

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	548
Proportion (%) of pupil premium eligible pupils	6% (PD: 8%, HT: 5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	January 2025
Date on which it will be reviewed	October 2025
Statement authorised by	Vicky Ellis (Headteacher)
Pupil premium lead	Vicky Ellis / Laura Hanley
Governor / Trustee lead	Geraldine Tame

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59'510 (PD: £14'800, HT: £44'710)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Premium Funding allocation this academic year	£1'588 (PD: £500, HT: £1'088)
Total budget for this academic year	£61'098

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

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>PP 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>	<p>Children in receipt of PP are seen to demonstrate these school values.</p> <p>They achieve well in lessons and end of year assessments.</p>
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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued training to embed and improve the teaching of phonics 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</p> <p>Little Wandle rapid catch up is available for all of those who need to access it. All children are assessed for need on entry to the school. All staff have received training into how to assess and carry out Little Wandle Rapid Catch up</p>	<p>EEF guidance report : Effective Professional Development</p> <p>Research from the NFER shows that a whole school ethos of high attainment for all pupils, high quality first teaching and meeting individual needs are the most effective ways to ensure disadvantaged pupil's achieve highly. Using Pupil Premium: guidance for school leaders (February 2024)</p> <p>Internal school data and Phonics Check statutory results</p>	2,3,4
<p>Peer coaching for staff CPD to ensure all staff deliver personalised provision and maximise the impact of Ordinary Available Provision</p>	<p>EEF recommendation.</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)</p> <p>Surrey County Council Ordinary Available Provision guidance</p>	2,3,4
<p>Prioritise staff team planning and with SLT support to ensure needs are met and individualised learning planned</p> <p>Termly progress meetings and monitoring lead by SLT and subject leaders</p>	<p>Disparity between attainment of PP and non PP children in national average scaled scores. Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust, 2011)</p> <p>ECF underpinned by strong evidence base as referenced in pages 26- 42 of The Early Career Framework Using Pupil Premium:</p>	2,3,4

	guidance for school leaders (February 2024)	
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Targeted academic support (for example, one-to-one support structured interventions) Budgeted cost: £18 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA training in 1:1 reading and phonics intervention, early number sense and peer coaching	EEF toolkit for effective use of support staff	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 keep-up and catch-up support for reading	EEF research	4
EAL support Develop a whole school approach to EAL, with a designated EAL co-ordinator and intervention where appropriate from trained support staff Develop Young Interpreters Scheme across infants and Juniors to support new EAL children arriving	EEF research	2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £10 080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home-school link worker monitoring and targeting attendance Young Carers group and support	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
Attendance on small group trips is prioritised to build cultural capital and sense of belonging Financial assistance for trips, extra-curricular clubs and enrichment activities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/physical-activity 'Our disadvantaged pupils do not lack talent or ability to make significant contributions in society. But they sometimes lack opportunity' Addressing Educational Disadvantage in schools and colleges- The Essex Way, Edited by Marc Rowland	
Additional supply cover to enable staff to lead enrichment trips e.g. Pancake Day, Farm visit, Prior's Field, Drama Day	There is research that increased cultural capital has a direct impact on attainment across subjects.	

Total budgeted cost: £ 61630

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 2023 to 2024 academic year.

Children in receipt of pupil premium made good progress during 2023-24, when compared to national data. 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” and achieving better than PP children nationally. 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.

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)

Throughout the year, we try to identify as many opportunities as possible to support and enrich our PP children's experiences of being at school. This can be as simple as ensuring they have an equal opportunity to participate in after school away sports tournaments or allowing additional pupils to be involved in extracurricular visits such as drama days, art trips and pancake day races. Our PP children are given support with sending Christmas cards, offered school play photos for no charge and given free places for film nights.

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.