



Pupil premium strategy statement 2024 2025

This statement details our school's use of pupil premium and recovery 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

Detail	Data
School name	Holy Trinity Rosehill CofE Primary
Number of pupils in school	323 (plus 43 nursery children)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	2024 – 2025
Date on which it will be reviewed	June 2025
Statement authorised by	Governing Body
Pupil premium lead	Mrs Gina Whelerton
Governor lead	Mr Niall Innes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 71,950
Recovery premium funding allocation this academic year	£ 0
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	£71,950

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
<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>	<ul style="list-style-type: none">• Despite lockdown periods, disadvantaged children perform in line with non disadvantaged children in school and above nationally <p>2024-2025 KS2 review</p>

	HTR RWM combined	TBC
	HTR disadvantaged combined	TBC
	National RWM combined	TBC
	National disadvantaged combined	TBC
<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>2024 – 2025 review</p> <ul style="list-style-type: none"> • <i>Attendance meetings on a monthly basis to monitor and respond to attendance below 90%.</i> • <i>Systems refined and in place to review attendance across school with parent/carers meetings in place to discuss plan moving forward.</i> • <i>School worked alongside Local Authority Attendance Team when needed</i> • <i>Studybugs purchased and monitored</i> 	
<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 from school and will be signposted to other agencies for further support. <p>2024 – 2025 review</p> <ul style="list-style-type: none"> • <i>Work completed with School Support Advisor and Support workers for individual children and families. Advisor worked in school for a morning a week during spring term which had a positive impact on families</i> • <i>Families signposted to local support eg Family Hub for support regarding concerns at home</i> • <i>Stockton LA VCD used to inform SLT/DSLs of external agencies involvement</i> 	
<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 <p>2024 – 2025 review</p> <ul style="list-style-type: none"> • <i>Impact of Thrive – Profiling completed across school and reviewed on a termly basis to support</i> • <i>Thrive practitioners working alongside Year groups where school identified highest impact</i> • <i>Individual positive behaviour strategies in place to support and celebrate achievements</i> 	
<p>Disadvantaged children improve language and early literacy skills.</p>	<p>2024 – 2025 review</p>	

	<ul style="list-style-type: none"> 60% children met GLD (5 children disadvantaged) Barriers identified for disadvantaged children to support them into Y1
<p>Cultural Capital</p> <p><i>Disadvantaged children access a broad range of enrichment activities</i></p>	<ul style="list-style-type: none"> Disadvantaged children access the same opportunities as their peers which will raise their self-esteem and confidence. <p>2024 – 2025 review</p> <ul style="list-style-type: none"> All children provided with the opportunities to access enrichment activities throughout the curriculum Enrichment after school clubs available each half term for children to attend. Places subsidised from school to allow children not to be disadvantaged compared to others. Larger range of clubs provided to widen the opportunities for all children Remuneration for residential visits ensured children attended

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: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Reviewed 2024/2025
Thrive whole school training	Thrive Approach www.thriveapproach.com/	4	5 Staff members trained as Thrive Practitioners across school Whole school training delivered THRIVE assessments used to support children across school
Phonics development training	EEF KS1 Reading guidance-Strand	5	Whole school Phonics ELS Scheme embedded. Monitoring in place throughout the academic year.
Continued development of whole school curriculum with	EEF KS1 Reading guidance-Strand	1	Curriculum unit plans developed to ensure consistency across subjects.

a focus on embedding knowledge	Mary Myatt- The curriculum Gallimaufry to coherence		<i>Learning is sequenced and progressive.. Knowledge, skills and vocabulary mapped out across school (EY to Y6) for each subject.</i>
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	<i>ELS Spelling introduced with KS2 Spring 2024. Staff training for ELS Spelling provided.</i>
Early Excellence Inspirational Learning CPD Staff subscription and training	https://earlyexcellence.com/about-us/our-story/	1, 4, 5	<i>EY Team completed various CPD training around provision and developing talk in EYFS Best use of adults using conversation to develop learning</i>

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Reviewed 2024/2025
Daily phonics teaching – small group intervention within sessions	Government reading guidance 2021	1,5	<i>Phonics Tracker used to monitor progress and to group chn according to their gaps</i>
Targeted small group intervention for writing/maths	EEF Making the best use of teaching assistants guidance EEF KS1,KS2 Maths and literacy guidance	1	<i>Small group interventions within teaching groups using TAs as support for children where gaps in learning were evident</i>
Implementation of Oral language programme Early Talk Boost	EEF Research toolkit-NELI Evaluation KS1 Literacy guidance Closing the vocab gap-Alex Quigley	1,4,5	<i>Training for Early Talk Boost implemented</i>
NTP for Y2 and Y6 children focusing on Writing	EEF Improving Literacy in Key Stage 2 EEF Improving Literacy in Key Stage 1	1	<i>Tutoring completed.</i>

			2023 – 2024 – Pupil Conferencing for Y6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,450

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2023 / 2024
Thrive training for an additional 2 members of staff	Thrive Approach https://www.thriveapproach.com/	4	<i>Training completed</i>
Admin Assistant regularly monitors, analyses and acts upon attendance across school	N/A	2,3	<i>Attendance meetings completed with HT. Attendance closely monitored and actions put in place where needed consistency across school</i>
Early Help Lead regularly monitors, analyses and acts upon family needs across school	N/A	3	<i>HT/DHT worked closely with LA Help and Support Team to direct families to agency support.</i>
Nurture group staff training and implementation	Partnership for Children	1,4	<i>Thrive profiles completed for classes to identify children for nurture group sessions.</i> <i>Thrive groups established for 2023/2024</i>
Access to curriculum enrichment experiences visits and residential	N/A	6	<i>Y3,4,5 and 6 children offered residential visits this academic year. Subsidised places were offered.</i> <i>Enrichment was a priority focus across the curriculum</i>

Total budgeted cost: £ 71,950

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 2024 to 2025 academic year.

Our internal assessments during 2024/25 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.

Overall attendance in 2024/25 was in line with the preceding year and 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 continues to be impacted 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