

Pupil premium strategy statement

□ This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Academy
Number of pupils in school	899
Proportion (%) of pupil premium eligible pupils	22.80
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	16/12/23
Date on which it will be reviewed	01/09/24
Statement authorised by	Angus Neal
Pupil premium lead	Amanda Welsh
Governor / Trustee lead	Pauline Boyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,570
Recovery premium funding allocation this academic year	£23,046
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	£205,616

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their academic, pastoral and social needs within a caring and nurturing environment. Underpinned by a clear focus on T&L, it is our intention that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of the language used in assessments, KS2 QLA and the types of text students are reading suggests that student's cultural capital is not developed through the tutor reading programme. This does then not close the gap identified on NGRT scores for year 7.
2	Inconsistent approach across the school to key literacy and numeracy skills meaning students grasp of key skills is being hindered.
3	Lesson observation and quality assurance suggests that the whole school approach to equity for PP students is not consistent across the school.
4	Proportional representation suggests an imbalance in the number of PP students with h/w detentions.
5	Pupil and parent voice suggests that not all PP parents and students are aware of the importance of attendance.
6	Analysis of data relating to repeat offenders for behaviour suggest an imbalance for PP students.
7	Internal and external reviews indicate that T&L strategies designed to support PP students are not consistently used across the school.
8	Exposure to a range of careers for PP students is below that of other.

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.

Challenge number	Intended outcome	Success criteria
1.	<p>Reading is developed so that all students have full access to the curriculum and assessment.</p> <p>All students have developed a love of reading.</p> <p>The cultural capital of PP students is developed through the reading programme.</p> <p>Reading intervention programmes are effective for weaker readers.</p> <p>All staff are confident in approaches to develop cultural capital.</p> <p>Students are exposed to a wide range of high quality texts within curriculum areas.</p>	<p>Improvements in attitude to reading survey. NGRT scores for PP students are in line with others by the end of year 8.</p> <p>SoL identify opportunities to explicitly develop cultural capital.</p> <p>Access to the curriculum for PP students is not hindered by their lack of experience.</p>
2.	<p>Key literacy and numeracy skills are reinforced across the curriculum.</p> <p>Additional support in maths is used to identify specific areas for development for groups of students and provide effective short-term interventions.</p>	<p>Increase the number of PP students achieving 4+ in English and Maths to be in line with other so that the number of PP students on level 3 courses is in line with other.</p> <p>Work scrutiny shows that literacy marking policy is consistently applied across the curriculum.</p>
3.	<p>The golden thread of identifying and overcoming barriers for PP students is evident across all areas of school life.</p>	<p>More positive response from FG interviews.</p> <p>Av ATL scores for FG students is in line with others.</p> <p>Proportional representation at extracurricular clubs and engagement in activities e.g. house competitions and trips is positive for PP students.</p>
4.	<p>Breakfast and curriculum PP parent meetings are effective in communicating the benefits of h/w and identifying and overcoming any barriers to h/w. The pastoral system is effective in engaging all PP parents.</p>	<p>100% attendance at PP parent support meetings.</p> <p>The % of students who are persistently getting h/w detentions is less than 23.5%</p>
5.	<p>Breakfast and curriculum PP parent meetings are effective in communicating the benefits of attendance and overcoming any barriers.</p> <p>The pastoral system is effective in engaging all PP parents.</p> <p>The return to school meetings for PP students are effective.</p>	<p>100% attendance at PP parent support meetings.</p> <p>The % of students who are persistently absent is less than 25%</p>
6.	<p>Profile, predict, prevent is routinely used for identifying interventions</p> <p>Interventions are routinely evaluated</p>	<p>Number of FTE for PP is below other.</p>

		Number of repeat offenders for behaviour for PP students are in line with other
7.	T&L strategies are focused on equity for PP students.	Av ATL scores for FG students is in line with others. More positive response from most able FG students.
8.	PP students are motivated by good IAG	Increase the number of PP students achieving 4+ in English and Maths to be in line with other so that the number of PP students on level 3 courses is in line with other.

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: £82,008

Activity	Evidence that supports this approach	EEF mnths	Challenge number(s) addressed
Embed EFA programme and PLP programmes to lead to improvements in T&L	<p>Visible learning for teachers: maximising impact on learning, Hattie, 2012, Routledge</p> <p>Not explicitly referenced, but the findings are indirectly referred to:</p> <p>Improving the impact of teachers on pupil achievement in the UK – interim findings, The Sutton Trust, 2011, available online here</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf</p>	7	7
Embed literacy and numeracy approaches across the curriculum. Develop cross curricular activities.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</p>	5	2
Saturday school sessions	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	3	3
Reading intervention programme	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444444/reading-intervention-programme.pdf</p>	6	1

	s/attachment_data/file/284286/reading_for_pleasure.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Publications_EvidenceBrief_ReadingAtTheTransition.pdf https://www.youtube.com/watch?v=zKb14KTAfo4		
LTE	https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf https://www.letsthinkinenglish.org/evidence-of-success/		2
Resources for projects			3
Deep dive process to take place in all departments to ensure that the curriculum meets the needs of PP learners.	https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf https://evidence-based-education.thinkific.com/courses/take/Great-Teaching-Toolkit-Evidence-Review/texts/13569511-the-evidence-for-dimension-4 https://evidence-based-education.thinkific.com/courses/take/Great-Teaching-Toolkit-Evidence-Review/texts/12421149-the-evidence-for-dimension-1	4	7
Participation in Professional Learning Programme delivered by RADY	https://www.teachwire.net/news/teach-primary-awards-2021-finalists-announced Winner 2021		3
Provide resources for PP students to use at home. Seneca Premium.			3
PP SLT lead and lead teacher to champion the needs of PP students and to support the implementation and review of PP plan			all
SMHW to monitor the delivery of h/w for all PP students and to provide	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5	4

additional support for parents			
Member of staff in charge of LAC (% of SLT salary)			all
Take into account variety of cultural experiences in order to avoid accidental discrimination.	https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F		1
Priority book marking	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	6	3
Department strategies to focus on the needs of FG students within curriculum areas			3
Praise	<p>https://evidence-based-education.thinkific.com/courses/take/Great-Teaching-Toolkit-Evidence-Review/texts/13536422-creating-a-supportive-environment</p> <p>Conroy, M., Sutherland, K, Snyder, A. & Marsh, S., (2008). <i>Classwide Interventions: Effective Instruction Makes a Difference, Teaching Exceptional Children</i>, 40, 6, pp 24-30</p> <p>Swinson, J. (2010). <i>Working with a secondary school to improve social relationships, pupil behaviour, motivation and learning, Pastoral Care in Education</i>, Vol. 28, No. 3, pp. 181-194</p>		3

	<p>Blaze, J, Olmi, D., Mercer, S., Dufrene, B. & Tingstom, D., (2014). <i>Loud versus quiet praise: A direct behavioural comparison in secondary classrooms, Journal of School Psychology, 52, pp 349-360.</i></p> <p>Schneider, MM., Hulac, DM., Mickelson, LR. & Phillips, EK., (2020). <i>Middle school students' preferences for praise, Psychol Schs 2021;58:221-234</i></p> <p>Conroy, M., Sutherland, K., Snyder, A., Al-Hendawi, M. & Vo, A., (2009). <i>Creating a Positive Classroom Atmosphere: Teachers' Use of Effective Praise and Feedback, Beyond Behaviour, Vol. 18, No. 2, pp 18-26.</i></p> <p>Sims, S., Outhwaite, L. & Bennett, S., (2020). <i>Using 'approach goals' to increase student motivation for independent study: a randomised control field trial, Centre for Educational Policy and Equalising Opportunity, UCL^</i></p> <p>Henderlong, J. & Lepper, M., (2002). <i>The Effects of Praise on Children's Intrinsic Motivation: A Review and Synthesis, Psychological Bulletin, Vol. 128, No. 5, pp 774-795.</i></p>		
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	Dix, P. (2017). <i>When the Adults Change Everything Changes</i> , Independent Thinking Press		
Tutor reading programme	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf		1
Homework club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5	3,4

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	EEF mnths	Challenge number(s) addressed
Switch on Reading	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading	3	1
Develop routine, consistent evaluations of interventions	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation		6
Laptops	https://www.suttontrust.com/wp-content/uploads/2021/01/Learning-in-Lockdown.pdf		3
Curriculum visits	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf		1,3
Curriculum resources			3
Theatre visits	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf		1,3
Outdoor activity centre	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning		Unclear
Tutor interview. PP review.	https://assets.website-files.com/5ee28729f7b4a5fa99bef		3

	2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F		
Study skills sessions for parents and students	Henderson, A. T. and Mapp, K. L. (2002). <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement</i> . National Center for Family & Community Schools.		5,7
Priority careers apt.	https://www.educationandemployers.org/new-report-published-motivated-to-achieve/		8
Participation in NCOP activities	https://www.educationandemployers.org/new-report-published-motivated-to-achieve/		8
Parent evening booking system to encourage parents to attend parent's evenings and track attendance. Call to invite in if haven't made an appointment. Priority booking for parent's evening	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4	4,5
Follow up phone call after parent's evening to support parent's with future actions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4	4,5
Further develop the IAG programme	https://www.educationandemployers.org/new-report-published-motivated-to-achieve/		8
First day call	https://challengingeducation.co.uk/wp-content/uploads/2021/02/Why-September-Matters.pdf		5
Return to school interviews	https://challengingeducation.co.uk/wp-content/uploads/2021/02/Why-September-Matters.pdf		5
Holiday revision programme	https://educationendowmentfoundation.org.uk/education-	3	3

	evidence/teaching-learning-toolkit/reducing-class-size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,000

Activity	Evidence that supports this approach	EEF mnths	Challenge number(s) addressed
Expand parent information sessions to include all years	<p>https://challengingeducation.co.uk/wp-content/uploads/2021/02/Why-September-Matters.pdf</p> <p>William, D. (2016). <i>Leadership for Teacher Learning</i>. <i>Learning Sciences International</i></p> <p>Povey, J., Campbell, A. K., Willis, L., Haynes, M., Western, M., Bennett, S., Antrobus, E. & Pedde, C. (2016). <i>Engaging parents in schools and building parent-school partnerships: The role of school and parent organisation leadership</i>. <i>International Journal of Educational Research</i>, 79, 128-141.</p> <p>Kay Wright and Susan Willis (2003). <i>Engaging Middle School Parents, Students, and Teachers in a Learning Community a Case in</i></p>	4	3,4,5

	<p><i>Point, Childhood Education, 80:2, 54-58.</i></p> <p>Henderson, A. T. and Mapp, K. L. (2002). <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family & Community Schools.</i></p>		
Duke of Edinburgh Award	https://journals.sagepub.com/doi/abs/10.1111/j.1467-954x.2010.01927.x		1,3
Enrichment activities	https://journals.sagepub.com/doi/abs/10.1111/j.1467-954x.2010.01927.x		3
Music lessons	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf	0	3

Total budgeted cost: £188,008

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 2021 to 2022 academic year.

An external pupil premium review was commissioned by the school in January 2023. Based on its recommendations and internal evaluations, the tutor reading programme will continue in a revised format.

Session 6 has not continued due to poor uptake from students. This is despite numerous strategies being employed to improve attendance, including small immediate and longer-term rewards. It has been replaced with Saturday school sessions.

The gap between PP and others for 2023 increased, however it was felt that this was due, in part, to the differing approaches to lock down learning from PP parents and students. All PP students were provided with all resources required to work remotely and were encouraged to attend school, however the engagement of PP students in remote lessons was lower than others.

The target around Inconsistencies around PLP strategies being used in the classroom was identified by Ofsted (May 23) and the external review. As such it will remain a target. QA and line management will be developed further to ensure that the provision for PP students is routinely monitored and discussed.

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
Embedding Formative Assessment	SSAT

Service pupil premium funding (optional)

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

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Staff monitoring of service pupil premium students compared to the wider school population.</p> <p>Intervention strategies put into place by departments and good practice shared at regular intervals.</p> <p>Monitoring of service students' attendance by pastoral staff; back to school meetings held for these students to offer support and identify any issues affecting attendance.</p> <p>Introduction of a mentoring programme for Year 11 services students.</p> <p>Increased contact between pastoral staff and parents to offer support, be aware of deployment plans, etc.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The introduction of support and communication systems for students with deployed parents helped them to deal with the social and emotional pressures that may have followed.</p> <p>The mentoring program helped our services students to negotiate the academic and pastoral challenges of GCSE year, including preparation for post-16 education. It also gave them an advocate for their best interests in school.</p>

