

Holy Trinity & S. Silas School

Pupil Premium Strategy 2023-24

This statement details our school's use of pupil premium 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	210
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	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lorraine Goll
Pupil premium lead	Kate Arnison
Governor / Trustee lead	Resources Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,380
Recovery premium funding allocation this academic year	£10,295
Transferred from other school closure	£1,268
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	£115,943

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 while we celebrate diversity, this can present challenges 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.
8	Some of our disadvantaged pupils lack self-esteem and resilience which can negatively impact their progress. While there are various external factors that can impact this, the impact of trauma on disadvantaged pupils is a key factor in low self-esteem.
9	Some of our disadvantaged pupils are living in circumstances of food poverty.

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 will show 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>Increased evidence of enjoyment in reading and children choosing to read.</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 teacher assessments</p> <p>Disadvantaged pupils will meet targets set by class teachers & Senior Leadership Team.</p> <p>Teachers planning will be adapted to ensure that disadvantaged pupils that are working below in core subjects have the most effective scaffolding to ensure access and progress.</p>
To improve outcomes for our disadvantaged pupils in phonics and early reading.	All disadvantaged pupils who do not have additional SEN needs which hinder reading development, will pass the Phonics Check.

	<p>Outcomes for early readers and pupils learning phonics in Year 2 and KS2, will be carefully monitored, resulting in continued improvement.</p>
<p>To enable disadvantaged pupils to self-regulate and build self esteem</p>	<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>
<p>To continue to implement research-based early language interventions which improve language acquisition and communication in our youngest pupils.</p>	<p>Disadvantaged pupils rapidly improve their language acquisition and communication as assessed by the teaching teams in each class.</p> <p>Measures set by interventions will show progress.</p> <p>The percentage of disadvantaged pupils being at least expected at the end of EYFS will increase in language Development.</p>
<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>	<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.</p> <p>Teachers taking responsibility for disadvantaged pupils' learning by designing and adapting lessons that will positively impact their learning and outcomes.</p>
<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>	<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>
<p>To ensure that all children have strong attendance and therefore maximise learning</p>	<p>Prompt communication with parents/carers will ensure parents understanding of the importance of strong school attendance.</p> <p>Progress of targeted pupils will improve through maximised attendance.</p>

opportunities and targeted support.	
To ensure that pupil wellbeing is strong and to enable greater resilience in targeted pupils.	<p>All pupils will make better progress which will be seen through both formative and summative assessments.</p> <p>All children will show full engagement in all subjects.</p> <p>Children's relationships with their peers and adults will support better outcomes.</p> <p>Targeted pupils will be signposted to attending breakfast club in order to be ready for learning.</p>

Activity in this academic year 2023-24

Teaching

Budgeted cost: £42,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literary Enrichment - Specialist Drama Teacher	<p>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.</p> <p>This activity is an essential pre-teaching tool in preparation for writing.</p> <p>This activity also enables pupils to deepen their understanding of what they are learning.</p>	1, 5
Music Tuition	<p>This activity enables all children to be able to learn to effectively read music and play an instrument with confidence and enjoyment.</p> <p>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.</p>	5, 6

Targeted academic support

Budgeted cost: £16,311.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions both in groups and 1-1 focused on development of reading skills	All our interventions are based on research. We review termly and where progress is not evident, this is changed.	2, 4, 7
School Led funding tuition	Consistency in practice and relationships with adults have a great impact on pupil progress. This was the rationale for selecting the White Rose intervention which is familiar to the children and Maths Stacks, an intervention to be run by school staff that know pupils and know how best to support them.	4, 6, 7
1:1 Music	Additional targeted support is shown 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
Language development intervention and resourcing in the early years	Research (EEF, I Can Charity) shows that speech, language and communication skills are key skills for young children, enabling them to access all areas of the Early Years Foundation Stage Curriculum (EYFS).	1, 2

Wider strategies

Budgeted cost: £45,887

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 approaches can directly improve pupils' attainment which all children have a right to access irrespective of socio-economic background.	5, 6
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	5, 6

	directly improve pupils' attainment which all children have a right to access irrespective of socio-economic background.	
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
School mentor support	Research shows that mentoring support enables children to develop social skills, form constructive relationships with others, or develop positive behaviours and aspirations.	7, 8
Breakfast Club	In January 2023, the Food Foundation estimated that 24% of households with children were living in food insecurity. Food insecurity increases mental and physical health risks (including dental decay and obesity) and affects educational and lifetime attainment.	1, 2, 6, 8, 9
Trauma Informed Training for all staff	The National Child Traumatic Stress Network (NCTSN) refers to childhood trauma as experiences of distressing or harmful events that occur during a person's early years of life. These events can profoundly impact a child's physical, emotional, and psychological wellbeing and may have long-lasting effects into adulthood and can lead to a negative self-image of themselves and struggle with feelings of inadequacy, leading to low self-esteem and self-destructive behaviours.	1,2, 6, 8, 9
Development of role play area in the early years to support speaking and listening skills	Research (EEF) reinforces how role play areas support children in developing social, emotional or behavioural skills.	1, 2

Total budgeted cost: £105,647.80

Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Pupil Outcomes

- *The percentage of disadvantaged pupils achieving a good level of development dropped in 2024 due to level of need being an additional factor that impacted progress. Teachers have a good understanding of the need to ensure additional support for disadvantaged pupils through close tracking of progress in EYFS.*
- *The percentage of disadvantaged pupils meeting the expected standard in Y1 phonics significantly increased due to timely and targeted additional support in response to the thorough and regular monitoring of progress.*
- *Reading outcomes at the end of KS1 continued to be strong and disadvantaged pupils outcomes continued to be above Camden and national data.*
- *Writing outcomes at the end of KS1 for our disadvantaged pupils has continued to be strong in comparison to Camden and national data.*
- *Maths outcomes for our disadvantaged pupils continued to improve at the end of KS1.*
- *The writing outcomes at the end of KS2 for our disadvantaged pupils continued to be strong and were above Camden and national data.*
- *The reading outcomes for our disadvantaged pupils were very strong and were significantly above Camden and national data.*
- *The maths outcomes for the end of KS2 continued to improve and was above Camden and national data.*

Attendance

- *Our attendance continues to improve for both whole school at 96.4% and Pupil Premium at 95% while this is still below our standard of 97%, it is gradually improving annually. We continue trying to improve this through rigorous and regular communication with families which is effective.*

Academic - General

Maths

- *Targeted classroom support by the school maths leader, strengthened core mathematical skills for our disadvantaged pupils and positively impacted their progress and their readiness for secondary school.*
- *Whole school increased focus on the use of manipulatives in lessons supported pupils with gaps (usually disadvantaged pupils) to build confidence and secure foundational number skills and knowledge.*

Reading

- *Continued improved reading outcomes across the school due to both intensive phonics and Daily Supported Reader programme in EYFS and KS1 and increased confidence in the development of comprehension skills in KS2 through Destination Reader programme.*

Writing

- *There has been some good progress in improving writing outcomes across the*

school which is reflected in our end of year data. We have seen an increased enthusiasm for children wanting to write following a review of planning and a closer link to books and class topics. We closely monitored disadvantaged pupils in class to ensure they have the most effective support in order to successfully complete writing tasks. We have also seen that, as children have become increasingly confident readers, this has positively impacted their writing.

Literacy Specialist

- Our drama specialist continued to support children in development their writing confidence through weekly drama into writing lessons. This hugely benefits disadvantaged pupils that may have limited cultural and literary experiences outside school.*
- The children also further developed their self-confidence through our whole school Shakespeare project. This linked to our curriculum and, for our disadvantaged pupils, widened their exposure to artistic and cultural experiences.*
- The children were involved in script and lyric writing for our KS2 musical project which gave them a clear purpose for writing, especially our disadvantaged pupils. They were then directed and supported by our literacy specialist in the preparation to perform the musical.*
- These projects reinforce how access to the performing arts has a range of cognitive, emotional, and social benefits to all children but most significantly to our disadvantaged children.*

Wellbeing & Self Esteem

The wide ranging in school resources that we use to support pupil mental health and wellbeing (ELSA trained mentor, school counsellor, art therapist, subsidised trips) have continued to be effective. We continue to work with Kids Network to mentor targeted disadvantaged pupils in Y6 outside school which significantly supported their transition to secondary school and led to improved academic outcomes at the end of KS2.

Externally provided programmes

Programme	Provider
The Daily Supported Reader Programme	Hackney Learning Trust
Destination Reader Programme	Hackney Learning Trust
Little Wandle	Wandsworth Literacy Hub
School counsellor	Holy Trinity Primary School