

Pupil premium strategy statement – Holy Trinity Dobcross Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	9%= 20 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	1. November 2022 2. September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Liz Travis
Pupil premium lead	Liz Travis
Governor / Trustee lead	Values and Belief Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,535
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£39,535

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity we want to support the needs of all children including our disadvantaged children. This means that we want to ensure that all children have the same access to all opportunities to achieve. We pay particular attention to the progress and attainment of our pupil premium children and ensure that they are offered additional support when needed. We also want to ensure that our pupil premium children have equal access to all school activities including trips, residential and clubs.

Our key principle is to ensure that pupil premium children are given every opportunity and the support to achieve highly.

Challenges

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

Challenge number	Detail of challenge
1	Middle ability pupils tend to perform across all subjects just below a national average level. They would benefit from targeted in class support and specific interventions to address weaker areas such as spelling, phonics and encouragement to write
2	PP children have less access to technology to support their learning at home. They also lack opportunity to participate in enrichment opportunities.
3	PP children are less likely to achieve or maintain greater depth skills as they lack some opportunities afforded to non pp children.
4	Some pupils have special education needs that need addressing with concerns to early language skills (particularly in early years), phonics understanding, reading, writing and maths.
5	Some families need support with basic issues such as health.
6	Attendance with some PP families can be an issue that needs supporting

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 ensure that all middle ability children achieve expected by the end of the academic year and make at least adequate progress with 10% making better than adequate progress.	All middle ability children will have achieved expected by the end of the year.
Ensure that all PP children have basic skills needs in mathematics addressed.	All PP children achieve at least adequate progress in maths.
All PP children are challenged so that more are achieving and maintaining greater depth.	There is an increase in the % of PP children gaining greater depth.
Ensure that pupil premium children who are SEN are given specialised targeted supported that involves parents in order to meet progress expectations for non-SEN pupils.	SEN PP children are progressing well and meet their individual expectations of progress.
All pupil premium children are able to access at least one club in school and are able to attend all events and trips.	Pupil premium funding has been used to ensure that all pupils are able to attend trips and clubs. This has a positive impact on self-esteem and confidence.
Attendance and punctuality for all pupil premium children improves to at least 95% attendance and no lates,	All pupil premium children have good attendance and are punctual to school and ready to learn.
Pupil premium children's families are given priority for access to the school based counsellor.	Pupil premium children access the curriculum and the wider life of school with confidence and resilience.

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: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil premium coordinator given non contact time to review provision and attainment of PP.</i>	Good tracking and analysis will highlight which children are not making progress at the earliest opportunity. This will allow a conversation to take place with the teacher to look at how the child can be supported. This is support in class within quality first teaching, group or one to one support.	1,3

	Tracking system, pupil progress meetings, and meetings with parents.	
Teaching growth mindset lessons alongside BLP. Promoting independent expectations across school.	Children who have resilience to learner are more likely to be lifelong learners and achieve highly. School walks and observations	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ £37,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of TAs to support interventions. Development of SEN systems of monitoring. Weekly updates. Assessment meetings with staff. PCR and SC meetings termly. Use of borrowing technology when needed	Expert staff are able to support both academically and pastorally to aid progress and attainment. This system also enables children to have a contact point for any difficulties and staff members are able to support the individual. PCR and SC meetings allow a longer meeting to take place to support parents to support their child's learning if needed. Observations, records of meetings, TA timetable, intervention timetables and provision maps.	1,2,3,4

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

Budgeted cost: £ 2,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of access to clubs and music lessons.	Children who have access to enrichment opportunities have increased skills, knowledge and self-confidence. This supports the development of the whole child.	2

	Monitoring document	
Monitoring of termly attendance data. Discussion with parents regarding attendance issues.	Ensuring good attendance and punctuality is key to ensuring that children are ready to learn and are ready to enter to work place. Attendance and late monitoring record, letters to and meetings with parents.	5,6
Music teacher to highlight where there is enthusiasm for learning an instrument through the scholarship scheme.	Learning an instrument has proven success in supporting with other areas of the curriculum including maths. Instrumental lesson lists, school performances.	2

Total budgeted cost: £ 41,069

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>Subject</i>	<i>% at expected or better</i>	<i>% making good or better progress</i>
<i>Reading</i>	<i>80%</i>	<i>91%</i>
<i>Writing</i>	<i>75%</i>	<i>90%</i>
<i>Maths</i>	<i>75%</i>	<i>85%</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	