

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 C of E Infant School
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
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	£6525 (FSM, LAC, post LAC, and Forces)
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	£6525

Part A: Pupil premium strategy plan

Statement of intent

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 interventions in the areas in where disadvantaged pupils require the most support.

Our strategy is integral to wider school plans for our curriculum. 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 disadvantaged pupils. We do need to be aware that due to the very small numbers (3 pupils in total) statistical evidence should be viewed with caution.

Challenge number	Detail of challenge
1.	In the last two years, baseline assessments on entry in Reception, show that 100% of our Pupil Premium children arrived below age-related expectations. This gap remains steady through to the end of Year 2.
2.	In the last two years, 100% of our Pupil Premium children have also been identified as having SEND, and all have had outside agency involvement. This means that School place particular emphasis on personal progress as it is hard to demonstrate attainment outcomes in line with age related expectations.
3.	Parents, carers and school staff report that our pupil premium children are struggling with their mental health and emotional well-being this academic year.

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 2023) Pupil Premium children will have made expected progress in reading.
Pupils make expected progress in maths.	At our final assessment point (July 2023) Pupil Premium children will have made expected progress in maths.
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 and resilience.
Speech and language skills will be further developed to support learning and interaction.	Final assessment point (July 2023) will demonstrate increased language skills.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£300**

(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 – continue to support time for Elsa sessions to take place.	ELSA is a recognised qualification. LA & SENDCo networks are promoting ELSAs in school.	3
Staff engagement with Therapeutic Conversations. (Course funded by SBAP so only cover is needed)	SBAP information on Therapeutic conversations.	3

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

Budgeted cost: **£5695**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Top-up funding for Pupil premium child with unrelated SEND, to support access to curriculum.	Quality TA support helps access to a broad & balanced curriculum. (SFSS reports)	1, 2, 3
1:1 Speech and language sessions following individual programmes.	High quality interventions to support communication and participation in the curriculum.	1,2,3

Individual phonics practise 1:1 with TA support.	High quality interventions and support improve pupil progress	1, 2
Small group support for writing. (TA support)	Small group work focussing on gaps in learning (School provision map evaluation)	1, 2
In-class TA support for English lessons.	Targeted support for identified pupils.	1, 2
Small group support for maths lessons. (TA support)	Small group work focussing on gaps in learning (School provision map evaluation)	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: **£530**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Nurture sessions, Therapeutic Conversations & ELSA Sessions for identified children.	SBAP information on Therapeutic conversations.	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
Paying for school milk for those Pupil premium children who would like it.	Supporting a healthy diet will help children focus, and make progress academically.	1, 2, 3

Attendance awards	Better attendance supports better progress and attainment.	1, 2, 3
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Total budgeted cost: £6525

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 2020 to 2021 academic year. There were only 3 pupils in receipt of Pupil Premium in this period (7% of school roll), all with SEND.

- Children in receipt of Pupil Premium made expected, and good progress from their beginning of year baseline assessment.
- Children had access to extra-curricular clubs, enabling them to join in fully with all aspects of school life.

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA