



Pupil Premium Strategy Statement 2023/24

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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.

Detail	Data
School name	Holy Trinity Catholic Academy
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	14/12/21
Date on which it will be reviewed	27/7/21; 11/11/22; 22/6/23; 13/10/23
Statement authorised by	Julia Summers
Pupil premium lead	Julia Summers
Governor / Trustee lead	Robert Beall

FUNDING OVERVIEW	
Pupil premium funding allocation this academic year	£77,670
Recovery premium funding allocation this academic	£7,540
Pupil premium funding carried forward from previous	£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	£85,210

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of Intent

We aim to close the gaps widened by the pandemic and ensure that all children, especially those eligible for the Pupil Premium Grant achieve their full potential.

We aim to support improved mental health and well being of disadvantaged pupils which impacts on their ability to achieve their potential.

We aim to improve Reading outcomes, particularly Early Reading outcomes for all pupils eligible for the PPG as we know that being able to read fluently and with understanding opens doors for the future and enables pupils to success across the curriculum.

We aim to improve vocabulary and children’s ability to retain new knowledge in order to improve life chances and success in their future educational journey.

We aim to improve Maths outcomes across the school particularly in Upper Key Stage 2.

CHALLENGES	
1	Poor self esteem, social, emotional, mental health and well being impacts on some disadvantaged pupils' ability to achieve their potential
2	Low attainment and progress rates in Reading, Writing and Maths – 71% of our PPG children are on the SEND or Class Aware Register
3	Poor communication and language skills and low vocabulary levels amongst some PPG pupils impacts on their Reading, Writing and managing feelings and behaviour, particularly in EYFS and KS1
4	Some disadvantaged children find retaining new information difficult and making connections between different areas of learning
5.	Attendance for disadvantaged pupils is below 95%
6.	Some disadvantaged pupils continue to have fewer opportunities to be heard read at home or supported with their homework
7.	Some disadvantaged pupils have limited experiences outside of school, impacting on their vocabulary and writing skills in school
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)	
SUCCESS CRITERIA	
Improved self-esteem, social, emotional, mental health and well being will impact on identified disadvantaged pupils' ability to achieve their potential Measured through use of pupil Well Being survey twice annually and ELSA support	Health Mentor feedback, pastoral TA support, Doodle Time, ELSA support and outcomes of other specific interventions for targeted children, will show improved social and emotional responses Before and after Mental Health and Well Being questionnaires will show improved responses in targeted areas
Improved attainment and progress rates in Reading, Writing and Maths, measured through IXL progress, end of term data, SATs results where applicable, Pre and Post Maths Assessment, RWI assessments, Kahoot Quizzes and Pupil Voice summaries	Data Analysis shows closing gaps in attainment for targeted PPG children, particularly in Maths at UKS2, closer to the NA; writing standards improving and Early Phonics attainment at end of EYFS closer to the NA and PSC closer to NA; Kahoot quiz results will demonstrate good progress against the curriculum, Pupil Voice responses will show no difference between the outcome for PPG children compared to non PPG children – both will be equally strong
Improved communication and language skills , and improved vocabulary knowledge amongst PPG pupils will impact on their improved Reading, Writing and managing feelings and behaviour outcomes, particularly in EYFS and KS1; measured through Black Sheep intervention progress, EYFS baseline progress Vocabulary of older pupils will be extended and children will be confident in articulating this, demonstrating improved knowledge	The % of PPG pupils achieving a GLD at EYFS will have increased since previous year and will be closer to the NA, RWi data will evidence progress of PPG children; Black Sheep interventions in FS will show progress from individual starting points Vocabulary range of older pupils in KS1 and 2 will be equally as strong as non PPG children – this will be evidenced in Pupil Voice activities across the curriculum

	<p>The ability to retain new knowledge and make connections with different areas of learning; measured through Pupil Voice, Work in books, Kahoot use</p>	<p>Work in books and Pupil Voice discussions will indicate that successful strategies have been implemented to help children retain new learning</p> <p>Pupils will have retained a range of new vocabulary linked to wider curriculum areas. Pupils will be able to articulate the difference that Kahoot has made to their retention; and in UKS2 the difference that the vocabulary aspect of the Reading System has made to their understanding</p> <p>Pupil Voice outcomes will be equally strong amongst PPG pupils as non PPG pupils</p>
	<p>Attendance for targeted disadvantaged pupils will have increased; measured through attendance data</p>	<p>Attendance for targeted disadvantaged pupils will be closer to the NA</p>
	<p>Parental engagement will have increased Class Dojo engagement, Reading Records will show increased engagement, parents will attend events, Family Fridays, Reading Cafes etc</p> <p>PPG pupils will have further opportunities to read and achieve homework and reading rewards; measured through % of pupils reading at home</p>	<p>All parents will be connected to Class Dojo and through this be encouraged to have greater communication with the school. Reading records will show an increase in the % of PPG pupils receiving the Homework and Reading rewards. Children who are not able to read to home will have had additional support to do so at school. Teachers will collect Reading Data and identify those who require further support.</p>
	<p>Some disadvantaged pupils have limited experiences outside of school, impacting on their vocabulary and writing skills in school</p>	<p>Pupils will have had a variety of opportunities to broaden their horizons and experienced both within the school and on external visits. This will be evidenced through a whole school enrichment planner linked to key areas of the curriculum</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 - £32,610

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	Challenge Number(s) addressed
<p>Maths – mastery approach, Active Number, reasoning modelling, pre and post assessments</p> <p>Subject Lead CPD from East Midlands East Maths Hub</p> <p>Use of White Rose Maths and CPD</p> <p>Use of IXL weekly in class and for homework - Diagnostic and Analytical tools used to determine progress</p>	<p>'Mastery is characterised by a belief that, by working hard, all children are capable of succeeding at mathematics. On this basis, children are taught all together as a class and are not split into 'prior attainment' groupings.' NCTEM</p> <p>Carefully structured teaching is planned in small steps. This provides both the necessary scaffold for all to achieve, and the necessary detail and rigour of all aspects of the maths to facilitate deep thinking. The small steps are connected and concepts are built. This leads to generalisation of the maths, and the ability to apply it to multiple contexts and solve problems.</p>	<p>2</p>

<p>Reading: Read, Write Inc Phonics Scheme embedded in EYFS and KS1 All pupils assessed and interventions in place at LKS2 and Fresh Start used in UKS2, regular assessment updates, involvement with Lead TSA English Hub, RWI CPD for Staff via Lead TSA English Hub and School's Reading Leader</p> <p>Strategies to improve Reading for pleasure, book boxes and Top 20 Reads, Class Story books pitched at a higher level than the children can read, to raise vocabulary awareness</p> <p>Reading Leader release time to provide CPD support to staff leading phonics groups</p>	<p>'Fluent readers can read quickly, accurately and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be directed towards comprehending the text' EEF Improving Literacy</p> <p>'On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.' EEF Toolkit</p> <p>Closing the Word Gap' research identifies that children from disadvantaged backgrounds have significantly reduced vocabulary to those pupils not eligible for the PPG</p>	2, 6
<p>Writing: Reviewed provision for Writing opportunities in EYFS under new EYFS curriculum</p> <p>Re-organisation of English at KS1 to ensure further scope for Writing</p> <p>Teaching in straight year group sets</p> <p>Modelled and Shared writing reviewed in all phases giving feedback throughout each aspect</p> <p>Reviewed assessment procedures</p> <p>Review of texts to match unit / genre of writing</p>	<p>The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility. EEF Improving Literacy</p>	2
<p>Communication / Language & Vocabulary: Speech and Language screening of all EYFS children Black Sheep Intervention</p> <p>Vocabulary focus across the school – Tier 1, 2 and 3 vocabulary in place across English and other curriculum areas and Vocabulary Structured teaching sessions in KS2</p> <p>Use of Kahoot and Kahoot Quiz Analysis</p>	<p>'Closing the Word Gap' research identifies that children from disadvantaged backgrounds have significantly reduced vocabulary to those pupils not eligible for the PPG</p>	3, 2 5

<p>The Wider Curriculum: Curriculum quizzes Curriculum long and medium term planning Use of knowledge organisers, updated with specific knowledge and presented in a child friendly manner Sharing of KO information with parents Use of Kahoot to help pupils retain new knowledge and close gaps on previous knowledge lost during the lockdown period Reviewed assessment and feedback procedures</p>	<p>'Learning is at least in part defined as a change in long-term memory. As Sweller et al (2011) have pointed out, 'if nothing in the long-term memory has been altered, nothing has been learned', although there are, of course, other aspects to learning. It is, therefore, important that we use approaches that help pupils to integrate new knowledge into the long-term memory and make enduring connections that foster understanding.' Ofsted Education Inspection Framework Research Jan 2019</p>	<p>4, 2, 3</p>
<p>Well Being Forest School sessions weekly for all children Termly sessions PE with the Sports Coach Bi-annual Pupil Well Being survey and analysis to ascertain key issues or focus pupils for key support Take 5 Breathing Programme & Ambassadors Healthy Week, Aspirations Week, Anti-Bullying Enrichment Weeks for all pupils</p>	<p>• There is convincing evidence of a relationship between wellbeing and academic attainment, drawing on research conducted in a wide range of countries. • There is robust, longitudinal evidence that wellbeing is also associated with a variety of additional student outcomes including: • engagement • experience of transitions between Primary and Secondary school' Oxford Student Well Being Impact Study Ensure that as well as a performance culture, there is a focus on wellbeing and embrace a growth mindset. A student's sense of achievement shouldn't rest solely on school grades. Teach children and parents that it's not all about attainment, it's ultimately about enjoying the process, overcoming challenges and embracing failure. Happy students will naturally develop and improve their concentration, motivation and energy levels. So by focusing on improving their wellbeing, students are more likely to be in a positive place to embrace learning and good results are likely to follow as a result.</p>	<p>1, 7, 4</p>
<p>TARGETED ACADEMIC SUPPORT - £47,365</p>		
<p>ACTIVITY</p>	<p>EVIDENCE THAT SUPPORTS THIS APPROACH</p>	<p>CHALLENGE NUMBER (S)</p>
<p>RWI implemented and Phonics Interventions for bottom 20% inc PPG children in EYFS and KS1 daily RWI interventions regularly Additional Reading opportunities with TAs weekly, Reading Buddies Beat Dyslexia, Reading Fluency & Reading Comprehension interventions</p>	<p>EEF toolkit identifies small group tuition is effective when targeted at pupils' specific needs. 4 months impact. 'Fluent readers can read quickly, accurately and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be directed towards comprehending the text' EEF Improving Literacy</p>	<p>2, 4, 6</p>

<p>Small group tutoring / individual focussed work following pre assessments in Maths, out of class and in class each day, Number Sense activities in small groups in FS and KS1 / as part of the starter session</p> <p>Times tables and IXL target group support</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year EEF</p>	<p>2</p>
<p>ELSA breakfast sessions</p> <p>ELSA focus groups – individual and small group interventions</p> <p>Pastoral Support groups – doodle time, support from Well Being Survey feedback</p> <p>Health Mentor sessions with individuals</p> <p>One to one TA support for SEMH needs of targeted pupils</p>	<p>• There is convincing evidence of a relationship between wellbeing and academic attainment, drawing on research conducted in a wide range of countries.</p> <p>• There is robust, longitudinal evidence that wellbeing is also associated with a variety of additional student outcomes including:</p> <ul style="list-style-type: none"> • engagement • experience of transitions between Primary and Secondary school' Oxford Student Well Being Impact Study 	<p>1</p>
<p>Wider strategies (for example, related to attendance, behaviour, wellbeing) - £2,010</p>		
<p>ACTIVITY</p>	<p>EVIDENCE THAT SUPPORTS THIS APPROACH</p>	<p>CHALLENGE NUMBER (S)</p>
<p>Attendance rewards</p> <p>Attendance Panel meetings with Parents</p> <p>Termly attendance monitoring letters</p> <p>Liaison with SBAP</p> <p>Liaison with LA Education</p> <p>Enforcement</p>	<p>EEF Toolkit identifies parental involvement adds an additional 3 months impact.</p>	<p>5</p>

<p>Class Dojo engagement</p> <p>Use of Class Dojo within the school day to connect with parents as well as home learning</p> <p>IXL used for home learning</p> <p>Family Fridays in EYFS, Reading for Pleasure Monday sessions/Reading Cafe</p> <p>Parents' evening sessions through Team</p> <p>Additional reading time</p>	<p>Parent Engagement proven to impact on pupil's academic learning: Oxford University Press 'Children whose parents are actively involved in their learning can see attainment increase by 15%'</p>	<p>6</p>
<p>50% discount on Residential educational visits</p> <p>Visitors to the school during Aspirations Week, Multi Cultural Week and Healthy Week as possible</p> <p>Participation in 'The Great Project' for Y6 pupils</p>	<p>'Residentials are often the most memorable experience of students' school days; for their teachers, they are rewarding, if exhausting. Learning Away's initial research report stated that they "provide opportunities and benefits/impacts that cannot be achieved in any other educational context or setting" and "the combination of activities and shared experience of living and learning with others makes a residential a unique learning opportunity." They have even been described by teachers as "worth half a term in school". The State of School Residentials in England 2017</p>	<p>7</p>

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 2022 to 2023 academic year.

Third Space Learning was invested in for the Y6 cohort resulting in improved outcomes compared to the previous year at the end of KS2.

IXL was used successfully both in class and as a tool to support learning and provide children with focussed activities to support their progress; and as a homework tool which in turn impacted positively on parental engagement with their children's learning. This was referred to a positive through the Homework Parental Survey June 2023.

Parental engagement also continued to increase through effective ongoing use of Class Dojo and also in EYFS through regular Family Fridays, where parents are invited in for focussed sessions with their children in F1 and F2.

Kahoot was used throughout KS1 and 2 as an effective tool to support knowledge retention and feedback to improve. This was highlighted as a success through Pupil Voice monitoring carried out throughout the year by Subject and Senior Leaders.

Outcomes in the PSC were disappointingly low despite strong progress against the curriculum from starting points seen throughout the year. This needs to be maintained as an area to focus on to improve. Release time for the Reading Lead working in partnership with the Y1 teachers needs to further strengthen and be developed during the next year.

Pupil Voice outcomes across the curriculum from PPG children versus non PPG children was positive with there being almost no difference seen between the knowledge and vocabulary retained in either group. This needs maintaining and building on further in the next year.

Forest School sessions continued successfully throughout the year alongside focussed intervention support groups for targeted PPG pupils who needed additional support for their well being. This needs to continue again in 2023-4.

ELSA sessions continue to run with an ever increasing case load. A second TA was trained as an ELSA to support this. Without this excellent facility, many children would be struggling with their well being and this in turn would have a negative impact on their learning in class and general school attendance.

Attendance for targeted children increased successfully during the year, thanks to engagement with parents and individual rewards. This, in particular, saw two PPG children who had only ever been Persistent Absentees for each of their school years to 2022, increase their attendance to over 90%. This needs maintaining and building up through positive relationships in 2023-4.

