# Pupil premium strategy statement        2022-2023



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

| Detail | Data |
|---|---|
| School name | Holy Trinity |
| Number of pupils in school | 1076<br>674 Secondary<br>404 Primary |
| Proportion (%) of pupil premium eligible pupils | 66 Primary        16.3%<br>264 Secondary    39.2%<br>330              30.6% |
| Academic year/years that our current pupil premium strategy plan covers. | 2022-2023 |
| Date this statement was published | 2022-2023 |
| Date on which it will be reviewed | 01.10.2023 |
| Statement authorised by | L. Oldcorn |
| Pupil premium lead | S.Walker |
| Governor / Trustee lead | Pat Hunter |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £351,450.00 |
| Recovery premium funding allocation this academic year | £82,710 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £434,160 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Holy Trinity, we believe that the best strategy to tackle disadvantage is to ensure that all pupils are successful in the classroom. We aim to accomplish this by ensuring that pupils receive the very best learning experiences each and every day. Research tells us that the impact of highly effective teaching is much greater on disadvantaged pupils, so our strategy is to ensure that teaching and learning at Holy Trinity is the best it can be. Through this approach, disadvantaged pupils will acquire the skills, knowledge and understanding to be successful in the classroom, leading to academic achievement and secure futures.

At the heart of this approach is the school's desire to draw upon the most up to date research and development across the educational sector to ensure that our policies and practices are rooted in the strong evidence of their effectiveness. We do this in the following ways:

- Evidence informed practice to ensure the best pedagogical practices are in place
- Building Cultural Capital
- Pastoral and spiritual care and guidance
- Developing vocabulary and a reading culture
- Access to remote learning

**The principles that underpin our ambition for our disadvantaged children**

- A culture of high expectations of all pupils
- A belief that all pupils, irrespective of background or barrier to learning, can attain well
- All adults in the school - and governors - understand their role within the strategy
- A collective, shared vision and ambition for disadvantaged pupils which recognises that academic attainment is necessary, but not sufficient for success
- Disadvantaged pupils and their families are held in positive regard and this is evident through interactions within school
- Self-evaluation is rigorous and honest
- A strong understanding of the experiences and barriers to learning faced by individual disadvantaged pupils, that these barriers are different for each pupil and an understanding of how these present in the classroom
- The effective use of data to inform strategic planning
- The recognition that access to excellent teaching and learning is the key to success for disadvantaged pupils. Professional development targeted at pupil need is at the heart of the school's strategy
- Intervention is additional and extra to high quality teaching and learning. Class teachers always retain accountability for pupil achievement. The impact of intervention is carefully evaluated.
- That leaders, teachers and other staff target their resources at pupils at risk of underachievement. The focus is on ensuring disadvantaged pupils are successful in the classroom as opposed to being measured by the number of activities they undertake
- An engagement with research evidence to inform strategies and activities to overcome barriers to success, taking care to not use it selectively to support existing activities or biases

- That robust quality assurance processes, clear success criteria and impact evaluation is integral to success for disadvantaged learners
- Leaders, at all levels, are clear and can articulate the intended outcomes of strategy that relates to their responsibility

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Engagement in teacher questioning and classroom discussions – this could be due to poorer previous academic outcomes, disruptions to learning due to attendance, both of which impact on students' confidence and/or ability to access the curriculum. |
| 2 | Organisation – this could mean students are less likely to be fully equipped for learning, on time, complete homework, have lower attendance or meet deadlines. |
| 3 | Cultural Capital – for some students, the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence might be more limited than for our less disadvantaged students. |
| 4 | Resilience and emotional well-being – for some students, prior lower outcomes lead to lack of confidence and, in turn resilience in lessons. This can also lead to a lack of aspiration. |

## 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 |
|---|---|
| Narrow the gap between PP and non-PP students. Holy Trinity at least in line with National like for like outcomes. | 43.2% at grade 5 or above (2019 non-PP national) |
| Improve non-Covid related attendance of PP students. | We will reduce the gap between our disadvantaged students and their peers in both primary and secondary reducing the figure year on year to meet our target for all students of 96% attendance. |
| Develop a culture around improving and researching teaching and learning. | A culture of continuous improvement is evident in school including the use of coaching and research as evaluative tools for best practice, |

| | which are embedded as part of the Holy Trinity Standard. |
|---|---|
| | <ul><li>INSET focuses on areas of pedagogical practice for staff development</li><li>Staff CPD model and personal development journals encourages reflective practitioners</li></ul> |
| Ensure mental health and well-being strategies are in place in school. | Support is in place in school for students to access through a range of both internal and external agencies ensuring high levels of wellbeing. <ul><li>Reflected in: student voice, teacher observations, and student surveys etc.</li><li>Increased engagement in enrichment opportunities.</li></ul> |
| Students will have access to a range of appropriate catch-up/interventions strategies to support attainment. | There will be a range of bespoke programmes in place internally and through external agencies to narrow the gap between disadvantaged pupils and their peers. <ul><li>Phonics intervention KS1 & Y3</li><li>Pre-teaching and same day intervention (Primary)</li><li>Y6 Booster sessions</li><li>Y7 Literacy and Numeracy intervention</li><li>School Led Tutoring KS2-KS4</li><li>KS4 revision sessions</li><li>HOD small group intervention</li></ul> |
| Curriculum provision is ambitious, challenging and sequenced to ensure high quality teaching and learning across Primary and Secondary phases. | Cross-phase planning will reflect the development of Cultural Capital and learning sequences from Primary through to Secondary ensuring that disadvantaged students will have access to the broader ideas and experiences shared by those who are less disadvantaged. |
| A reading culture is evident throughout the school; common strategies are used to raise the profile of reading, and the reading comprehension among disadvantaged students at all phases. | Teachers will recognise an improvement in reading engagement in lessons and through the outcomes of reading comprehension tests. Students from Y2 (post-phonics) to Y9 have a personal reading book and follow the Accelerated Reader programme. World Book Day Staff Profile include favourite books Regular reading list shared through the school website. Secondary Reading Room Disciplinary Literacy as CPD focus. Phonics training for TAs and staff to target older students. |

## 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: £217.080

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To ensure the school's curriculum is ambitious, challenging and sequenced well to support pupils to acquire and retain knowledge over time. Including the planning and development of cross-phase planning. | School Planning Guide 2021 \| Education Endowment Foundation \| EEF | 3,4 |
| To develop high quality teachers through an engendered culture of continuous improvement and with a focus on evidence informed practice. | School Planning Guide 2021 \| Education Endowment Foundation \| EEF<br><br>Putting Evidence to Work - A School's Guide to Implementation \| Education Endowment Foundation \| EEF<br><br>Improving Social and Emotional Learning in Primary Schools \| Education Endowment Foundation \| EEF | 1,2,3 |
| To ensure students can access remote learning | Best evidence on supporting students to learn remotely \| Education Endowment Foundation \| EEF | |
| To develop high quality teacher feedback (both verbal and written) for assessment and homework | Teacher Feedback to Improve Pupil Learning \| Education Endowment Foundation \| EEF | 1,4 |

### Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £108.540

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| A coherent programme of reading intervention is in place for the weakest readers that is monitored and evaluated for effectiveness | Improving Literacy in Secondary Schools \| Education Endowment Foundation \| EEF<br>Improving Literacy in Key Stage 2 \| Education Endowment Foundation \| EEF<br><br>Improving Literacy in Key Stage 1 \| Education Endowment Foundation \| EEF<br>2. Targeted academic support \| Education Endowment Foundation \| EEF | 1,3,4 |

| A coherent programme of Mathematics intervention is in place that is monitored and evaluated for effectiveness | Improving Mathematics in Key Stages 2 and 3 \| Education Endowment Foundation \| EEF<br><br>2. Targeted academic support \| Education Endowment Foundation \| EEF | 1.3.4 |
|---|---|---|
| Accelerated Reader programme in both Primary and Secondary KS3<br><br>Development of a reading culture embedded throughout the school. | Accelerated Reader \| Projects \| Education Endowment Foundation \| EEF<br><br>R61323.pdf (renlearn.com) | 1,3 |
| Bespoke programmes of study are facilitated for students unable to access GCSE, or to support the step up to GCSE. | EEF_SEND_Evidence_Review.pdf (d2tic4wvo1iusb.cloudfront.net) | 1,2 |
| School led tutoring programme | National Tutoring Programme Tuition Partners: Year 1 (2020-21) resources \| Education Endowment Foundation \| EEF | 1,2,3,4 |

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

Budgeted cost: £108.540

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| The underperformance of boys is tracked rigorously and strategies are implemented to improve their progress and attainment | EEF_Attainment_Gap_Report_2018.pdf (educationendowmentfoundation.org.uk) | 1,2,3 |
| Improve the attendance of disadvantaged pupils. | Working with Parents to Support Children's Learning \| Education Endowment Foundation \| EEF | 2,4 |
| Monitor and support mental health and well-being | EEF_Metacognition_and_self-regulated_learning.pdf (educationendowmentfoundation.org.uk)<br><br>Improving Social and Emotional Learning in Primary Schools \| Education Endowment Foundation \| EEF | 2,4 |
| To reinforce positive behaviour strategies and reduce exclusions. | Improving Behaviour in Schools \| Education Endowment Foundation \| EEF<br><br>EEF_Metacognition_and_self-regulated_learning.pdf (educationendowmentfoundation.org.uk) | 1,2,3,4 |

## Total budgeted cost: £ 434.160

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 20221 to 2023 academic year.

**Please see below Holy Trinity outcomes for the academic year 2021-2022**

*KS4 – these results show PP outcomes v Non-PP outcomes*

| Y11 Results | Student Count | Ave KS2 Prior Attainment | Average Attainment 8 | Average Estimated Attainment 8 | Basics (% achieving 4+ in EN & MA) | Basics (% achieving 5+ in EN & MA) | % achieving EBacc (Standard Pass) | % achieveing EBacc (Strong Pass) | Ebacc APS | English Grade 4 | English Grade 5 | Maths Grade 4 | Maths Grade 5 | Progress 8 | Progress 8 English Basket | Progress 8 Maths Basket | Progress 8 Ebacc Basket | Progress 8 Open Basket | Science VA | Languages VA | Humanities VA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 115 | 102 | 42.72 | 46.38 | 56.5 | 40.9 | 22.6 | 14.8 | 3.84 | 76.5 | 54.8 | 60.9 | 48.7 | -0.26 | -0.18 | -0.19 | -0.33 | -0.34 | -0.24 | -1.41 | -0.65 |
| Boys | 48 | 101 | 39.17 | 43.38 | 58.3 | 33.3 | 14.6 | 4.2 | 3.51 | 66.7 | 43.8 | 66.7 | 43.8 | -0.40 | -0.47 | 0.16 | -0.38 | -0.74 | -0.31 | -2.06 | -0.96 |
| Girls | 67 | 104 | 45.25 | 48.51 | 55.2 | 46.3 | 28.4 | 22.4 | 4.07 | 83.6 | 62.7 | 56.7 | 52.2 | -0.16 | 0.02 | -0.44 | 0.08 | 0.69 | -0.18 | -1.04 | -0.42 |
| LAP | 37 | 94 | 29.36 | 31.86 | 21.6 | 10.8 | 0 | 0 | 2.42 | 56.8 | 27 | 27 | 16.2 | -0.25 | 0.05 | -0.15 | -0.39 | -0.38 | -0.38 | -2.05 | -0.97 |
| MAP | 62 | 105 | 49.35 | 51.04 | 74.2 | 53.2 | 32.3 | 21 | 4.52 | 90.3 | 69.4 | 77.4 | 61.3 | -0.17 | -0.13 | -0.16 | -0.19 | -0.18 | -0.14 | -1.15 | -0.44 |
| HAP | 12 | 112 | 58.04 | 67.08 | 83.3 | 75 | 50 | 33.3 | 5.46 | 83.3 | 75 | 91.7 | 91.7 | -0.78 | -1.19 | -0.54 | -0.85 | -1.01 | -0.30 | -1.79 | -0.77 |
| PP | 38 | 101 | 32.09 | 43.4 | 34.2 | 23.7 | 7.9 | 5.3 | 2.82 | 60.5 | 28.9 | 44.7 | 36.8 | -1.05 | -0.90 | -0.70 | -1.16 | -1.28 | -0.89 | -2.42 | -1.74 |
| NPP | 77 | 103 | 47.96 | 47.87 | 67.5 | 49.4 | 29.9 | 19.5 | 4.34 | 84.4 | 67.5 | 68.8 | 54.5 | 0.13 | 0.17 | 0.06 | 0.08 | 0.14 | 0.07 | -1.00 | -0.14 |

*KS2*

| | Cohort | Reading, writing and maths combined - achieving the expected standard or higher | | | | | | Reading, writing and maths combined - achieving at a higher standard | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Nat 2022 achieving the expected standard or higher | 2022 achieving expected the standard or higher | Nat 2019 achieving the expected standard or higher | 2019 achieving expected the standard or higher | Nat 2018 achieving the expected standard or higher | 2018 achieving the expected standard or higher | Nat 2022 achieving at a higher standard | 2022 achieving at a higher standard | Nat 2019 achieving at a higher standard | 2019 achieving at a higher standard | Nat 2018 achieving at a higher standard | 2018 achieving at a higher standard |
| All | 60 | 59% | 50% | 65% | 53% | 64% | 53% | 7% | 5% | 11% | 5% | 9% | 2% |
| Boys | 31 | 55% | 35% | 60% | 50% | 61% | 45% | 6% | 3% | 9% | 4% | 7% | 0% |
| Girls | 29 | 63% | 66% | 70% | 56% | 68% | 61% | 9% | 7% | 13% | 6% | 10% | 4% |
| Pupil Premium | 15 | 43% | 13% | | 39% | 70% | 53% | 3% | 0% | | 6% | 11% | 0% |
| Non Pupil Premium | 45 | 65% | 62% | | 60% | 70% | 53% | 9% | 7% | | 5% | 11% | 3% |

# KS1

| | | % achieving at least the expected standard in reading | | | | | | | | | | | | 2022 % Progress Y | 2019 % Progress Y | 2018 % Progress Y |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Nat 2022 % EXS+ | HT 2022 % EXS+ | Nat 2019 % EXS+ | HT 2019 % EXS+ | Nat 2018 % EXS+ | HT 2018 % EXS+ | Nat 2022 % GDS | HT 2022 % GDS | Nat 2019 % GDS | HT 2019 % GDS | Nat 2018 % GDS | HT 2018 % GDS | | | |
| All | 56 | 67% | 68% | 75% | 25% | 75% | 74% | 18% | 27% | 25% | 25% | 26% | 23% | 91% | 88% | 90% |
| Boys | 33 | 63% | 70% | 71% | 21% | 71% | 66% | 16% | 24% | 22% | 21% | 22% | 13% | 91% | 83% | 94% |
| Girls | 23 | 71% | 65% | 79% | 28% | 80% | 83% | 20% | 30% | 29% | 28% | 29% | 34% | 91% | 100% | 86% |
| Pupil Premium | 9 | 52% | 22% | 78% | 0% | 79% | 64% | 8% | 11% | 28% | 0% | 29% | 0% | 67% | 67% | 91% |
| Non Pupil Premium | 47 | 72% | 77% | 78% | 28% | 79% | 76% | 21% | 30% | 28% | 28% | 29% | 28% | 96% | 75% | 90% |

# Further information

- Our curriculum maps have been adapted to take into account any learning that might have been missed due to national lockdowns and the impact of COVID. Our middle-leaders are continually assessing gaps caused due to the global pandemic and have put in place recovery curriculums to ensure that students are not disadvantaged.
- Middle-leaders work across phase to ensure curriculum mapping is developed through both phases of the Academy.
- Students have access to a wide range of enrichment opportunities during break, lunch and after-school. These activities cover health and well-being as well as further academic study.
- We have employed a mental health support worker who is developing strategies to support both staff and students across all phases of the Academy.
- We continue to use research and guidance from multiple sources eg EEF to ensure effective use of Pupil Premium spending and the impact it can have on disadvantaged students.
- Staff CPD has focused on individual pedagogical practice and also group work researching different ways to overcome barriers to learning.
- Changes to the behaviour system have been put in place to reduce negative incidents and improve staff/student relationships.
- Ofsted recognised the improvements made in the Academy since last inspection.