# This statement details our school’s use of pupil premium for the 2024 to 2025 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.

## School overview

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| Detail | Data |
| Holy Trinity Catholic School | 2.9.24 |
| Number of pupils in school |  |
| Proportion (%) of pupil premium eligible pupils |  |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plan)** | 2023/2024 to  2026/2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Claire McGeehan, Acting Headteacher |
| Pupil premium lead | Natalie Medler,  Deputy Headteacher |
| Governor / Trustee lead | Pauline Brookes, lead for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £57,124 |
| 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 | £57,124 |

# Part 1: Pupil premium strategy plan

## Statement of intent

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| 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. 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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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 |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Internal and external (where available) assessments indicate that maths and English attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  On entry to Reception class in the last 2 years, between 80% of our disadvantaged pupils arrive below age-related expectations compared to 50% of other pupils. This gap remains up until KS2. |
| 4 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. |
| 5 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of engagement and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  We currently have 7 Ukraine children on roll. |
| 6 | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been higher those of non-disadvantaged pupils.  There is a small minority where ‘persistently absent’ Remains an issue. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that xxxx of disadvantaged pupils met the expected standard. |
| Improved maths and English attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that xxxx of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing can be to demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant reduction in negative behavioural incidents * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | For Sustained high attendance for 2024/25 will be demonstrated by:   * the overall absence rate for all pupils being no more than 5%, and that there is no attendance gap between disadvantaged pupils and their non-disadvantaged   pupils. |

## 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.

Budgeted cost: **£57,124**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: | 1, 2, 3, 4  £5,240 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: | 1  £2,835 |
| Employment of two additional Teaching Assistants. To ensure all targeted interventions and support in class can take place. | Tas to work 1:1 and in small groups to ensure that disadvantaged pupils narrow the academic and social and emotional gap with pupils who are not disadvantaged. | 3  £24,000 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | 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)  TA to continue to be employed as an ELSA part time. SENCO to have an additional 2 days out of class for pastoral care. | 5  £1,525  £18,000 |
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|  |  | £51,600 |

**Targeted academic support**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: | 1, 4  £750 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: | 2  £1615 |
| IDL  Literacy intervention  Precision Teaching  Project X  Friendship Program intervention  Circle of Friends | Individual Literacy support programme  Multisensory speaking computer based  system.  Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths.  Project X CODE is a proven reading intervention programme with an integrated online subscription, for children in Years 2–4 (P3–5) who are a year or more behind in their word reading. CODE combines phonics and comprehension development in an exciting and motivational character adventure series.  Circle of friends is an approach to enhancing the inclusion, in a mainstream setting, of any young person (known as ‘the focus child’), who is experiencing difficulties in school because of a disability, personal crisis or because of their challenging behaviour towards others. | 4  £1,450  £650  £1,100  £600 |
|  |  | £57,065 |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on KiVa Restorative anti-bullying approach with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects: | 5  £0 |
| Training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6  £320 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All  £800 |

**Total budgeted cost: £57,124**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes for the last academic year 2023-2024

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| Measure- EYFS |
| GLD | Emerging | Expected |
| disadvantaged pupils | 33% | 67% |
| Non-disadvantaged | 15% | 85% |

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| Measure- Years 1-6 | Outcome |

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|  | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
|  | WTS | EXS | WTS | EXS | WTS | EXS | WTS | EXS | WTS | EXS | WTS | EXS |
| Reading(disadvantaged) | 0 | 100 | 29 | 71 | 43 | 57 | 33 | 67 | 29 | 71 | 20 | 80 |
| Reading (Non-disadvantaged) | 17 | 83 | 27 | 73 | 21 | 79 | 16 | 84 | 7 | 93 | 19 | 81 |
| Writing(disadvantaged) | 20 | 80 | 29 | 71 | 72 | 28 | 33 | 67 | 43 | 57 | 20 | 80 |
| Writing (Non-disadvantaged) | 17 | 83 | 27 | 73 | 36 | 64 | 20 | 80 | 11 | 89 | 14 | 86 |
| Maths(disadvantaged) | 20 | 80 | 57 | 43 | 71 | 29 | 0 | 100 | 29 | 71 | 40 | 60 |
| Maths (Non-disadvantaged) | 14 | 86 | 37 | 67 | 35 | 65 | 8 | 92 | 22 | 78 | 10 | 90 |

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| Assessments show that PP pupils are falling behind their peers in Lower Key stage 2. This will be a focus for the school in 2024/2025  Attendance for PP pupils for the year was 92.42 and for non-PP pupils it was 95.45. School will continue to monitor attendance for all groups on a monthly basis to reduce absence further.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health improved over the last year (evidenced in pupil voice). The impact was particularly acute for disadvantaged pupils. We will continue to use pupil premium funding to provide wellbeing support for all disadvantaged pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. |

# Further information (optional)

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| **Planning, implementation, and evaluation**  In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.  We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.  We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.  We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.  We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |