

# Holy Trinity Catholic School- Pupil Premium Strategy 2022 - 2023

Summary information								
Total PP budget: £ 54,405		Budgeted costs: £ 55,000				Date of this strategy:		Oct 2022
Total number of pupils eligible for Free School Meals funding	39 31	Number of pupils in eligible for Forces Funding	4	Number of Pupils eligible for Early Years Premium	4	Date for next internal review of this strategy	Jan 2023 April 2023 July 2023	
Aims of the Strategy								
<p>At Holy Trinity Catholic Primary School, we provide a happy, nurturing and supportive environment where all children are encouraged to reach their full potential. We have high aspirations for all our children and strongly believe that educational success is not about where you come from. To ensure our Pupil Premium funding is spent in the most effective ways we aim to:</p> <ul style="list-style-type: none"> <li>• Target the funding well from the outset, being responsive and flexible to individual needs.</li> <li>• Use progress data and information effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress.</li> <li>• Use effective intervention strategies to improve achievement in English and mathematics</li> <li>• Ensure that well trained staff help raise standards for all pupils.</li> <li>• Identify and minimise the barriers to learning achievement, regularly reviewing the circumstances effecting the learning of individuals.</li> <li>• Actively involve the governing body in decision making processes and the monitoring and evaluation of effective Pupil Premium spend.</li> </ul>								
Rationale for making decisions about the most effective approaches to improve outcomes for disadvantaged pupils								
<p>From research, we also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference. To improve outcomes for our disadvantaged pupils, school leaders will work with colleagues to:</p> <ul style="list-style-type: none"> <li>• Make the achievement of pupils eligible for Pupil Premium funding their number one priority.</li> <li>• Use research evidence, including The Sutton Trust and Education Endowment Foundation (EEF) Toolkits to inform spending decisions.</li> <li>• Take a whole school approach to quality first teaching, which sets high aspirations for all pupils.</li> <li>• Recognise that disadvantaged pupils are not a homogenous group and whilst children may face similar challenges, it is vital to identify each individual's barriers to learning.</li> <li>• Use different approaches for groups or individual's barriers to learning, depending on identified need.</li> <li>• Ensure every member of staff knows who disadvantaged pupils are and takes an interest in their success.</li> <li>• Have a designated Pupil Premium Champion (Deputy Headteacher) who undertakes regular research on effective strategies, analyses the impact of spending, and supports staff while holding them to account for pupil outcomes.</li> </ul>								

- Provide personalised support for each pupil following consultation with parents.
- Ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.
- Effectively monitor and evaluate the impact of spending in improving outcomes for pupils.

### **What do we consider when making decisions about the most effective approaches to improve outcomes for disadvantaged pupils?**

School leaders and governors take an evidence-based approach to selecting the most effective approaches to improve outcomes. The following steps are followed:

- **How well are our disadvantaged pupils achieving?**

Where are the current gaps in attainment and progress both within school and compared to national averages?

- **What are the barriers to learning for our disadvantaged pupils?**

Only when all the barriers are known and understood can we define outcomes, success criteria and the approaches which will help overcome them.

- **What are our desired outcomes for pupils?**

Important outcomes which will lead to improved attainment for our disadvantaged pupils include: increasing rates of progress; improving attendance; improving family engagement; developing skills and personal qualities to build emotional resilience; and extending opportunities.

- **How will success be measured?**

For each desired outcome, we will decide how success will be measured and set ambitious targets as well as ensuring that school leaders and governors are committed to the challenge of achieving them.

- **Which approaches will produce these outcomes?**

To choose our approaches we will use evidence of what works: decide on what staff training is needed; monitor pupil progress regularly; get the balance right between short-term and long-term approaches, as well as between whole school and targeted strategies.

- **Which approaches are effective, and which aren't?**

We will evaluate our approaches by focusing on the success criteria and asking: Are the chosen approaches impacting on improved outcomes? Can we make improvements? What else can be done? What needs to be done differently?

<b>Barriers to future achievement and desired outcomes</b>	
<b>A</b>	<p><b>Time missed from school and lack of consistent engagement in home learning during COVID-19 school closures</b></p> <p>Initial assessments of PP pupils show that attainment differences compared with their peers are greater than they were before the pandemic. This is the case for some pupils more than others. Those who accessed school during the 2020/21 lockdown have maintained knowledge and skills more than the children who did not attend school. This is particularly the case for those disadvantaged pupils who are also SEN and have high level SEMH needs.</p> <p>The desired outcome is that these pupils are supported to make accelerated progress through class targeted teaching, interventions and wider well-being support.</p>
<b>B</b>	<p><b>Pupil aspiration and access to wider opportunities</b></p> <p>Attitudes to learning and discussions with some pupils eligible for Pupil Premium show that they do not have high aspirations for the future or more often they do not have an understanding of what they could do in the adult world. Using school events to raise awareness of career choices, jobs in the community will support this. The majority of pupil premium children have in the past accessed a sports club but did not necessarily take up opportunities to attend other after-school clubs. In 2021/2022 the continued strategy of speaking to parents of identified children will continue so that they are prioritised for the clubs running each term. At Holy Trinity equal opportunities are paramount. Funding is allocated through this strategy and also through the partnerships the school has with local charities to ensure that all pupils can benefit from trips, visits, residential and other school events.</p>
<b>C</b>	<p><b>Oral language and fine motor skills of children coming into nursery and reception</b></p> <p>School data shows that disadvantaged pupils entering school still have skills below that expected for their age and particularly in the strand of communication and language and fine motor. This impacts on their development in other areas such as personal, social and emotional development. The SENCO refers pupils early to the Communication and Interaction service. In addition, in 2021/22 baseline information shows that pupils have poor fine motor control and this will impact on their ability to form letters correctly and write.</p> <p>The desired outcome would be that assessment information shows that identified PP pupils in Nursery and Reception make rapid progress in the above areas so that they are able to access the full curriculum and experiences in school.</p>
<b>D</b>	<p><b>Many pupils who are eligible for Pupil Premium, have Special Educational Needs or their families are receiving additional support</b></p> <p>The analysis of school data from 2020/21 shows evidence of accelerated progress of some disadvantaged pupils who are also SEND in reading, writing and maths. The investment in additional targeted TA provision with effective training has been effective. These pupils still need to make accelerated progress. Leaders wish to look at research-based interventions that might support pupils to better effect. The desired outcome is to accelerate the progress of pupil premium pupils who also have Special Educational Needs so that they make similar rates of progress to their peers.</p>
<b>E</b>	<p><b>Many pupils eligible for pupil premium require additional nurture support in school to allow them to focus on learning.</b></p>

	<p>In reviewing the progress of pupils who are eligible for pupil premium with teachers, the identified primary need for over 50% has been nurture support. The school continues to employ a nurture TA part time who works with identified children across the school on a range of nurture support tailored to individual children's needs. The desired outcome is that pupils and parents are positive about the timely support they receive and can identify the difference it makes. Teachers identify the positive impact of nurture support on pupils' well-being, behaviour and learning. Assessment information, including work in books shows that pupils can focus on learning and are making good progress.</p>
F.	<p><b>Pupil premium pupils do not read regularly for pleasure, some lack fluency when reading which impedes their skills of comprehension.</b> Monitoring of home reading records show that the children who are most inconsistent with or do not read at home are still those eligible for pupil premium. Incentives such as holiday reading programmes have improved motivation and resulted in some accelerated progress in reading for PP pupils in 2021/22. However, disadvantaged pupils still do not get the support at home with reading and homework and this is an area for leaders to focus on in 2022/23. The desired impact is that identified pupils are better supported at home to access and enjoy their reading. Time will also be allocated to allow children to access support with their reading in school during ie Homework club at break times, visits to school and local libraries.</p>

## Planned expenditure

### Quality First Teaching/Whole School Actions

#### Desired outcome Chosen action/approach What is the evidence and How will you ensure it is Staff Lead When will you review rationale for this

<p>Teachers and leaders have an in-depth understanding of each disadvantaged pupil's:</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Next steps in reading, writing and maths</li> <li>• Potential barriers to progress</li> </ul> <p>Provision is expertly matched to the needs of individuals so that they are supported to make accelerated progress.</p>	<p>School leaders to analyse the 2021/2022 data and review of pastoral case notes, including attendance for identified pupils.</p> <p>CPD on effective recovery strategies, with a focus on disadvantaged pupils.</p> <p>TA training to gain greater understanding of the expected standard, what that looks like and what</p>	<p>Assessment data at the end of 2021/2022 shows that disadvantaged pupils made accelerated progress but so did their peers. As a result, attainment differences narrowed in some year groups and subjects, notably reading, but not in others, notably writing.</p> <p>School evidence that combination of planned strategies for quality first teaching, targeted intervention and wider support have effectively narrowed attainment differences. However, children who are pupil</p>	<p>Pupil progress meeting each term to review the progress of disadvantaged pupils and the evidence to support this.</p> <p>Teachers to monitor each week the engagement and challenge for disadvantaged pupils in lessons.</p> <p>Subject leaders to ensure that teachers understand next steps for identified pupils and use their subject knowledge to accelerate progress.</p>	<p>Leaders</p>	<p>At the end of each half term.</p> <p>Monthly agenda item for leadership meetings</p> <p>Pastoral meetings to include a update on disadvantaged pupils – attendance, SEMH, family support, etc</p>
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<p>Attainment differences reduce between disadvantaged pupils and their peers by the end of the year in reading, writing and maths in all year groups.</p>	<p>each child needs as next steps.</p> <p>Development of marking and planning book to ensure flexibility of groups and implementation of strategies such as first to and watch lists.</p> <p>All monitoring to focus on engagement and challenge for disadvantaged pupils throughout lessons.</p>	<p>premium and SEND are see significantly behind their peers.</p> <p><i>EEF evidence from various research:</i></p> <ul style="list-style-type: none"> <li><i>The EEF Guide to Supporting School Planning; A tiered approach to 2020-21</i></li> <li><i>The Pupil Premium Guide and Toolkit research outcomes</i></li> </ul>	<p>Subject leaders monitor this in lessons and books.</p> <p>Additional assessment point in term 1 for identified pupils, and term 3 and 5.</p>		
<p>Raised aspirations of identified disadvantaged pupils which results in improved attitudes to learning, independence and resilience.</p>	<p>Learning mentors allocated to identified pupils.</p> <p>Revisit staff training on cognition and meta-cognition strategies.</p> <p>Continued TA training on scaffolding learning to independence.</p>	<p>Evidence from Pupil Premium Reviews shows that successful school use language of expectations, have a can-do culture shared by the school community and have strong values embedded throughout the school.</p>	<p>Monitoring of lesson observations, classroom environment monitoring and discussions with pupils will be used to evaluate the impact of training.</p> <p>Phase leaders and HT will meet with PP pupils to review impact on this group.</p>	<p>Headteacher Phase Leaders Class Teachers</p>	<p>At the end of each term.</p>
<p>Pupils show greater engagement in lessons and are keen to learn because their social, emotional and mental health needs are being supported/met.</p>	<p>Establish mentoring champion for identified disadvantaged pupils in KS2.</p>	<p>Increasing evidence of mental health conditions recognised in young people. Increased referrals to CAMHS for pupils in the school.</p> <p>‘When young people have good emotional and mental health their engagement in academic learning increases.’ <i>(Mental Health and Well-being:</i></p>	<p>AHT leads the whole school priority.</p> <p>Weekly Pastoral Team meetings with teacher and TA in order to Evaluate targets and support identified pupils.</p>	<p>Phase leaders</p>	<p>Each term</p>

		<i>Towards a Whole School Approach, CofE Education Office)</i>			
Disadvantaged pupils make greater rates of progress in reading and writing, particularly boys.  Attainment differences between PP and non-PP pupils narrow.	<p>SENCO to look at research-based evidence on developing Literacy skills of disadvantaged pupils.</p> <p>Senco to look at the effectiveness of Tas and devise -, implement and monitor a strategic action plan for the effective deployment and use of TAs</p> <p>Invest in new interventions to support pupils in school and at home</p>	<p>In 2021 attainment differences between disadvantaged pupils and their peers widened in writing.</p> <p>Boys and particular disadvantaged boys do not enjoy reading and writing as much as other children.</p>	<p>Staff meetings/inset will be used to provide staff CPD. Implementation of training will be supported through Team teach and lesson study approaches.</p> <p>Observations alongside a review or planning and pupil work will inform future support and training.</p>	<p>Literacy Team</p> <p><b>£1000 for interventions</b></p> <p><b>£2100 SENCO time for strategic plan</b></p>	termly

### Targeted Support

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?
Early intervention results in attainment differences diminishing for disadvantaged pupils in EYFS.	8 hours targeted for small groups and one to one Pupil Premium interventions and support.	Assessments on entry for pupils entering reception show that pupils eligible for Pupil Premium have a lower baseline compared to their peers in all strands.	Specific planning for Pupil Premium pupils each week will identify individual provision for identified pupils.	EYFS Phase Leader  <b>£7409 based on 10 hours a week</b>	Each half term

Proportions of disadvantaged pupils making expected and better than expected progress are in-line with or above others.	Continue to employ the Pupil Premium TA five afternoons a week to deliver targeted catch up to disadvantaged pupils identified each term.	This spending decision will have a significant impact on the progress of disadvantaged pupils as shown in previous strategy evaluation.	The Assistant Headteacher line manages the class TAs (KS1 and KS2). They meet to review outcomes for identified pupils against the targets set and adjust provision based on thorough evaluation of pupil needs and progress.	Pupil Premium TA Deputy Headteacher £700	At the end of each term – December, April and July.
Raise attainment of disadvantaged pupils in KS2 particularly in upper KS2, following dip in previous year attainment.	Teaching in Year 5 and 6 focusing on targeted boosters.	Teacher assessments in 2020, 2021 and 2022 show that disadvantaged pupils do not achieve as well as their peers in school, with the exception of Year 6(PP numbers historically low).	Progress will be monitored using the school assessment system to ensure that gaps are targeted, and progress is accelerated.	Additional TAs <b>£2,000</b>	December review and then each half term.
	One to one and small group tuition for pupils in Key Stage 2 based on identified needs delivered by school teaching staff.		Identification of pupils each half term Termly reviews of pupil progress with teachers through book sampling and data analysis.	Teachers <b>Catch up funding</b>	Each half term
Pupils who are both SEN and PP make at least expected progress from entry, particularly in writing.	SENCo/PP lead tracking of assessments to identify pupils who are not making expected progress.  Pupil progress meetings include lead for PP pupils to effectively plan provision. CDP opportunities for staff: Training for teachers and teaching assistants on inclusive strategies.	Analysis of assessments indicates that disadvantaged pupils who also have SEND need to make accelerated progress in 2021/22.  Analysis of internal data for pupil premium pupils who are also SEN shows that progress in writing was lower than other subjects.	Monitoring of SEN and PP assessments. Regular pupil progress meetings Learning walks focused SEN provision and inclusive strategies.  Observations of pre and post teach sessions.	<b>£2,300 based on 5 hours of TA intervention time in each week from Year 3 to Year 6 targeted at PP pupils</b>	Each term
Pupils who are both SEN and PP make at least expected progress from entry.	Increase allocation for Educational Psychologist assessments of SEN pupils who are also PP to ensure	An analysis of PP pupils who have not made expected progress are also SEN in most year groups and subjects.	Assistant Headteacher/SENCo to work with teachers to implement recommendations from EP reports and monitor delivery and impact each term.	AHT/SENCO EP <b>£1500</b>	At Pupil Profile Reviews December, April, July.

	early identification of needs and strategies.				
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### Other Approaches

Social, emotional and mental health needs of pupils are addressed.	Deploy Emotional Literacy Support Assistant (ELSA) to work with identified Pupil Premium pupils who have been identified as requiring additional emotional literacy and nurture support.	Disadvantaged pupils, particularly those with SEMH needs have found the return to school and engagement in learning harder than other pupils in class year groups.  Research and national Pupil Premium conferences have identified nurture provision as having a significant impact on the academic progress of disadvantaged pupils.	The Assistant Headteacher line manages the role.  Assessments (using ELSA statements) are used to monitor the impact of the support.  Termly reviews of outcomes take place with the Assistant Headteacher - assessments, attendance and behaviour of individuals accessing support.  The ELSA attends supervision session with DSLs each half term.	ELSA  <b>£1,500 for part of the hours</b>	Termly reviews of the impact of the ELSA interventions for individual pupils.
Pupils from Service families are well supported in copying with deployment	ELSA to work termly with service children in order to ensure they make rapid progress	Research into effective support in other schools in our local partnership.	Assistant Headteacher will class teachers termly		July 2022
Parents in Service families feel they are and their children are well supported by the school, when one parent is away on deployment.	Look at tailored support to year groups, to support service families.  Armed Forces Day in June 2022	Child and Family Support Worker has identified the need through existing support for pupils and through dialogue with parents.	and next steps.  Pupil discussions with children accessing the lunch club and other provision.	Champion  <b>Employee costs within CFSW and ELSA hours</b>  <b>£500 to support events</b>	



<p>All children benefit from a wide range of enrichment opportunities.</p> <p>Increased engagement in learning.</p>	<p>Subsidising of residential trips and school events.</p>	<p>Ethos of the school to be inclusive and for equality of opportunity.</p>	<p>Monitoring of attendance at school events. Discussions with pupils and parents by HT each term.</p>	<p>Headteacher <b>£100</b></p>	<p>Termly</p>
<p>All pupils feel part of the Holy Trinity team which impacts on the learning</p>	<p>Support for families purchasing uniform items with the school logo and other items.</p>	<p>Evidence of impact of consistent uniform on expectations across the school.</p>	<p>Monitoring of promotion and uptake by Office Manager.</p>	<p>HT, CFSW Office Staff <b>£200</b></p>	<p>September 2021</p>