

# Pupil premium strategy statement – Ramsgate Holy Trinity

This statement details our school's use of pupil 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.

In red – review May 2025

In blue – review December 2025

## School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	16.3% 19% 15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – we will publish an updated statement each academic year</b> )	<b>2024-25</b> 2025-26 2026-27
Date this statement was published	12 December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	Steffi Egan (DHT)
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (2024-25)</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>	£63,170

# Part A: Pupil premium strategy plan

## Statement of intent

The context of our school is important when making decisions about our Pupil Premium Strategy and consideration is also given to the research from the Education Endowment Fund (EEF) when making decisions about strategies to implement.

We recognise that there are several common barriers to learning for our disadvantaged children. These include poor language and communication skills, a gap in attainment, fewer enrichment opportunities at home. The challenges our pupils face are varied and there is no 'one size fits all'.

Our ultimate objectives are:

- ✓ To support our pupils' mental health and well-being to enable them to access learning at an appropriate level.
- ✓ To narrow the attainment gap between our disadvantaged and non-disadvantaged pupils.
- ✓ For our disadvantaged pupils to make or exceed expected progress.
- ✓

Ramsgate Holy Trinity aims to do this by:

- ✓ Ensuring our teaching and learning opportunities meet the needs of all our pupils.
- ✓ Ensuring we provide appropriate provision for our vulnerable pupils through assessment and intervention
- ✓ Allocating Pupil Premium funding to support pupils or groups of pupils the school has identified are in need, as we recognise that not all pupils who are socially disadvantaged will necessarily be in receipt of funding.

We aims to achieve these objectives through a range of provision including, but not exclusive to:

- ✓ Ensuring all teaching is good or better thus ensuring all children receive quality first teaching
- ✓ Additional staff employed to support identified children
- ✓ Providing THRIVE provision with trained staff
- ✓ Providing access to free extra-curricular activities, trips and wraparound care

## Challenges

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

Challenge number	Detail of challenge
1	A lot of our pupil premium children also have SEND
2	A lot of pupil premium children also have SEMH
3	Some of our pupil premium children have lower attendance than non-PP
4	At the end of KS2, fewer PP pupils reach GDS than non-PP
5	On entry, our children's speech and communication needs are low

## 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.

In red – review May 2025

In blue – review December 2025

Intended outcome	Success criteria
Ensure all pupils make progress against entry point through quality first classroom teaching and targeted personalised support	<ul style="list-style-type: none"> <li>. progress against entry point can be shown</li> <li>. PPMs demonstrate that pupils make good progress from starting points, and barriers are identified and addressed, primarily, through mainstream core standards and adapting teaching in the classroom.</li> <li>CPD on adaptive teaching – linked to latest cognitive theories about learning – both for TA's and CT's</li> <li>. pupils identified for boosters and targeted support in lesson planning and provision maps/personalised plans</li> <li>. personalised plans demonstrate impact of strategies and interventions.</li> <li>. personalised plans and class provision maps identify strategies and whole-class as well as individual provision</li> </ul>
Improvement in speech and communication ability and closing the attainment gap between PP and non-PP	<ul style="list-style-type: none"> <li>. progress against entry point can be shown</li> <li>. PPMs demonstrate that pupils make good progress from starting points, and barriers are identified and addressed, primarily, through mainstream core standards and adapting teaching in the classroom.</li> <li>. end of KS2 data shows that all PP children made at least expected progress in RWM and</li> </ul>

	<p>25% of PP children made above average progress in Reading</p> <p>. pupils identified for boosters and targeted support in lesson planning and provision maps/personalised plans</p> <p>.personalised plans demonstrate impact of strategies and interventions.</p>
Improved attendance and punctuality	<p>.Attendance percentage for pupil premium children in line with non-pupil premium</p> <p>.2.7% difference at the moment between PP and non-PP attendance. Late (before register closes) 0.82% difference (reduced from 1.0% difference last year).</p> <p>. December 2025 (excluding YR data at this point due to part-time start and the one PP child in Year R being four-years old):</p> <p>PP: 96.5%</p> <p>Non-PP: 94.3%</p>
Children having access to enrichment opportunities and develop their cultural capital	<p>. school trips, clubs, wraparound care funded or subsidized</p> <p>.63% of Pupil Premium children have accessed clubs</p> <p>.all Pupil Premium children are offered one free club per term.</p> <p>. We continue to offer at least one free club a year to PP pupils.</p> <p>. data needed</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and action research on cognitive theories and how best to support making knowledge sticky</p>	<p>When teachers know what research has shown are tried and tested approaches to make knowledge 'sticky', they will improve their practice and thus the quality of teaching and learning for all pupils will improve.  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions">https://educationendowmentfoundation.org.uk/news/eef- blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil- misconceptions</a></p> <p>EEF Principal Investigator Dr Thomas Perry: Cognitive Science Approaches in the Classroom: Protocol for a systematic review</p> <p>What makes great teaching? by Robert Coe (et.al)</p>	<p>1, 2, 3, 4, 5</p> <p>.Ongoing. SIP NoV commented on sticky knowledge during observation (25/5/25).</p> <p>. TA's had three sessions on cognitive theories in AT 2025</p> <p>. CT's had four sessions on cognitive theories in AT 2025</p>
<p>Weekly drama lessons to support development of speech and language skills and emotional awareness</p>	<p>Drama lessons have a strong link to developing confidence and emotional literacy, as well as skills linked to being able to interpret inferences in text and to be able to form deductions. In addition, it gives the children an opportunity to experience emotions by acting them out and to be able to put themselves into "someone else's shoes".</p> <p>In addition, the impact on speech and language (diction, tone, pronunciation and embedded unknown words into an experiences context) is significant and backed up by our own observations of children's development at school.</p>	<p>1, 2, 4, 5</p> <p>.Drama lessons continue to have profound impact on S&amp;L, confidence and emotional literacy.</p> <p><a href="https://www.bbc.co.uk/news/articles/c1lpzrv50gzo#:~:text=Pupils%20with%20a%20severe%20lack,in%20drama%2C%20a%20teacher%20said.">https://www.bbc.co.uk/news/articles/c1lpzrv50gzo#:~:text=Pupils%20with%20a%20severe%20lack,in%20drama%2C%20a%20teacher%20said.</a></p> <p>.Progress throughout school takes our UKS2 pupils to GCSE standard. Year 5 entered for Drama Exam that gives UCAS points.</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).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 4, 5</p> <p>.x 8 pupils in KS2 (x 5 + x 3 Stepping Stones in KS1) receive regular adapted curriculum support (mixture of AM and PM)</p>

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional boosters by DHT, in particular for PP children in Year 5 & Year 6	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). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 4, 5 . Twice per week targeted boosters for both Maths and English in Y6 (SD) (x2.5 hours) . DHT regularly team-teaching
TA support for identified children	By having adult support, high-needs children are able to take part in class learning in an inclusive learning environment by adopting a collaborative learning approach, thus both strengthening academic as well as social skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	1, 2, 4, 5 . Every class has at least one adult to support all day, x4 out of 7 classes have at least 2. . whole class provision and personalised plans show where adult support is needed; strong focus on disadvantaged

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

Budgeted cost: £ 13,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive curriculum activities: whole class approach and individual support	Children need to learn to recognise their emotions and the emotional state of others. They also need to learn techniques to help them self-regulate.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	2, 3 . The Thrive approach is embedded. New Relationships and Behaviour Policy implemented and followed. . Group and Individual Thrive sessions run every day – dedicated time out of class for the Thrive practitioner. Two additional Thrive Practitioners trained. . PP funding used to develop emotional literacy through Thrive approach and individual Thrive support

<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and approaches.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p> <p>Attendance Policy reviewed, updated, shared with whole community. Unauthorised Pupil Premium attendance has improved by 0.5% when compared with academic year 2023-4, although overall PP attendance is 0.4% lower at the moment. This figure includes x3 children who are PP and have been/ are on a part-time timetable.</p> <p>. Data needed</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p> <p>X3 PP children have had access to an adapted curriculum since Jan 25. X3 mornings of UPS3, x2 mornings KR3 (approx. £8,500). This has led to rapid progress and improved learning behaviours.</p> <p>. two PP children (with severe trauma) having play therapy funded by the school</p> <p>. three PP children needing at least 50% of the time adult support</p> <p>. one PP child needed alternative provision at Little Oaks to ensure that both the individual child and the cohort could access a rich and challenging curriculum</p>
<p>Improve the emotional wellbeing and resilience of children and enrichment opportunities &amp; development of cultural capital:</p> <ul style="list-style-type: none"> <li>. Subsidy of educational visits</li> <li>. Offer all PP pupils one free club per term</li> <li>. subsidising wraparound care</li> </ul>	<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><a href="#">EEF Social and Emotional Learning.pdf</a></p>	<p>2, 3</p> <p>All Pupil Premium children are offered one free club per term. 68% of PP have accessed at least one club since September. All PP children are offered subsidies for all trips.</p> <p>. Data needed</p>

**Total budgeted cost: £ 63,200**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

By having additional TA support to pre- and post-teach concepts, key vocabulary is much better embedded and allows children to access new learning. It also supports children's emotional wellbeing and self-regulation in class, on the playground or in the lunch hall.

Based on our observations, children entering EYFS not school-ready, that includes being able to identify their own emotions and to be able to verbalise what they want. Through our daily Thrive-informed SEL learning sessions (embedded into the school's Thrive curriculum), our children are able to regulate their emotions better and are learning to express their needs. This has a positive effect on the children so that they can embrace learning activities and new challenges, building up resilience and determination and reducing the fear of failure.

In addition, having also used some of the PP money to fund OPAL, children are able to evaluate risk and the consequences of their play. (Risk-averse parenting in particular is one of the major reasons for the increase in anxiety in children.)

Having weekly drama lessons enables all children to access high-level language and to embed it into existing linguistic knowledge. This is also linked to a strong emotional involvement with the language, which aids language acquisition even further. By also paying attention to diction and intonation, we can address aspects that would normally be referred to a speech and language specialist.

Having the iPads in every classroom readily available enables teachers to organise personalised learning, from which disadvantaged pupils in particular thrive. The use of personalised feedback through the use of our online learning platform Showbie and children to be able to access it on the iPad means that

- . children feel valued by having received such personal feedback (pupil voice evidence)
- . children could improve their learning because of the personalised feedback
- . gaps could be closed quicker because of the personalised approach.

RHT has over 1800 book titles (and well over 2000 books) in its library, including the class libraries. There are dyslexia-friendly books (that all children love) and a wide variety of books addressing the diverse life in Britain and the wider world as well as the classics. Through pupil voice, we could establish that children love coming to the library and are developing a love of reading and a love of storytelling.

Because of the additional support provided through PP funding, our data shows that PP children make expected progress. The gap between PP and non-PP pupils is smaller than the national average. Where PP children are not working and EXS or GDS, there is often an overlap with SEND and/or SEMH.

Through OPAL, the outdoor learning and play environment has been transformed to enrich children's play and learning. By having a focus on allowing children to weigh up risks and to take risks, their ability to self-regulate has improve. In addition, research has shown that risk-averse upbringing is a huge contributor in high levels of anxiety in children – which is counteracted by OPAL

Educational visits have been subsidised.

Every PP pupil was offered a free club for a term.

Additional funding was provided for identified PP children so that they could attend wraparound care for free to support their wellbeing and attendance. In addition, class teachers were released to carry out action research (research, planning, observations, reflections) to improve



practice regarding how to nurture behaviours for learning and to support self-regulation in children.

Contingency fund for acute issues had to be accessed to cover staff absence so that a consistent and high level education for all children, including PP, could be provided.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Play Therapy	Play Therapist
Thrive Approaches	TISS
Counselling	EWBT