

# Pupil Premium Strategy

2022-25



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	121 (33%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023 (and termly)
Statement authorised by	Elizabeth Killin
Pupil premium lead	Hannah Gray
Governor / Trustee lead	Rosemary Deacon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 164,815,00
Recovery premium funding allocation this academic year	£ 22,803
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 187,618

## Part A: Pupil premium strategy plan

### Statement of intent

We have high aspirations and ambitions for our children which we live through our vision 'All things are possible for one who believes' and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that ALL our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child's potential in any way. Our school motto 'Inspiring learning, unlocking the future for all' reflects our high expectations of the whole school community and we aim to be an optimistic school in every respect.

Our population: Leatherhead Trinity school is located in an area of high social deprivation and we have a high percentage of children eligible for pupil premium compared to many in Surrey, which brings some complex challenges. However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe there is no "one size fits all" so it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish. We recognise that the gap is widest where our children have

a double disadvantage and therefore we track this group separately and put bespoke interventions in place.

“Leaders have improved disadvantaged pupils’ outcomes significantly. These pupils are making good progress across the curriculum. In particular, leaders have tackled the underperformance of disadvantaged pupils effectively. They have successfully created a culture amongst staff to provide disadvantaged pupils with extra support and opportunities.” (Ofsted June 2019)

We aim to use the pupil premium funding to counter disadvantage and to ensure greater equity.

We will do this by taking a three-tiered approach: 1. Improving quality first teaching 2. Providing targeted academic interventions 3. Using a broad range of strategies to overcome barriers to learning.

## Challenges

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

Challenge number	Detail of challenge
1	Base line assessments and observations suggest disadvantaged pupils generally have under-developed language skills. This impedes disadvantaged children's access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required
2	Assessment data clearly shows multiple barriers e.g. SEND alongside eligibility for PP grant lead to lower outcomes. The difference in outcomes for our disadvantaged pupils for whom that is their only barrier is significant compared to their peers who may have two or more barriers to learning
3	Attendance data shows disadvantaged children representing around 50% of our PA figure rather than 33% or lower. Disadvantaged children also represent a higher proportion of our late children
4	Our admissions data shows an increase in our EAL/disadvantaged pupil cohort and these children attain less well than their peers
5	Class records and pupil voice highlight the fact that our disadvantaged children read less frequently at home, do not complete homework as often and have fewer opportunities to wider curricular activities and, in some cases, life opportunities outside of school.

<b>Intended outcomes</b>		
	<b>Intended outcome</b>	<b>Success criteria</b>
1.	Disadvantaged children are offered the best in Elklan teaching strategies, vocabulary work and speech and language	Attainment data in Nursery and across the rest of the school shows disadvantaged

	<p>support leading to them achieving in line with their non disadvantaged peers across the curriculum</p>	<p>children achieve in line with their peers across the curriculum. Language support groups are priorities to these children</p> <p>Drama, debate and oracy focused extra-curricular activities are offered to targeted disadvantaged children first.</p>
2.	<p>Double disadvantaged children are supported to attain in line with their peers through a carefully thought out, well planned, thorough and exciting curriculum which builds on knowledge and skills in a coherent and connected manner.</p> <p>The curriculum should reflect the new research that is being done around chunking, retrieval and revisiting knowledge and skills in order to commit them to long term memory</p> <p>Double disadvantaged children have scaffolded tasks, necessary resources and</p>	<p>100% of pupils with one disadvantage make expected progress in line with National 20% of pupils with one disadvantage make better than expected progress 80% of pupils with multiple disadvantages make expected progress</p> <p>Pupil voice evidences a though understanding of the skills and knowledge taught over the academic year.</p>



	frequent opportunities to return to and reinforce prior learning	<p>Children can talk about what they knew before and what this will help them learn in future years</p> <p>Children are visibly enthused and engaged with our learning.</p> <p>Book looks, displays and observations show our wider curriculum is filling gaps in skills and knowledge</p>
3.	Continue establishing good attitudes to attendance and punctuality from EYFS to year 6, so that disadvantaged children as a group attend 97% or above and represent no more than 30% of our PA figure	<p>Attendance, persistent absence and punctuality data will measure the success towards this target 97%+ each year group for disadvantaged children</p> <p>Whole school PA figure 7% or lower and disadvantaged pupils making up no more than 2.5% of this</p>
4.	Disadvantaged children with EAL are offered small group work, online	Where children have the double disadvantage (EAL and PP) they make good or

	<p>programs, additional reading and quality first teaching.  Disadvantaged children are offered the necessary emotional and social support to allow them to feel safe, happy and settled in Leatherhead and the school  The families of our recently arrived families are supported practically and emotionally where possible</p>	<p>better progress against NC or SEND targets.  Pupil interviews show this group of children are becoming more fluent in English  Families and children report the school as being a source of support and safety</p>
5.	<p>After school learning opportunities are given to disadvantaged children with prioritised places in homework club  Culture of vigilance around supporting families with off-site work continues  Appropriate challenge given families who don't complete homework  Learning resources, stationery and books bought for families in need  Trips subsidised and other extra-curricular activities offered free of charge to ensure life experiences/opportunities are enriched  After school extra-curricular clubs targeted to disadvantaged children where possible.  Regular trips including an extra residential trip offered to children</p>	<p>Pupil voice shows the disadvantaged children talk about the wide and varied opportunities that they have been offered by school  Homework and after school wider curriculum club membership and attendance data shows that disadvantaged children are a majority number  Achievement data shows the same outcomes for disadvantaged and non-disadvantaged children  100% disadvantaged pupils attend all residential</p>

	Tickets and spaces at extra-curricular opportunities targeted at disadvantaged pupils including Young Voices and West End musical events 2023	
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## 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

Budgeted cost: £ 89,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of an extra teacher/HLTA across lower KS2 to support crossover SEND/PP children	EEF funding research on high impact strategies to support PP children	1 2
Recruitment of an EAL support teacher to work with our refugee/asylum seeking children	EEF funding research on high impact strategies to support PP children	1 2
Work with identified other local Primary school and SAfE to share ideas and expertise	Working in partnership broadens opportunities for success and links in with whole school links target	1 2
Inset has clear focus on curriculum coherence and design.	EEF funding research on high impact strategies to support PP children	1 2 4

<p>Whole school curriculum the subject of review and redesign to embed reviews/long term memory strategies and coherent sequencing of knowledge and skills</p>		
<p>COIN lead provided expert advice around supporting double disadvantaged children across all KS</p>	<p>EEF funding research on high impact strategies to support PP children</p>	<p>1</p>
<p>Phase Leaders Release to support improved teaching and learning and to ensure quality assurance.</p>	<p>Research shows that within school variance in teaching standards can have a negative effect on progress, especially for disadvantaged pupils.</p> <p>Phase leaders will support greater consistency in teaching, as well as developing some of the more effective interventions as highlighted in the EEF toolkit – feedback,</p>	<p>1 2 4</p>
<p>SLT focus time on ensuring 95% of teaching in the school is good or better.</p> <p>Deputy Head teacher will continue to lead on pupil premium achievement.</p> <p>Assistant head teacher will lead on teaching and learning.</p>	<p>SLT focus time on ensuring 95% of teaching in the school is good or better.</p> <p>Deputy Head teacher will continue to lead on pupil premium achievement.</p> <p>Assistant head teacher will lead on teaching and learning.</p>	<p>1 2 3 4 5</p>

All SLT will lead on coaching plans for every teacher across the year with underperformance challenged and support for improvement given in a timely way	All SLT will lead on coaching plans for every teacher across the year with underperformance challenged and support for improvement given in a timely way	
Additional HLTA teaching in year 6 4 mornings a week	Additional HLTA teaching in year 6 4 mornings a week	1 2

### Targeted academic support

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework clubs run every day after school and disadvantaged children targeted for invites		1 2 4 5
Pre and post school boosters run daily for targeted year 2,3 and 6 children who have a double disadvantage		1 2
Success@arithmetic	The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition	2 4
Greater depth maths challenge group	EEF toolkit identifies mastery learning as having a positive impact  'There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.'	2 4

Reading comprehension pre teach and maths pre teach	<p>EEF toolkit identifies 1:1, small group support and oral language interventions as having a positive impact.</p> <p>Nothing can replace effective quality first teaching using the Teachers' Standards, but pre and over-learning are very clear examples of the application of these – establishing an effective learning environment, quality assessment, differentiated planning and effective deployment of support staff. Daniel Sobel</p>	1 2 4
1 <sup>st</sup> class @ number	The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition	2 4
ELSA	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	1 2 3 4 5
Addition RWI phonics session in KS2	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	2 4
Additional phonics top ups for KS1 children	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is	2 4

	particularly beneficial for younger learners (4-7 year olds) as they begin to read.	
LLS behaviour support to allow better access to learning	NFER documentation states that 'clear, responsive leadership' and 'an ethos for attainment for all' are crucial in closing the gap between pupil premium and on pupil premium children	1 3 5
SLT monitor impact of interventions regularly and closely	NFER documentation states that 'clear, responsive leadership' and 'an ethos for attainment for all' are crucial in closing the gap between pupil premium and on pupil premium children	1 2 4
Homework club targeted at children who do not get support at home. Chrome books and laptops provided for children who need them SLT run toy and book library for children Bespoke parent work done where children are reluctant to come in to school/ are hungry/in need of extra emotional support	Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)	2 3 4 5

<p>Transport arranged where possible to get children in where there are specific barriers</p> <p>DSL team at least 4 people throughout maternity covers to ensure strong culture of safeguarding in the school is maintained</p> <p>Weekly behaviour meeting with SLT/ELSA team to ensure we up to date understanding of issued arising and necessary support in place</p>	<p>Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.</p>	<p>2 3 4 5</p>
<p>After school activity clubs offered to small groups of targeted double disadvantaged children</p>	<p>Previous evidence has shown that children attending booster classes make excellent progress.</p> <p>The EEF toolkit has been used to select some interventions such as 1:1 / small group tuition</p>	<p>1 2 3 4 5</p>



## Wider strategies

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incentivised attendance prizes and awards for targeted children	'a child who is absent a day of school per week misses an equivalent of two years of their school life. 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all' (Hants.gov.uk) "Children who are absent for substantial parts of their education fall behind and struggle to catch up. By lowering the threshold, we are encouraging schools to crack down on absence before the problem escalates" (Nick Gibb )	3 4 5
Significant SLT time given over to working with the families of PA children and those who are potential PA	See above	3 4 5
Home school liaison person recruited x 2 days weekly to encourage improved attendance and punctuality	See above	3
Youth club opened for refugee/asylum seeking children and transport home to those in hotels	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	3 4 5
Emergency sundries fund (food/clothes/shoes etc)	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	3 4 5

Residential subsidies	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	3 4 5
SLT time given to work alongside headteacher of school in similar context	NFER documentation states that 'clear, responsive leadership' and 'an ethos for attainment for all' are crucial in closing the gap between pupil premium and on pupil premium children	3 4 5
Books and resources purchased as and when necessary	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	3 4 5
Piano lessons funded for some pupils	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	3 4 5
Christmas hampers/food packs, decorations and presents purchased	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	3 4 5

**Total budgeted cost: £ 187,000**

