

# Holy Trinity Pupil Premium Strategy Statement 2021-22

## Vision

Our vision is that children are nurtured to love learning, love one another and love

God. ***'Love learning, love one another, love God.'***

Love the Lord your God with all your heart, soul, mind and strength and love your neighbour as yourself (Mark 12)



## Children's Voice

*'We would like to be able to welcome all children who live under the same roof so that they can go to the same school and share the same experiences.'*

## What others say about us

*'The attainment of the disadvantaged pupils has improved over the last three years and the gaps in attainment with their class mates and other pupils nationally have narrowed considerably since 2012. The school's current assessment information and work in pupils' books confirm that disadvantaged pupils are making similar exceptional progress to their class mates across the year groups.'* Ofsted Report July 2015. (Ofsted Inspection Dashboard Autumn 2015)

*'Love and care for others are at the heart of Holy Trinity's work and ethos ... Staff, parents and pupils all feel supported and nurtured as part of a family... Support for vulnerable pupils is a strength ... This is a caring, nurturing school with a positive learning environment in which everyone flourishes. It enables all to love learning, love one another and love God.'* Siams Inspection Report Feb 2019

**Holy Trinity CE Primary School Pupil premium strategy statement 2021-22**

## School overview

<b>Metric Data</b>
School name Primary School
Pupils in school 408
Proportion of disadvantaged pupils 13%
Pupil premium allocation this academic year £71,285
Academic year or years covered by statement 2021-22
Publish date Previous format May 2021/ New Template and updated document December 2021
Review date April 2022 and Sep/Oct 2022
Statement authorised by Alison Bateman
Pupil premium lead Fiona Whiteside Governor lead Hannah Lockey

## Disadvantaged pupil progress scores for last academic year- 2018/19 (no data available for 19/20 or 20/21)

<b>Measure Score</b>
Reading +2.19
Writing -0.85
Maths +2.32

## Disadvantaged pupil performance overview for last academic year - 2018/19 (no data available for 19/20 or 20/21)

<b>Measure Score</b>
Meeting expected standard at KS2 75%

Achieving high standard at KS2 16.7%

## Strategy aims for disadvantaged pupils

Measure	Activity
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Priority 1	Increased progress for all SEN and Non-SEN PPG pupils in reading, writing and maths	<ul style="list-style-type: none"> <li>• Training for teachers to develop Quality First Teaching strategies to use within the classroom to accelerate the progress of PPG pupils</li> <li>• Increased targeted early intervention enabled by additional support staff in EYFS and KS1 <ul style="list-style-type: none"> <li>• Funding staff members to attend appropriate training.</li> <li>• Equality of opportunity in regard to extra-curricular learning - PPG pupils given support for trips</li> </ul> </li> <li>• Purchase of additional EP time to support identification of SEND group</li> </ul>
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## 2

Priority 2	PPG pupils improve oral language skills and vocabulary	<ul style="list-style-type: none"> <li>• Additional staff to support NELI intervention targeting Early years and year 1</li> <li>• Vocabulary enrichment throughout the school</li> <li>• Latin classes across KS2 to enrich vocabulary and cultural capital – linking to the literacy curriculum</li> </ul>
Priority 3	Develop emotional literacy for PPG pupils to ensure they are ready to learn	<ul style="list-style-type: none"> <li>• Prioritise and increase access to Social Emotional Interventions for PPG group – Riverbank Trust, Art Therapist, MHST (Trailblazer initiative) and Woodland Nurture group</li> </ul>
Barriers to learning these priorities address		Academic underachievement, poor baseline vocabulary - impacting learning, and social and emotional barriers impacting wellbeing.

Projected spending £77,850 (- £5,400 from successful grant funding)

### Targets for 2021/22

Aim	Target Target date
Progress in Reading	Disadvantaged pupils to achieve better than national average progress scores in KS2 Reading (0) July 2022
Progress in Writing	Disadvantaged pupils to achieve in line or above national average progress scores in KS2 Writing (0) July 2022
Progress in Mathematics	Disadvantaged pupils to achieve better than national average July 2022

	progress scores in KS2 Mathematics (0)
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Phonics All non-SEND disadvantaged pupils to achieve above national average expected standard in Y1  
Phonics check

year

**Measure Activity**

July 2022 July 2022

Other Ensure levels of attendance for PPG group is above 96%

### Teaching priorities for current academic

Priority 1	Increased progress for all SEN and Non-SEN PPG pupils in reading, writing and maths	<ul style="list-style-type: none"> <li>Teachers complete training with AfC PPG lead Kathryn Kashyup focusing on Quality First Teaching strategies to use and develop within the classroom to accelerate the progress of PPG pupils, with a particular focus on remaining within the classroom</li> <li>Pupil progress meetings and appraisal meetings, using evidence in intervention folders to review impact of interventions</li> <li>Additional assistant teachers in Year R,1 and 2 to support teachers</li> </ul>
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3

Priority 2	PPG pupils improve oral language skills and vocabulary	<ul style="list-style-type: none"> <li>Ensuring oral rehearsal for writing – linked to new Writing curriculum.</li> <li>Vocabulary enrichment throughout the school with vocab lists for each year group used with particular focus on PPG pupils</li> <li>Latin classes across KS2 to enrich vocabulary and cultural capital – linking to the literacy curriculum</li> </ul>
Priority 3	Develop emotional literacy for PPG pupils to ensure they are ready to learn	<ul style="list-style-type: none"> <li>Inclusive practice using Zones of Regulation to identify and name emotions in relation to Zones – links with PSHE. So Pupils are taught strategies to remain calm, such as 'Zones of Regulation' and incidents of PPG pupil inappropriate behaviour reduces</li> </ul>
Barriers to learning these priorities address		<ul style="list-style-type: none"> <li>Potential lower than average baseline vocabulary starting points</li> <li>Potential negative experiences of education impacting parental engagement and support at home £58,650</li> </ul>
Projected spending		

### Targeted academic support for current academic year

Measure		Activity
Priority 1	Increased progress for all SEN and Non-SEN PPG pupils in reading, writing and maths	<ul style="list-style-type: none"> <li>● Teachers to use additional adults in their classes to maximise learning and to ensure that catch up interventions and additional targeted interventions help pupils make progress</li> <li>● Line managers and SLT scrutinise progress data and use of additional adults</li> <li>● Deputy Head and Inclusion Leader directing staff to appropriate training <ul style="list-style-type: none"> <li>● Inclusion Lead to manage SEND evaluation and additional EP time – focusing on EY and KS1, as year groups impacted by missed Early Intervention due to COVID</li> </ul> </li> </ul>
Priority 2	PPG pupils improve oral language skills and vocabulary	<ul style="list-style-type: none"> <li>● Additional staff to support NELI intervention targeting Early years and year 1</li> <li>● Vocabulary enrichment throughout the school</li> <li>● Latin classes across KS2 to enrich vocabulary and cultural capital – linking to the literacy curriculum</li> </ul>
Priority 3	Develop emotional literacy for PPG pupils to ensure they are ready to learn	<ul style="list-style-type: none"> <li>● Teachers to discuss and agree PPG pupils who need access to additional intervention with Inclusion leader following up referrals - Autumn 2021 and ongoing at assessment points.</li> <li>● Prioritise and increase access to Social Emotional Interventions for PPG group – Riverbank Trust, Art Therapist, MHST (Trailblazer initiative) and Woodland Nurture group</li> </ul>
Barriers to learning these priorities address		<ul style="list-style-type: none"> <li>● Lower prior attainment means staff do not have high expectations for achievement</li> </ul>

#### 4

	<ul style="list-style-type: none"> <li>● Distinguishing disadvantage and SEND</li> <li>● Staff focussing only on academic achievement instead of emotional health and wellbeing</li> </ul>
Projected spending	£8910

#### Wider strategies for current academic year

Measure		Activity
Priority 1	Increased progress for all SEN and Non-SEN PPG pupils in reading, writing and maths	<ul style="list-style-type: none"> <li>● School trips – Teachers and School Administrators to ensure equality of opportunity/access to culturally and experiential trips</li> <li>● Teachers to ensure equality of opportunity to IT when setting home learning tasks/challenges – providing in school opportunities.</li> </ul>

Priority 2	PPG pupils improve oral language skills and vocabulary	<ul style="list-style-type: none"> <li>● Staff and parents will have access to additional vocabulary lists.</li> <li>● PPG pupils will be grouped/supported sensitively on school trips and cultural activities or themed days to maximise opportunities for vocabulary enrichment and inclusion.</li> </ul>
Priority 3	Develop emotional literacy for PPG pupils to ensure they are ready to learn	<ul style="list-style-type: none"> <li>● Woodland Nurture teacher to deliver intervention each Thursday afternoon -1x 3.5 hours per week to support emotional literacy, to build emotional resilience and build group work skills</li> <li>● Inclusion Leader to liaise with teachers re referrals and allocation of pupil groups</li> <li>● Prioritise and increase access to Social Emotional Interventions for PPG group – Riverbank Trust, Art Therapist, MHST (Trailblazer initiative) and Woodland Nurture group</li> <li>● Inclusion lead monitors and observe staff and pupils use of strategies taught to remain calm, such as ‘Zones of Regulation’ and incidents of PPG pupil inappropriate behaviour reduces – reporting to SLT</li> <li>● Staff are monitored to use strategies to improve the mental health of pupils enabling the pupils to be ready to learn</li> <li>● Inclusion leader to share information with parent body on Mental Health and Wellbeing and Zones of Regulation</li> </ul>
Barriers to learning these priorities address		<ul style="list-style-type: none"> <li>● Potential economic disadvantage and its impact on health and wellbeing</li> <li>● Unequal access opportunities to cultural capital enrichment activities</li> </ul>
Projected spending		£8290

### Monitoring and Implementation

Area	Challenge Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development and embedding of school systems</p> <p>Use of INSET days and twilight sessions</p>
Targeted support	<p>Ensuring quality assurance and use of systems to support</p> <p>Inclusion lead and SLT to monitor through observations, data analysis</p>

	catch-up and intervention and ensuring use of agreed record keeping systems
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Wider strategies  
 Engaging the families facing  
 most challenges

outreach partners- Riverbank  
 and the Mental Health Support  
 Team (as part of the  
 Trailblazer initiative) to support  
 Wellbeing

6  
 Working closely with our

**Review: last year's aims and outcomes**

<b>Aim Outcome</b>
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<p>Increased progress for all SEN and Non-SEN PPG pupils in reading, writing and maths</p>	<p>Partially achieved.</p> <p>Disadvantaged pupils are making good progress. 84.4% disadvantaged pupils made 4 or more points of progress compared with 82.8% in the non-disadvantaged group. SEN PPG pupils not showing the marked difference as previously identified.</p>
<p>Higher rates of progress across KS2 for high attaining pupils eligible for PPG.</p>	<p>Partially achieved see above.</p>
<p>PPG Pupils improve oral language skills and vocabulary</p> <p>Develop emotional literacy for PPG pupils to ensure they are ready to learn</p>	<p>Partially achieved. Reading and writing progress has been good (see % mentioned above), but there is still a gap between the PPG group and non-PPG group in attainment. Pupil voice indicates that KS2 pupils have valued their time with the PPG teacher and particularly enjoyed the trips. This work has focussed on improving vocabulary and working on cultural capital. One pupil described their 'special trip' to the National Gallery to see religious themed work focussing on Messages, as the best trip they had ever been on.</p> <p>Partly achieved - for those pupils involved with Forest school, pastoral mentor, drawing and talking, Riverbank</p> <p>Forest school nurture interventions have been extremely positive experiences: both pupils and teachers report this impacting confidence in class.</p>
<p>Higher level of engagement of parents with PPG pupils</p>	<p>Achieved</p> <p>95% of parents with pupils eligible for PPG pupils have a structured conversation in a parent teacher meeting with their child class teacher.</p>