

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	Holy Trinity Pewley Down School
Number of pupils in school	564
Proportion (%) of pupil premium eligible pupils	7% (5% PD, 9%HT)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Clare Brunet (headteacher)
Pupil premium lead	Clare Brunet /Claire Cruddas
Governor / Trustee lead	Geraldine Tame

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60 490 (£12 105 PD, £48 385 HT)
Recovery premium funding allocation this academic year	£2 000 (PD) + £ 4 060 (HT)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66 550

Part A: Pupil premium strategy plan

Statement of intent

Children at HTPD in receipt of pupil premium have many diverse and individual needs. Taking a 'whole child' approach and placing our school values at the heart of our strategy, we use pupil premium to help children overcome their personal barriers to learning so that they make progress in line with their peers and are provided with opportunities to flourish.

Ensuring that children in receipt of pupil premium are prioritised for opportunities across the academic curriculum and more widely, our strategy's key principles are centred on the following areas:

- Teaching and whole school strategies to ensure that any children vulnerable to underachievement make progress in line with their peers
- Targeted approaches that respond to the assessed needs of the individual
- Wider strategies to enable children to flourish both now and into the future, raising aspirations and broadening horizons

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Home-school partnership and communication with parents and carers
3	Pupil wellbeing, aspirations and self-esteem
4	Low prior attainment and narrow life experience
5	Individual challenging family circumstances, especially following the pandemic

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
Raising attendance in line with peers	Attendance figures for the PP cohort will match that of the non-PP cohort
Communication and support for parents and carers of those in receipt of the pupil premium will enable PP children to flourish, engage in the wider life of the school and not miss out on opportunities to belong, succeed and feel valued	<p>Children in receipt of PP take part in the wider life of the school, wearing mufti on non-uniform days, dressing up on special topic days, joining in with clubs and trips, attending residential visits, completing tasks that are given as homework.</p> <p>Parents report satisfaction that they understand their role and can carry it out more effectively.</p> <p>Those families with EAL report that they feel a sense of belonging, and know where to find support if they need it.</p>
<p>Pupils in receipt of PP demonstrate a sense of wellbeing, a “zest for learning and a love of life”. They are ready to “embrace the future with hope and confidence”.</p> <p>Pupils in receipt of PP make good progress and demonstrate increasing attainment.</p>	Children in receipt of PP are seen to demonstrate these school values. They achieve well in lessons and end of year assessments.
Children with individual challenging home circumstances (eg young carers, financial hardship, attachment disorders, emotional upheaval etc.) are supported to continue to make progress in school, and overcome these difficulties.	Individual home circumstances are not a barrier to children making good progress at school.

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: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of new phonics scheme and reading strategies across the school to support weaker readers with focus on staff CPD and provision of high quality resources and matched decodable books	EEF recommendation	2,3,4
Peer coaching for staff CPD to ensure all staff deliver personalised provision and quality first teaching	EEF recommendation. Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)	2,3,4
Prioritise staff team planning and with SLT support to ensure needs are met and individualised learning planned	John Hattie "Visible Learning for Teachers".	2,3,4
Termly progress meetings and monitoring lead by SLT and subject leaders	John Hattie "Visible Learning for Teachers".	2,3,4

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

Budgeted cost: £22 050

Activity	Evidence that supports this approach	Challenge number(s) addressed
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TA training in 1:1 reading and phonics intervention	EEF toolkit for effective use of support staff	2,3,4
Nessy Reading and Spelling	Evidenced based support for individual readers	2,3,4
Literacy for All intervention	Surrey LA recommendation	2,3,4
Zones of Regulation CPD and ELSA support	Evidenced based whole school approach with ELSA support	1,3,4
Maths mentor scheme with RGS and GHS sixth formers	Recommended by Surrey SJB maths hub	2,3,4
Teacher-lead or TA-lead intervention and catch up support for reading	EEF research	4
EAL support	EEF research	2, 3, 4

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

Budgeted cost: £14 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home-school link worker monitoring and targeting attendance	Attendance panels and high expectations for attendance shown to improve attendance for individuals who have previously struggled to attend regularly.	1
Sport co-ordinator to target provision of sporting opportunities for PP children (competitions, clubs and Change for life)	Active Surrey recommendation	1, 3, 5
ELSA sessions to boost wellbeing	ELSA evaluation reports	1, 3, 5
Outdoor learning expert mentoring and leading small groups	"Learning outside the classroom" Ofsted 2008	3, 5

Total budgeted cost: £ 66 550

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.

Children in receipt of pupil premium made good progress in line with their peers during 2020-21, when measuring attainment using NFER standardised tests at the end of the academic year. The gap between them and their non-PP peers did not generally widen. As a group, however, those in receipt of PP are on average lower attaining.

Children moving on to secondary school are well prepared for their onward education, with all children in the PP group, “embracing the future with hope and confidence”. Visits to our local secondary schools enable us to find out how well these individuals have settled in, and conversations with secondary colleagues ensure effective transition.

Many of the children in the PP group attended school throughout the periods of lockdown, benefiting from small group sizes and individualised provision. Those that stayed at home were provided with extra sessions and a bespoke curriculum with individualised resources, reading material, and HSLW support.

All the children in receipt of PP took part in wider opportunities and reported a strong sense of wellbeing and enjoyment in belonging to HTPD. Parents and carers described feeling positive about their children’s academic and wider successes. They each developed socially, and emotionally, and grew in self confidence.

Individual children supported by our HSLW and ELSA were seen to have improved attendance and a greater sense of wellbeing.

Further information (optional)

As well as the funded activities outlined above, we assign a pupil premium champion for each child in receipt of the PP funding. This adult already has a strong relationship with the chosen child, perhaps already having taught them in a previous year, but by championing them, we ensure that the individual child experiences wrap-around care and attention. They feel noticed and valued. We know that strong relationships are the key to success for children. We go out of our way to ensure that their experience at HTPD is positive and inclusive.