

Holy Trinity & S. Silas School

Pupil Premium Strategy 2021-22

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.

School Overview

Detail	Data
School name	Holy Trinity & S. Silas Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	April 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Lorraine Dolan
Pupil premium lead	Kate Arnison
Governor / Trustee lead	Resources Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,080
Recovery premium funding allocation this academic year	£9,280
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	£95,360

Statement of intent

It is 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.

We commit to implementing the following practices:

- The recruitment and development of teachers of the highest quality, ensuring quality first teaching for all pupils.
- A broad and balanced curriculum that uses the arts as a stimulus for all pupils, which includes trips, visitors and specialist teachers in the arts and P.E.
- High expectations and ambition for all pupils.

- Inclusion as well as challenge for all pupils.
- High expectation on ensuring that all children are confident and able readers.
- Strong relationships between pupils, school staff and families which foster better outcomes.

At Holy Trinity & S. Silas Primary School we aim to ensure that all pupils, particularly those who are disadvantaged and vulnerable, access our broad and balanced curriculum, progressing rapidly from their starting points in all subjects. We are ambitious for disadvantaged pupils and work to support them in achieving excellence in core academic subjects and across the broader curriculum. This means we ensure the following:

- all teachers and leaders keep our disadvantaged pupils and their families at the forefront of their mind while ensuring high expectations and ambition;
- quality first teaching at the heart of our approach to support disadvantaged pupils;
- all of our staff knowing each of these pupils and their families and taking collective responsibility for their primary school experience and learning outcomes;
- identifying and tracking disadvantaged pupils, assessing their needs, and starting points;
- maintaining a broad, rich and diverse curriculum as well as opportunities to deepen cultural capital;
- carefully sequenced and progressive curriculum to support coherent learning journeys;
- scrutinise the impact of support we give these pupils on outcomes, self-esteem and the broader curriculum, and seeking to do even better;
- to consistently understand the broader picture of pupils' families, their experience in their early years, and their class cohort context.

Challenges

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

Challenge number	Detail of challenge
1	On entry into EYFS, some of our disadvantaged pupils have lower levels of speech, language and communication than other pupils.
2	Our disadvantaged pupils make slower progress in development of reading skills
3	Our disadvantaged pupils that have a lower level of attendance
4	Whilst parents and carers of disadvantaged pupils are very supportive of education and of the school, there are lower levels of confidence among these parents with supporting their child's learning.
5	Some of our disadvantaged families do not have the same access to enrichment activities due to low income or lack of parental free time due to work commitments.
6	Our school is characterised by its wide socio-economic range within our community, and this presents a specific challenge when teaching pupils together who have differing life experiences and starting points.

7	Although our disadvantaged pupils show progress and attainment in line with national averages, over time, there is an in-school trend that these children attain less well than other pupils, in maths and writing in particular.
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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
To improve outcomes for our disadvantaged pupils in reading, writing and maths.	<p>Disadvantaged pupils will make at least expected progress in reading, writing and maths.</p> <p>Internal summative data and teacher assessment shows a story of improved outcomes and progress from starting points to match our ambitious expectations.</p> <p>In reading: improved scores in reading comprehension assessments, improved progression through reading levels improved engagement in reading lessons, and increased reading with parents at home.</p> <p>In writing, fluent, effortless handwriting; improved resilience for extended writing and wider range of language and vocabulary</p> <p>In maths, improved scores in White Rose summative tests; improvement in formative</p> <p>Disadvantaged pupils will meet targets set by our in school tutors in partnership with class teachers, leaders and parents.</p>
To improve outcomes for our disadvantaged pupils in phonics and early reading.	<p>All disadvantaged pupils who do not have additional SEN needs which hinder reading development, will pass the Phonics Check.</p> <p>Outcomes for early readers and pupils learning phonics in Year 2 and KS2, will be carefully monitored, resulting in continued improvement.</p>
To enable disadvantaged pupils to self-regulate and build self esteem	<p>Teachers and leaders monitoring disadvantaged pupils' self-esteem and self-regard as learners during termly pupil progress meetings and planning for improvement.</p> <p>An embedded proactive PHSE curriculum map.</p> <p>Trained and developed Emotional Literacy Support Assistant (ELSA) support will enable targeted pupils to make progress emotionally and academically.</p> <p>Support of targeted pupils from school-based therapist will boost confidence, improve behaviour for learning and positively impact outcomes.</p>

To continue to implement research-based early language interventions which improve language acquisition and communication in our youngest pupils.	<p>Disadvantaged pupils rapidly improve their language acquisition and communication as assessed by their teaching teams.</p> <p>Measures set by interventions will show progress.</p> <p>The percentage of pupils being at least expected at the end of EYFS will increase</p>
To develop a clear teaching and learning pedagogy to enable quality first teaching which includes and inspires disadvantaged pupils within the context of our socio-economic range.	<p>Embedding and using a shared teaching and learning policy consistently across the school which inspires the development of excellent teaching practice.</p> <p>Through learning walks and observations: see clear impact of quality first teaching in lessons. Teachers taking responsibility for disadvantaged pupils' learning and designing lessons which impact upon their learning and outcomes.</p>
To ensure that all pupils have access to enrichment and our broad curriculum, building diverse cultural capital which supports them in achieving excellence.	<p>Careful monitoring of fair access to the whole school offer to include clubs, trips, school journeys, music, sports and arts opportunities.</p> <p>All staff to continue to identify and put forward disadvantaged pupils for any enrichment opportunities which would support individuals.</p>

Activity in this academic year 2021-22

Teaching

Budgeted cost: £43,516.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Literary Enrichment - Specialist Drama Teacher	Development of speaking and listening skills. Speaking and listening serve both social and educative purposes. They are central to forming relationships, and acting as cognitive tools for learning. This activity is an essential pre teaching tool in preparation for writing. This activity also enables pupils to deepen their understanding of what they are learning.	1, 5
CDP Reading recovery	Training in advance on intensive support for pupils identified as making slow progress.	1, 2
KS1 daily supported reading programme training and resources	This intensive daily reading programme will ensure that all pupils will keep up with their peers in reading development. This programme is proved to enable all children become fluent readers who are independently motivated. DSR provides a systematic approach to the training and development of all staff who are working to ensure that no child gets left behind. Improved reading will positively impact improved outcomes in writing.	2,4, 7
Music Tuition	This activity enables all children to be able to learn to effectively read music and play an instrument with confidence and enjoyment. The ability to read music is evidenced as supporting reading development. This activity also supports character development which in turn builds confidence and resilience which are essential life skills.	5, 6

Targeted academic support

Budgeted cost: £35, 595.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions both in groups and 1-1 focused on	All our interventions are based on research. We review termly and where progress is not evident, this is changed.	2, 4, 7

development of reading skills		
School led Tutoring training	CPD hugely impacts success of a programme and impact on pupils.	4, 6, 7
School Led funding tuition	Relationships have a great impact on pupil progress which was the rationale for prioritising in school tutoring led by staff that know pupils and know how best to support them.	4, 6, 7
1:1 Music	Additional targeted support is show to improve motivation and engagement. We see how targeted pupil's confidence grows through this support and enables them greater access to whole class lessons.	5, 6
Accelerated Reading Programme	Resources to motivate support less confident readers in KS2. Online system will support children's independence in developing reading skills. Pupils are given choice in texts while programme ensures accuracy of level which is motivating for pupils. Improved reading will positively impact improved outcomes in writing.	2, 4, 7
Barrington stoke SEND/LA accessible chapter books	These are resources that we know positively impacts pupil motivation. The texts and contexts are appropriate to a child's reading level.	2, 4

Wider strategies

Budgeted cost: £16,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Attendance review	Research shows that poor attendance negatively impacts pupil progress.	1, 2, 3, 4
Free/subsidised after school clubs	Research shows (EEF) that access to these activities develops character which is key to later outcomes for pupils. There is strong evidence that enrichment	5, 6

	approaches can directly improve pupils' attainment which all children have a right to access irrespective of socio economic background.	
Free school Trips	Research shows (EEF) that access to these activities develops character which is key to later outcomes for pupils. There is strong evidence that enrichment approaches can directly improve pupils' attainment which all children have a right to access irrespective of socio economic background.	5, 6
Financial support with Y6 school Journey	Research shows (EEF) that access to these activities develops character which is key to later outcomes for pupils. There is strong evidence that enrichment approaches can directly improve pupils' attainment which all children have a right to access irrespective of socio-economic background. This opportunity builds 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'.	5, 6
Kids Network mentoring service	Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations. While it does not develop specific academic skills or knowledge, it positively impacts increased pupil engagement in learning.	2,3,6,7

Total budgeted cost: £95,360

Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- *Our data showed an improvement in speaking and listening outcomes at the end of EYFS for our disadvantaged pupils. While there is still a gap, these pupils also have additional needs that has impacted slower progress. Support will continue in a range of forms. Our data also showed that outcomes for disadvantaged pupils at the end of KS1 in writing saw an increase from 33% to 50%. Reading progress for the end of EYFS saw a drop but this was identified as being COVID related with intensive support continuing for targeted disadvantaged pupils.*

- While our data shows slow progress in the development of reading skills with some pupils, there is in school evidence of progress and pupil confidence in reading has increased. We anticipate stronger data at the end of next year.
- Our attendance for disadvantaged pupils was 1% below non-disadvantaged at 94% which was an improvement especially during a year where attendance continued to be significantly impacted by COVID and other sickness.
- School led tutoring supported progress in reading, writing and maths for targeted pupils that were both disadvantaged and non-disadvantaged. This was evident in an improvement in progress scores for disadvantaged pupils in maths at the end of KS2. Outcomes of reading (78%) for disadvantaged pupils at the end of KS2 remained stable compared to previous years and was above national.

Externally provided programmes

Programme	Provider
The Daily Supported Reader Programme	Hackney Learning Trust
Little Wandle	Wandsworth Literacy Hub
Accelerated Reader	Pearson