

## Pupil premium strategy statement – [Holy Trinity CE Primary School]

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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.

### School overview

Detail	Data
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	157, 475
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Pauline Thomas
Pupil premium lead	Pauline Thomas
Governor / Trustee lead	Chris Tongeman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,475
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that provides this funding, state the amount available to your school this academic year</i>	£157,475

## Part A Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our Aims;

The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential by:

- Assuring the best possible learning experiences in the classroom
- Having targeted interventions designed to accelerate progress and reduce the gaps in learning as well as supporting those with a specific need
- Offering a rich and varied experience, both within and beyond the curriculum to engage and motivate pupils

Our objectives:

- To close gaps in learning for PP pupils particularly the more able across the curriculum
- To improve independence and develop social skills and mental well-being
- To provide opportunities to foster aspiration and develop potential and participation in all aspects of school life.

### Challenges

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

Challenge number	Detail of challenge
1	Limited access to resources and support for learning at home. Limited life experiences and lack of exposure to diverse environmental and cultural contexts.
2	Limited oral/written expressive and receptive English language skills, often due to having English as an additional language (EAL) and/or insufficient language development at home before starting school.
3	Family circumstances may limit their opportunity to participate in co-curricular activities.
4	Social and emotional issues resulting in low confidence and self-esteem, which affects behaviour for learning and a family's ability to support learning.
5	Attendance: Some disadvantaged children's attendance is low due to adverse socio-economic barriers, health-related issues, and home/family circumstances, all of which will impact on their learning.
6	Some disadvantaged children have multiple barriers to learning SEND/LAQ/SEMH

## 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
Teachers have a deeper understanding of assessment and plan to effectively narrow the gaps. Targeted pupils to achieve at least in line with National Averages in all year groups, with an increase in the proportion of children achieving Greater Depth.	<ul style="list-style-type: none"> <li>• Increase children achieving ARE in reading writing and Maths <ul style="list-style-type: none"> <li>• Teachers in all year groups have identified the gaps in learning and planned to close them</li> <li>• Analysis of data termly has accurately identified pupils that need additional support in Reading Writing and Maths.</li> <li>• Interventions are purposeful and support the lowest 20% and disadvantaged to make rapid progress</li> <li>• QFT meet the needs of all children to fill gaps in knowledge</li> <li>• Environment is vocabulary rich to enable children to use the appropriate vocabulary</li> <li>• End of year expectations embedded across the school</li> </ul> </li> </ul>

<p>Increase the number of targeted children achieving GLD to meet or exceed national standards particularly in communication, language and literacy.</p>	<p>Observations and informal assessments indicate significantly improved oral language and vocabulary skills among disadvantaged pupils. Speech and Language assessments carried out of PPG children will show accelerated progress in language and vocabulary skills. This is most evident when triangulated with other sources of evidence, e.g. Positive feedback from Developmental drop in of teachers and TAs, Positive leads, engagement in lessons, book/ work scrutiny outcomes, pupil voice and effective formative assessment. A greater number of children achieve GLD</p>
<p>Targeted pupils to reach ARE/ pass Phonics Screening Check in Year 1 and Year 2 To reduce the gap between NPP and PP pupils</p>	<p>To maintain a substantial number of children pass the phonics-screening test.</p>
<p>To achieve and sustain improved well-being for all pupils in our school, especially our disadvantaged pupils</p>	<p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p> <ul style="list-style-type: none"> <li>• Improved well being as a result of the school's implementation of Jigsaw programmes for specific children, NOPA, Kids Network, Knight's Centre</li> <li>• A significant increase in participation in enrichment and extra-curricular activities, particularly by our disadvantaged pupils.</li> <li>• Children displaying good behaviour for learning with a continuation of reduced suspension levels and Level 3 behaviours reported</li> </ul>
<p>Improving whole school attendance, including disadvantaged pupils. Ensuring a high level of parental engagement with their child's learning</p>	<p>The attendance of targeted pupils is at least in line with national average.</p> <ul style="list-style-type: none"> <li>• Support Worker to offer reassurance and reintegration back into school.</li> <li>• Parent Learning workshops on offer each term</li> <li>• Ensure families actively engaged with the school.</li> <li>• Observation indicates that absenteeism is negatively affecting some disadvantaged pupils progress.</li> </ul>
<p>Targeted children have increased opportunities to access and engage in a wide range of co-curricular activities</p>	<p>Tracking data and pupil voice evidences increased participation and access</p>

Opportunities are created for targeted children to access individualised therapies pertinent to identified needs.	Targeted children demonstrate increased confidence and resilience as evidenced by external surveys
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## 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)

Teaching (for example, CPD, recruitment and retention) EEF approach that underpins our evidence:

To mitigate the negative impact of the crisis, our focus mirrors that of the EEF research, focusing upon the strategies that have rapid impact upon disadvantaged pupils. This will also naturally impact positively upon the catch-up of all pupils. The approach is focused upon three key strands: – Great Teaching and whole school strategies, ‘Quality First Teaching’ at the heart – Targeted support – Wider strategies

Budgeted cost: £ 29,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
To access expert skills to enhance curriculum development particularly in reading and writing. Release of SLT, teachers and support staff. Reading CPD to access expert skills to enhance curriculum development particularly in reading and writing teachers and support staff. Reading CPD	EEF toolkit. English Hub – ELS (DfE accredited SOW) research and training. Active Reading Programme CPD schedule	1
To complete Evdina SALT Language Assessment, diagnosis and Intervention with	EEF toolkit. English Hub – ELS (DfE accredited SOW) Research and training.	2, 3, 4

identified pupils in Reception and Year 1		
To provide whole school staff training on Quality First Teaching and Learning	EEF toolkit. CPD schedule Staff CPD feedback - SDBE S A CPD log Monitoring evidence Governor visits	1
To teach and implement the language of learning including metacognition strategies CPD	EEF toolkit. CPD schedule Staff CPD feedback Staff CPD feedback including the National College CPD log  Monitoring evidence Governor visits	1
Ensure continuous Phonics CPD to ensure consistency	EEF toolkit.  English Hub – ELS (DfE accredited) SOW research and training	2, 3, 4, 5, 6
Ensuring teaching staff are trained for staff to embed identified interventions for targeted children. EEF toolkit Quality First teaching EEF guide to the effective use of Pupil premium funding	EEF toolkit Quality First teaching  EEF guide to the effective use of Pupil premium funding. Outcomes as evidenced on	1, 2, 3
SEND assessments reviewed and targeted CPD to support planning for pupil	EEF toolkit strategies to support high quality for SEN pupils	4
Training to integrate impactful vocabulary activities throughout the school curriculum and fostering a 'research-informed' staff capable of exploring, evaluating and innovating their teaching practices and pupils' learning	Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF EEF Planned Research "Explore" Phase	1, 2, 3, 5, 10, 12

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

Budgeted cost: £63,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide specialist support for pupils with EAL	EEF Tod Kt. EEF Guide to Pupil Premium	1
In class support from specialist teacher	EEF Tod Kt. EEF Guide to Pupil Premium	1
To provide conferencing opportunities for targeted learners	EEF Tod Kt. EEF Guide to Pupil Premium	1, 3
To provide booster sessions for targeted pupils particularly the more able and the more able disadvantaged. More Able booster SLT Academic Mentor Booster CGP resources	EEF Tod Kt. EEF Guide to Pupil Premium	1
Employ 1x HLT to support school led tuition with a focus on KS2 – reading and maths	EEF – Teaching Assistant interactions	6

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

Budgeted cost: £63,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all children access co-curricular enrichment activities and trips including residential	EEF Tod Kt EEF Guide to Pupil Premium  Plan and review all channels of communication to ensure these	2, 3, 4

opportunities in order to boost social development, improve learning skills, foster team working, build life skills and encourage creativity. School	impact sufficiently upon pupils and wider engagement.	
To target those children requiring support with developing social skills, self-esteem and positive behaviour choices. Children access targeted therapies including NOPA Counselling, Stronger Minds, art therapy	EEF Tod Kt EEF Guide to Pupil Premium  Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement.  Attendance of pupils will be monitored by leaders so that support for families where required can be given prior to implementing more punitive measures	2, 3, 4
Attendance	Clerical support for the Attendance of pupils will be monitored by leaders so that support for families where required can be given prior to implementing more punitive measures  Work with EWO to support families, focus on persistent absence	
To provide enrichment to outside areas in EYFS, KS1 to support the delivery of all year round quality provision  Lunchtime provision  Early morning provision	EEF Tod Kt. EEF Guide to Pupil Premium	3, 4
Breakfast club to support disadvantaged pupils	EEF Tod Kt. EEF Guide to Pupil Premium	3, 4
Leadership of coffee mornings (including additional EYFS specific	EEF Tod Kt. EEF Guide to Pupil Premium	1, 2, 3, 4

coffee mornings) parental engagement		
Promote reading for pleasure, interests Revamp book corners Develop reading initiatives	NLT 2025	1

**Total budgeted cost: £157,475**

## **Part B Review of the previous academic year**

## Outcomes for disadvantaged pupils

### Review of Outcomes in the Previous Academic Year (2024–2025)

The Pupil Premium strategy had a measurable impact on attendance, progress, and enrichment opportunities for our pupils during the 2024–2025 academic year.

#### Attendance

Pupil Premium children's attendance improved in line with their non-Pupil Premium peers, reaching 93% **overall**. Attendance data shows a sustained increase, supported by a combination of early starter provision, access to breakfast club, and targeted family support. Regular attendance meetings with families, alongside individualised interventions, contributed significantly to this improvement.

#### Progress and Attainment

- **Key Stage 2**: 72% and 67% of Pupil Premium pupils made expected or better progress in Writing and Reading as a result of targeted support and intervention.
- **Key Stage 1**: 100% of pupils achieved expected or better progress in phonics screening check supported by our investment in the **Essential Letter and Sounds**, which strengthened Phonics, Reading, and Writing outcomes.

The focus on **Quality First Teaching**, alongside investment in new curriculum resources, increased pupil engagement and enjoyment across subjects. Learning walks, book scrutinies, and pupil voice evidence show that children are not only making progress but are also confident in articulating the skills and knowledge they have gained.

#### Enrichment and Wider Opportunities

Every Pupil Premium child (100%) accessed enrichment opportunities through school trips, curriculum-based activities, and external visits. In addition, subsidised places were offered for after-school clubs, ensuring high levels of participation. This provision widened experiences for disadvantaged pupils and contributed positively to their social and emotional development.

## Externally provided programmes

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

Programme	Provider
Windmill Cluster	SDBE

### Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*