Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	179
Proportion (%) of pupil premium eligible pupils	34 children (19%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022
Date this statement was published	TBC
Date on which it will be reviewed	TBC
Statement authorised by	Mr M Priestley
Pupil premium lead	Mr S Silverwood
Governor / Trustee lead	Mrs K Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,385
Recovery premium funding allocation this academic year	£4,252.50
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	£54,637.50

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 are capable of overcoming 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 is 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
• Raise pupil's aspirations	• 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 have the opportunity to meet people from a variety of professions. • In pupil voice pupils can speak about the aspirations
• Enrich children's learning experiences	• Children have the opportunity to 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. • Through learning walks and lesson observations pupils can demonstrate they have a breadth of experiences that can support their thinking and learning
• Promote a positive attitude to learning	• Children have a positive attitude to learning and the number of low-level disruption 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 and parents provide positive feedback around the learning attitudes of pupils • Children's work displayed around school/shared online. • Through learning walks around the school there is a clear focus on positive learning environments and children's views
• Improve attendance and behaviour	• 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)	
• Accelerate pupil progress	• 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Training for KS1 teachers around • Read Write Inc • Early Reading • Talk for Writing • Early Vocab	The EEF states that quality first teaching has the greatest impact on pupil's outcomes.	4
White Rose Maths training and support.	Working collaboratively with external groups and organisations will allow us to share good practice and new approaches to learning.	4,7
Purchase appropriate take home reading books to support reading in lower KS1. *Purchase of high-quality books age appropriate* *Inform parents of new ideas and strategies for developing reader*	By having access to high quality reading texts to take home will allow children to make accelerated progress in reading especially in early years.	2,3,6,7

Additional TA to work in KS1 to offer additional support and interventions where needed. • Phonics • Reading • Maths • Writing	Having additional adult support will allow us to tailor the support we can offer to children in school to enable them to take expected levels of progress.	7,4,2
Additional TA (15 hours) to provide nurture support.	Nurture groups assess learning and social and emotional needs and give help that is needed to remove the barriers to learning.	7,4,2

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

Budgeted cost: £9,637.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured and targeted interventions for disadvantaged children.	Interventions can be an incredibly beneficial aspect of school life. Using a structured intervention, teachers can swiftly close progress or attainment gaps in a key area.	2,4,7
Purchase CPG books and other resources to support the delivery of interventions (End of key stage SATS)	CGP books can always be relied on - they offer targeted curriculum coverage in a succinct way which covers exactly what children need to know	2,4,7,6
After school catch-up sessions for PP children.	Regular one to one and small group tuition will allow children to catch-up quickly.	2,4,7

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Offer subsidised trips and activities for disadvantaged children.	By offering subsidised trips and activities we will ensure that PP children have the same opportunities as non PP children in school.	1,3
Purchase prizes for termly attendance awards	Children respond well to incentives and we feel that it is important to recognise the achievements of children.	1,2,7
Offer free breakfast club for PP children that are classed at persistent absences or have a high proportion of late marks.	By offering PP children access to our breakfast club we can ensure that children have had a nutritional breakfast and are ready to learn.	1,4,
'Invite an expert' assemblies e.g. nurse, engineer, mechanic etc.	A role model is a person whose behaviour, example, or success is or can be emulated by others, especially by younger people in school	1,2,3,6
Nurture provision within school for vulnerable children through 'drawing and talking' therapy intervention. FSW to offer 1:1 emotional support to children who may be struggling with factors at home or at school.	Nurture groups assess learning and social and emotional needs and give help that is needed to remove the barriers to learning.	1,2,3,4,7
To organise a careers fayre for year 6 children.	Children will be able to see the opportunities that exist within the wider community and the types of professions they could pursue in the future.	3

Total budgeted cost: £54,637.50

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.

Pupil Premium Impact statement

The data below illustrates the outcomes achieved by disadvantaged children during the 2019/2020 academic year. The impact of Covid19 was significant across all year groups and individual groups of children. Both summative and formative assessments were used by class teachers to track pupil progress and attainment.

As a school we received 11 laptops from the DFE to support home learning but uptake was very low, especially in key stage 1. Only 3 families took up this offer.

The creation of dedication learning spaces for interventions and the training of specialist support staff showed that this approach was beginning to have an impact on pupil progress and was helping to narrow the gap.

2020-2021 Outcomes

Reading			
Year group	Number of PP pupils.	Pupil Premium pupils' percentage	Non-pupil premium pupils' percentage
Year 1	6	17%	52%
Year 2	2	50%	56%
Year 3	5	4%	42%
Year 4	10	30%	0%
Year 5	7	29%	38%
Year 6	3	100%	100%

Writing			
Year group	Number of PP pupils.	Pupil Premium pupils' percentage	Non-pupil premium pupils' percentage
Year 1	6	0%	0%
Year 2	2	50%	44%
Year 3	5	4%	38%
Year 4	10	30%	29%
Year 5	7	14%	24%
Year 6	3	100%	91%

Maths			
Year group	Number of PP pupils.	Pupil Premium pupils' percentage	Non-pupil premium pupils' percentage
Year 1	6	33%	57%
Year 2	2	50%	75%
Year 3	5	4%	38%
Year 4	10	20%	29%
Year 5	7	0%	43%
Year 6	3	100%	55%

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
Talk For Writing	Pie Corbett
TT Rockn Stars	Times Table Rock Stars
Scholastic Reading Pro	Scholastic