



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	Holy Trinity Lamorbey CE Primary School
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	48 13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs S Dawes Mr O Winstone (Interim Principal from April '22)
Pupil premium lead	Mrs A Molloy Mr O Winstone (Interim Principal from April '22)
Governor / Trustee lead	Mrs S Paddon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,236.67
Recovery premium funding allocation this academic year	£6,839.17
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,434.70
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,510.53

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium Grant is allocated to children from low-income families, children who have been looked after continuously for more than six months and children from Services families.

Schools are free to spend their Pupil Premium as they see fit. However, we will be held to account for how we have used the additional funding to narrow the gap for these targeted pupils. We are required to publish online about how we have used the funding. This is to ensure that parents and other stakeholders are made fully aware of the impact of this additional resourcing on learning and achievement outcomes within our school.

The allocation and monitoring of the Pupil Premium grant at Holy Trinity have been reviewed and refreshed with a pupil specific focus. Funding will be used to support the pupils entitled to the premium and close the attainment gap between them and their peers.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including those who are already achieving the expected standards. We aim to achieve this through well planned quality first teaching and targeted academic and emotional support. Our approach will enable and continue to support the attainment of all pupils, including non-disadvantaged pupils.

Our approach aims to be responsive to individual needs, and applies the assess, plan do, review cycle. Regular pupil progress meetings are held to analyse the next steps and plan interventions with a focus on disadvantaged pupils.

### Challenges

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

Challenge number	Detail of challenge
1	Identification of pupils eligible for pupil premium funding.
2	Assessments, observations, and discussions indicate that pupils are below the age related expectations in the prime areas, word reading, writing and number on entry to reception.

3	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.
4	Internal assessments indicate that attainment among disadvantaged pupils in KS1 is significantly below that of non-disadvantaged pupils in reading, writing and maths.
5	Internal assessments indicate that attainment among disadvantaged pupils in KS2 is significantly below that of non-disadvantaged pupils in reading, writing and maths.
6	Intersectionality between disadvantaged pupils and identified SEND.
7	<p>Our remote learning registers, observations and discussions with parents and carers indicate that the education and wellbeing 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>
8	Our assessments (including mental health and wellbeing audits), observations and discussions with pupils and families have identified social and emotional issues for many pupils, including a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
9	<p>Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>35% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers during that period. 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
Increased number of pupils eligible for pupil premium identified.	Pupils eligible for pupil premium have been identified and greater funding received.

Improved attainment across all areas of learning in reception.	Termly assessment data in the EYFS shows disadvantaged children are making accelerated progress in knowledge and skills across all areas of learning, enabling them to achieve a good level of development.
Improved phonics standards among disadvantaged pupils in Y1 and Y2.	Phonics screening results in Year 1 and 2 this year are at least national and show pupil premium children attained as well or better than other children.
Improved reading, writing and maths attainment among disadvantaged pupils in KS1.	Disadvantaged children in KS1 attain as well or better than other children in reading, writing and maths. End of KS1 data is in line with national.
Improved reading, writing and maths attainment among disadvantaged pupils in KS2.	Disadvantaged children in KS2 attain as well or better than other children in reading, writing and maths. End of KS2 data is in line with national.
Earlier identification of SEND and carefully planned interventions.	Pupil premium children also identified as having a special education need will make accelerated progress through targeted intervention.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Disadvantaged children and their families will receive support with factors impacting on their emotional wellbeing and academic achievements.</p> <ul style="list-style-type: none"> <li>• Record of referrals made to external agencies for support</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Increased engagement and opportunities for parents and carers to share factors</li> <li>• Increased celebration of achievements inside and outside of school</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The absence % for disadvantaged children will decrease. The % gap between disadvantaged children and others will narrow for overall attendance and persistent absence.

## 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)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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.	3) TA: 5,663.75 TA: 2,780.31 4) AG £7212.91 AM: £10,293.07
Develop our Maths curriculum planning and teaching to allow further opportunities for children to use and apply their knowledge and skill and to solve problems.	We will fund teacher release time to embed key elements from White Rose and Power Maths in school and to access Maths Hub resources and CPD.	2 4 5 7  White Rose £323
PiXL interventions delivered in reading and maths.	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 and in small groups.	3) TA: 9,565.05 4) TA: 3,738.33 TA: £3,883.87 TA: £2,134.90 TA: £6,745.31 Pupils identified as E2

Homework Clubs	Homework has a positive impact (on average + 5 months). Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils.	3 4 £5831.68
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of behaviour policy. Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.	2 4 5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for the attendance officer to develop and implement new procedures .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	9 £5,390.71
Engage in NTP programme to provide school led tuition.		4 7 £4485

Improve the quality of social and emotional (SEL) learning.	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):	8 £3,150 boys noise £1250 Be you
SEL development will be supported by external agency interventions including SEMH Partners.  Boys Noise and Be You intervention programmes supporting self confidence and self esteem.		
Educational Visits and School Journeys		8 £1000 £132 £495

**Total budgeted cost: £ 69,589.88 +£4485 NTP = £74,074.88**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021.* Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower in core areas of the curriculum compared to that of other pupils.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted teaching and the planned strategies. 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 to the degree we had planned. The school remained open to those pupils identified as most vulnerable, and remote online learning was provided during periods of closure, including live sessions and delivery of the planned recovery curriculum.

88% of pupils that received interventions and/or tutoring made progress in reading and maths. Therefore carefully planned interventions and tutoring remain as key strategies for this academic year.

91% of pupils overall and 67% of disadvantaged pupils reached at least the expected standard in Phonics in Year 2. Pupils who did not meet the phonics screening threshold will continue to receive phonics teaching through small group interventions.

COVID-19 has impacted on attendance across the school although overall attendance and persistent absence remains lower for disadvantaged pupils compared to that of other pupils. Attendance will remain a focus of our pupil premium strategy plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Pupils benefitted from daily circle times and 1:1 'check ins' as required.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*