

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	Elsecar Holy Trinity Primary Academy
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	37 (20%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs M Priestley
Pupil premium lead	Mr S Silverwood
Governor / Trustee lead	Mr J Sloane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,180,00
Recovery premium funding allocation this academic year	£1,466
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	£51,646

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 pastoral, social and academic needs within a caring and nurturing environment. We hope 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.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage at Elsecar Holy Trinity Primary Academy:

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, and self-regulation.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Whole-school ethos of attainment for all

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard.
- Leaders, teachers and other adults understand their role within the school's strategy **Meeting individual learning needs.**
- There is a strong understanding of the barriers to learning and how these barriers present in school.

- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented.

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented, and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

- Leaders and a governor, review the effectiveness of strategies based on internal analysis, research and best practice.
- Self-evaluation is rigorous and honest.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Highly skilled and effective staff, deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged.

Evidence Based Approach

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.”

Education Endowment Foundation

Defining the gaps

At Elsecar Holy Trinity Primary Academy we are aware that children join us from a variety of financial and social backgrounds and that this can have a significant impact on a child’s individual starting when

entering formal education. As a school we have taken time to explore and understand these barriers in greater detail.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: pupils cannot learn if they are not at school and low attendance is a major barrier to achievement. Our analysis shows that our disadvantaged students are less likely to have good attendance and are more likely to have time away from school.
2	Attitudes to learning: Pupils in receipt of disadvantaged funding are more likely to become passive or reluctant learners. Analysis of learning walks, pupil response to feedback and observations show that disadvantaged student are less likely to take risks with their learning and less likely to be resilient when responding to improvement targets.
3	Aspiration and Ambition: Some disadvantaged pupils are less likely to have focused and ambitious career targets to work towards. They are less likely to have plans for post-16 study and often do not value education as a key to a more fulfilling life after school.
4	Teaching Quality: No analysis of barriers to achievement could be complete without a continued focus on the quality of the teaching pupils receive. At the heart of our ethos is that we strive to improve and this applies just as much to teachers as their students.
5	Resources: Disadvantaged pupils are less likely to have a variety of reading books at home or buy specialist equipment such as sports equipment. As a result, they are less likely to take part in optional enrichment opportunities.
6.	Difficulties of studying at home: Some disadvantaged pupils have reported that home does not always provide the right learning environment for them either because of a lack of family engagement in education, not having a space to learn or because there are too many distractions at home.
7.	Academic confidence and resilience: Teachers report that many of our disadvantaged pupils lack resilience when things did not go well and do not have the self-belief that is more common in non-disadvantaged pupils. They are far less likely to have family role models who have high academic achievement through hard work and determination.

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
<ul style="list-style-type: none"> Raise pupil's aspirations 	<ul style="list-style-type: none"> Children can talk about their aspirations for the future whether that be further study or future employment. Children have a more diverse range of hobbies and interests outside of school. Children can meet people from a variety of professions.
<ul style="list-style-type: none"> Enrich children's learning experiences 	<ul style="list-style-type: none"> Children can take part in trips and visits related to their curriculum and PSHE. Children attend residential visits alongside their peers. Children take part in inter-school competitions and events.
<ul style="list-style-type: none"> Promote a positive attitude to learning 	<ul style="list-style-type: none"> Children have a positive attitude to learning and the number of low-level disruptions in class is reduced over time. Children show high level of engagement and enjoyment in class. Children receive recognition for their hard work. (Star of the Week) Children's work displayed around school/shared online.
<ul style="list-style-type: none"> Improve attendance and behaviour 	<ul style="list-style-type: none"> Children's attendance is above 96.5% (Whole school target) The number of persistent absences is below the national average. The number of children recording a late mark is reduced (Access to Breakfast club)
<ul style="list-style-type: none"> Accelerate pupil progress 	<ul style="list-style-type: none"> Children makes accelerated process from their individual starting points in RWM. Children show sustained improvement at each data entry point. End of key assessments (SATS) are inline with PP children nationally. Children have received high levels of support and interventions

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: £24,646

Activity	Evidence that supports this approach	
Diagnostic Assessment Purchase of standardised diagnostic assessment for reading	Diagnostic assessments are intended to help teachers identify what students know and can do in different domains to support their students' learning. These kinds of assessments may help teachers determine what students understand in order to build on the students' strengths and address their specific needs.	2,3,5
To purchase resources to assist with the teaching of whole class reading comprehension.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies	2,3,4,5
To purchase high quality/levelled reading books for children across both key stages.	https://educationendowmentfoundation.org.uk/guidancefor-teachers/literacy	2,3,5
<i>Staff CPD</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the SY Maths Hub and staff are released to undertake specific training and development.	4
<i>Early years resourcing.</i>	<p>Early years education aims to ensure that young children have high-quality learning experiences before they start school.</p> <p>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early education approaches typically include:</p>	5

	<ul style="list-style-type: none"> • communication and language activities; • play-based learning; • interactive story-book reading, physical and creative activities, and • support for parents to encourage learning at home. 	
<i>Purchase resources to assist with the Delivery of Read Write Inc.</i>	https://educationendowmentfoundation.org.uk/news/update-eef-commissioned-evaluations-of-read-write-inc-phonics	5

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To purchase CPG revision guides for children in years 2 and 6.	Small-group instruction provides opportunities for flexible and differentiated learning. With the smaller number of students, students have more chances to participate. Teachers are able to monitor the students better, thus providing better and more individualized feedback and support.	2,5,6,7
<i>Small group after school interventions.</i>	Class teachers provide small group focussed interventions for Y2 and Y6 children as they approach end of ket stage assessments.	2,3,7
<i>Appoint an internal Pupil Premium Champion.</i>	Daily intervention sessions for Pupil Premium children in years 2-5.	2,3,7
To purchase equipment and resources to support the delivery of interventions.	Teaching and learning materials can also add important structure to lesson planning and the delivery of instruction. Learning materials act as a guide for both the teacher and the learner. They can provide a valuable routine in the teaching and learning process.	5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide financial support to ensure that children in Y6 can participate in a residential visit	Residential visits are fantastic opportunities for our children to learn new things in a different environment, gain some independence from home as well as develop further social skills. They also build self-confidence, problem solving & cooperation skills, plus give a greater awareness of safety & risk	2,3,7
To subsidise school trips to ensure that PP children can attend.	It helps them learn new skills, gives them new responsibilities, and provides personal, social and educational experiences that aren't available in the classroom. Outdoor activities and educational visits give youngsters a chance of adventure, to share new experiences and to solve problems alongside their peers.	2.3.7
Facilitation of workshops and programmes which aim to develop parental skills - soft and academic.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement	
Embedding effective principles of good practice for attendance Improving	Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)	
Music Ukuleles – Children can learn to play a musical instrument.	Learning to play an instrument stimulates the brain cells, improving functions like memory and abstract reasoning skills, which are essential for math and science. Music, in general, helps bring balance and harmony in one's life. Children who learn to play an instrument have an outlet for creativity and their emotions	
Breakfast Club - PP children can attend our daily breakfast club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	

Provide specialist nurture provision in school including Boxall profiling.	Nurture groups assess learning and social and emotional needs and give help that is needed to remove the barriers to learning.	
Resources to support the delivery of Nurture in school.	The Nurture need access to resources to support children's needs and help remove barriers to learning.	

Part B: Review of outcomes in the previous academic year

Attendance

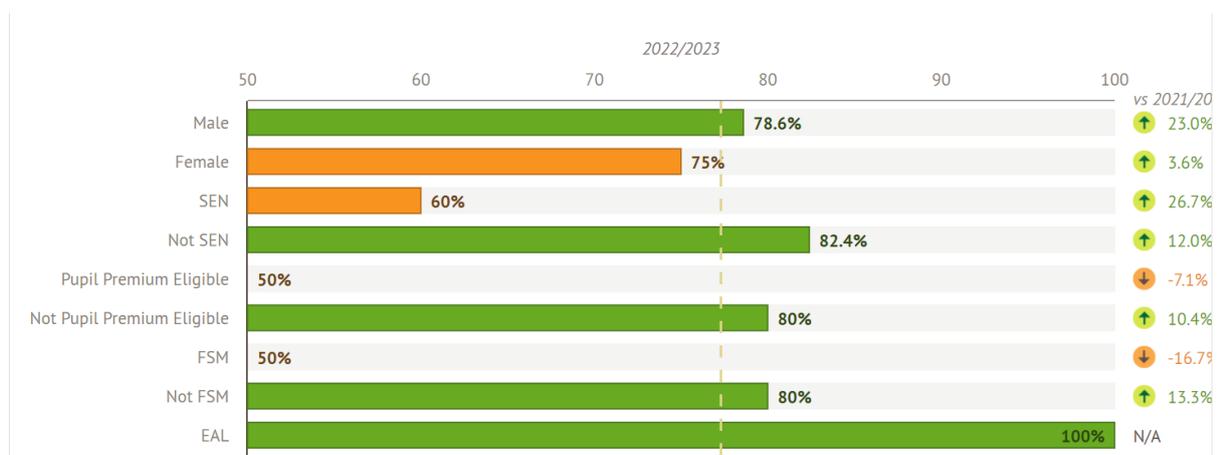
Pupil Premium attendance for the academic year was 92.9% compared to 92.86% non-pupil premium.

End of KS1: DFE Statutory Assessments

Mathematics – Expected standard.

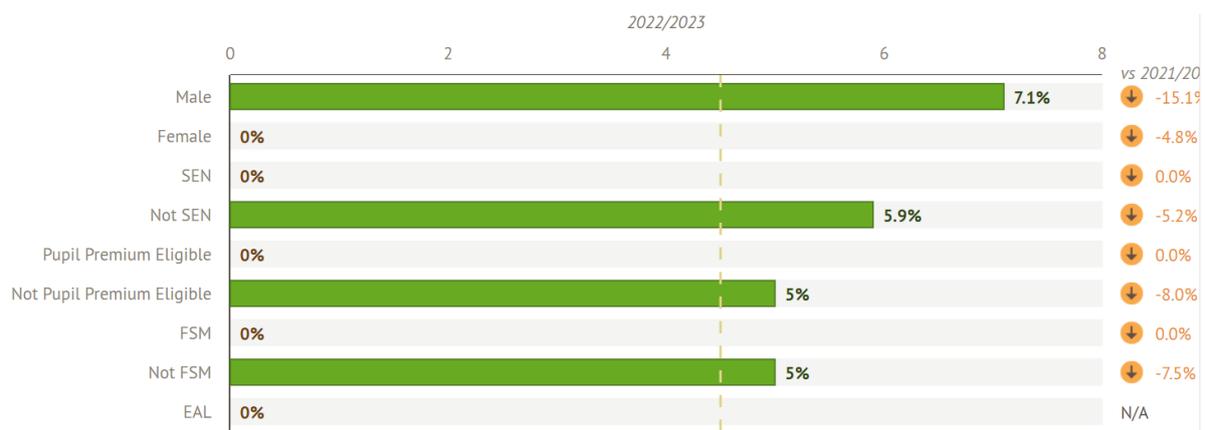
Pupil Premium 50% down 7.1% compared to 80% non-Pupil Premium

Group name	2021/2022	2022/2023	Change since 2021/2022
Elsecar Holy Trinity	66.7%	77.3%	up 10.6%
Trust Average	61.9%	59.7%	
National	68%		



Mathematics – Greater Depth

Group name	2021/2022	2022/2023	Change since 2021/2022
Elsecar Holy Trinity	10.0%	4.5%	down 5.5%
Trust average	13.6%	12.3%	
National	15%		

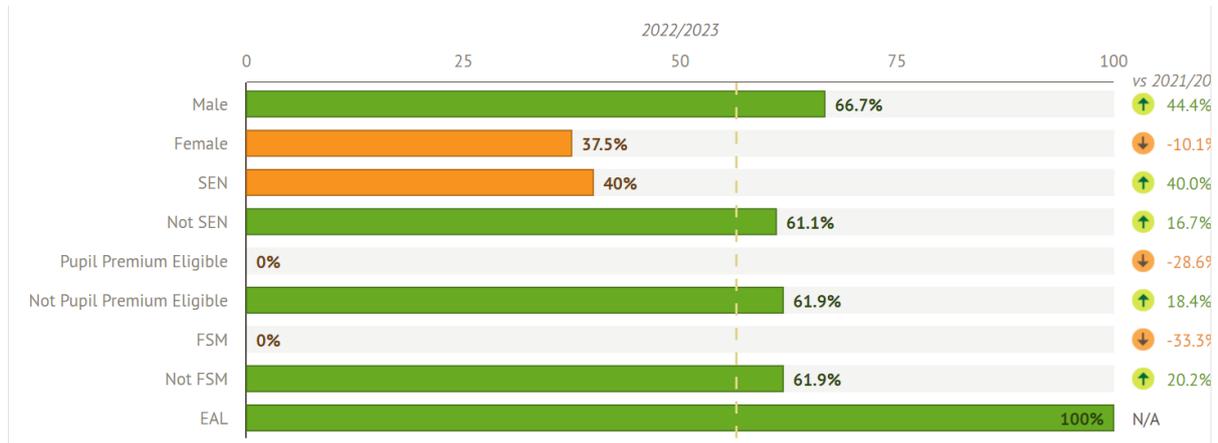


0 SEND or Pupil Premium children achieved greater depth this year compared to 7.1% non SEND/PP.

Writing – Expected standard 66.5% up 16.5% on last year.

Pupil Premium – 0% achieved expected standard in writing down 28.61% on last year.

Group name	2021/2022	2022/2023	Change since 2021/2022
Elsecar Holy Trinity	40.0%	56.5%	up 16.5%
Trust average	47.3%	53.1%	
National	58.0%		



Reading – Expected standard 60.9% down 5.8% on last year.

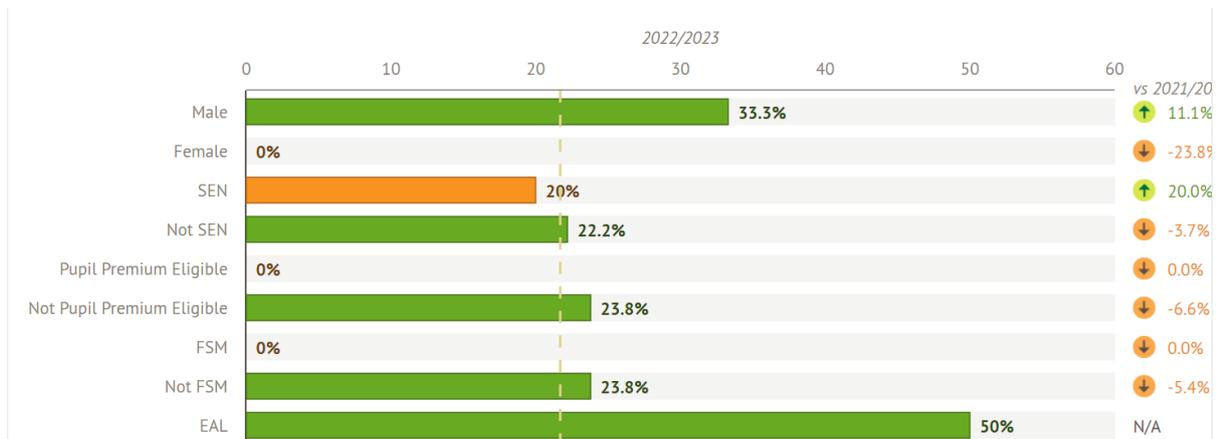
Pupil Premium – 0% of children achieved expected standard in reading.

Name	2021/2022	2022/2023	Change since 2021/2022
Elsecar Holy Trinity	66.7%	60.9%	down 5.8%
Trust average	61.4%	57.9%	
National	67.0%		



Reading – Greater Depth 21.7% down 1.6% on last year.

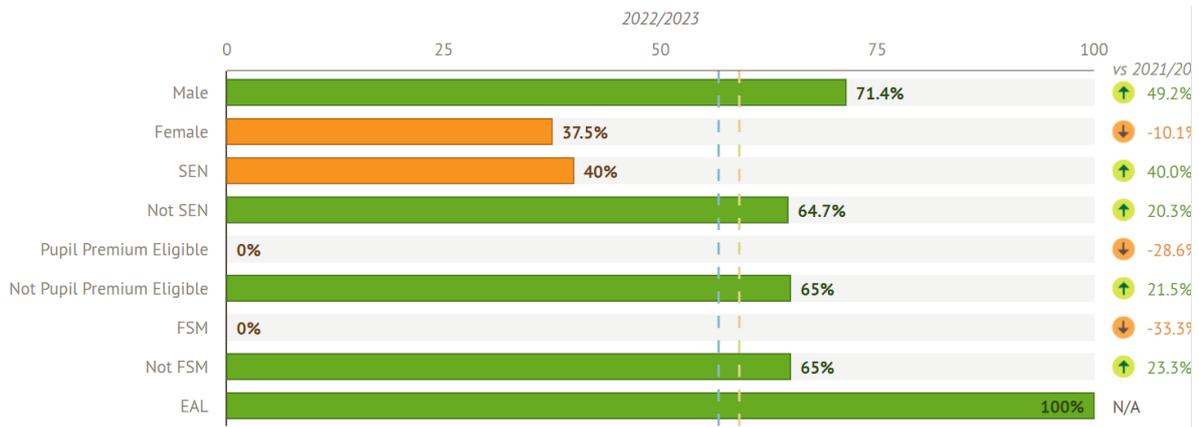
Pupil Premium – 0% of children achieved greater depth in reading, no change from last year.



Combined Expected (Reading, writing and maths) 59% up 19.1% on last year.

Pupil Premium – 0% of children achieved combined expected.

Group name	2021/2022	2022/2023	Change since 2021/2022
Elsecar Holy Trinity	40.0%	59%	up 19.1%
Trust average	44.5%	49%	
National			



Combined Greater Depth (Reading, writing and maths)

Group name	2021/2022	2022/2023	Change since 2021/2022
Elsecar Holy Trinity	0.0%	0%	no change 0.0%
Trust Average	4.7%	4%	
National			

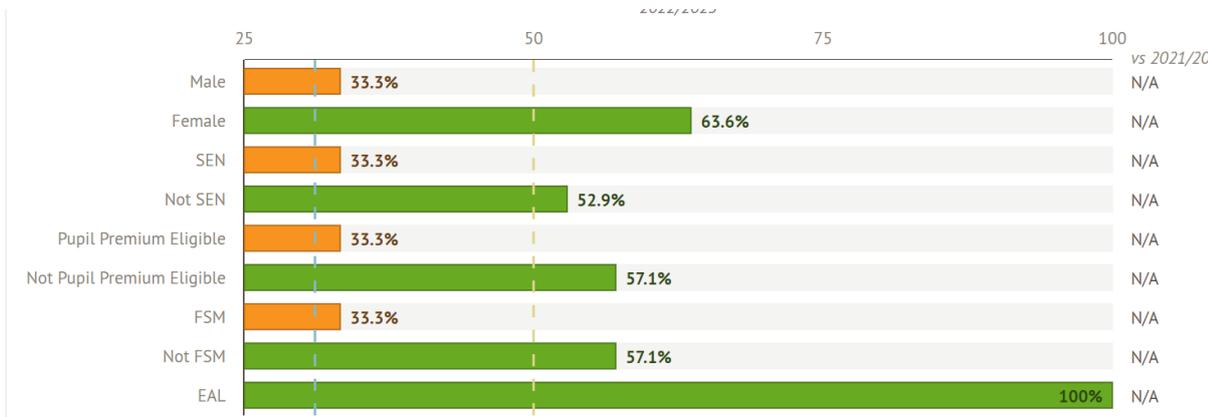
- No children achieved combined at GD.

Year 4 Multiplication Check

50% achieved a mark of 25 out of 25 against the national average of 31.1%

Also, a 47% increase of children achieving 25 out of 25 in school compared to last year's cohort.

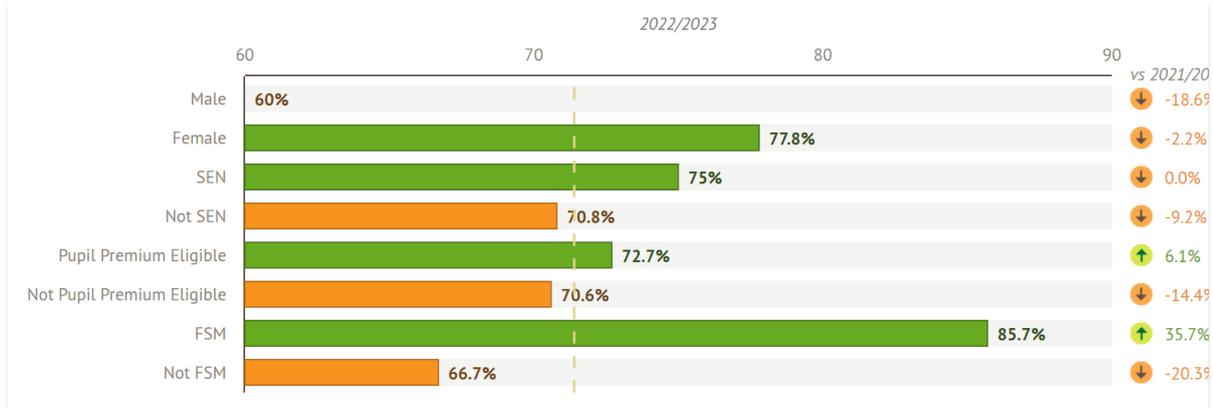
Pupil Premium – 33.3% of children achieved full marks.



End of KS2: DFE Statutory Assessments

Reading – Expected standard 71.4% down 3.5% on last year.

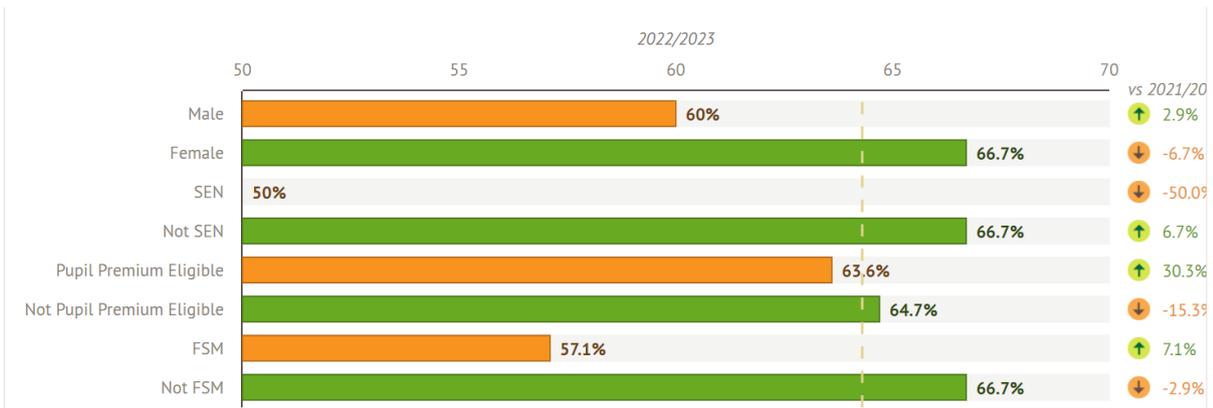
Pupil Premium – 72.7% of children achieved expected standard up 6.1% on last year.



Reading – Greater Depth 28.5% of children achieved GD compared to 24.1% the previous year

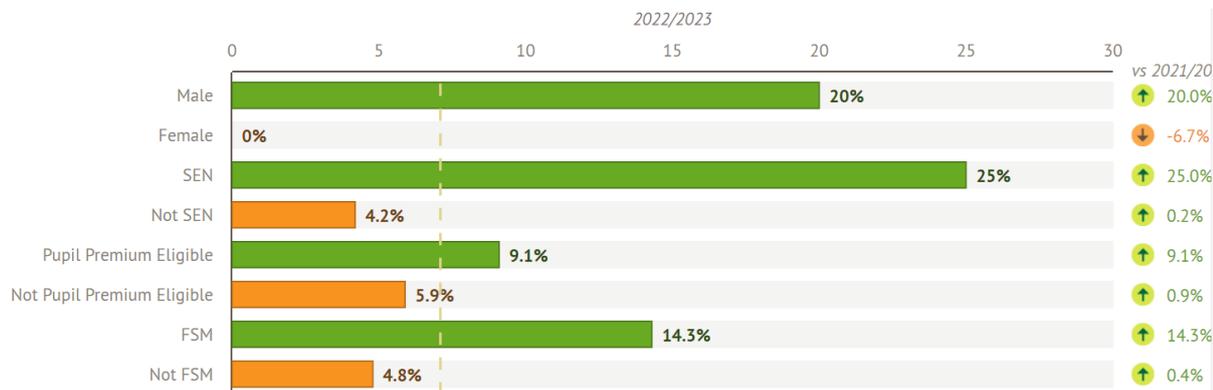
Writing – Expected standard 64.3% down 5.4% on last year.

Pupil Premium – 63.6% of children achieved expected standard in writing.



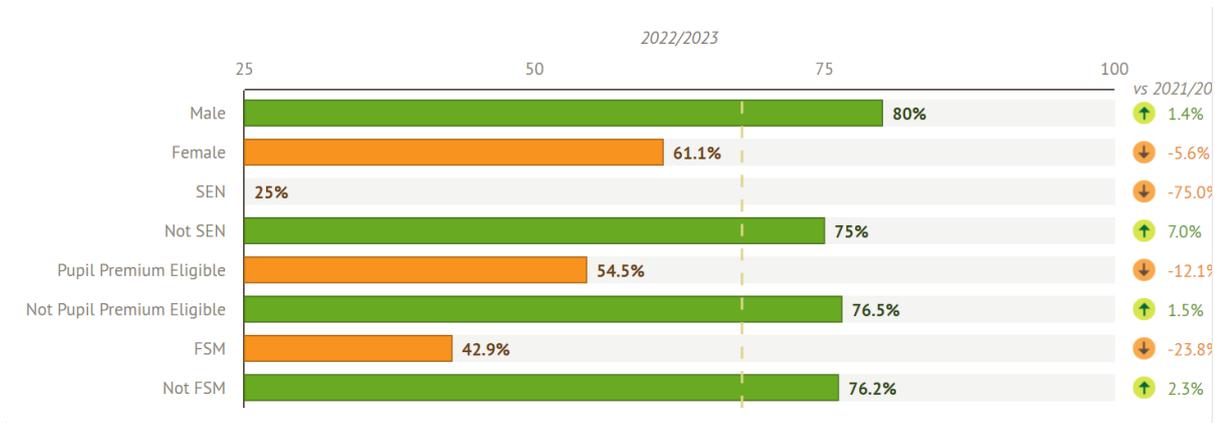
Writing – greater depth 7% compared to 3.4% last year.

Pupil Premium – 9.1% of children achieved greater depth in writing up 9.1% on last year.



Maths – Expected Standard 67.9% down 3.8% on last year.

Pupil Premium – 54.5% of children achieved expected standard.



- Two children recorded a score of 99 which would have added a further 7% to the expected total.

Whole school priorities for the next academic year.

- Appoint an internal TA to work with Pupil Premium children daily to raise standards and outcomes in year 2-5.
- Subject leaders to closely monitor the progress of pupil premium children across school and provide support and guidance where required.
- CPD opportunities around disadvantaged groups.
- SENDCO to work closely with class teachers ensure SFPs targets are embedded into whole class teaching.
- Support families to ensure equality for all in school through financial support e.g., trip discounts, access to free school uniform etc.

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
Read, Write Inc	Ruth Miskin Education
White Rose Maths	White Rose Academy
Read, Write Inc Comprehension	Ruth Miskin Education
TT Rock Stars/ Numbots	Times Table Rock Stars
Scholastic Reading Pro	Scholastic