

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holy Trinity CE Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Rowe
Pupil premium lead	Catherine Lewis & Donna Raven
Governor / Trustee lead	Kimberly Hammond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5136
Total budget for this academic year	£68776

Part A: Pupil premium strategy plan - Statement of intent

At Holy Trinity CE Primary School we are an inclusive, aspirational school that builds a kind and resilient community.

It is our intention 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 intend for our disadvantaged pupils to receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers and challenges which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Increase parental engagement to strengthen the collaboration between home and school to ensure pupils achieve their potential
- Increase the amount of PPG children attaining ARE or above.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world and increase aspirations for the future.

Our context:

- 21% (up 1% from previous year) of pupils are eligible for Pupil Premium Funding

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective high quality teaching.
- Our strategy is also integral to wider school plans to increase ARE attainment for PPG children, notably in its targeted support through tuition for pupils.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom by increasing opportunities and access to environments and experiences that meet their needs
- PPG children are monitored closely - early intervention is key if it appears that children are not meeting age-related expectations.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

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 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	Discussions with staff and parents, convey a decrease in parental engagement and with school. This can be linked to home circumstances, increased working hours and society pressures.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	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.
4	Our assessments and observations indicate that we have a number of disadvantaged pupils with mental health and wellbeing needs. Impacting their ability to focus and learn in school.
5	Evidence of an attainment gap between PPG and non-PPG is evident in internal data across core subjects in some year groups.
6	An attendance review shows that a proportion of PPG pupils' attendance is below the expected level.

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
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To increase parental engagement in children's learning, education and school experience.	Increased opportunities for parents to engage in all aspects and all year groups. Parents contribute to the development of school priorities.
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. Reassessment against baselines. CHATTA approach to writing.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show an increase in the percentage of disadvantaged children achieving ARE.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • 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.	Gap between PPG and non-PPG attendance closes, and closer to reaching the whole school target of 96%. Less cases of persistent absenteeism in the PPG group.

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: £8234

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Maestro (cornerstones)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Insight - replacement for Target Tracker to assess and monitor attainment. Providing staff with evidence of progress and identification of gaps in learning.	2, 3, 4, 5

English CHATTA approach	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Drawing Club	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Bug Club / Phonics Bug subscription	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Nikki - Qualified Mental Health and Wellbeing Lead, Lindsay Wood - family worker, Well being Lunch Hub	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £57206

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of CHATTA approach and training	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,	1, 2

Training and use of 'drawing club' to support vocabulary in the Early Years	listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) https://chattalearning.com/research/paged-2/2	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
A significant proportion of the pupils who receive intervention will be disadvantaged, including those who are high attainers.	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3,5

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

Budgeted cost: £3336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. The Essex approach to maximising School Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Measures have been put in place to encourage families to work with the school to achieve high levels of attendance. For example, Leaflets, parent meetings, summary attendance figures on newsletters and certificates for individuals with high attendance percentages. Meetings with the LA attendance team happen once a term to understand the challenges.	6

Extra curricular clubs and activities offered to pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Physical activity EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Invitational offers for disadvantaged groups to join after school clubs based on data, progress and specific interests and abilities.	
Opportunities for parents to join pupils on their learning journeys by increasing their understanding of how to support their children and knowledge of the curriculum	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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.	4

Total budgeted cost: £68776

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Review of 24/ 25

Across the academic year, our pupil premium has been used to support identified PPG pupils and these children have received targeted tuition sessions led by class teachers. Regular school-led tutoring sessions enabled the children to gain confidence, make academic progress and in some cases accelerated academic progress.

As a result of this additional input , alongside high-quality class teaching and targeted emotional support, the data outcomes for PPG children have been positive and the proportion of children achieving ARE or above has increased, whilst others may have not met ARE are closer to ARE, with accelerated progress, steps towards ARE are gaining.

Talkboost training ran through the year and we saw progress for all pupils who were taking part along with an increased level of confidence in applying their oracy skills.

The picture across the school is positive with most cohorts of PPG children making expected or accelerated progress in reading.

Outreach work from Tracey Edmondson (Edith Borthwick) training provided to teachers & LSAs on TEACH approach.

Low attendance has been shared with parents and information given on the impact (in number of school days missed) on the child's education. Attendance will continue to be reviewed.

