

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	271 (incl. 13 Nursery)
Proportion (%) of pupil premium eligible pupils	2024 - 2025 29 pupils (Yr N to Yr 6, (incl. x1 LAC) - 271 - 11%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026 (Year 2 of 3)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Oliver Winstone (Principal)
Pupil premium lead	Jane Edwards (Assistant Principal)
Governor / Trustee lead	Nicolette Gaskin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,765.42
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 6,567.20
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>	£ 55,332.62

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make outstanding 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 and the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are categorised as disadvantaged or not.

High-quality first teaching is at the heart of our approach. This has 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;
- Ensure all pupils receive high quality first teaching;
- Provide an enriching and varied, high quality curriculum, accessible to all pupils;
- Provide targeted interventions, delivered by skilled and knowledgeable staff;
- Ensure all children are able to access trips, visits, residential, clubs and wider opportunities that exist throughout the school;
- Ensure disadvantaged children are supported to access opportunities beyond their school experience in the wider community.

EEF Research

Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

Targeted Academic Support: Evidence consistently shows the positive impact targeted support can have, especially for those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Challenges

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

Challenge number (priority)	Detail of challenge
1	<p>Vocabulary</p> <p>Narrow vocabulary and oracy; limited access to high quality reading material outside of school.</p>
2	<p>Phonics / Reading</p> <p>Low levels of reading engagement affecting reading attainment and progress.</p>
3	<p>Wellbeing</p> <p>Social, emotional and behavioural problems affecting wellbeing and progress.</p>
4	<p>Maths</p> <p>Narrow vocabulary and oracy skills alongside low levels of resilience affecting pupil's attainment and progress in Maths; low levels of calculation fluency across the school.</p>
5	<p>Resilience</p> <p>Weaknesses in learning behaviours, e.g. lack of independence or resilience.</p>
6	<p>Wider Opportunities</p> <p>Lack of first-hand experiences (some as a result of Covid/school closures) beyond the classroom affecting learning and expectations of what can be achieved.</p>
7	<p>GDS Pupils</p> <p>More-able disadvantaged current data shows there are gaps between disadvantaged and non-disadvantaged pupils at the end of KS2 outcomes - at greater depth.</p>
8	<p>Attendance</p> <p>Absenteeism and punctuality negatively impact attainment and progress, wellbeing and mental health.</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>Priority 1: Vocabulary Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Improved performance in the inference domain questions, among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language and use of vocabulary, among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny, pupil book study and ongoing formative assessment.</p>
<p>Priority 2: Phonics / Reading Improved reading attainment for disadvantaged pupils.</p>	<p>KS2 reading outcomes year on year show an increased number of disadvantaged pupils meeting the expected standard.</p>
<p>Priority 3: Wellbeing Achieve and sustain improved wellbeing in our school, particularly for our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing year on year demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>
<p>Priority 4: Maths Improved attainment in Maths for multi-disadvantaged pupils so that more disadvantaged pupils meet the expected standard by the end of Year 6.</p>	<p>KS2 Maths outcomes year on year show that more than 80% disadvantaged pupils meet the expected standard.</p>
<p>Priority 5: Resilience All pupils demonstrate a positive 'can do' attitude when faced with challenging situations.</p>	<p>Higher levels of resilience / improvements in the learning behaviours demonstrated through qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>
<p>Priority 6: Wider Opportunities Increased attendance and improved access to enrichment activities for disadvantaged pupils.</p>	<p>Increased levels of engagement in wider opportunities / 'wow' experiences year on year demonstrated by:</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils (extra-curricular and residential);</p> <p>A reduction in the gap between disadvantaged and non-disadvantaged pupils' participation in enrichment activities.</p>
<p>Priority 7: GDS Pupils Gap diminished between disadvantaged and non-disadvantaged GDS outcomes.</p>	<p>Year on year reduction in the gap for GDS outcomes between disadvantaged and non-disadvantaged pupils.</p>
<p>Priority 8: Attendance To achieve 97% attendance (in line with the school target).</p>	<p>Improve attendance of all pupils (particularly of disadvantaged pupils and those causing concern) so overall school attendance is 97% or greater.</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: £ 20,323.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff have access to high quality CPD provided both internally and externally in order to improve staff subject knowledge of how to achieve depth of learning for all pupils - across the whole curriculum.</p>	<p>Continuous professional development will help further improve quality first teaching by improving:</p> <ul style="list-style-type: none"> ● Pedagogy; ● Subject knowledge; ● By providing information about current educational best practice. <p>Effective Professional Development EEF</p>	
<p>Continued high quality CPD on the purchased elements of schemes of works:</p> <p>CUSP: Writing, Reading, History, Geography, Art, DT, Spelling, EYFS.</p> <p>SnapScience</p> <p>Kapow</p>	<p>CUSP is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving.</p> <p>It is underpinned by explicit vocabulary instruction and research-focused pedagogy.</p> <p>Combining these has led to exceptional outcomes for pupils, as a result of coherent curriculum design and instructional teaching.</p>	
<p>All staff have access to high quality CPD in order to assess knowledge and understanding and address misconceptions, enabling pupils to practice, consolidate and secure understanding of key concepts: Quality of questioning; Feedback; Marking.</p>	<p>Meta-cognition evidence suggests the use of these strategies, which get pupils to think about their own learning when used well.</p> <p>Metacognition and Self-regulated Learning EEF</p> <p>Metacognition and self-regulation EEF (+7 months)</p> <p>Effective feedback tends to focus on the task, subject and self-regulation strategies:</p> <ul style="list-style-type: none"> ● It provides specific information on how to improve; ● It can be effective during, immediately after and some time after learning; ● Studies of verbal feedback show slightly higher impacts overall. <p>Feedback EEF (+6 months)</p>	

<p>All staff have access to high quality CPD in order to ensure the enhancement of high quality Maths teaching and planning - staff release time to develop and embed key elements of the Maths Mastery approach.</p>	<p>Maths Mastery aims to improve the quality of Maths teaching to deepen pupils' conceptual understanding of key mathematical concepts by:</p> <ul style="list-style-type: none"> • Adopting a systematic approach to mathematical language; • Frequent use of objects and pictures to represent mathematical concepts; • An emphasis on high expectations. <p>Ark Mathematics Mastery: Primary EEF (+2 months)</p> <p>Mathematics Mastery Primary EEF (+2 months)</p>	
<p>Continued high quality CPD on purchased DfE validated systematic synthetic phonics programme (RWI) - to secure stronger phonics teaching for all pupils and early literacy approaches in the EYFS.</p>	<p>Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Phonics EEF (+5 months)</p> <p>Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing and typically increase children's learning by about four months.</p> <p>Early literacy approaches EEF (+4 months)</p>	
<p>Staff in Nursery setting to have access to high quality CPD in order to introduce and run NELI Preschool.</p>	<p>A previous study found that the NELI Preschool programme (previously called NELI Nursery) had a positive impact on children's language outcomes showing that children who received NELI Preschool made an additional three months progress in overall language skills compared to those who did not receive the programme.</p> <p>NELI Preschool - trial EEF</p>	
<p>Continued high quality CPD on one-to-one and small group interventions, including Speech and Language programmes (Talk Boost; Speech and Language Link) and Social and Emotional (Draw & Talk, ELSA).</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key:</p> <ul style="list-style-type: none"> • Targeted deployment - where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact; • Investing in CPD for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. <p>Teaching Assistant Interventions EEF (+4 months)</p> <p>Using a speech and language programme can significantly improve children's talking and understanding of words.</p> <p>Talk Boost - Speech and Language UK: Changing young lives</p>	

	Speech and Language Link Oral language interventions EEF (+6 months)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,900.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons:</p> <p>TTRS, ELSA Speech and Language Links, NELI Preschool, Talk Boost, Fresh Start RWI.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition EEF (+5 months) Small group tuition EEF (+4 months)</p> <p>The EEF emphasizes that high-quality teaching is crucial for all pupils, but it can be particularly impactful for more-able disadvantaged students.</p> <p>Evidence suggests:</p> <ul style="list-style-type: none"> • Effective questioning techniques can encourage deeper thinking and help these pupils engage more rigorously with content; • Teachers should ensure that they are challenging more-able pupils appropriately, providing them with tasks that stretch their thinking without overwhelming them; • Targeted interventions that focus on both academic and social-emotional aspects have been shown to support more-able disadvantaged pupils. This includes providing support for self-regulation and metacognitive skills to help these students become more independent learners; • Some of the interventions suggested by the EEF involve mentoring or academic coaching to help these pupils maintain high levels of motivation and challenge. <p>Making Best Use of Teaching Assistants EEF Oral language interventions EEF (+6 months)</p>	
<p>Additional phonics and / or reading sessions targeted at pupils who require further support.</p> <p>Especially - Yr 2 pupils who failed to meet the requirement in the Yr 1</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics EEF (+5 months)</p>	

<p>phonics screen; Yr 3 who did not make the required standard in their Yr 2 retake; Pupils screened internally and / or externally as SEND (Dyslexic).</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals.</p> <p>Teaching Assistant Interventions EEF (+4 months)</p>	
<p>Enhance the current reading provision within school and extending to outside of school - to encourage a love of reading and to nurture a love of books thus creating lifelong readers.</p> <p>Parents open mornings to support understanding of phonics and early reading.</p>	<p>The National Literacy Trust's research has shown that there can be few things as powerful as regularly reading to and with a young child. It has astonishing benefits for children: comfort and reassurance, confidence and security, relaxation, happiness and fun</p> <p>Reading For Pleasure Research National Literacy Trust</p> <p>The development of children's reading skills and comprehension is intertwined with the need to nurture a love of books and reading to create lifelong readers. The ability to read is essential in children's educational success and mental wellbeing.</p> <p>Reading comprehension strategies EEF (+6 months)</p>	
<p>Additional maths sessions targeted at pupils who require further mathematical support.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals.</p> <p>Teaching Assistant Interventions EEF (+4 months)</p> <p>EYFS: promoting fluency supports pupils to remember numbers and sequences. They can then use this knowledge during other learning and mathematical experiences.</p> <p>EEF Early Mathematics</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p>	
<p>One-to-one regular pastoral support using a range of strategies, including approved programmes for pupils with social and emotional difficulties.</p>	<p>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).</p> <p>Social and emotional learning EEF (+4 months)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	

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

Budgeted cost: £15,108.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to enable disadvantaged pupils to access a wider curriculum through attendance on trips, visits and residential – focusing on resilience, wellbeing, speaking & listening & outdoor learning.</p>	<p>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Enriching children’s experiences will enable them to try new and exciting opportunities which would otherwise not be possible.</p> <p>More-able disadvantaged pupils can benefit from developing their Cultural Capital, which includes a broad understanding of the world, access to experiences, and social networks that help them engage with high-level academic content.</p> <p>Children:</p> <ul style="list-style-type: none"> • Learn best through action rather than instruction which is why first-hand experiences are vital to early development; • Thrive on the exploration and discovery that shapes their knowledge and understanding of how and why things work; encouraging critical thinking, teamwork, and problem-solving skills. <p>Life skills and enrichment Improving the teaching and learning of life skills and enrichment</p> <p>Cultural Capital Toolkit</p> <p>The Social Mobility Commission report ‘An Unequal Playing Field’ uncovered evidence that extracurricular activities are important predictors for participation beyond compulsory education, help to boost confidence in social situations and help develop social networks (+2-4 months).</p> <p>Aspiration interventions EEF</p>	
<p>Continued whole school access to outdoor learning opportunities to include:</p> <p>Resilience and teamwork activities; development of play and lunchtime provision.</p>	<p>The explicit teaching of Social and Emotional Learning as an important protective factor for children’s wellbeing, alongside team building and peer support activities.</p> <p>Social and emotional learning EEF (+4 months)</p> <p>Collaborative learning approaches EEF (+5 months)</p>	

Continued whole school development in access to sensory time.	Social and emotional learning EEF (+4 months)	
Continued whole school access to the MyHappyMind programme: Pupils and parents / carers. To include staff CPD and resourcing.	Access to myHappymind helps to create a positive mental wellbeing culture in which children build resilience, self-esteem and character. myHappymind uses the latest research, science and technology to help children develop lifelong habits and learn to thrive. The free myHappymind parent app provides parents / carers with an insight into the knowledge and skills being taught in school. It also provides access to activities that help embed good habits for developing positive mental health. myHappymind	
Whole school engagement with the Dog Mentor Scheme. To include staff CPD and resourcing.	The Dog Mentor Scheme builds upon the benefits of the human-animal bond by providing children positive experiences with dogs that can help them educationally, developmentally, emotionally and socially. Areas of potential benefit include: <ul style="list-style-type: none"> ● Cognitive development; ● Emotional development; ● Physical development; ● Environmental benefits; ● Social benefits. The Dog Mentor	
Whole school introduction of 'CalmBrain'. To include staff CPD and resourcing.	Using leading research in neuroscience, CalmBrain works effectively on the brain as a whole. It focuses on brain integration, calming the lower areas of the brain which is where stress, anxiety and mental health are rooted. The lower brain encourages children to be at ease with themselves, to be calm, reflexive, relaxed, contemplative and allows the higher mind to open and respond to learning and experience. Calm Brain	
Whole school introduction of P4C. To include staff CPD and resourcing.	P4C is an approach to teaching and learning, in which children take part in philosophical enquiry. It aims to enhance thinking and communication skills, boost confidence, self-esteem and improve behaviour. P4C encourages teachers and pupils to think in a caring, collaborative, creative and critical way (the 4C's of P4C).	

	<p>P4C aims to help children become more thoughtful, reflective and reasonable individuals.</p> <p>Philosophy for Children - second trial EEF</p>	
<p>Support for parents and parental engagement.</p>	<p>A parent's role in a child's life has a far reaching impact. Parental involvement is extremely important and studies continue to indicate that a parent's role in children's learning is critical to their academic achievement - getting them on board and supporting them, as necessary, is key to overcoming some of the potential barriers.</p> <p>Aspiration interventions EEF</p> <p>Parental engagement EEF (+4 months)</p> <p>Working with Parents to Support Children's Learning EEF</p>	
<p>Family Funding to include:</p> <p>Provision of healthy nutritious breakfast and snacks to meet pupil needs;</p> <p>Milk provision;</p> <p>For pupil premium pupils with social care involvement, to attend after school clubs;</p> <p>Uniform items provided for pupils where a need is identified – including PE kit and school shoes;</p> <p>A contingency fund for acute issues.</p>	<p>A healthy breakfast promotes a healthy lifestyle. Without breakfast, studies show that children become irritable, tired, and restless, unable to complete tasks or listen to instructions. Research shows that hungry children do not achieve as well (+3 months).</p> <p>Arts participation EEF (+3 months)</p> <p>Physical activity EEF (+1 month)</p> <p>School uniform EEF</p> <p>To set a small amount of funding aside to respond quickly to needs that have not yet been identified, including deprivation due to rising energy and food costs.</p>	
<p>To improve attendance, particularly of disadvantaged pupils and those causing concern.</p> <p>School Principal and key staff alongside EWO, to address any issues of poor attendance and punctuality. Advice and support to identified families is provided.</p>	<p>Poor attendance is more likely in pupils from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.</p> <p>Improved attendance of pupils is encouraged by praising and rewarding good attendance through certificates, badges, vouchers and trips for example. Where necessary, help families financially to ensure they can get their children to school (transportation).</p> <p>Supporting attendance EEF</p>	

<p>Health and Wellbeing support for all staff.</p>	<p>Good mental health is an important part of healthy child development. It helps children build positive social, emotional, behaviour, thinking and communication skills:</p> <ul style="list-style-type: none"> ● Identify and support the health and wellbeing of all stakeholders; ● Work together with mental health practitioners. <p>Supportive working environments are the most popular tool to... EEF</p>	
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Total budgeted cost: £55,332.62

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2024 School Assessment Data				
<ul style="list-style-type: none"> - EYFS / End of Key Stage 2 SATs Profile - Year 1 Phonics Screening - Year 2 Phonics Screening - Year 4 Multiplication Test - Year 6 SATs - Internal testing (PiXL, Years 1-5) 				
EYFS				
GLD	78%			
PP GLD	33%			
Year 1 - 2023/24	EXS	PP EXS	GDS	PP GDS
Reading	60%	100%	3%	0%
Maths	70%	100%	10%	0%
Writing (TA)	19/30 chn	2/3 chn	3/30 chn	0/3 chn
Phonics	74%	100%		
Year 2 - 2023/24	EXS	PP EXS	GDS	PP GDS
Reading	60%	67%	10%	33%
Maths	63%	67%	67%	0%
Writing (TA)	20/37 chn	2/3 chn	3/37 chn	1/3 chn
Phonics Retake	87%	90%		
Year 3 - 2023/24	EXS	PP EXS	GDS	PP GDS
Reading	83%	75%	33%	0%
Maths	52%	50%	15%	25%
Writing (TA)	34/47 chn	2/4 chn	4/47 chn	0/4 chn
Year 4 - 2023/24	EXS	PP EXS	GDS	PP GDS
Reading	67%	25%	49%	13%
Maths	67%	13%	33%	0%
Writing (TA)	18/44 chn	2/6 chn	6/44 chn	0/6 chn
Multiplication Check	Average Score	15+	20+	25

	19	77%	64%	26%
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Year 5	EXS	PP EXS	GDS	PP GDS
Reading	81%	29%	19%	0%
Maths	51%	14%	9%	0%
Writing (TA)	28/36 chn	4/8 chn	2/36 chn	0/8chn

Year 6	EXS	PP EXS 100-109	GDS	PP GDS 110-120
Reading				
Writing (TA)				
Maths				
GPS				
Combined				

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 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 Governing Body and Trust 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
CUSP	CUSP Curriculum with Unity Schools Partnership
RWI	Read Write Inc. Phonics - Ruth Miskin Literacy
MyMaths	MyMaths
WRS	Primary science curriculum and resources White Rose Education
WRM	Maths resources for teachers White Rose Education
NPP	Now Press Play
Language Link	Speech and Language Link
TTRS	Touch-Type Read and Spell