



Holy Trinity CE (C) Primary School

Pupil premium strategy statement 2025-2026 plan

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 (C) Primary School
Number of pupils in school	174 January Census 2026
Proportion (%) of pupil premium eligible pupils	21% Pupil Premium January Census 2026
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	January 2026 to January 2029
Date this statement was published	January 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Mrs Jade Wakefield
Pupil premium lead	Mrs Laura Fox
Governor / Trustee lead	Mrs Ruth Myers (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,565
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£89,565
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity we believe that every child, regardless of background or circumstance, is entitled to an excellent education and the opportunity to reach their full potential. The purpose of our Pupil Premium strategy is to ensure that pupils who are disadvantaged achieve outcomes that are at least in line with their peers nationally, both academically and socially.

We recognise that disadvantage can present in many different forms and may create barriers to learning, wellbeing and engagement. Our strategy is therefore rooted in a thorough understanding of our pupils' needs, informed by robust assessment, careful analysis of data, and professional knowledge of our school community. We are committed to addressing both academic and non-academic barriers through targeted, evidence-based approaches.

Our Pupil Premium funding is used strategically to:

- Raise attainment in reading, writing and mathematics
- Improve progress across the curriculum
- Support pupils' social, emotional and mental wellbeing
- Increase attendance, engagement and positive attitudes to learning
- Ensure access to high-quality teaching, enrichment and wider opportunities

High-quality teaching is at the heart of our approach. We recognise that improving the quality of teaching for all pupils has the greatest impact on disadvantaged learners. Pupil Premium funding therefore complements, rather than replaces, high-quality classroom practice through targeted interventions, professional development for staff and additional support where needed.

We adopt a tiered approach to spending:

1. **Teaching** – investing in staff expertise, curriculum design and inclusive classroom practice
2. **Targeted academic support** – providing timely, focused interventions based on individual need
3. **Wider strategies** – addressing social, emotional and practical barriers to learning

We ensure that our strategy is evidence-informed, drawing on research such as the Education Endowment Foundation (EEF) guidance, and is reviewed regularly to measure impact. Progress is monitored closely, and spending decisions are adapted in response to pupil outcomes and emerging needs.

Governors and school leaders work together to ensure accountability, transparency and effective use of funding. Ultimately, our intent is that Pupil Premium pupils leave Holy Trinity as confident, resilient learners, well prepared for the next stage of their education and able to participate fully in school life.

Challenges

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

Challenge number	Detail of challenge
1	<p>76% of Disadvantaged pupils are referred for behaviour support, Elsa or SEMH interventions vs 32% of non-disadvantaged.</p> <p>Observations show that attitudes to learning need further strengthening by developing emotional resilience and raising self-esteem along with meta cognition strategies</p>
2	<p>Pupils enter school below ARE in English including Speaking and Listening</p> <p>On entry assessments, observations and discussions with pupils indicates that they enter school significantly below age related expectations in all areas of English including Speaking and Listening.</p> <p>Reception: CLL Disadvantaged 43% ARE Disadvantaged pupils already at Reception show a greater gap between them and their peers particularly demonstrating underdeveloped oral language skills and limited level of vocabulary, speaking, and listening.</p>
3	<p>Whole School writing assessment shows that 25% of disadvantaged pupils are at ARE for writing compared with 63.6% of non-disadvantaged.</p> <p>Assessments, observation, and professional judgment show indications that disadvantaged pupils generally require additional support in written communication.</p>
4	<p>Whole School disadvantaged attendance at 88% compared non-disadvantaged at 93%.</p> <p>A proportion of pupils have low attendance and 89% of our Pupil Premium children have lower than 95% attendance at present. Persistent absence for disadvantaged pupils is 32% compared to 24% for our non-disadvantaged pupils.</p>
5	<p>Whole School reading assessment shows that 25% of disadvantaged pupils are at ARE for reading compared with 73% of non-disadvantaged.</p> <p>Assessments, observation, and professional judgment show indications that disadvantaged pupils generally require additional support in reading and phonics.</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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2
Phonics	Achieve outcomes in-line with, or above, national average for passing PSC
Disadvantaged attendance is in line with national non-disadvantaged attendance.	Disadvantaged attendance equal to or greater than national non-disadvantaged attendance.
Improve disadvantaged pupils SEMH through access to evidence informed, proven in school and external interventions.	Fewer recorded behaviour incidents. End of Year reports show effort scores of 3+ pts.
Equal access to educational, personal, social, and additional opportunities for all PP pupils.	100% of disadvantaged pupils invited on visits, to clubs and with access to Breakfast and ASC.

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: £ 37725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure that assessments are interpreted and administered correctly recorded on Insight and through this tracking system.	The use of standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. These tests provide us with an age in years and months and allows us to see more accurately where they are working in relation to their chronological age. EEF-Effective-Professional-Development-Guidance-Report.pdf Pupil Premium menu evidence brief.pdf.pdf	2,3,5

<p>Staff CPD AND RESOURCES: - Reading, Little Wandle SEND approaches/ barriers etc.</p> <p>Mentoring and coaching to support teachers in effective high-quality teaching.</p>	<p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils Nationally (SPP has been shown to improve progress by +5months along with +6months for specific reading/phonics interventions)</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	<p>2,3,5</p>
<p>Smaller class sizes with additional adults and additional; TA hours including CPD as required and regular supervision.</p>	<p>Reducing class group size has a small positive impact of +2 months, on average. The majority of studies examine reductions of 10 pupils. Classes across school are almost at 30 pupils in number but each have a minimum of 2 adults in to reduce input even further in core subjects</p> <p>Teaching Assistant Interventions EEF</p> <p>Individualised instruction EEF</p>	<p>1,2,3,5</p>

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

Budgeted cost: £ 15,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Phonics sessions targeted following Little Wandle at pupils who require further phonics support.</p> <p>Epatt interventions targeted at Disadvantaged pupils progress.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children 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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>5,3</p>

Nessy reading interventions used throughout KS1/KS2.		
--	--	--

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

Budgeted cost: £ 35860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Clinics with Parents and Children	Parental engagement is key to improving attendance and by identifying children early and offering support then evidence shows that attendance will improve. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.	2, 3, 4, 5
Arts Participation	We have begun to develop our Arts participation providing further opportunities for drama and music. Music occurs during curriculum time and drama is being used to share key point in the year with families. We are also trying to use drama in other areas of the curriculum to increase engagement and oral language before a writing task. Research suggests the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Arts participation EEF	1,2,4
My Happy Mind whole school approach	<i>myHappyMind</i> helps schools build a proactive wellbeing culture by equipping children with practical tools for resilience, emotional regulation, confidence, and positive relationships. Evidence shows measurable improvements in wellbeing and behaviour.	1,4
Mental Health and Well-being support worker to deliver Nurture	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional	1,4

<p>ELSA workers to deliver 1:1/group nurture support</p>	<p>progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL</p> <p>Training for delivery throughout the year</p>	
<p>Access to clubs and school visits.</p>	<p>Wider opportunities that enhance the children's wealth of knowledge and understanding of the world. Improves health and fitness, including cookery opportunities centred on preparing healthy meals. Travelling outside of the locality and being able to see that there are opportunities in other areas of the country and experiences beyond the immediate borough. These all link to improving confidence and attendance.</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Outdoor adventure learning EEF</p>	<p>1,4, 3</p>

Total budgeted cost: £ 89565

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.

End of Year Results 2023-2024

EYFS results

2024 Children achieving GLDs (Good Levels of Development): 20/26 = 76%

2025 Children achieving GLDs (Good Levels of Development): 20/26 = 76%

Phonics Year 1

2024:23/33 - 70% gained 32/40 pass rate

2025:18/24 - 75% gained pass rate

MTC

2024 Children scoring 25/25: 6/26 - 23%

2025 Children scoring 25/25: 21/ 30 - 70%

2025 KS2 SATs results

	Reading	Writing	SPaG	Mathematics
ARE	59%	53%	53.1%	56%
Greater Depth	16%	9%	9%	6%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ELSA	EP Service training
Mental Health support	CAMHS
Opal Playtimes	Opal Playtime Ltd. training
Speech therapy	Private Speech and Language therapist