



Pupil premium strategy statement

School overview

Metric	Data
School name	Holy Trinity Rosehill CofE Primary
Pupils in school	355 (plus 52 nursery children)
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£76,000 39 Ever 6 (33 FSM) 3 service 8 post CIOC 3 CIOC Funding allocated from October 2020 Census
Academic year or years covered by statement	2021-2022
Publish date	July 2021
Review date	April 2022
Statement authorised by	Governing Body
Pupil premium lead	Mrs Gina Whelerton
Governor lead	Mr John Britton

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Strategy aims for disadvantaged pupils

Measure – number of Y6 PP children 2022	Score
Meeting expected standard at KS2	TBC
Achieving high standard at KS2	TBC
Measure	Activity
Priority	To ensure the gap of progress and attainment between those who are disadvantaged and those who are not decreases
Barriers to learning these priorities address	The impact of Covid-19 on school attendance, teaching and learning and wellbeing has had an impact on all children including those who are disadvantaged. Access to IT at home, such as devices and internet access has been difficult for some children and families. Many

	children's mental health has been impacted as a result of periods of lockdown and home learning - this has an impact on achievement. Families have faced many challenges during this time. There is an increase in the number of disadvantaged children in our school.
Projected spending	£15,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Increase the percentage of PP children achieving at least the national average progress scores in KS2 reading (0).	July 2022
Progress in Writing	Increase the percentage of PP children achieving at least the national average progress scores in KS2 writing (0).	July 2022
Progress in Mathematics	Increase the percentage of PP children achieving at least the national average progress scores in KS2 mathematics (0).	July 2022
Phonics	The % of Pupil Premium achieving the Year 1 Phonic Screen is at least in line with those non Pupil Premium children in school	July 2022
Other	Social and emotional wellbeing – the need to develop mental/emotional wellbeing, improve resilience and develop trusted relationships.	On-going

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority - To ensure the gap of progress and attainment between those who are disadvantaged and those who are not decreases	Quality First Teaching targets needs of children including disadvantaged children (reviewed at Pupil Progress meetings throughout year)
	Children in school to work in focussed intervention groups to meet individual needs – led by teachers and TAs. Regular discussion between teaching staff and TAs will ensure that progress is made and changes made when needed.
Barriers to learning these priorities address	The impact of Covid-19 on school on teaching and learning The increase in the number of disadvantaged children in our school.
Projected spending	£40,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Social and emotional wellbeing – the need to develop mental/emotional wellbeing, improve resilience and develop trusted relationships.
Priority 2	Family Engagement – working in partnership with school and external agencies
Barriers to learning these priorities address	The impact of Covid-19 on school attendance and wellbeing has had an impact on all children including those who are disadvantaged. Many children’s mental health has been impacted as a result of periods of lockdown and home learning - this has an impact on achievement. Families have faced many challenges during this time. There is an increase in the number of disadvantaged children in our school.
Projected spending	£21,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Timetabling and finding adequate and appropriate time and space in the ‘Covid timetabled school day’ to enable quality first teaching.	Robust timetabling and identification of rooms and space to offer the best opportunities for teaching and learning across the school day. Review staff timetables to ensure best use of time and availability.
Targeted support	Timetabling and finding adequate and appropriate time and space in the ‘Covid timetabled school day’ to enable quality first teaching, class interventions and small group teaching.	Close tracking and monitoring, pupil progress meetings and identifying ways of targeting children with subject leaders and class teachers
Wider strategies	Accessing support from wider agencies	All staff to show endurance in seeking support for vulnerable children and families.

Review: last year’s aims and outcomes – see Pupil Premium Statement Impact Review 2020-2021

Aim	Outcome
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