



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Rosehill CofE Primary
Number of pupils in school	332 (plus 35 nursery children)
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	£71,926 37 FSM 8 post CIOC 1 CIOC Funding allocated from October 2021 Census
Date this statement was published	2022 - 2023
Date on which it will be reviewed	June 2023
Statement authorised by	Governing Body
Pupil premium lead	Mrs Gina Whelerton
Governor lead	Mrs Amy Lowes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 71,926
Recovery premium funding allocation this academic year	£ 5,365
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	£77,291

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity Rosehill CofE Primary School, our aim is that all children, including our disadvantaged, have the opportunity to access a broad and balanced curriculum and achieve the best possible outcomes. This plan will work towards achieving this objective through clear actions, regular monitoring and evaluation that continues to provide improvement for all.

The key principles of our strategy plan are as follows:

- To close the attainment gap between disadvantaged children and their peers
- To use evidence-informed approach to the strategies we use to support disadvantaged children
- To prioritise quality teaching as our most important lever to improve outcomes for disadvantaged children
- To support disadvantaged learners at all levels of attainment
- To plan and implement support through a tiered approach:
 1. Teaching
 2. Targeted Academic Support
 3. Wider Strategies

Challenges

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

Challenge number	Detail of challenge
1	The impact of school closures during COVID 19 on disadvantaged children
2	Maintain and improve the attendance of disadvantaged children
3	Family Engagement – working in partnership with school and external agencies

4	Social and emotional wellbeing – the need to develop mental/emotional wellbeing, improve resilience and develop trusted relationships.
5	Low levels of language and communication skills in Early Years
6.	Limited access to wider cultural experiences

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
<p>Impact of school Closures during Covid19 on attainment and progress of core subjects and Science</p> <p><i>Disadvantaged children recover lost learning from periods of lockdown in all areas of curriculum and reduce the gap between disadvantaged and others in school and nationally</i></p>	<ul style="list-style-type: none"> • Despite lockdown periods, disadvantaged children perform in line with non disadvantaged children in school and nationally
<p>Attendance and absence including those deemed to be persistent absences</p> <p><i>Attendance and punctuality for disadvantaged pupils improves</i></p>	<ul style="list-style-type: none"> • Overall attendance of disadvantaged pupils in line with national average • Gap between attendance for disadvantaged and non disadvantaged others does not widen • Persistent Absence of disadvantaged children remains broadly in line with National average and does not increase. • Gap between disadvantaged and others does not widen
<p>Family engagement</p> <p><i>Ensure that families have support, guidance and opportunities to engage with school and other agencies</i></p>	<ul style="list-style-type: none"> • Identified families will receive support form school and will be signposted to other agencies for further support.
<p>Emotional well-being and behaviour support of children post Covid-19</p> <p><i>Disadvantaged children are well-supported with their SEMH</i></p>	<ul style="list-style-type: none"> • Children demonstrate increased resilience • Children who are receiving emotional well-being interventions through Thrive, use strategies to self regulate

Disadvantaged children improve language and early literacy skills.	Disadvantaged children perform in line with non disadvantaged children in school and nationally in GLD at the end of EYFS
Cultural Capital <i>Disadvantaged children access a broad range of enrichment activities</i>	<ul style="list-style-type: none"> Disadvantaged children access the same opportunities as their peers which will raise their self-esteem and confidence.

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: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive whole school training	Thrive Approach https://www.thriveapproach.com/	4
Phonics development training	EEF KS1 Reading guidance-Strand	5
Continued development of whole school curriculum with a focus on embedding knowledge	EEF KS1 Reading guidance-Strand Mary Myatt- The curriculum Gallimaufry to coherence	1
Training & Implementation of structured spelling program to address gaps and with frequent revisits previous year group content (interleaving)	EEF KS1 & KS2 improving literacy program	1
Continued use of Reading Plus independent reading program Y5/6	EEF Toolkit	1
Early Excellence Inspirational Learning	https://earlyexcellence.com/about-us/our-story/	1, 4, 5

CPD Staff subscription and training		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics teaching – small group intervention within sessions	Government reading guidance 2021	1,5
Targeted small group intervention for writing/maths	EEF Making the best use of teaching assistants guidance EEF KS1,KS2 Maths and literacy guidance	1
Implementation of Oral language programmes/ NELI program in EYFS	EEF Research toolkit-NELI Evaluation KS1 Literacy guidance Closing the vocab gap-Alex Quigley	1,4,5

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

Budgeted cost: £ 40,291

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training for an additional 2 members of staff	Thrive Approach https://www.thriveapproach.com/	4
Admin Assistant regularly monitors, analyses and acts upon attendance across school	N/A	2,3
Early Help Lead regularly monitors, analyses and acts upon family needs across school	N/A	3
Nurture group staff training and implementation	Partnership for Children	1,4
Access to curriculum enrichment experiences visits and residentials	N/A	6

Total budgeted cost: £ 77,291

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged children was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged children, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our aim to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by White Rose Maths.

Although overall attendance in 2020/21 was lower than in the preceding year, it was higher than the national average. At times when all children were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence also higher. These gaps are similar to in previous years, which is why attendance continues to be a focus of our current plan.

Our assessments and observations indicated that children's wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. We are building on this approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive Approach	Thrive
Zippy's Friends, Apple's Friends, Passport	Partnership for Children