

Pupil premium strategy statement

This statement details our school's intended use of pupil premium funding to help improve the progress and attainment of our pupils for the academic year 2024 to 2025, and the intended impact of that spending within our school.

This report also reviews our pupil premium spend for the academic year 2023-2024.

Detail for	Data
School name	Holy Trinity C of E Infant School
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	1.8% (1 pupil)
Academic year/years that our current pupil premium strategy plan covers	2024-2025 (1 year)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Marie Thompson (Headteacher)
Pupil Premium lead	Marie Thompson
Governor / Trustee lead	Christine Cross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-2025)	£335 (£335 SPP)
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	£335

Part A: Pupil premium strategy plan - Statement of intent 2024 - 2027

At Holy Trinity C of E Infant School, we aim to offer all pupils access to a broad and balanced curriculum, and opportunities to engage in a wide range of educational and sporting activities, irrespective of their background or the challenges they face. Our aim is that all pupils will make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal. This is in line with our school vision: *Growing together to be the best that God created us to be.*

We will consider the challenges faced by our vulnerable pupils and support them according to their needs. High-quality teaching is at the heart of our approach, with a focus on quality first teaching, adaptive teaching practices, and targeted interventions in the areas in where disadvantaged pupils require the most support.

Our strategy is integral to wider school plans for our curriculum, including targeted support for pupils whose education has been worst affected. Our approach will be responsive to the common challenges and individual needs of the Pupil Premium children at our school.

Our objectives are:

- Barriers to learning will be broken down, so that every child can achieve their potential.
- All children will be able to take part in extracurricular clubs and activities and go on school visits.
- Children's social and emotional needs will be met, allowing them to engage with all aspects of life at our school.
- All children will have access to a healthy diet.

The principles of our plan are that:

- We provide a safe and caring environment for the children in our care.
- All children receive quality first teaching, throughout our school.
- Staff have a clear understanding of children's needs, and how best to support them.
- Staff build positive relationships with children and their families.

Challenges

This details the key challenges to achievement that we have identified among our pupils eligible for funding. We do need to be aware that due to the very small numbers (1 pupils this year and typically no more than 3 pupils in recent years) statistical evidence should be viewed with caution.

As a school with such small numbers, we are not required to publish a pupil premium report, but we feel it is important to share our strategy, so that current and prospective families may understand our approach to supporting children in receipt of pupil premium.

Challenge number	Detail of challenge
1.	Across the last three years, baseline assessments on entry in Reception, show that 50% of our Pupil Premium children arrived below age-related expectations. This gap remains steady through to the end of Year 2.
2.	Across the last three years, 50%+ of our Pupil Premium children have also been identified as having SEND and have had outside agency involvement. This means that School place particular emphasis on personal progress as it can be hard to demonstrate attainment outcomes in line with age related expectations.
3.	Across the last three years, parents, carers, and school staff report that there have been some struggles with emotional well-being and self-regulation amongst the pupils in receipt of pupil premium.

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
Pupils make expected progress in reading.	At our final assessment point (July 2025) Pupil Premium children will have made expected progress in reading.

Pupils make expected progress in maths.	At our final assessment point (July 2025) Pupil Premium children will have made expected progress in maths.
Pupils make expected progress in writing.	At our final assessment point (July 2025) Pupil Premium children will have made expected progress in writing.
All children pass the phonics screening by the time they leave our KS1 provision.	Pupils will have passed the phonics screening by the end of KS1.
Pupils have increased opportunities to interact socially with their peers.	Pupil premium children will have accessed extra-curricular clubs and school visits.
Pupils will have an increased sense of well-being, self-regulation and social skills will be further developed.	Staff and family feedback will indicate increased well-being, resilience and self-regulation.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2024-2025)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

(No cost for staff meetings or INSET provided by MITRE)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Trained ELSA in school (new subscription costs and cover costs)	ELSA is a recognised qualification.	3

	Our Family of Schools pay for this from their FNF budget. LA & SENDCo networks are promoting ELSAs in school.	
Staff to complete Talk & Drawing training following the retirement of the teaching Assistant who was previously trained in this area.	One place to be funded by SBAP as this approach is being encouraged by our LA. School have decided to pay for an additional staff member to attend from it's core training budget.	3

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

Budgeted cost: N/A this year.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc tutoring 1:1 with TA support. This covers reading, writing, phonics intervention.	High quality interventions and support improve pupil progress and support the Phonics Screening Year 2 retake.	1, 2
In-class TA support for daily maths mastery sessions.	Targeted support for identified pupils.	1, 2

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

Budgeted cost: The strategies below have been utilised successfully over the last three years, and should our pupil premium numbers increase this academic year we will implement the following:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture sessions, Talk & Draw, and ELSA Sessions for identified children.	SBAP information on ELSA and Talk & Draw.	3
Financial support for extra-curricular clubs.	Feedback from teachers and parents and carers that social interactions and friendship groups are strengthened.	3
Financial support for educational visits.	Feedback from school staff, taking part in visits enhances related literacy & topic work.	1, 2 ,3

Total budgeted cost: N/A this year.

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 2023 to 2024 academic year. There was only 1 pupil in receipt of Pupil Premium in this period (2% of school roll), and this pupil also had SEND support. We also had one pupil in receipt of SPP.

- Child in receipt of Pupil Premium made expected, and good progress from their beginning of year baseline assessment, though they did not meet ARE in core subjects.
- Child passed the Year 2 phonics screening resit.
- Child had access to extra-curricular clubs, enabling them to join in fully with all aspects of school life, and building communication and interaction skills with peers. Marked increase in self-regulation that positively impacted on learning behaviours, and therefore progress.

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
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Nurture activities.
What was the impact of that spending on service pupil premium eligible pupils?	Increased confidence and resilience in different social contexts.