

# Holy Trinity Primary Academy - Pupil premium strategy statement 2021-22 & Review of spending 2020-21

## Statement of Intent

- Challenge any prejudice surrounding identification of pupils eligible for PPG.
- Identify (and work towards removing) challenges to future attainment for all children.
- Allocate PPG/ Recovery Fund through a needs-based analysis in order to provide appropriate support for disadvantaged pupils.
- Identify other children who may be disadvantaged but not in receipt of PPG.
- Quality first academic and pastoral provision and support, including education recovery and continuity of provision through CV19 disruption.

### 1. Summary information

<b>School</b>	Holy Trinity Primary Academy				
<b>Academic Year</b>	2021-22	<b>PP Grant £15753</b> <b>Recovery Premium £2755</b>	Total <b>£18508</b>	<b>Date of most recent PP Review</b>	Sept 2021
<b>Total number of pupils</b>	150	<b>Number of pupils eligible for PP</b> <b>Forces</b> <b>Disadvantaged</b>	19 (13%) 7 (5%) 12 (8%)	<b>Date for next internal review of this strategy</b>	Jan 2022 & July 2022
<b>Claire Goddard PP Lead</b>	<b>Stephanie Cadwgan Governor Lead</b>			<b>Anna Woodman Headteacher</b>	

#### Strengths:

*'The exemplary Christian ethos of inclusion ensures that all groups of pupils achieve and succeed academically and personally. This school demonstrates consistently excellent progress and attainment. This is because caring teachers are of the highest calibre and have high aspirations for all pupils, with the courage to believe they can achieve. They show love for every child, inclusive of those who need extra support and challenging the most able pupils. For example, there is extra support for those finding transition difficult. Data shows even the most disadvantaged can make good progress, with awards for showing compassion and being peacemakers. Within a very supportive and nurturing environment, compassion, joy, aspiration and courage reign so all flourish. Holy Trinity truly is a jewel in the crown.'* **SIAMs Inspection December 2019**

1. Challenges to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school challenges</b> ( <i>issues to be addressed in school</i> )		
<b>A.</b>	Some pupils, several of whom are eligible for PP, require additional support in <b>maths</b> in order to narrow the gap with their peers.	
<b>B.</b>	Some pupils, several of whom are eligible for PP, require additional support in <b>writing</b> in order to narrow the gap with their peers. Barriers include: writing stamina, independence, delayed development of the writing process, vocabulary and grammar in relation to the way in which pupils articulate themselves and experiences upon which to base their writing.	
<b>C.</b>	Some pupils, several of whom are eligible for PP, require additional support in <b>reading (incl. phonics)</b> in order to narrow the gap with their peers. Lack of 'good reading habits' and reading comprehension (including meanings of words and broad, rich vocabulary) are barriers and impact their development as readers.	
<b>D.</b>	Some pupils, several of whom are eligible for PP, require additional support in <b>oracy skills</b> (ability to express themselves fluently, grammatically and confidently) in order to narrow the gap with their peers.	
<b>E.</b>	Across the school, a number of pupils eligible for PP also have SEND or are in need of additional support in order to raise their attainment in core areas of learning.	
<b>F.</b>	High attaining pupils, several of whom are eligible for PP, require support to maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.	
<b>G.</b>	Learning behaviours (emotional literacy, etc.) of some children, some of whom are eligible for PP, have detrimental effects on their outcomes.	
<b>External challenges</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>H.</b>	Some families (several of whom are eligible for PP) require additional support, such as PSA, to improve attendance, punctuality and children's well-being. Additionally some require a greater level of nurture to engage more fully with school, including access to extra-curricular activities and school visits.	
2. Intended outcomes		
	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A-D</b>	The gap in attainment between those who are falling behind in maths, writing, reading (incl. phonics) and oracy will narrow.	- In-year school tracking points will show rapid and sustained improvement for targeted children.
<b>E.</b>	Attainment in core areas of learning for those children who require additional support will improve and be more in line with that of their peers.	- In-year school tracking points will show rapid and sustained progress for targeted children.
<b>F.</b>	High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.	- Improve the percentage of pupils achieving 'Greater Depth' at the end of KS1 who were 'Exceeding' at the end of EYFS. - High attaining pupils in KS1 will continue to make progress in-line with or better than national average in KS2.
<b>G.</b>	Children will have improved learning behaviours which will in turn have a positive impact on their outcomes.	- Supported children will have improved engagement on learning tasks. - Outcomes for supported children will improve to be in line with their peers.
<b>H.</b>	Families who have children eligible for PP, and other families the school has identified as vulnerable, will have access to parenting support and will engage more fully with the school and take advantage of activities and enrichment offered.	- Attendance for children of supported families will improve. - Incidents of persistent lateness will decline. - Families will engage fully with the school – e.g. attendance at parents' evenings, celebration assemblies, curriculum workshops, etc. - Children in receipt of PP will participate more fully in activities offered, e.g. music lessons, after-school clubs, visits, etc.

3. Planned expenditure					
Academic Year		2021-22			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Teaching					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<b>A – H</b> All staff will prioritise support for vulnerable learners.	Clear identification of pupils and their needs/next steps	Approach developed as a whole staff and supported by all. Based on internal and external evidence, all stakeholders recognise the impact of consistent high-quality on attainment and progress for all pupils, including vulnerable groups.	<ul style="list-style-type: none"> <li>- Identification of designated Disadvantaged Learner Lead and Governor. Regular dialogue between designated lead and governor and reporting to LGB.</li> <li>- Provision of associated CPD and facilitation of regular network meetings.</li> <li>- Regular monitoring – Pupil Progress Meetings, QA teaching and learning</li> <li>- High profile pupils in daily marking and subject moderations.</li> </ul>	CG (DLL) and SC (Governor)	Autumn Term 2021 Spring & Summer Terms 2022
<p><b>A.</b> The gap in attainment between those who are falling behind in <b>maths</b>, will narrow.</p> <p><b>F.</b> High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.</p>	<p>Audit pupils' needs and adapt the 'recovery curriculum' to address gaps caused by school closures and enable pupils to catch up.</p> <p>KS2: Improve / maintain outcomes in recall of times tables facts and KS2.</p> <p>Improve / maintain outcomes in recall of number bonds to 10, 20 and 100 and core number facts in KS1.</p> <p>Raise awareness of and maintain targeted teaching focus for pupils working within lowest 20%.</p>	<p>Complete needs analysis as pupils return to school after COVID-19 disruptions and incorporate lost learning into plans for autumn terms.</p> <p>Findings: <i>a decline in the fluency and recall of number facts and application of mathematical knowledge and reasoning skills and a decline in overall stamina for work and concentration on tasks.</i></p> <p>Subject leader analysis of data indicates need to improve this area of mathematics in KS2.</p> <p>Subject leader analysis of data indicates need to improve this area of mathematics in KS1.</p> <p>Successful approach applied in other core subject areas.</p>	<ul style="list-style-type: none"> <li>- Drop in/book scrutiny, maths moderation, data analyses, Pupil Progress meetings, interventions as necessary.</li> </ul>	Maths subject leader & DLL CG	Termly

<p><b>B.</b> The gap in attainment between those who are falling behind in <b>writing</b> will narrow.</p> <p><b>F.</b> High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.</p>	<p>Audit pupils' needs and adapt the 'recovery curriculum' to address gaps caused by school closures and enable pupils to catch up.</p> <p>Focused English Plans – revisiting grammar, punctuation and sentence construction from previous year group. Use writing assessment information and GAPs document/teacher hand over information to inform planning. Bridge the gap – use progression document to link skills across year groups.</p> <p>(For more detailed descriptions of strategies, please refer to SDP Literacy Action Plan)</p>	<p>Complete needs analysis as pupils return to school after COVID-19 disruption and incorporate lost learning into plans for autumn terms.</p> <p>Findings: <i>a decline in writing stamina, handwriting and presentation of written work and a decline in overall stamina for work and concentration on tasks.</i></p> <p>Materials successfully trialed in school.</p> <p>In response to needs analysis.</p>	<p>- Drop in/ work scrutiny, formative and summative assessment, writing moderation, data analyses, Pupil Progress meetings, interventions as necessary.</p>	<p>Literacy subject leader &amp; DLL CG</p>	<p>Termly</p>
<p><b>C.</b> The gap in attainment between those who are falling behind in <b>reading</b></p>	<p>Audit pupils' needs and adapt the 'recovery curriculum' to address gaps caused by school</p>	<p>Complete needs analysis as pupils return to school after COVID-19 disruption and incorporate lost learning into plans for autumn terms.</p>	<p>- Drop in, work scrutiny, formative and summative assessment, moderation, data analyses, Pupil</p>	<p>Literacy subject leader DJ Phonics</p>	<p>Termly</p>

<p>(incl. phonics) will narrow.</p> <p>F. High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.</p>	<p>closures and enable pupils to catch up. Innovate Validated SSP, reading and writing EYFS scheme</p> <p>Embed new Whole Class Reading resources and Guided reading.</p> <p>Engagement with Wiltshire Reading Project and strategies to promote an increasingly word-rich learning environment.</p> <p>Introduction of strategies to improve reading for pleasure throughout the school.</p> <p>Continue to implement the strategies advised by Ramsbury English Hub and implemented by phonics subject leader.</p> <p>(For more detailed descriptions of strategies, please refer to SDP Literacy Action Plan)</p>	<p>Findings: <i>a decline in overall stamina for work and concentration on tasks.</i></p> <p>Proven success of recently introduced strategy.</p> <p>Successful arrangements researched and advocated by subject leader.</p> <p>Proven success of recently introduced strategies.</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>Progress meetings, interventions as necessary.</p>	<p>subject leader (LN) &amp; DLL (CG))</p>	
<p>D. The gap in attainment between those who are falling behind in <b>oracy</b> will narrow.</p> <p>F. High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.</p>	<p>Audit pupils' needs and adapt the 'recovery curriculum' to address gaps caused by school closures and enable pupils to catch up. Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Complete needs analysis as pupils return to school after COVID-19 lockdown and incorporate lost learning into plans for autumn terms.</p>	<p>- Drop in/work scrutiny, writing moderation, data analyses, Pupil Progress meetings, interventions as necessary.</p>	<p>Literacy leader (DJ) &amp; DLL (CG)</p>	<p>Termly</p>

	<p>Strategies to promote an increasingly word-rich learning environment.</p> <p>(For more detailed descriptions of strategies, please refer to SDP Literacy Action Plan)</p>	<p>Findings: <i>a decline in overall stamina for work and concentration on tasks.</i></p> <p>Successful arrangements researched and advocated by subject leader.</p>			
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<b>Total budgeted cost</b>	Refer to cost breakdown below.
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<b>ii. Targeted academic support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>

<p><b>A.</b> The gap in attainment between those who are falling behind in <b>maths</b>, will narrow.</p>	<p>Number of TA hours allocated on a needs basis.</p>	<p>Use of TAs to add value to what teachers do and to deliver high quality 1:1 and small group support using structured interventions. 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: <a href="#">One to one tuition   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Identification of pupils who are falling behind or are at risk of falling behind. Lesson observations. Work scrutiny to identify transference into 'everyday' work.</p>	<p>Maths subject leader (MG) DDL/SENCO CG</p>	<p>Termly Pupil Progress Meetings</p>
<p><b>B.</b> The gap in attainment between those who are falling behind in <b>writing</b>, will narrow.</p>	<p>Structured, timely 1:1 or small group interventions.  Number of tutoring hours allocated on a needs basis.</p>	<p>Use of TAs to add value to what teachers do and to deliver high quality 1:1 and small group support using structured interventions. 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: <a href="#">One to one tuition   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Progress will be monitored through transference of skills and initial and final assessments.</p>	<p>Literacy subject leader (DJ) SENCO/DLL CG</p>	<p>Termly Pupil Progress Meetings</p>
<p><b>C.</b> The gap in attainment between those who are falling behind in <b>reading</b>, will narrow.</p>	<p>Structured, timely 1:1 or small group interventions.  Number of TA hours allocated on a needs basis.</p>	<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.  Use of TA's to add value to what teachers do and to deliver high quality 1:1 and small group support using structured interventions.  Practise of reading for children who do not read regularly outside of school.  Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Progress will be monitored through transference of skills and initial and final assessments.</p>	<p>Literacy subject leader (DJ) SENCO/DLL CG</p>	<p>Termly Pupil Progress Meetings</p>

G. Children will have improved S&E learning behaviours which will in turn have a positive impact on their outcomes.	Nurture and Forest School sessions to improve learning behaviours for identified <del>children</del>  Structured, timely 1:1 or small group interventions.	Record keeping indicates improved outcomes for Nurture/Forest School pupils who have been part of interventions in previous years. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	Progress will be monitored through transference of skills, initial and final assessments.	DDL/SENCO (CG) HT (AW) TA (AH)	Termly or more regularly as necessary.
<b>Total budgeted cost</b>					Refer to cost breakdown below.
<b>lii Wider strategies</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
H. Families who have children eligible for PP, and other families the school has identified as vulnerable will have access to parenting support and will engage more fully with the school and take advantage of activities and enrichment offered.	Nurture Adviser supports vulnerable families. School Business Manager to challenge absences/lateness ASAP after register closes.  Informal coffee mornings, parents' evenings, curriculum workshops, school attendance meetings / surgeries with EWO, Nurture trained staff, signposting, etc. Far reaching use of 'Switch -on' Awards	Education Endowment Foundation '... <i>parental involvement is consistently associated with pupils' success at school...</i>  <a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	Attendance / lateness reviews.  Attendance registers for after school clubs, parents' evenings, curriculum workshops, etc.  Parent voice questionnaires.	SENCO/DLL (CG)  HT (AW), SBM (CY) Sports subject Leader (DA)	Termly or more regularly as necessary.

	Financial subsidy to enable children who are in receipt of PPG to access Y3/4, Y5/6 residential, individual music lessons, wrap around care and other extra-curricular activities.	<i>'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approx. three additional months progress.'</i> <a href="#">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	Improved take-up of opportunities by identified children.		
A-H	Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils	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: EEF research	<b>All children flourish</b>	DLL (CG) HT (AW)	
<b>Total budgeted cost</b>					Refer to cost breakdown below.

<b>Detail of planned spending 2021/22</b>	<b>Cost</b>
Teaching Assistant hours for interventions and additional support	£8955 (interventions & counselling)
Nurture counsellor	£1500
Forest School - outdoor education/ SMEH provision/ Nurture work	£1350
SENCO/DLL	£1103
Moodle VLE to support blended learning during CV19 disruption	£800
Ramsbury Hub	£500
Continuing Professional Development	£300
SSP innovation, reading and writing	£2000
Engaging Families & Extending Opportunities (Incl. visits, residential and uniform)	£2000
<b>TOTAL</b>	<b>£18508</b>

4. Review of expenditure				
Previous Academic Year		2020-21		
i. Teaching				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raising attainment and reducing the gap and accelerating progress.	<p>Attendance at Disadvantaged Learners Network.</p> <p>Attendance at termly network meetings for Subject Leaders and dissemination back to all teaching staff.</p> <p>Strategic SDP developing whole school practise.</p>	High: Termly Pupil Progress Meetings and pupil data identify that pupils make good progress from their starting points and enable necessary interventions to be identified and quickly put into place.	We will continue to develop and provide quality first teaching for all through a variety of means including: recruitment of high quality staff, ongoing attendance at Disadvantaged Learner Network Meetings and dissemination of quality CPD, high quality subject leadership, action planning based on effective school self-evaluation and the whole-school belief in high quality education and learning experiences for all of our pupils.	Refer to breakdown of costs below.
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>The gap in attainment between those who are falling behind in maths, writing and reading will be narrowed.</p> <p>Children will have improved learning behaviours which will in turn have a positive impact on their outcomes.</p>	<p>Use of TAs to add value to what teachers do and deliver high quality 1:1 and small group support using structured interventions.</p> <p>Nurture sessions</p>	<p>High: Pupils successfully work alongside the TA who works with their class and who affords continuity of concepts being learned and methods and expectations.</p> <p>High: observed increased progress amongst participating children.</p> <p>High: SIAMs 2019– very impressed with the deep understanding of pupils, identification of barriers and ways in which they are addressed.</p>	<p>We will continue with targeted TA support and precision learning – with focus directed by the class teachers and based on their observations of the pupils.</p> <p>Continue with the same format next year as a result of its success.</p>	<p>Refer to breakdown of costs below.</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Families who have children eligible for PP, and other families the school has identified as vulnerable will have access to nurture support and will engage more fully with the school and take advantage of activities and enrichment offered.</p>	<p>Use quality first pastoral support</p> <p>Extending opportunities, e.g. trips, residential, music lessons.</p>	<p>High: Moodle – VLE for blended learning during lockdowns. Impact of engagement with families high. Evidence anecdotal but engagement with families good. Quality signposting to many services and lots of support for families given.</p> <p>High: Clubs and activities made accessible to all although encouragement is needed for some families. Residential have had particular impact for some pupils.</p>	<p>Continue to keep profile of attendance high – through newsletter, celebration at school meetings and rewards</p> <p>Continue and extend where possible.</p>	<p>Refer to breakdown of costs below.</p>

## 5. Additional Information

Detail of spending 2020-21	Cost
Teaching Assistant hours for interventions and targeted 1:1/small group additional support	£12000 (interventions, pastoral support & counselling)
Provide in class interventions within the whole class teaching environment.	£4000
DLL/SENCO + cover for SENCO	£1000
Moodle VLE, curriculum packs to disadvantaged learners to support blended learning during CV19.	£1300
Continuing Professional Development (incl. DLL CPD & networking)	£293
Engaging Families & Extending Opportunities (incl. residential, other visits, wrap around care extra-curricular paid clubs – e.g. music, sport, experts delivering adventure education on site experiences lined into our creative curriculum, additional food parcels during COVID-19)	£534
<b>TOTAL</b>	<b>£19127</b>

Please also refer to our school website: <https://holy-trinity.co.uk> to see the enormous variety of experiences and activities that are provided to benefit allpupils at Holy Trinity Primary Academy and enrich their learning and development.