer – to – peer support • regular high quality CPD • personalised CPD/training via the pathway on Ruth Miskin portal <p>Our Reading Leader and SLT are supported by ongoing CPD through the use of development days.</p> <p>Assessment is completed regularly to ensure children's phonic knowledge is appropriately matched to the relevant group and/or reading book.</p> <p>Children's gaps are identified and/or slow progress and interventions /tutoring implemented as appropriate.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</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 updated in July 2023: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</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 updated in July 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 http://www.curee.co.uk/mentoring-and-coaching .</p>	<p>2 & 3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the Trust's forensic approach to reading in KS2 which has been amended to reflect the changes recommended in the revised Reading Framework (July 2023).</p> <p>Further develop staff skills through quality CPD including the effective use of instructional coaching.</p> <p>Collaborative work amongst the primary schools in the Trust support by the Trust's lead practitioner and/or English lead's network meetings including access to shared planning and resources to support the delivery of forensic reading.</p>	<p>The Abbey MAT has developed its own approach to forensic reading reflective of our school's contexts, and the needs of our children and families. This has recently been amended to meet the guidance in the July 2023 Reading Framework.</p> <p>Reading comprehension strategies - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2 & 3
<p>Through our approach to the teaching of reading for children in year 2 and above provide regular opportunities for children to develop their fluency.</p> <p>Introduce an assessment system which tracks the fluency of children in KS2 and informs targeted interventions, and regularly track children's progress and implement effective strategies to support.</p>	<p>Recent guidance has made repeated references to the need to develop reading proficiency:</p> <ul style="list-style-type: none"> • 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>) • EEF Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/ • As Easy as A B FluenCy (Herts for Learning blog: provides an overview of the initial trial phase of the project) https://blogs.hertsforlearning.co.uk/2017/02/02/as-easy-as-a-b-fluency/ • Reading Fluency as a Neglected Skill (article published in Education Week promoting the need to teach fluency) http://www.edweek.org/ew/articles/2015/05/13/reading-fluency-viewed-as-neglected-skill.html 	1,2 & 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing our maths teaching and planning to embed/further develop our maths mastery approach through interleaving our oracy curriculum supporting children to develop high quality talk in maths to support their learning and thus explain their reasoning and understanding.</p> <p>Through the NCTEM Mastering Number Programme for EYFS and KS1 develop fluency and flexibility with number facts and relationships providing ongoing CPD to support staff to further improve their practice including those new to teaching it.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS1_and_KS2.pdf</p> <p>Improving Mathematics in Key Stages 2 and 3 recently updated November 2022 by the EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>These reports together with Improving Mathematics in the Early Years and Key Stage 1 together with other research such as Howe et al. (2019) indicate the importance of high quality talk in maths lessons.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1635355217</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 of progress, on average, over the course of a year.</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. https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> <p>This programme supports children by addressing cognitive overload by:</p> <ul style="list-style-type: none"> • developing fluency • developing children's mind set to see how/understand mathematical relationships • increasing children's confidence 	3
<p>Developing our approach to writing – in particular – focusing on high expectations for all – and developing our writing journey and appropriate strategies at each stage.</p> <p>Whole Trust CPD (writing conference) led by lead practitioners and external consultants supporting in developing our</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</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. Recommendation 5 from the guidance report – develop pupils' transcription and sentence construction skills through extensive practice 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</p>	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>phased approach to writing.</p> <p>Additional and ongoing CPD delivered by English leads supported by the Trust's lead practitioners.</p> <p>Our English lead working with other English leads in the local family of schools to address gaps in writing (similar for all schools within the cluster) for our pupils with support from an external consultant.</p>	<p>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"> • extensive—a large amount of regular practice is required for pupils to achieve fluency in these skills • motivating and engaging—achieving the necessary quantity of practice requires pupils to be motivated and fully engaged in improving their writing • supported by effective feedback—with teachers providing feedback to help pupils focus their effort appropriately <p>Research also supports the various aspects of the approach from, for example, 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)</p> <p>The Writing Process CPD is informed by the EEF guidance reports (informed by extensive research) on Improving Literacy in KS1 and KS2.</p>	
<p>Building on the school's strong and open learning culture implement instructional coaching and teacher learning communities approach to CPD.</p>	<ul style="list-style-type: none"> • EEF guidance report on Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development • Characteristics of effective CPD: https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf 	3

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

Budgeted cost: £13,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of experienced KS2 teaching assistant to deliver small group interventions in maths, reading and spelling in UKS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2 & 3
Appointment of an external tutor (Tutor Trust) to deliver maths interventions in year 6 and reading and maths interventions in year 3.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition Toolkit Strand Education Endowment Foundation EEF 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2 & 3
Deliver RWI Fast Track Tutoring on a 1:1 or small group basis by highly skilled support staff. Informal coaching and peer – to- peer support provided by our reading leader together with personalised CPD/training. Personalised pathway on Ruth Miskin portal provides access to bite-sized online training showing tutors how to support slower-progress readers. In-action films also show experienced tutors helping	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: Phonics Toolkit Strand Education Endowment Foundation EEF 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 2023: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy 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 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.	2 & 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
children make speedy progress		
<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 quality interventions.</p> <p>White Rose end of unit assessments and termly assessments are also used to inform pupil gaps and to provide appropriate and quality interventions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition Toolkit Strand Education Endowment Foundation EEF</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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</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>The assessment data from White Rose end of unit and termly assessments provide a gap analysis supporting teaching staff to deliver interventions and/or whole class teaching or direct others to deliver appropriate interventions.</p>	3

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

Budgeted cost: £39,379

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all children can experience trips, visits and experiences by making financial.</p> <p>Provide a wide range of opportunities for children including sport, team building and the arts.</p> <p>The curriculum has been designed to ensure that children are engaged and immersed in their learning, and the choice of unit takes account of the school's context.</p>	<p>https://www.tes.com/news/what-does-ofsted-mean-cultural-capital</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"> • singing • dancing • performance/ drama 	<p>https://data.parliament.uk/DepositedPapers/Files/DEP2022-0529/National Plan for Music Education June 2022 .pdf</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"> • an opportunity to express themselves; • to explore their creativity; • to work hard at something, persevere and shine. <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
<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"> • improve wellbeing and confidence • improve life chances by providing access to employment due to better academic outcomes and greater self-confidence 	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 the development of PE Leaders based on our Get Set for PE Scheme of Work and/or support Holy Trinity staff to work with pupils to lead lunchtime activities.</p>	<p>Pre-pandemic there was much evidence to show the importance of physical activity on self-esteem, confidence and mental wellbeing.</p> <p>https://www.gov.uk/government/news/physical-activity-helps-children-to-deal-with-life-s-challenges</p> <p>These are just some of the reasons that for the PE and Sports funding premium.</p> <p>https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools</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>https://www.afpe.org.uk/physical-education/advice-on-sport-premium/</p>	4,5,6 & 7
<p>Sustain the school's whole school approach to zones of regulation and understanding of children with ACES and ensure this is consistently used by all staff, in all classes during structured and unstructured time.</p> <p>Further develop and embed all staff's understanding of the Thrive approach and consistent use by the staff team about the 'language of Thrive'.</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>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf?v=1668766453</p> <p>Planning time for reflection will allow children to develop the skills of:</p> <ul style="list-style-type: none"> • identifying emotions • accurate self-perception • recognising strengths • self-confidence • self-efficacy <p>Supporting children to understand their emotions through the use of Zones of Regulation and the language of Thrive 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>	5, 6 & 7
<p>Establish and develop a new additional nurture space which is accessed by children across all</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>	5, 6 & 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
year groups which will focus on		
<p>supporting children with developing their emotional literacy.</p> <p>The Thrive trained practitioner will lead the nurture group supported by other support staff. The support staff will be on a rotation basis to provide effective modelling of the language of Thrive and/or related activities.</p> <p>Support including further CPD and training has been sought from external agencies (e.g. SENIT and/or the Area Inclusion Partnership, AIP).</p> <p>Boxall assessments will be used to monitor measure the impact of the intervention.</p> <p>Embed and sustain the use of sensory circuits for identified children from a range of year groups.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf?v=1668766453</p>	
<p>Thrive intervention will be run by appropriately trained staff.</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</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf?v=1668766453</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>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p>	5, 6 & 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
against targets measured.		
<p>Key staff (senior leaders and pastoral staff) to support vulnerable families to secure improvements in attendance; bespoke and nuanced support offered for targeted families.</p> <p>Embedding principles of good practice set out in the DfE's Working Together To Improve School Attendance and to continue to the focus on developing strong relationships (see Public First report on attendance).</p> <p>Embed new attendance policy and rewards, and sustain the improved profile of attendance in school.</p> <p>All staff deliver consistent and clear messages to children and parents and all staff are clear on their role in supporting to drive improvements in attendance including for targeted families.</p> <p>Liaise with and engage with external agencies such as the Leeds attendance team as appropriate.</p> <p>Liaise with Rothwell Family of Schools and share best practice with each other and/or otherwise support in improving attendance.</p>	<p>Working Together To Improve School Attendance</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>Underpinning the DfE (Working Together) guidance is the acknowledge that barriers to attendance are wide and complex, and that the first step to improving attendance is to develop strong relationships which leaders and pastoral staff work tirelessly to secure. This approach is also reflective of that advocated in the Public First report on attendance.</p> <p>ATTENDANCE-REPORT-V02.pdf (publicfirst.co.uk)</p>	4
Increase capacity of pastoral staff to support in:	See Thrive approach, nurture space, emotional literacy (Zones of Regulation and Thrive) and attendance above.	4,5,6 & 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none">• developing relationships with families and driving improvements in attendance• delivering Thrive interventions• support in leading nurture groups		

Total budgeted cost: £ 77,354

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 2022 to 2023 academic year.

Early Reading

RWI is embedded and internal and external reviews show that the teaching and learning of phonics is strong, and that the scheme is implemented effectively. The overall phonics data is improving, and the gaps between disadvantaged and non-disadvantaged pupils closing:

Year 1 Cohort

The % of children who passed the phonics check (2022 – 2023) showed a further improvement compared to 2021 - 2022. An analysis of the actual average score was also higher (32.3 compared to 30.2) when compared to previous years. Whilst there was an improvement in the overall % of children passing the phonics check (2022 – 2023) this was lower than predictions: 52% of the cohort suffered from chicken pox and/or related illnesses in or around the week of the phonics check.

The gap between disadvantaged and non-disadvantaged has been reduced; the overall average phonics check score for disadvantaged pupils is in line with the non-disadvantaged cohort. For those children who did not pass the check most children were close to doing so. There still remains a gap in the % of disadvantaged pupils passing the phonics check and non-disadvantage pupils which is attributable to children with multiple vulnerabilities namely SEND and/or persistent absentees.

Year 2 Cohorts (re-check)

- 2021 – 2022 data showed our year 2 pupil our disadvantaged pupils out—performed our non-disadvantaged pupils and following the summer re-check the performance of disadvantaged and non-disadvantaged pupils was in line at 88%.
- 2022 – 2023 data showed our disadvantaged pupils performed strongly in the summer re-check for pupils who had previously presented attendance challenges but all of whom are showing improvements in attendance.

The gap in phonics between our disadvantaged and non-disadvantage pupils last academic year for our year 1 and year 2 cohorts (those taking the re-check) is now largely pupils where there are multiple vulnerabilities (SEND and persistent absentees). See below for the progress made regarding persistent absentees below. Following our review with Ruth Miskin assessment for key children will be on a two-weekly basis

which will ensure that interventions are impactful and appropriate. These children will be targeted.

Academic Outcomes

Outcomes for all children in year 6 were below FFT50 targets and whilst there remained gaps between disadvantaged and non-disadvantaged pupils in other year groups the gaps are closing:

Subject	Overall Cohort	PP Outcomes	Adjusted PP Outcomes
READING			
Expected Standard	55%	47%	##67%
Higher Standard	10%	#13%	13%
MATHS			
Expected Standard	58%	39%	*50%
Higher Standard	10%	0%	0%
WRITING			
Expected Standard	55%	46%	**50%
Higher Standard	0%	0%	0%

This includes a pupil who secured the higher standard after the special consideration was awarded.

In reading, three disadvantaged pupils missed the expected standard (scoring 98 or above). All children in the spring assessments were on track to meet the expected standard and one pupil on track for the higher standard. Two of these pupils joined Holy Trinity at the end of year 5 and one at the start of year 3 with school closures owing to the pandemic starting in the March of that year.

* In maths, one disadvantaged pupil missed the expected standard securing a 99. This pupil as for reading was on track in spring, and was also a pupil who joined us at the end of year. The adjusted analysis assumes the pupils secured the expected score of 100. Another pupil did not sit the test owing – this has been disregarded from the analysis.

** A pupil who was on track to secure the expected standard comfortably did not have sufficient evidence owing to attendance and other challenges. Their outcome have been disregarded from the analysis.

NOTE: for most disadvantaged pupils who did not perform as well as expected attendance was problematic.

Our end of KS1 data shows that in maths = for our disadvantaged pupils outcomes were broadly in line with their FFT targets although there remains a gap for our disadvantaged pupils in reading and writing when compared to their FFT targets. Those pupils who did not make their FFT have been impacted by low attendance; there have been improvements in attendance in the last academic year for all pupils with some showing significant and sustained improvements. The outcomes for our disadvantaged pupils are lower than non-disadvantaged; the majority of our disadvantaged pupils are also on the SEND register also.

Attainment of our disadvantaged pupils in other years groups is variable as it is cohort specific but shows promising improvements:

- Year 4 – reading and maths outcomes for disadvantaged pupils are broadly in line with their FFT targets.
- Year 3 – in all subjects outcomes are higher than the FFT targets for our disadvantaged pupils.

Attendance

Attendance at Holy Trinity has been adversely impacted by the pandemic. There is a strong whole school attendance culture, and parents and children talk positively about the strategies used and the support offered to improve attendance. At Holy Trinity developing good relationships is at the heart of our approach to working with key families; no two families are the same, and so our approach has been nuanced and heavily tailored. Through working with our families whose children are 'persistent' absentees', many of them there are now many families who:

- are able to be open with us about the barriers to their child's attendance
- trust us and will openly acknowledge that they know the best place for their child is in school
- will accept school support and engage with us
- will reach out to school when support with attendance is needed
- will work with us to secure good attendance as they understand the importance of their child attending school and their child/children's attendance has improved.

Our attendance data and our year on year comparison show that these strategies are supporting in improving attendance which shows our strategies are impactful:

To 13 th December 2023	YTD	22/23 Same Period	PA	PA Same Period
Whole School Attendance	93.8%	91.1%	23.8%	36.2%
PP Attendance	89.1%	85.8%	45.7%	58.0%

**compulsory school age.

Pupil Wellbeing/Resilience/Self-Esteem and Self-Regulation

Providing a range of leadership opportunities and encouraging wide participation from our disadvantaged and/or vulnerable pupils has been positive and is supporting these pupils to improve their self-esteem and provides opportunities to practice and develop their oracy skills. Our children voted for their preferred school and eco-councillors which given the representation of our vulnerable pupils reflects our vision as an inclusive school, and one where the uniqueness of each child is celebrated by all. Our vulnerable pupils out number our non-vulnerable pupils in two out of three of our pupil leadership roles (see below):

	% of children with SEND and/or disadvantaged (vulnerable learners)	% of children with SEND	% of children who are disadvantaged
School Councillors	67%	33%	33%
Eco Councillors	45%	27%	18%
Worship Crew	60%	10%	50%

**Note: there are no pupils who are both SEND and disadvantaged in the pupil leadership roles thus our vulnerable learners are shown above.*

Similarly, opportunities for enrichment activities are wide and participation from our disadvantaged pupils is an improving picture:

	All Clubs	The Arts (Clubs)	Theatre Trip
% Disadvantaged Pupils or SEND	38% Autumn Term 27% Spring Term	28%	33%

The attendance of disadvantaged and/or SEND pupils can vary dependent on the club and area of interest. For example, the recent athletics club in the summer term had 58% of pupils who were disadvantaged and/or SEND.

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. There remain challenges for some of our high needs children, which is one of the reasons this year we have expanded our nurture offer and are increasing the capacity of our pastoral team.

Externally provided programmes

Programme	Provider
Times Tables Rock Starts	Maths Circle
Read Write Inc	Oxford Owl/Ruth Miskin