

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Ramsgate Holy Trinity
Number of pupils in school	209
Proportion of pupil premium eligible pupils	37 pupils = 17.7% (In UKS2, PP is 34%.) Pupil Premium (ever 6) funding is £43,650 LAC is £15,180 = £58,830 income for ledger code I05
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	October 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Erin Price, Headteacher
Pupil premium lead	Steffi Egan, DHT
Governor / Trustee lead	Rod Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,830
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63,180

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development;
- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. The result is that children struggle to understand more

	<p>complex language, both orally and written, as they progress through primary school. These are evident from Reception through to KS2 and, in general, are more prevalent on average among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Children from disadvantaged backgrounds often have limited access to a wide range of reading materials outside school and have barriers to achieving Expected standard in reading and then being 'secondary ready'.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils, in particular girls, is below that of non-disadvantaged pupils.</p> <p>Disadvantaged children who are on entry to Reception class below age-related expectations tend to be below EXS in KS1 and KS2; and that gap remains steady to the end of KS2.</p>
4	<p>Levels of resilience, risk taking and independence for some pupils are not as strong as they could be; this can lead to an over-reliance on adults and a detrimental impact on academic progress as well as causing stress/anxiety with change and challenges.</p>
5	<p>Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school, including opportunities to play and relax.</p> <p>Some PP children need broader outlooks and higher aspirations due to low stimulation outside school and lack of life experience.</p>
6	<p>Our attendance data indicates that attendance for a small number of disadvantaged children is lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that poorer attendance for those the pupils is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	Phonics Screening Test, KS1 and KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils make the expected progress from entry data into the key stage.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 and KS2 maths outcomes, including MTC in Year 4, in 2023/24 show that more than 80% of disadvantaged pupils make the expected progress from entry data into the key stage.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, with the aim to build up resilience and a willingness to take risks	<p>Sustained high levels of wellbeing from 2023/24 for the next three years demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between identified disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 80% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2 3 4</p>
<p>Improve the quality of social and emotional (SEL) learning (link with RHE).</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) and the link to Thrive and emotion coaching.</p> <p>https://www.thriveapproach.com/impact-and-research EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4 5</p>
<p>Increase targeted support to promote independence and closing gaps through differentiation by use of IT → 15 ipads per class; maintenance and software updates</p>	<p>Technology has the potential to help teachers explain and model new concepts and ideas. Through our Learning Platform, they can be made easily accessible for all learners both in class as well as at home.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>4 5</p>

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

Budgeted cost: **£25,580**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase engagement of Pupil Premium children and others through reading for pleasure.</p> <p>Purchase non-fiction books and language resources to promote vocabulary and language development, embedded into topics and English</p> <p>Enhance school library and class libraries through 1) new class book every term; 2) involvement of Book Curator</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>See Early Reading Framework and evidence given of the impact of early reading and language development</p>	<p>1, 2, 5</p>
<p>Additional boosters by DHT, in particular in Year 6, for targeted PP children</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year (when it is targeted at pupils' specific needs).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 2 3 4</p>
<p>2 KS2 TA's employed specifically to support two pupil premium pupils</p>	<p>By having adult support, the two children are able to take part in class learning by adopting a collaborative learning approach, thus both strengthening academic as well as social skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>1 2 3 4</p>
<p>KS2 TA's employed in afternoons to support Pupil Premium and interventions/boosters and pre- and post-teaching</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year (when it is targeted at pupils' specific needs).</p>	<p>1 2 3</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£26,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the emotional wellbeing and resilience of children and enrichment opportunities:</p> <ul style="list-style-type: none"> . Subsidy of educational visits . Offer all PP pupils one free club per term 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4 5
<ul style="list-style-type: none"> . Development of outdoor learning: OPAL 	<p>All children need to be able to use play to learn what is un-teachable. Play is an integral part of the curriculum and will support, amongst other things, their mental wellbeing, mental and physical development and social skills.</p> <p>https://outdoorplayandlearning.org.uk/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	4 5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

implement new procedures and approaches.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £63,180

Externally provided programmes

Programme	Provider
Play Therapist	Play Therapy UK (PTUK)
Emotional Wellbeing Team	NHS

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.