

HOLY TRINITY CATHOLIC SCHOOL PUPIL PREMIUM STATEMENT 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Holy Trinity Catholic School	20.9.22
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	19.5% Inc in 8%
Academic year/years that our current pupil premium strategy plan covers (3-year plan)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Lorna Buchanan, Headteacher
Pupil premium lead	Kyla Bates, Assistant Headteacher
Governor / Trustee lead	Pauline Brookes, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,245
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,245

Part 1: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Internal and external (where available) assessments indicate that maths and English attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 75% of our disadvantaged pupils arrive below age-related expectations compared to 20% of other pupils. This gap remains up until KS2.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of engagement and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support markedly increased during the pandemic. 50 pupils (14 of whom are disadvantaged) currently require additional support with social and emotional needs, with 50 (13 of whom are disadvantaged) receiving small group interventions.</p> <p>We currently have 4 Ukraine children on roll.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been higher than those of non-disadvantaged pupils.</p> <p>There is a small minority where 'persistently absent' remains an issue. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

vocabulary among disadvantaged pupils.	including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2021/22 show that 100% of disadvantaged pupils met the expected standard.
Improved maths and English attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2021/22 show that 100% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing can be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in negative behavioural incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>For Sustained high attendance for 2022/23 will be demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and that there is no attendance gap between disadvantaged pupils and their non-disadvantaged pupils. • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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.

Budgeted cost: **£51,245**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1, 2, 3, 4</p> <p>£4,240</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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>1</p> <p>£1,835</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Little Wandle plus additional resources</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:</p>	<p>2</p> <p>£5,200</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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>3</p>

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Release of 2 teachers in KS1 and 2. – 6 days + 2 days observations		£5,000
Release LC to train as Mastery Maths Lead		£3,010
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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) Additional nurture TA to be employed ELSA training to be provided. SENCO to have an additional 2 days out of class for pastoral care.	5 £1,525 £18,000
		£38,810

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1, 4 £750
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. Application for Dyslexia Gold	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:	2 £1615
IDL	Individual Literacy support programme Multisensory speaking computer based	4 £1,450

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Literacy intervention	system.	£550
Project X	Project X CODE is a proven reading intervention programme with an integrated online subscription, for children in Years 2–4 (P3–5) who are a year or more behind in their word reading. CODE combines phonics and comprehension development in an exciting and motivational character adventure series.	£4,500
Friendship Program intervention	Circle of friends is an approach to enhancing the inclusion, in a mainstream setting, of any young person (known as ‘the focus child’), who is experiencing difficulties in school because of a disability, personal crisis or because of their challenging behaviour towards others.	£1,100
Circle of Friends		£600
		£10,565

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on KiVa Restorative anti-bullying approach with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:	5 £750
Training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6 £320
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All £800

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		£1,870
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Total budgeted cost: £51,245

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for the last academic year 2020-2021

Measure- EYFS		
6 disadvantaged pupils	Emerging	Expected
Reading(disadvantaged)	16%	84%
Reading (Non-disadvantaged)	18%	82%
Writing(disadvantaged)	16%	84%
Writing (Non-disadvantaged)	18%	82%
Maths(disadvantaged)	16%	84%
Maths (Non-disadvantaged)	18%	82%

Measure- Years 1-6	Outcome		
	Emerging	Expected	Exceeding
Reading(disadvantaged)	14%	86%	8%
Reading (Non-disadvantaged)	11%	89%	27%
Writing(disadvantaged)	42%	58%	0%
Writing (Non-disadvantaged)	10%	90%	18%
Maths(disadvantaged)	26%	74%	3%
Maths (Non-disadvantaged)	9%	91%	28%

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was higher than in the previous year in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were fully realised. However, we would still like to ensure the gap between disadvantaged children and non continues to narrow.

Our assessment for the reasons for these outcomes points primarily to Covid-19 recovery packages we put in place. However, as evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions as in normal years. The impact has been mitigated by our resolution to maintain a high-quality curriculum, post lockdown and subsequent interventions.

Although overall attendance in 2020/21 was lower than in the preceding years, the attendance of our disadvantaged children was higher than are non-disadvantaged children. The attendance of all children was lower than previous years mainly due to covid related absences and parents taking children out during term time to go on holiday, due to the lack of holidays in 2020 & 2021. These absences were unauthorised, and parents written to.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health improved over the last year (evidenced in pupil voice) however, it still shows that Covid 19 has significantly impacted our children. The impact was particularly acute for disadvantaged pupils. We will continue to use pupil premium funding to provide wellbeing support for all disadvantaged pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.