Pupil premium strategy statement: Holy Trinity CE Primary School 2025-2028

This statement details our school's use of pupil premium (and recovery premium for the 2025/26) 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 (25/26) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holy Trinity CE Primary School
Number of pupils in school	178 (including nursery)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2025-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Pupil premium lead	Lisa Miles
Governor / Trustee lead	Jenette Charles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,178.00
Recovery premium funding allocation this academic year	£0
School led tutoring	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,178.00

Part A: Pupil premium strategy plan

Statement of intent

All of our staff members and Governing Body take responsibility for ensuring that our disadvantaged children achieve the best possible outcomes – academically, pastorally and socially within our caring and nurturing school. The intent for all our pupils is to leave Holy Trinity CE Primary School prepared for their academic journey and then onto adulthood. We are all committed to give our disadvantaged children every chance to succeed and 'Let Their Light Shine'.

In order to be successful in improving outcomes for our disadvantaged children we:

Ensure all our stakeholders have the highest expectations for our children.

Ensure that 'High Quality Teaching' is in place across the school and that the core subjects of English and Mathematics are taught to the highest standard so that children have the skills they need to access learning across the curriculum and life beyond the classroom.

Ensure that support staff are trained to the highest standards so that they can enable disadvantaged children to reach their potential, by supplementing the work of the class teacher.

Track the progress of the disadvantaged children at regular pupil progress meetings to ensure that they make excellent progress.

Give teachers the time to spend with disadvantaged children so that they can really get to know them, listen to their voice and provide them with feedback on their learning.

Recognise the challenges faced by our vulnerable pupils, including those who have, or have had, a social worker, and young carers, and support their needs.

Have high quality professional development in place to enable staff to grow, Research tells us that pupil outcomes increase when staff have access to high quality personal career development.

Ensure that disadvantaged children have access to a broad range of educational experiences that we offer, for example, residential trips, learning a musical instrument, sporting events and Forest School as well as extra-curricular activities.

Every child with his/her individual needs and gifts is unique and special. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Our ultimate goal is that pupil premium children achieve in line or better than non-pupil premium children at the expected level AND at greater depth.

Challenges

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

Challenge number	Detail of challenge
1	Our data shows, that by the time children leave Year 6, children who are disadvantaged attain higher than those without and higher compared to national comparisons. In some classes however, our data shows that children with a disadvantage have lower attainment and slower rates of progress. In particular this is the case with the current intake for Nursery and Reception children who have significantly lower speech and language development than in previous years
2	By talking to families, disadvantaged children have less access to extra-curricular activities (enrichment). We have created a variety of after school provision and clubs for children to attend at a significantly reduced rate, so that ALL children access them.
3	After analysing baseline assessments, we found that disadvantaged children in EYFS start school behind non disadvantaged pupils and if we don't manage to close the gap there, the gap widens. We have to think carefully about our curriculum choices here and specific intervention to close the gaps. We have found that some children with a disadvantage have under developed language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
4	When we talk to children and families about life outside school, we have found that some of their cultural capital is low and exposure to the world beyond the local area is limited, so the school needs to enhance this through curriculum time, enrichment activities, collective worships, outside visitors and educational visits (including residential trips) and broadening their knowledge of the natural world through Forest School.
5	We have found that some of our children with a disadvantage have social, emotional and mental health challenges, which can impact negatively on their education. The school is prepared and equipped to manage this challenge. There is an art therapist on site to support individual needs, and we also use group intervention from CAMHS, Solace interventions, a trained level 3 Forest school leader and enrichment activities to support pupils' mental health and wellbeing.
6	Our attendance data shows that there are lower attendance and punctuality rates and higher rates of persistent absenteeism amongst our children with a social disadvantage. Our assessments and observations indicate that absenteeism and lateness is negatively affecting the progress of the children who are disadvantaged. The school has strategies in place to improve attendance.

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
Children with a disadvantage will achieve equally as well as peers or higher at the expected level. Children with a disadvantage will achieve in line as non-pupil premium children at Greater Depth. Children catch up so that they meet the threshold in phonics.	Children with a disadvantage attain in line with their peers at Greater depth in reading, writing and maths. Children with a disadvantage attain in line with their peers in ALL school year groups, not just end of Key Stages.
Pupils are given access to enrichment activities that they may not otherwise have. This will improve their self-esteem, confidence and aspiration.	All children to have opportunities and exposure to a wide range of activities inside and outside of the classroom
There to be no gap in language and communication between any groups of children. The school has developed its curriculum to be language rich and to teach children the meaning and spelling of tier 2 and 3 vocabulary. The school continues to promote the 'love of reading' at school, ensuring that children read books regularly and across the curriculum.	Assessments and observations indicate significantly improved oral language amongst children with a disadvantage.
Pupils to engage more readily in learning and be able to self-regulate when needed. Children will have good self-organisation skills, resilience and determination. They will be able to work independently with increasing confidence and reflect on their learning.	Children with a disadvantage will master metacognition and self-regulation and this will have a significant impact on their engagement in the curriculum and subsequently their attainment and progress. There is a consistency amongst staff whilst dealing with social, emotional and well-being concerns. This is the use of a shared script and specialist support staff who are employed to work with individual children.
Children to be in school daily learning	Persistent absence to be below national average. The school's attendance to be above national average.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cover for staff NPQ training.	Well trained staff who have access to good CPD enable standards to improve and therefore outcomes for children. In 2024 – 25, 5 members of staff will have undertaken an NPQ	1 and 3
Instructional Coaching model of professional development using 'WALKTHURUS' by Tom Sherrington	The school using current research in order to devise quality CPD for staff. The WALKTHRU model was first implemented in school in September 2021 and focuses on: • Intent • Novice to expert • Explaining and modelling • Questioning and feedback • Practise and retrieval • Vocabulary expansion The school now has devised its own curriculum pedagogy using initiatives from the research. There is continuous training for new staff.	1 and 3

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

Budgeted cost: £17, 480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions groups led by class teachers from year 1-6	Teachers to focus on specific gaps in knowledge to teach in each session.	Challenge 1 Challenge 3

	Specialist SEN mentor support staff employed. This school approach is based on the Education Endowment Fund research findings that children can make accelerated progress of 5 months to typical progress when taught in very small groups.	
EAL group	1 x week language group for children on the low levels of language acquisition. Use of an EAL computer app supports both adults and children in assessment and teaching EAL children.	3
Reception phonic and language group teaching assistant	All children receive targeted extra phonics sessions as well as catch up and keep up groups. 1 x week on top of usual keep up groups.	3

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

Budgeted cost: £98,178.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and punctuality is of high profile in the school	Parents are regularly sent information about the importance of attendance and punctuality for children's achievement. The school newsletter reminds parents of the school expectation for attendance and punctuality.	6
1 day a week HLTA used to monitor attendance and implement attendance strategy (£5801)	Parents are sent a text message on day one of absence, if the children are on the amber list (vulnerable children) then they are called. Families with high absence are asked to attended meetings with the HLTA and Head of school. Follow up meetings are then held to track progress. The EWO is involved in regular training for admin staff and supports interventions where needed. Parents are offered free places in breakfast club and afterschool club.	6
Art therapist in school to support children with SEMH difficulties	Individual children who need it, have a course of 8 sessions with the school counsellor to help with SEMH needs.	5

(£8,475)		
Maths setting in Year 6. Daily x1 hour. *(£17,739)*	*Headteacher to take children below ARE as a group.* *Children streamed into ability groups and matched learning is clear.* *No significant gap between PP & Non-PP children*	1
AHT for Inclusion *1.5 day a week* *(£30,519)*	*Children receive intervention to ensure that they do not fall behind* *Interventions ensured the closing of gaps between PP & non-PP children* *Interventions supporting children's social and emotional needs are also implemented.*	1,3 and 5
School enrichment (£13,956)	*Steel pan teacher to teach once a week Year 4-6 and provide an after-school steel pan club*	1,2,4,5
Breakfast club subsidy (£5,000)	To enable all families who want it to attend breakfast club. Numbers increase. Disadvantaged children have good attendance and punctuality as well as a good start to the day due to a good meal.	6
French lessons (£4,418)	French teacher to teach French to KS2. A 30 minute lesson for each class with a native speaker. This will prepare them for secondary school and add to children cultural capital and enjoyment of school.	1,4
Additional funding for school trips (£500)	Funding to support families with no recourse to public funds and children with a disadvantage for educational visits.	4 and 5
Assistant headteacher x2 days intervention for children with a disadvantage and low attainers. (£40,692) Assistant Headteacher x2 days Forest School teaching for whole school. (£40,692)	Children who are disadvantaged and attaining below age related expectations will have maths and writing interventions twice a week with the Assistant headteacher. Regular Forest School lessons for whole school, enabling children to access outside and exploratory learning enhancing the school curriculum and developing language and social and emotional health and awe and wonder.	1

Total budgeted cost: £167,792

Review of Pupil Premium Strategy September 2026.

Priority challenges identified for 2026–28

No.	Priority challenge	Diagnostic summary	Evidence used
1	Foundational language, phonics and reading fluency	Diagnostic evidence suggests that disadvantaged pupils are not a single group: pupils who are PP/SEND, PP/EAL or new to English, mobile pupils and those with social care involvement may experience different barriers to language, phonics and reading fluency. Some pupils require precise decoding support, while others decode accurately but lack automaticity, vocabulary depth, prosody or comprehension stamina. These gaps limit independence and access to the wider curriculum if they are not identified pupil by pupil.	Baseline language screening; phonics assessments; accuracy, rate and prosody; reading attainment; lesson and work evidence.
2	Consistent high-quality inclusive teaching and mathematical foundations	Monitoring indicates that disadvantaged pupils are disproportionately affected where classroom practice varies in modelling, vocabulary instruction, checking for understanding, feedback or adaptive teaching. This is particularly important for pupils who are PP/SEND, PP/EAL or new to English, as well as pupils with higher prior attainment whose potential may be masked by weaker fluency, attendance or confidence. Some pupils also have insecure number facts, mathematical vocabulary or reasoning habits, which can reduce access to age-related and greater-depth work.	Lesson visits; Staff training; coaching records; work scrutiny; formative assessment; number fluency and maths outcomes.

3	Attendance, belonging and readiness to learn	Attendance and pastoral analysis shows that a targeted group of disadvantaged pupils may lose learning time through persistent absence, repeated lateness, emotional regulation needs or barriers affecting family engagement. This group may include pupils who are PP/SEND, known to social care, previously looked-after, mobile, living with housing or transport instability, or experiencing anxiety-related barriers. The priority is to identify the specific cause for each pupil rather than assume that low attendance has a single explanation.	Attendance and PA data; case reviews; behaviour and wellbeing information; pupil and family voice. SLT monitoring and actions.
4	High expectations, greater depth and equitable opportunity	Wider-opportunity evidence shows that disadvantaged pupils with the potential for high attainment are not always visible in greater-depth tracking, pupil leadership, enrichment, music, sport or cultural experiences. This includes higher prior-attaining PP pupils, PP/SEND pupils whose strengths may be under-recognised, PP/EAL pupils with strong conceptual understanding but developing academic English, and pupils whose attendance, confidence or family circumstances limit participation. The challenge is to secure ambition and entitlement, not simply provide catch-up. Year 1-6 %GD Reading: 31% GD Writing: 7% Maths: 23%	Prior attainment profiles; greater-depth indicators; independent work; enrichment participation; pupil aspirations.

Intended outcomes and success criteria

Intended outcome	Success criteria
1. Stronger early language, phonics and fluent reading	**By July 2028**, disadvantaged pupils achieve strongly from their starting points in language and reading. **In 2026–27**: all targeted pupils have a precise baseline and provision plan by October; at least 80% of disadvantaged pupils meet the school's end-of-year phonics/fluency milestone; every pupil below the milestone shows accelerated progress; Year 1 phonics and end-of-KS2 reading outcomes are at least in line with national disadvantaged outcomes, with no unexplained persistent gaps.
2. Stronger inclusive teaching and mathematical foundations	**By July 2028**, classroom practice is consistently strong and disadvantaged pupils know more, remember more and do more across the curriculum. **In 2026–27**: 90%+ of coaching actions are implemented securely at review; disadvantaged pupils' number-fluency gaps reduce from autumn baselines in every year group; maths outcomes improve against national disadvantaged benchmarks; work scrutiny shows increasing independence and reduced over-scaffolding.
3. Improved attendance, belonging and readiness	**By July 2028**, disadvantaged attendance is sustained at or above national disadvantaged attendance and persistent absence is substantially reduced. **In 2026–27**: overall PP attendance improves from the verified 2025–26 baseline by at least 1.5 percentage points; PP persistent absence reduces by at least 4 percentage points; every targeted pupil has a reviewed plan within four weeks; pupil voice shows that pupils feel safe, known and able to participate.
4. Greater depth and equitable participation	**By July 2028**, disadvantaged pupils with the potential for high attainment consistently access ambitious teaching and wider opportunities. **In 2026–27**: every identified higher-attaining disadvantaged pupil has a curriculum profile and termly review; the proportion meeting school greater-depth indicators rises from baseline; participation in clubs, trips, music, sport and leadership is at least proportionate to the school population, with financial and practical barriers removed.

Activity in the 2026–27 academic year

Pupil Premium funding 2026/27 = £105,575.00

Tier 1: Developing high-quality teaching

Activity and implementation	Evidence and rationale	Challenges	Lead	Cost
A. Instructional coaching focused on explicit instruction, vocabulary, modelling, checking for understanding and adaptive teaching. Half-termly coaching cycles; protected release time; leaders moderate implementation evidence.	EEF evidence indicates that high-quality teaching and sustained professional development are especially important for disadvantaged pupils. The focus responds directly to Holy Trinity's need for consistently strong teaching across the whole school.	1, 2, 4	HT/AHT/ curriculum leads	£18,000
B. Early language, phonics and fluency implementation: refine LW fidelity, rapid keep-up, NELI-informed language support and a coherent progression from decoding to fluency and comprehension.	Early language and literacy gaps emerge early. Systematic phonics, oral language and structured fluency approaches are strongest when implemented with fidelity and linked to classroom reading.	1	English lead /Early Reading Lead/ EYFS lead	£11,500
C. Mathematics foundations and responsive teaching: Mastering Number/number fluency, mathematical language, manipulatives used purposefully, and CPD on representation, variation and assessment.	Holy Trinity currently identifies number fluency as a priority. EEF guidance supports explicit teaching, representations and responsive assessment rather than generic intervention.	2, 4	Maths lead	£9,500
D. Curriculum access for pupils with SEND and pupils new to English: strengthen scaffolding, pre-teaching of vocabulary,	Disadvantage frequently intersects with SEND and language needs. Inclusive adaptations should build	1, 2, 4	SENDCo / EAL lead / subject leads	£10,500

oral rehearsal and removal of unnecessary task barriers while preserving ambition. Access to bespoke interventions.	on universal teaching and avoid a reduced curriculum.			

Tier 2: Targeted academic support

Activity and implementation	Evidence and rationale	Challenges	Lead	Cost
E. Diagnostic phonics and reading keep-up: daily, time-limited sessions for pupils below precise milestones; groups normally 1:1–1:6; 6–8 week cycles; entry/exit assessment; weekly liaison with class teachers.	Targeted support is most effective when accurately matched to need, delivered frequently by trained staff and linked closely to classroom teaching.	1	English lead	£16,500
F. Structured reading fluency intervention for pupils who decode but lack automaticity: 20 minutes, 4 times weekly, 8-week cycles; accuracy, rate, prosody and comprehension measured.	Addresses the specific Holy Trinity barrier of pupils passing phonics but remaining insufficiently fluent to access the curriculum and increasing complex texts.	1, 4	Reading lead	£6,500
G. Precision maths intervention: short, diagnostic cycles for number facts, additive reasoning and multiplicative foundations; no pupil remains indefinitely in intervention; transfer checked in classwork.	Small-group tuition can be effective where it is targeted to a defined gap and connected to normal lessons.	2, 4	Maths lead	£5,000
H. Disadvantaged higher-attainer programme: pre-assessment, ambitious questioning, rich tasks, feedback on independent	Directly addresses Holy Trinity's identified greater-depth gap and protects high expectations for pupils	4	Head/AHT/ subject leads	£2,500

application and termly case review; not a separate remedial curriculum.	whose potential may be masked.			

Tier 3: Wider strategies to help pupils attend, belong and succeed

Activity and implementation	Evidence and rationale	Challenges	Lead	Cost
I. Attendance and family support: daily first-response systems; fortnightly PP attendance review; graduated plans at agreed thresholds; solution-focused meetings, home visits and multi-agency support where needed.	Attendance is a diagnosed Holy Trinity barrier. Effective work combines clear systems, early action, trusted relationships and attention to individual causes.	3	Head/Inclusion lead / attendance lead	£6,500
J. Targeted social, emotional and self-regulation support: evidence-informed, time-limited support with defined goals; class teachers remain involved; impact assessed through functioning in class, attendance and participation rather than wellbeing scores alone.	Social and emotional support can improve readiness to learn when targeted, implemented well and connected to whole-school practice.	3	Inclusion lead	£3,000
K. Equity of opportunity fund: remove costs and practical barriers to trips, residentials, clubs, music, sport, uniform, resources and transition activities; participation tracked by pupil and group.	The renewed framework emphasises pupils achieving, thriving and belonging. Opportunity and cultural participation should be monitored, not assumed.	3, 4	PP lead	£1,600
L. Opportunity to participate in Forest School fortnightly for every child.	Children's mental health and wellbeing impact their positive	3	Headteacher	£15,000

	attitudes to learning and belonging.			

Budget summary

Tier	Illustrative allocation	Proportion
High-quality teaching	£49,500	47%
Targeted academic support	£30,500	29%
Wider strategies	£26,100	25%
Total	£106,100	100%

Implementation and monitoring plan

Phase	When	Core actions	Accountability	Evidence
Explore and prepare	July–September 2026	Confirm pupil-level diagnosis; consult leaders, SENDCo, DSL, designated teacher, teachers, governors, pupils and families; agree baselines, staffing and non-negotiables.	PP lead (HT)	Diagnostic dashboard approved; staff understand priorities; timetables protect core curriculum.
Launch	September–October 2026	Train staff; baseline language, phonics, fluency, maths and attendance; establish intervention entry criteria; communicate with families.	SLT/subject leads/SENDco	Training on attendance; baseline completeness; intervention registers; parent communication.
Deliver and monitor 1	November–December 2026	Coaching and intervention fidelity checks; PP case review; governor scrutiny; publish statement by 31 December.	SLT / governors	Implementation evidence; early pupil response; actions where delivery is weak.
Adapt	January–March 2027	Review mid-year outcomes and attendance; stop or adapt low-impact provision; intensify support for non-responders; moderate greater-depth evidence.	PP lead (Head)/ subject leads	Written continue/adapt/stop decisions; revised provision maps.
Evaluate	April–July 2027	Assess outcomes, pupil experience, participation and value for money; identify sustainability and priorities for year 2. Review and evaluate next steps for Year 6.	Headteacher / governors	Annual evaluation against each outcome; next-year budget and implementation plan.

art B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

It is evident looking at the data below that by the time that children reach the end of KS2, pupil premium children achieve significantly highly in reading, writing and maths combined.

At KS2, in all subjects children with a disadvantage attain higher than other children comparing to national and 'other' children in school. All disadvantaged pupil groups attain higher than national expectations.

The school continues to ensure that persistent lateness and absence improves and persistent absenteeism significantly reduces. Our school attendance last academic year was 93.62% and the attendance of our disadvantaged children was 94%. The relentless drive for improvement continues to reduce persistant absence for all pupils.

Whole School disadvantaged children 2023-2024	(39%)
Class by class disadvantaged children	
Reception	3 children
Year 1	8 children
Year 2	8 children
Year 3	6 children
Year 4	7 children
Year 5	11 children
Year 6	8 children

2024/2025 Year 6 results		Disadvantaged children at Holy Trinity %	Other children at Holy Trinity %	All disadvantaged children nationally % 2024 national averages	Other children nationally % 2024 national averages
RWM	EXS	92%	44%	46%	67%
	GDS	25%	22%	3%	10%
Reading in Y6	EXS	92%	44%	63%	79%
	GDS	42%	33%	18%	33%
Writing in Y6	EXS	100%	78%	59%	77%
	GDS	50%	22%	6%	16%
SPAG	EXS				
	GDS				
Maths	EXS	100%	78%	59%	79%
	GDS	33%	22%	13%	29%