

Pupil premium strategy statement- HOLY TRINITY CATHOLIC SCHOOL

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	Holy Trinity Catholic School (a part of St Teresa of Calcutta Multi Academy Company)
Number of pupils in school	673
Proportion (%) of pupil premium eligible pupils	49.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021 Ratified 17 th March 2022
Date on which it will be reviewed	Aug 2021
Statement authorised by	C Crehan
Pupil premium lead	J Daw
Governor / Trustee lead	Anna Brewer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 358,125
Recovery premium funding allocation this academic year	£ 54,375
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	£ 412,500

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity, we ensure that every decision we make has at its core the aim to remove all barriers and to ensure that any form of disadvantage is challenged and removed. It is our ambition to ensure that our pupils who are pupil premium achieve in line with our non-pupil premium in terms of outcomes, attainment, individual experiences, and educational opportunities. This includes amongst other key areas the following:

- A focus on aspirational attainment
- The removal of barriers to learning (including literacy)
- The achievement of exceptional pupil outcomes
- The development of personal skills and attributes of each individual equipping them for the next stage of their educational career and the world of work; development of effective lifelong learning behaviours
- Fostering a notion of vocation
- Improving life chances by reducing the risk of NEET and the risk of exclusion,
- A focus on ensuring equality of opportunity for pupils who are SEND and PPG
- A chance to ensure all aspects of safeguarding (national as well as those aspects which are contextual) and those linked to PSD and SRE are understood by pupils.
- A focus on reading for pleasure and language for learning; development of effective lifelong learning behaviours and skills.
- A curriculum which inclusive and personalised to meet the need and demands of our pupils and which incorporates a range of lifelong learning, rich and varied experiences ensuring exposure to cultural capital

The support we offer students to ensure all pupils achieve their full potential falls into the following areas

- ☐ Teaching and learning
- ☐ Pastoral care
- ☐ Extra-curricular
- ☐ Personalised provision

Evidence shows that those who are less financially secure rely more heavily on school for their educational experience and successes. Our key priority for the school to close the Pupil Premium vs non-Pupil Premium gap is to deliver a consistently at least excellent quality of teaching provision. The school's CPD programme ensures staff can access the training they need depending on the stage of their career. Furthermore, the robust and regular quality assurance programme embedded within school allows us to

monitor and ensure that standards are consistently high and that lessons are engaging. Regular pupil voice opportunities ensures that pupils can provide feedback on their lessons and the curriculum, which contributes to our whole school drive for improvement. Embedded through our robust and quality PSD programmes, pupils have the key chance to develop the key skills and attributes of the most highly effective individuals and learners, critical for both academic, educational, and lifelong success as well as personal fulfilment. This ensures that our pupils make an active contribution to future society, which will require highly skilled and adaptable young people. Pupil voice is a key feature of the success of our school and all pupil voice sessions are organised proportionately to ensure that the disadvantaged are fully represented.

How does our pastoral system support pupil premium students?

Through our pastoral system, we are able to provide dedicated and high-quality support for our students. Individual student needs are identified and focused support is ensured. We employ a range of highly trained support staff and our pupils, and their families access the support of a student social worker to support the pupils' need. The school employs a home-school link worker as well as a weekly school nurse. Additional and targeted support is sourced for pupils linked to need. The impact of this is increased attendance and the ability to identify pastoral or educational issues that relate to those pupils in receipt of pupil premium. Swift and timely identification facilitates a more rapid response to need. There is ample research documenting clearly the potential devastating impact which trauma and Adverse Childhood (ACES) experiences have on both educational attainment and health life chances beyond school leaving age. Serving a community where deprivation levels are high means that we are often seeking to remove barriers, which will extend beyond those merely linked to the classroom. We continue to respond to the ever-growing needs of our pupils and have recently extended our pastoral skillset and capacity via the appointment of Assistant Head of year 9 and an additional Learning Mentor.

We recognise that it is important for students to learn a variety of skills that go beyond the classroom. Skills learnt in a variety of situations are integral to a young person's sense of self, confidence, and soft skills. It is crucial that pupil premium students are given equal access to these opportunities, allowing them to fulfil their potential. We also identify the critical importance of ensuring that our Pupil premium pupils access a range of diverse and rich cultural experiences as part of their exposure to the wider cultural capital. This is more important now than ever given some of the limitations because of the ongoing pandemic and the missed opportunities and significant impact this has consequently had on the more educationally vulnerable. In spite of the limitations of the pandemic we are gradually building in more opportunities (the recent recommencement of the Duke of Edinburgh Award Expedition being one example of this).

It is of paramount importance that no child ever feels stigmatised or loses out because of their financial background. We ensure that provision is sought for this to be the case-

examples of this will include out laptop scheme, our FSM and biometric fingerprint catering system, access to fundamental basic learning materials and resources, supports with travel, uniform and PE kits, provision of ingredients for food technology and financial support for specific pupil needs.

Challenges

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

Challenge number	Detail of challenge
1	Literacy/ SEND- Disadvantaged pupils general have lower level of reading comprehension than their peers. This will impact their progress in all key areas and in wider aspects of school life, as well as impacting on the wider realms of media, visual and digital literacy. For pupils with SEND who are pupil premium this will have an additional impact.
2	Reduce education disadvantage and to improve engagement with school, thus influencing improved attendance, attainment, and enjoyment. It is well documented that disadvantaged pupils may have lower confidence in educational settings. Ongoing studies identify that the pandemic has had a detrimental impact on the confidence and wellbeing of many pupils, especially those who may be disadvantaged. It is important therefore, that quality-personalised inputs are in place and that pupils can access their learning inside and outside of the classroom. They will benefit most from consistently high-quality teaching, high expectation, an aspirational mind-set and careful plugging of gaps. It is important for learners to have access to additional resources for home learning, which may not be easily available if they were not provided by school. The promotion and development of independent learning and study skills when at school is critical for the next educational steps of all learners and increases pupils' chances of success at degree level or equivalent, thus serving to facilitate social mobility. For this reason, school has identified the development of homework and of pupil independent study skills as a key area for development linked to school improvement.
3	Mental health and wellbeing – Observations, discussions, safeguarding referrals, and feedback from pupils and their families, including ongoing communications and home visits during Lockdown and throughout the pandemic have identified social and emotional issues for many pupils, all of which impact on educational engagement, aspiration and safeguarding. Such challenges for a number of reasons, can often also affect disproportionately disadvantaged pupils especially in terms of attendance, attainment and outcomes.
4	Aspirations and cultural capital – It is widely documented that those pupils from disadvantaged background often have access to reduced opportunities in

	comparison to their peers. Embedded within or school ethos is that all students should have access to equip opportunities including where possible those which extend beyond the classroom. We seek all opportunities to provide students with opportunities that they may be otherwise unable to access.
5	Accessible and Inclusive education offer – For many families, financial restraints means that they may be unable to afford some of the materials needed for their children to access fully the curriculum or indeed their home learning. At Holy Trinity Catholic School, we recognise the importance of ensuring that pupils are not disadvantaged because of material wealth or previous educational experiences. Our mission is to ensure that we provide the highest quality of inclusive education to ensure educational success. We will always seek to meet the needs of our diverse pupils, working with a range of agencies and providing quality interventions to minimise the risk and impact of educational disengagement (linked to inclusion, needs outside of school, (for example attendance behaviour, to reduce the risk of exclusion and risk of NEET).

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
<p>To remove barriers which impact on educational disadvantage</p> <p>All PPG to make at least expected progress in line with national average.</p> <p>Through consistently high quality teaching, pertinent and quality regular staff training and ongoing work both pre and post pandemic (Challenges 1, 2, 3, 4, 5)</p>	<p>Aspirational targets,</p> <p>RADY years 7 and 8 - this has been reviewed and will be used pertinently for individual contexts (e.g. if there is an underachieving boy who needs extra support to make the relevant progress).</p> <p>Quality first teaching</p> <p>Focus on personalised learning and target setting</p> <p>Clear focus closing the gap and reducing in school variation aiming for achievement for PPG above 0</p>
<p>All PPG learners to access an enriched and wide curriculum which impacts positively on personal development and builds capacity to prepare for the demands of this wider world (Challenge 4)</p> <p>Pupils access a wide choice of options which engages their interests and introduces them to new fields, including new vocational options</p>	<p>Pupils confidently develop the skills and attributes, which are needs to be effective learners in school and in future life. They develop the transferable skills that support them to become more effective and successful learners. Schools prepares them well for the demands of the wider world. They know how to be safe and what to do if they are at risk.</p> <p>Pupils are facilitated in nurturing an interest and a passion in their chosen subjects at option level, with a wide choice and range of courses including exposure to vocational and specialist creative courses that may not have previously been studied.</p>

<p>Improve life chances of all pupils engagement and attendance for pupils in order to impact positively on attainment and enjoyment of education (Challenges 1-5)</p>	<p>Robust processes for challenging and supporting with poor attendance, which results in improvements in engagement with education. Escalation to external agencies to support where this is deemed necessary</p>
<p>Reduce risk of NEET and Permanent exclusion, including for those most vulnerable (Challenge 5)</p>	<p>Appropriate careers and interventions in place to support all pupils. Access to specialist and quality IAG careers inputs alongside the school careers programme (school have invested in 2 x careers advisors to increase range and capacity), Additional internal and external bespoke and targeted provisions sourced for pupils at risk Permanent and fixed term exclusions remain low as a result of successful interventions</p>
<p>Language for learning and Literacy To improve reading and literacy levels amongst disadvantaged pupils. To embed a range of reading programmes and strategies across the school (Challenges 1 2 3) To promote reading for pleasure (this includes ensuring that pupils have access to reading materials at home for those who may not be able to access them).</p>	<p>Create a culture of 'love of reading' throughout the school to help to accelerate progress and expose students to concepts in the wider world.</p> <p>Reading wise and Jumpstart are used to close reading gaps and increase reading ages to make students secondary ready.</p> <p>To provide training and support for colleagues to enhance their knowledge and understanding of how reading and vocabulary can support intent planning and student outcomes.</p> <p>To monitor the progress of reading scores and the disparity between pupil premium and none pupil premium.</p> <p>To inspire confidence, a love of reading and development of good habits for all pupils- which includes providing reading books to read at home for those who do not have them at home.</p>
<p>To achieve and sustain positive wellbeing for all pupils, including those who are disadvantaged and are most at risk (Challenge 3 5)</p>	<p>To ensure that pupils know and understand how to manage their own wellbeing. To source in house and external support for pupils who may be struggling To develop and ensure high levels of wellbeing and support for pupils,</p>

	evidenced from student and parent voice and staff and external agency feedback
<p>To ensure pupils access a carefully planned Personal Development and SRE programmes which equips them with the knowledge and skills to allow pupils to thrive and to be safe and to know how to respond when they may be at risk (Challenge 3 4 5)</p>	<p>All pupils engage and access quality inputs, which meet need and respond to contextual and national issues.</p> <p>This is accessed via discreet quality lessons, additional inputs, and high quality external providers and is reviewed regularly in response to need.</p> <p>Provision is quality assured</p>
<p>Bespoke and targeted catch up and revision/ 1-1- (Challenge 1 2)</p> <p>Pupils access additional options after school including at GCES level.</p>	<p>Year 11 pupils have started to attend a highly effective extra tuition programme. This commenced on 10th January, is bi-weekly with core one week, and options the next. Pupils have engaged extremely well with this and are benefitting from support, guidance and the revision strategies provided. This will continue with the added extra tuition in holiday time – it is focussed and targeted on need, offering vital extra support to our pupils who may struggle with plugging the gaps in learning which exacerbated by Lockdown and loss of time because of the Pandemic.</p> <p>Approximately 55% of the current year 11 cohort access additional qualifications outside of school. These may lead to an additional qualification, including at GCSE level.</p>

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: 320,934

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staffing- pastoral and teaching</i></p> <p><i>Contributions to key pastoral staffing</i></p>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.- understanding the needs of individual pupils makes it more likely that solutions can be found.</p> <p>(EEF Guide to pupils premium page 3)</p>	1, 2 3 5
<p><u>CPD</u></p> <p><i>National college</i></p> <p><i>Targeted teaching support and training (Language for Learning/ External reading training for all staff)</i></p> <p><i>Contributions to SfE Training for staff- linked to Attachment- becoming a Trauma informed school/ SRE and POPA inputs</i></p> <p><i>Staff internal training- active listening</i></p>	<p>CPD is pivotal to teacher progression and development of practice. The EEF highlights that Good teaching is a key factor which improves outcomes in school for disadvantaged pupils. The latest report suggests that professional development and support for early career teachers is an effective way to spend PP funding. In essence it is well documented that PP pupils benefit disproportionately from the quality of teaching. National college is part of the CPD programme which looks to ensure quality professional development for staff (The EEF guide to pupil premium- page 3)</p> <p>This also impacts on the skillset and stability of staff- The NFER highlights</p>	1, 2,

<i>programme (cross re safeguarding and wellbeing)</i>	the importance of ensuring staff stability in school for PPG students.	
<i>Additional staffing in SEND / EAL to meet the ever growing needs and demands of our cohort</i>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	1, 2 5
<i>Safeguarding and Early Help Staffing</i>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	3,5
<i>Contribution to Recruitment of additional teacher – Maths / English / Language for learning leads</i> <i>Appointment of responsibility holders for language for learning and Literacy lead- with a focus on promoting reading and all aspects of literacy</i>	<p>Teaching quality and provision across the school is sustained and improved via enhanced quality staffing – which ensures that the provision is most effective, especially for those deemed most vulnerable.</p> <p>Acquiring disciplinary literacy is key for students as they learning new, more complex concepts in each subject. (Improving Literacy in secondary schools- Why Reading Matters). Reaching comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.</p> <p>Correlation between language acquisition and reading levels has been analysed extensively. Reports also highlight links between language</p>	1, 2

	acquisition and behaviour. Pupils with lower language levels are more likely to misbehave. EEF Improving literacy in Secondary schools. National Literacy Trust- Language unlocks reading Behaviour and Discipline in schools (p.47)	
<i>Appointment of mentor</i>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	3, 5

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

Budgeted cost: £46,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Building Aspiration- including:</i> <i>Forward thinking programme</i> <i>Targeted additional careers focussed inputs</i> <i>Careers interventions-</i> <i>'What's my job?'</i> <i>'Apprenticeship Fayre'</i> <i>Opportunities to work with real life mentors- partnership with Irwin Mitchell Mentoring and virtual work experience</i>	<p>'Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.' EEF 2012</p>	1, 2 , 3, 4, 5
<i>Extra Tuition programmes focussing</i>	'Studies have shown that most young people already have high aspirations,	1, 2

<p>on plugging the gaps and skills in learning</p> <p>Year 11 extra tuition</p> <p>Additional tutoring programmes</p> <p>Year 10 and 11</p> <p>Enrichment programme- offering of six further options (Catering, enterprise and marketing, Art, Computer, I Media)</p> <p>Music tuition funded for PPG pupils</p> <p>Physical and virtual catch up lessons.</p> <p>Bespoke teaching interventions such as +- single digits, counting in 2s etc. (Maths SEND pupils)</p>	<p>suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge' EEF- Aspiration interventions- Linking Learning EEF</p>	
<p>Resources to support learning:</p> <p>Provision of home learning packs:</p> <p>Pupil independent study resources, including revision materials, study guides, set texts, access to specialists materials (e.g Art)</p> <p>Purchase of ingredients (food technology)</p> <p>Digital access (additional laptops/ subscriptions for online learning resources)</p>	<p>Schools know the importance and benefits of engaging parents in children's learning. The evidence supports this view, with parental engagement consistently being associated with academic success. However, maintaining dialogue with parents, overcoming digital divides and the logistics of distant learning are a challenge for us all at this time.- EEF guidance reports.</p>	<p>1, 2, 5,</p>
<p>Resources for improving reading and for promoting the enjoyment of reading – school based and at home English purchases- Group Reading, Reading Cloud; First news</p> <p>Whole school focus on Reading for Enjoyment.</p>	<p>Acquiring disciplinary literacy is key for students as they learning new, more complex concepts in each subject. (Improving Literacy in secondary schools- Why Reading Matters). Reaching comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.</p> <p>Correlation between language acquisition and reading levels has been analysed extensively. Reports also highlight links between language</p>	<p>1, 2, 4 , 5</p>

<p>DEAR, 'Everyone can read'</p> <p>Reading pathways 7-9-revised curriculum programme</p> <p>Contribution to NGRT testing twice yearly for all year 7 pupils</p>	<p>acquisition and behaviour. Pupils with lower language levels are more likely to misbehave. EEF Improving literacy in Secondary schools. National Literacy Trust- Language unlocks reading Behaviour and Discipline in schools (p.47)</p>	
<p>Reading programme – reading wise</p>	<p>As above</p>	<p>1, 2, 3</p>
<p>Reading programme – Jump start</p>	<p>As above</p>	<p>1, 2, 3</p>
<p>Access to digital online platforms and resources Cloudbox, Twinkl, Group Reading, Reading Cloud, My Maths, Linguascope, Kerboodl, e AQA learning resources, SNAP revision book</p>	<p>DFE Remote Education Good Practice March 2021 identifies the importance of pupils accessing a range of quality digital learning and additional accessible resources which will support with both remote learning and independent study at home. Such resources complement the school blended approach, access to the PAK academy and additional online learning resources which are of great benefit in terms of engaging and facilitating learning and understanding for pupils when learning outside of school. This includes homework as well as remote learning and independent learning at home for enjoyment sake.</p>	<p>1, 2, 4, 5</p>
<p>Bromcom/ Teams - contribution to ongoing Bromcom costs. This is used to monitor student behaviour, share homework, resources and learning and communicate with parents and carers (learning, behaviour for learning and progress updates)</p>	<p>Understanding the individual needs of pupils will ensure that appropriate interventions can be put into place to meet their needs.</p> <p>The EEF highlights the importance of identifying pupils who are not 'making good progress across the spectrum of achievement'. Bromcom allows subject leaders, pastoral leads and SLT to monitor the academic and pastoral needs of pupils. It allows parents access to support their child's learning behaviour and progress thus improving home school communication and partnership working.</p>	<p>1, 2</p>

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

Budgeted cost:44,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Educational visits and enrichment experiences</i></p> <p><i>Extra-curricular clubs and interventions/ enrichment</i></p> <p><i>Holiday school provision including academic and enrichment focus (KS3) and in house targeted tutoring (KS4)</i></p> <p><i>Access to additional out of school hours provision for targeted year 8 pupils</i></p> <p><i>Targeted catch up intervention , including at KS4 and over school holidays</i></p> <p><i>Enrichment opportunities including sports, music, science, chess and art, community projects</i></p> <p><i>Summer school Transition programme July 2022</i></p> <p><i>Development and partial funding towards rewards programme linked to behaviour for learning</i></p>	<p>Research highlights the importance of a wealth of skills for a pupil's success in later life. This can also help with attendance initiatives as well as supporting the mental and health and well-being of pupils.</p> <p>'Curriculum must be well-sequenced and underpinned by an understanding of how children learn. But, in addition, it must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success' EEF Blog 2019</p> <p>'...Self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.</p> <p>These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g., improving maths by playing chess); develop children's character(e.g., their motivation or resilience); or pursue wider goals because these are held to be important.</p> <p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	4, 3

<i>Pastoral Safety inputs – Gangs and Knives/ Ambition projects</i>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	3, 4, 5
<i>Attendance strategies / attendance and reward. Home school link worker funding with section A)</i>	The link between attendance and achievement and safety is well identified. Often however it is very challenging to address attendance issues- At Holy Trinity we ensure that we embed all principles of good practice as identified in the DfE's Improving School Attendance and in line with Local Authority best practice.	1, 2, 3, 4, 5
<i>Early help interventions for pupils and families at risk (Home school link worker funding/ early help with section A)</i>	<p>Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life (Early Intervention Foundation (EIF), 2021).</p> <p>Early help can offer children the support needed to reach their full potential (EIF, 2021). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2021)</p> <p>Early help can also support a child to develop strengths and skills that can prepare them for adult life (EIF, 2021).</p>	3, 4, 5,
<i>Targeted mentoring programme; in house attendance improvement, behaviour improvement, safe choices programmes; FTB programme for year 10 via UOB</i>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a</p>	1, 3, 5

<i>Support for pupils upon transition</i>	tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.	
<i>School nurse funded provision</i>	All research linked to ACES and Trauma identifies that pupils who are at risk are less likely to succeed academically. Both pre and significantly since the pandemic we have identified a significant increase in pupils who would like support with their mental health, including those with medically identified mental health needs. Research from the Sutton Trust indicates that wellbeing was worse among disadvantaged pupils during the crisis. This can also be evidenced by school staff both during Lockdown and since the start of the pandemic. Public Health also finds a link between mental well-being and attainment	3, 5,
<i>Support with uniform. Bus passes/ access to education/ emergency financial support (this has included clothing, food, emergency basic necessity hampers)</i>	Maslov's hierarchy of needs reinforces the key fundamental basics which need to be present in a child life; sometimes in cases of extreme financial hardship families will need emergency help and school will support with making the necessary referrals. In terms of accessing education Holy Trinity will always support with trying to remove any barriers which may result due to financial hardship. (Early Help Process BCC, BCP- definition of hardship, 2022)	5, 3

Total budgeted cost: £ 412,500

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.

Current attainment (GCSE Results 2021)

The Attainment 8 estimates used in this dataset are not the estimates that will be used in the official Progress 8 calculations for this cohort. Therefore any Progress 8 figures produced should be used for internal analyses only and must be treated with great caution.

	2019		2020		2021	
	PP G eligible	Whole school	PP G eligible	Whole school	PP G eligible	Whole school
% achieving C+ / grade 4 in both English and Maths	44%	58%	59%	65%	47%	52%
Progress 8 score average	0.35	0.37	0.26	0.2	0.5 (upper confidence) -0.06 (lower confidence)	0.83 (upper confidence) -0.22 (lower confidence)
Avg. Total Attainment 8 grade	40.04	43.42	41.54	45.48	41.25	44.48

Trends

	2014	2015	2016	2017	2018	2017 - Figures for national (non-disadvantaged)	2019	2020	2021- see previous chart for upper and lower confidence intervals
% achieving C+ or 4+ in both English and Maths (disadvantaged)	43%	39%	48%	52%	39%	71%	44%	59%	47%
% achieving 5+ in English and Maths (disadvantaged)	n/a	n/a	n/a	33%	20%	49%	29%	28%	23%
C+ or 4+ in English	54%	52%	61%	70%	59%	73% (En Language)	68%	72%	61%
C+ or 4+ in Maths	54%	43%	62%	59%	45%	76%	52%	59%	59%
Progress 8 Disadvantaged	n/a	n/a	0.01	-0.57	-0.56	0.1	0.34	0.25	-0.06
Avg. Total Attainment 8 grade Disadvantaged	n/a	n/a	46.26	37.73	34.76	45.49	40	41.54	41.25

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Additional information:

During the pandemic quality learning provision in school for those pupils who were eligible alongside focussed and targeted blended home learning packages ensured that pupils could access their learning. Teaching has remained high quality and CPD and quality assurance have ensured that pupils receive a consistently high-quality standard of teaching.

Personalised provision was ensured with ongoing communication between class teachers and pupils. The Laptop and blended home learning ensured that all pupils could access all curriculum areas, including additional and very necessary inputs around PSD, well-being, and suggestions for keeping physically active important and eating well- critical given that many pupils do not have access to a great deal of space for exercise when confined to their homes.

Quality pastoral care throughout the pandemic, including the wider support of families during regular home visits and KIT calls ensured not only that pupil could access the curriculum, but also that they and their families were safe and well. Regular contact with school helped the most vulnerable in times of crisis and the ongoing inputs by school pastoral teams and home school link worker ensured that pupils felt confident to return to school. Attendance initiatives and close monitoring of our vulnerable lists allows us to target those who are and have been most affected by the pandemic.

The Pandemic and restrictions meant that extra-curricular clubs and visits, careers events and visiting speakers were impacted. Such provisions are gradually being reinstated in line with safety and guidance from PHE.

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
Working for Marcus	Loudmouth
First News	First News

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Further information (optional)

This plan will be reviewed and updated at least yearly, with the necessary interventions which are identified to ensure that pupil needs are met and that barriers to achieving excellent educational outcomes are removed.