

Pupil premium strategy statement – *Holy Trinity Lamorbey Church of England Primary School*

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	284
Proportion (%) of pupil premium eligible pupils	2023 - 2024 39 pupils - YrR to Yr6 (plus 2 pupils N (EYPP)) 39 pupils - 14% - x2 EYPP (incl. 1 PLAC) - x2 PLAC (PP+) - x1 LAC (PP+)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026 (Year 1 of 3)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Oliver Winstone, Principal
Pupil premium lead	Jane Edwards, Assistant Principal
Governor / Trustee lead	Sandra Paddon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47,418.33
Recovery premium funding allocation this academic year	£ 4,603.75

<i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 6,753.11
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 58,775.19

Part A: Pupil premium strategy plan

Statement of intent

Holy Trinity Lamorbey (HTL) uses the Pupil Premium Grant (PPG) to target support to our most vulnerable pupils. It primarily focuses on improving the quality of teaching and developing the curriculum so that pupils not only gain foundation knowledge but also improve the depth of the cultural capital they have access to.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good or above progress and achieve high attainment across all subject areas. Our aim is to support all our children to achieve more with an expected target of 100% of children making expected or accelerated progress.

Support for the emotional wellbeing of this group of pupils is also provided for. At HTL, we are committed to supporting children's mental health and well-being so they are positive, resilient learners who achieve their full potential.

All Pupil Premium (PP) pupils at HTL have access to:

- Quality First Teaching
- High quality teacher and teaching assistant interventions based on good practice and research
- Nurturing relationships and environments, which support mental health and wellbeing
- Educational experiences and activities across a wide range of subjects and skills
- Extra-curricular activities which develop a sense of self, confidence and an interest in the world, including a range of creative, sporting and social opportunities.

Collectively, this enables HTL pupils to participate in the wider life of the school and supports their emotional wellbeing.

It is our belief that when pupils are happy and feel secure and valued, they will make positive academic progress.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Absenteeism and punctuality negatively impact attainment and progress, wellbeing and mental health.

2	<p>Wellbeing, mental health and relationships</p> <p>Difficulties with self-regulation, management of feelings and maintaining positive relationships, along with anxiety and mental health, impacting on attendance and pupil's attitudes towards school.</p>
3	<p>Outcomes</p> <p>Low attainment and progress across Reading, Writing and Maths; gaps in learning across Foundation subjects.</p>
4	<p>Maths</p> <p>Pupils' understanding of number, place value and mathematical concepts impacting attainment and progress.</p>
5	<p>Communication and language - Oracy</p> <p>Underdeveloped oral language skills and vocabulary.</p>
6	<p>Cultural Capital</p> <p>Access for all to the same experiences as their peers.</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
<p>Attendance</p> <p>To support pupils and families that have poor attendance and/or are regularly late for school to improve their overall attendance</p> <ul style="list-style-type: none"> - Ensuring attendance percentages are in line with national expectation - Ensuring that absenteeism does not lead to further lost learning - Ensuring that persistent absentees are carefully tracked/records kept and a range of strategies address concerns. 	<p>Overall attendance is in line with the whole school/other groups' figures.</p> <hr/> <p>Consistently good attendance (above 95%) for the group.</p> <hr/> <p>Pupils have access to an enriched curriculum as a result of good attendance.</p> <hr/> <p>Pupils' good attendance will support them in closing the gap with other groups/cohorts.</p> <hr/> <p>Wellbeing and positive attitudes to attending school are developed.</p> <hr/> <p>Families are supported to arrive on time (early) through meet and greet. Before-school activities are used successfully in raising PP pupil attendance.</p>

<p>Wellbeing, mental health and relationships</p> <p>To improve pupil's social skills and emotional well-being by implementing strategies to address the emotional, social and behavioural needs of PP pupils - resulting in improved wellbeing for all pupils, particularly this group.</p> <p>Providing PP pupils with the skills to identify their mood and know what to do to change their mood if feeling low, anxious, angry.</p>	<p>The social and emotional development of PP pupils will have improved - measured via staff observations and pupil discussions/surveys.</p> <hr/> <p>Pupils are able to self-regulate their emotions, are more confident with greater self-esteem - pupils are aware of strategies to understand and manage their feelings.</p> <hr/> <p>Pupil engagement through a creative, inspiring and accessible curriculum.</p> <hr/> <p>Early help is offered as required to ensure the whole family is being supported and areas of concern are addressed.</p> <hr/> <p>Therapeutic learning approaches are fully embedded by all staff to communicate with the children.</p> <hr/> <p>Timely referrals are made - outside agencies/qualified practitioners and HTL work with identified pupils to support children's needs across the school.</p> <hr/> <p>Staff knowledge of behaviour management, trauma and wellbeing is developed through CPD.</p>
<p>Outcomes</p> <p>To ensure Quality First Teaching (QFT) in all classrooms raises pupil attainment in Reading, Writing and Maths</p> <ul style="list-style-type: none"> - Ensuring the PP pupils make expected or more than expected progress in Reading, Writing and Maths. <p>To ensure that small group and 1:1 interventions improve the outcomes for targeted pupils in the core areas of English and Maths.</p>	<p>PP student attainment data to be in line with those peers who are not PP - at EXS and GDS.</p> <hr/> <p>PP pupils will make expected or better progress in Reading, Writing and Maths - any internal variation between PP and non-PP reduced.</p> <hr/> <p>Interventions are responsive to formative assessment information and swiftly address any misconceptions or gaps in learning.</p> <hr/> <p>In year assessments are well used to facilitate accurate teacher planning and design bespoke interventions.</p> <hr/>

	<p>Pupil Progress Meetings (PPM) facilitate quality dialogue and enable leaders to plan interventions and deploy staff strategically, highlighting learners in need of additional support.</p> <hr/> <p>PP attainment and progress is rigorously tracked and monitored using the school/Trust assessment tools - Sonar and PiXL.</p>
<p>Maths</p> <p>To ensure that the use of the Concrete, Pictorial, Abstract cycle in order to master the content of the planned curriculum is embedded by the end of KS1.</p> <p>To ensure that all pupils by the end of KS2 have mastered mathematics</p> <ul style="list-style-type: none"> - Are able to use a variety of representations in order to solve problems - Are able to 'think deeply while explaining their thinking in a coherent and mathematical way'. 	<p>End of KS data and internal Trust data shows that attainment and progress for PP pupils in Maths is at least at the expected standard.</p>
<p>Communication - Oracy</p> <p>To develop oral language, communication skills, vocabulary and confidence in speaking through the use of</p> <ul style="list-style-type: none"> - High quality texts - Modelling and challenging vocabulary - Talk and discussion across the whole curriculum - High quality interventions such as NELI, SALT therapies and Language Link. 	<p>HTL and Trust data indicates that the vocabulary gap has reduced between PP and non-PP pupils - impacting positively on Reading, Writing and Maths as well as the wider curriculum.</p> <hr/> <p>Oracy, language skills and vocabulary are improved and impacting on the non-academic areas of school life for the PP group.</p> <hr/> <p>High quality texts, strategies to improve discussion and vocabulary are embedded across the whole curriculum.</p> <hr/> <p>High quality intervention support is embedded in promoting learning dialogue and modelling quality talk structures - enabling access to all areas of the curriculum.</p> <hr/> <p>Quality questioning is routinely used by all staff.</p> <hr/>

	PP pupils are able to speak confidently about their learning - evidenced through pupil voice interviews.
<p>Cultural Capital (CC)</p> <p>EYFS and KS1</p> <p>To ensure that the full range of subjects in the EYFS and National Curriculum are taught (with enrichment opportunities planned), to help pupils know and remember more.</p> <p>To ensure that the curriculum experience is enhanced by outdoor learning.</p> <p>KS2</p> <p>To ensure that the knowledge secured in the EYFS and KS1, continues to be developed through enrichment opportunities across the whole curriculum in KS2</p> <ul style="list-style-type: none"> - Participation in workshops and visits - Extra curricular activities - Music lessons - Arts participation approaches. 	<p>By the end of HTL pupils will have begun their journey to independence and are becoming productive citizens - evidenced through pupil voice.</p> <hr/> <p>Any barriers to achievement are removed through enabling pupils to experience a range of enhancement activities across the curriculum.</p> <hr/> <p>CC experience opportunities are strategically mapped out from the EYFS to YR6 and these link to subject leader action plans and a well developed PSHE/SMSC curriculum.</p> <hr/> <p>Family income/circumstances are not a barrier to accessing enhanced opportunities.</p>

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)

Budgeted cost: £29,674.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to access regular coaching and/or mentoring in order to reflect on monitoring and feedback and to practice improvements.	<ul style="list-style-type: none"> • Putting Evidence to Work - A School's Guide to Implementation EEF 	1, 2, 3, 4, 5, 6
Leaders respond to monitoring through coaching	<ul style="list-style-type: none"> • Teaching Times article on coaching - The power of incremental coaching – improving teaching quality - TeachingTimes 	3, 4, 5

and/or mentoring of all staff as appropriate.		
Teaching staff take part in joint practice development termly/half termly (peer observations).	<ul style="list-style-type: none"> • EEF guidance report - Teacher Feedback to Improve Pupil Learning EEF • 1. High-quality teaching EEF 	3, 4, 5
All staff access training on retrieval practice and cognitive load theory through CPD.	<ul style="list-style-type: none"> • Effective Professional Development EEF • Teaching times, working memory is key to learning - Cognitive Load Theory: How Much Is Too Much? - TeachingTimes • Working Memory Underpins Cognitive Development, Learning, and Education - PMC • WORKING MEMORY: A Practical Guide for Teachers • The Importance Of Working Memory In the Classroom: How To Develop Working Memory 	1, 2, 3, 4, 5
All staff access training on developing vocabulary and oracy; Vocabulary is planned on knowledge organisers and table mats/wall and in curriculum documentation to support teachers; Vocabulary is visible in the learning environment as a prompt for pupil use.	<ul style="list-style-type: none"> • The Bercow Review: Bercow: Ten years On Recommendations • Oracy and the EEF. Part 1 Scenes From The Battleground • Voicing Vocabulary • The Communication Trust research - What Works database • Curriculum, teaching and support - NACE 	3, 4, 5
QFT - class teacher and teaching assistant led interventions.	<ul style="list-style-type: none"> • Slater et al 2009, Hanushek and Rivkin 2006, Rivkin et al 2005, Rockoff 2004 - high quality teachers and their impact on interventions - TEACHER QUALITY • Outventions: When interventions turn into exclusion Pupil Premium teaching lesson planning pedagogy 	1, 2, 3, 4, 5

Regular teaching assistant CPD sessions to support the running of quality interventions.	<ul style="list-style-type: none"> • EEF Guidance report; Making best use of Teaching Assistants - Making Best Use of Teaching Assistants EEF 	1, 2, 3, 4, 5
Team teaching sessions take place to share subject specialisms.	<ul style="list-style-type: none"> • EEF Guidance Report - Effective Professional Development EEF 	3, 4, 5
All staff can access their own CPD programme through Trust wide providers.		2, 3, 4, 5, 6
Provision of specialist teaching staff - QFT.	<ul style="list-style-type: none"> • Specialist teachers, a review of the literature - Specialist Teachers- A Review of the Literature prepared for ETFO 2015 	1, 2, 3, 4, 5
All subject leaders access CPD in principles of subject leadership and subject specific content; Joint deep dives, delivery of staff training; Trust wide curriculum development and CPD.	<ul style="list-style-type: none"> • EEF Guidance Report - Effective Professional Development EEF 	1, 2, 6
Pupils receive timely and accurate feedback through whole staff training on AFL, use of low stakes quizzes etc.,	<ul style="list-style-type: none"> • EEF Guidance Report; Teacher feed - Teacher Feedback to Improve Pupil Learning EEF 	3, 4, 5
CPD on communication and language difficulties and interventions for all staff.	<ul style="list-style-type: none"> • Oral language interventions EEF 	5

Subsidising the cost of SENCo, Assistant Principal, designated members of office staff (pastoral and finance), pastoral teaching assistant (Draw and Talk, attendance).	<ul style="list-style-type: none"> • Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING • Attendance interventions rapid evidence assessment EEF 	1, 2, 6
CPD curriculum development in the use of: CUSP, NPP, My Maths, WRS, WRM, Reception Jigsaw (WRM).	<ul style="list-style-type: none"> • EEF blog: Anchoring Curriculum Knowledge Using Metacognitive Strategies • EEF Blog: What do we mean by 'knowledge rich' anyway? • Early maths programme shows promise in boosting progress EEF • Reception Jigsaw EEF 	1, 2, 5, 6
Team building for wellbeing CPD for all staff.	<ul style="list-style-type: none"> • Collaborative learning approaches EEF • New EEF trial: can adventure learning improve students' skills • Adventure Learning (2019/20 Trial) EEF 	1, 2, 5, 6
Mental wellbeing intervention CPD for relevant staff - Draw and Talk, Play Therapy, Outdoor Learning Therapy, Sensory Circuit.	<ul style="list-style-type: none"> • Play-based learning EEF 	1, 2, 5, 6

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

Budgeted cost: £11,267.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and/or 1:1 tuition for Reading, Writing, Maths - class teachers - My Maths. Small group and/or 1:1 interventions for Reading, Writing, Maths,	<ul style="list-style-type: none"> • One to one tuition EEF • Small group tuition EEF • https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120 • Teacher Feedback to Improve Pupil Learning EEF 	

Phonics - teaching assistants <ul style="list-style-type: none"> 5 minute boxes 	<ul style="list-style-type: none"> Improving Literacy in Key Stage 1 EEF 	
Small group and/or 1:1 interventions - mental health, wellbeing and relationships, nurture support, e.g. Draw and Talk, EAL development.	<ul style="list-style-type: none"> Improving Social and Emotional Learning in Primary Schools EEF 	1, 2
Small group and/or 1:1 interventions for language development - colourful semantics, working memory activities.	<ul style="list-style-type: none"> Special Educational Needs in Mainstream Schools EEF 	1, 2, 3, 4
Reading fluency assessments and small group and/or 1:1 structured reading fluency interventions to support comprehension skills <ul style="list-style-type: none"> Alpha to Omega RWI Freshstart Catch-up Literacy TTRS 5/10 minute boxes. 	<ul style="list-style-type: none"> Moving Forwards, making a difference: Reading fluency in Key... EEF Improving Literacy in Key Stage 1 EEF Fresh Start EEF Catch Up Literacy EEF Touch-type Read and Spell - British Dyslexia Association Read Write Inc. Phonics and Fresh Start EEF 	1, 2, 3, 4
Speech and Language Therapy - Language Link and/or NELI for targeted pupils and educational phase; <p>1:1 and targeted small group SALT tuitioning (see individual pupil care plans).</p>	<ul style="list-style-type: none"> Teaching times articles, various, on impact of SALT - https://www.teachingtimes.com/?s=speech%20and%20 Infant Language Link (2023/24 trial) EEF Improving Literacy in Key Stage 1 EEF Nuffield Early Language Intervention Scale Up Impact Evaluation EEF 	3, 4, 5
Small group communication and oracy interventions, incl. EAL PP group.	<ul style="list-style-type: none"> Nuffield Early Language Intervention (NELI) Project. Nuffield Early Language Intervention EEF 	3, 4, 5
In class intervention time daily for additional guided group and/or 1:1	<ul style="list-style-type: none"> Same Day Intervention EEF Improving Literacy in Key Stage 1 EEF 	3, 4

sessions (teacher and TA led).		
Attendance interventions.	<ul style="list-style-type: none"> • [Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK • Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING 	1, 2

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

Budgeted cost: £11,267.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing and mental health support: <ul style="list-style-type: none"> - Drawing and Talking - Lego Therapy - Outdoor Therapy. 	<ul style="list-style-type: none"> • Play-based learning EEF • Communication and language approaches EEF • SEN support: A rapid evidence assessment 	1, 2
Identify and train up a senior mental health lead - to develop a whole school approach to mental health and wellbeing.	<ul style="list-style-type: none"> • Senior mental health lead training - GOV.UK • Improving Social and Emotional Learning in Primary Schools EEF • Social and emotional learning EEF 	1, 2
Wellbeing and mental health support: <ul style="list-style-type: none"> - Develop the role of an 'Attendance / Pastoral' member of staff - to work with EWO and SLT in following up attendance issues - Introduce and develop fortnightly P4C into the 	<ul style="list-style-type: none"> • https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities • Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING • DfE research - Top tips for improving attendance The Key Leaders • EEF Guidance report; Working With parents to Support Learning - Parental engagement EEF • Working with Parents to Support Children's Learning EEF 	1, 2

curriculum / Worship cycle	<ul style="list-style-type: none"> • Philosophy for Children EEF 	
Develop the role of an 'Inclusion and Enrichment Lead' to monitor the CC experiences at HTL.	<ul style="list-style-type: none"> • Arts participation EEF 	1, 2, 6
Small group nurture sessions - zones of regulation work.	<ul style="list-style-type: none"> • Teaching times article; Motivation and non cognitive skills - Are Your Interventions Working?: Measuring Motivation and Other Non-Cognitive Skills - TeachingTimes • EEF Guidance report: Improving Behaviour in Schools - Improving Behaviour in Schools EEF 	2, 3, 4
Termly wellbeing days with a focus on mental wellbeing and mindfulness, zones of regulation and physical wellbeing.	<ul style="list-style-type: none"> • EEF Guidance report; Improving Social and Emotional learning in Schools - Improving Social and Emotional Learning in Primary Schools EEF • National Literacy Trust report; Mental Wellbeing, Reading and Writing - • Mental wellbeing, reading and writing National Literacy Trust • Mental Wellbeing, Reading And Writing - TeachingTimes • Mental wellbeing, reading and writing 	1, 2, 6
Wellbeing support - a designated member of office staff to liaise with PP Lead on the <ul style="list-style-type: none"> - Administrating and managing holiday food vouchers for FSM PP / advising of holiday club provision within Bexley - Monitoring of subsidised trips and enhancement experiences - Purchasing of uniform - Provision of digital and other 	<ul style="list-style-type: none"> • Ending Child Poverty The Children's Society • The positive impact of school trips - Changing Minds: The Lasting Impact of School Trips - TeachingTimes • The Children's society report; the wrong Blazer - The Wrong Blazer Report 2020 The Children's Society • Using Digital Technology to Improve Learning EEF • Teaching times article on achievement through wider provision - How to... raise achievement for all through wider provision - TeachingTimes 	1, 2, 6

resources/equipment and support as appropriate to stage of education - Participation in extracurricular activities.		
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Total budgeted cost: £52,208.45

C/fwd: £6,566.74

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of Pupil Premium Funding 2022-2023 (PiXL Summer Test Data – Statutory Data for Years 2 and 6)

EYFS	
GLD	60%
PP GLD	67%

Year 1	EXS	PP EXS	GDS	PP GDS
Reading	65%	100%	17%	0%
Maths	80%	100%	23%	0%
Phonics	80%	67%		

Year 2	EXS	PP EXS	GDS	PP GDS
Reading	60%	0%	19%	0%
Maths	56%	0%	12%	0%
Writing (TA)	38%	0%	2%	0%
GPS	26%	0%	17%	0%
Phonics retake	93%	75%		

Year 3	EXS	PP EXS	GDS	PP GDS
Reading	66%	20%	44%	0%
Maths	61%	0%	22%	0%

Year 4	EXS	PP EXS	GDS	PP GDS
Reading	76%	50%	36%	0%
Maths	64%	17%	17%	0%

Year 5	EXS	PP EXS	GDS	PP GDS
Reading	96%	75%	74%	50%
Maths	81%	44%	50%	25%

Year 6	EXS	PP EXS 100-109	GDS	PP GDS 110-120
Reading	72%	12%	29%	2%
Writing (TA)	65%		11%	
Maths	65%	10%	24%	0%
GPS	65%	7%	26%	2%
Combined	67%		23%	

How we measure the impact of the Pupil Premium funding:

- Additional provision is monitored session by session by those staff providing support;
- Adaptations are then made as necessary. The overall effectiveness and impact is evaluated regularly through half termly Pupil Progress Meetings (PPM) which involve representatives from the SLT, the class teacher and phase leader;
- In PPMs, pupils are compared according to different characteristics including those in receipt of PP.

In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes;
- Feedback from staff, the child, parents and other professionals who may be involved;
- Pupil books;
- Anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

The impact of our PP spending is evaluated half termly and the strategy is adapted according to specific group needs.

The Governors' Performance and Standards Committee will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose Education
NPP	Now Press Play
Language Link	Speech and Language Link
Boy's Noise	Professional Services - Educational
B'You	Professional Services - Educational

Further information (optional)

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