

Holy Trinity Church of England School

Pupil Premium Statement

This statement details our school's use of pupil premium (and recovery 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	451
Proportion (%) of pupil premium eligible pupils	Pupil Premium Statement
13%	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Liz Ambrose
Pupil premium lead	Claire Taylor
Governor	Mary-Ann Thomson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78.980
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <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>	£78.980

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Part A: Pupil premium strategy plan

Statement of intent

Our context:

Holy Trinity is a 2 form entry Primary school that has recently added a Nursery on site. On 1st April 2018, the school became part of The Alliance Multi-Academy Trust (TAMAT) joining with four other local, like minded schools. Pupils start their journey with us in reception and some now begin their journey in our Nursery. We have 57 pupils who are eligible for Pupil Premium.

Our intention is 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. The vision for our school is “Everyone Loved, Inspired, Nurtured and Empowered” and this links with the TAMAT vision of “**Nobody Left Behind; Nobody Held Back; Everybody Valued**”.

We will consider the challenges faced by vulnerable pupils, including those who have a social worker, family support worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- **1. Remove barriers to learning caused by socio-economic disadvantage**
- To ensure disadvantaged pupils can fully access learning, the school will identify and address barriers linked to poverty, family circumstances, and background, enabling equitable participation and progress for all pupils.
- **2. Reduce attainment gaps through sustained, evidence-informed practice**
- To narrow and ultimately eliminate gaps in attainment between disadvantaged pupils and their peers—both within school and nationally—

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through high-quality teaching, targeted academic support, and early intervention.

- **3. Secure strong reading proficiency for every pupil**
- To ensure all pupils—especially those eligible for pupil premium—acquire fluent, confident reading with deep comprehension by the end of primary so they can access the full curriculum and develop as independent learners.
- **4. Strengthen pupils’ social, emotional and mental wellbeing**
- To support pupils to develop emotional regulation, self-confidence, and resilience by embedding high-quality pastoral provision and evidence-based wellbeing practices, ensuring they are ready to learn and thrive.
- **5. Expand access to enrichment and cultural capital**
- To provide disadvantaged pupils with sustained access to diverse enrichment experiences, broadening their knowledge of the world and fostering aspiration, curiosity, and personal development.

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 quality first teaching.
- Provide targeted academic support having gained a thorough knowledge of our Pupil Premium pupils and their barriers to learning.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences so that no child is excluded of opportunities for financial reasons.
- Provide ELSA to those who children who require support.
- Provide training to parents to support their children with learning.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Ensure there is Classroom Support every classroom in the morning to support core learning.
- Ensure all lessons demonstrate active classroom to keep children engaged with their learning.
- Ensure that teachers support children and parents with home learning.
- Provide a range of speaking and listening opportunities to enable pupils to develop across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.
- Provide reading material appropriate for their level and interest.

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- Provide wider support for our Pupil Premium pupils so that they successfully access all elements of school life.
- Ensure Pupil Premium pupils are supported so they can attend trips, workshops, etc, have high levels of attendance and have their physical, emotional and mental health needs recognised and addressed.
- Provide appropriate well-being support in class and in smaller groups to enable pupils to access learning within and beyond the classroom.

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

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the pupil progress meetings support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

We 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	Some of our children are needing additional emotional support. This is around friendship, dealing with difficulties at home and issues around self-esteem. They also lack aspiration, therefore have little incentive to learn.
2	Many of our Pupil Premium children have gaps in reading, writing, maths and phonics. They have difficulty in retaining sticky knowledge.
3	Lower speech and language skills to express oneself which has a direct impact on their writing and their ability to comprehend reading.
4	Attendance and punctuality of some of Pupil Premium children is below 90%
5	Some pupils have limited access to access to wider opportunities outside daily life which impacts on the following: <ul style="list-style-type: none">- Involvement both inside and outside of school

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	<ul style="list-style-type: none"> - Access to online learning - Life experiences - Future opportunities - Speaking and listening interactions
6	Improvement of parental engagement. Parents require guidance on how to support their children both academically and emotionally.

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
Improving wellbeing and engagement with learning	<ul style="list-style-type: none"> • Kapow lessons provide support for children of how to look after their well-being resulting in them being in a more positive place to learn. • The Good Morning Club is used to teach regulation strategies in all classes.
Improve speaking and listening	<ul style="list-style-type: none"> • All children will be exposed to a wide range of vocabulary because if pupils have limited vocabulary, this affects their progress across a wide range of subjects. Teachers will model and expose children to a wide range of vocabulary to improve their academic success. Training for all teachers will be provided and planning to be adapted to ensure the teaching of Speaking and Listening is of high quality.
Pupils make expected or greater progress in reading, writing and maths.	<ul style="list-style-type: none"> • Achieve outcomes in-line with, or above, national average by the end of KS2. • Disadvantaged pupils make at least expected progress from their starting points and many close the gap with their peers. • Pupils will be discussed termly in pupil progress meetings to evaluate progress and discuss next steps. Key actions will be recorded and shared. • There will be a consistently close focus by teachers on the emotional regulation of pupils entitled to pupil premium funding. Additional support will be applied and considered for each child where it is felt appropriate. This could include – ELSA, time with the school pets, Walk and Talk, Lego Therapy, Gardening, Brain Breaks, Leadership Responsibilities.
Achieve at least 90% of pupils in Y1 pass the PSC	<ul style="list-style-type: none"> - Targeted teaching will ensure the gap is closed for those children who are eligible for Pupil Premium. Having a good grasp of phonics, improves outcomes in reading.

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Ensure all staff have quality CPD so high quality teaching is consistent across the school	- Staff have the teaching tools and the current up to date skills set to provide quality first teaching in their classroom.
Attendance	Ensure attendance of disadvantaged pupils is at least 96%
Cultural Capital	One of the areas in which disadvantaged young people can suffer is in what's known as 'Cultural Capital' (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits and discussions at family mealtimes). Holy Trinity School will provide educational experiences for all children so they are prepared for their future. This might be in sporting events, musical events, school trips, visits to museums / libraries.

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: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for all teachers in the delivery of Quality First Teaching	<ul style="list-style-type: none"> - EEF research shows that good teaching is the most significant factor in improving outcomes for disadvantaged pupils. The Inclusion leader will continue to use staff meeting time to ensure that all teaching staff understand Quality First Teaching. - TAMAT will provide INSET training to support all staff with understanding how to adapt teaching for those learners who may be falling behind. - Use of WalkThrus for all staff. - All teachers to have high quality Performance Management to ensure high quality teaching is at the forefront of all we do. 	1, 2, 3 & 5
ELSA training and supervision	<p>Pupils have strategies for managing emotions Most pupils can name 6 basic emotions</p>	1,2,4 & 5

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Improved self regulation and emotional well-being	<ul style="list-style-type: none"> - Pupils have strategies for managing emotions from whole class well-being sessions. - Staff will have training on whole class well-being teaching using The Good morning club. 	
Positive touch training	Staff feel they have strategies to help with de-escalation when needed. Staff feel confident if they need to use positive touch.	1,2,4 & 5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sensory circuits</i>	Class teachers report that children are more regulated and able to focus more when they go into class.	1, 2, 3 & 4
<i>Literacy for all</i>	Pupils are closing gaps in their reading	1, 2, 3, 4 & 6
<i>Rainbow Club</i>	Pupil with SEMH needs are learning strategies for emotional regulation.	1, 2, 3, 4 & 6
<i>Pupil Progress</i>	Inclusion Leader and SENCo, Deputy Head teacher, Phase leaders and class teacher meeting termly to identify barriers to learning and to put in place the necessary interventions.	1, 2, 3, 4, & 6
<i>Maths and Literacy support in year 6</i>	Pupils made expected progress in year 6	1, 2, 3, 4 & 6
<i>Rapid writing</i>	Pupils are closing gaps in their writing	1, 2, 3, 4 & 6
<i>Pupil conferencing</i>	Pupils are learning spelling strategies and applying them in their writing	1, 2, 3, 4 & 6
<i>Lexia to be continued to be used.</i>	Lexia to continue to be used for lower skilled readers as it shows it has an impact through data.	1, 2, 3, 4 & 6

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ELSA support for pupils as 1:1 and small group</i></p> <p><i>Support for mental health and well-being</i></p>	<p>Pupils feel they have a voice</p> <p>Pupils are able to better recognise their emotions</p> <p>Pupils have strategies to help them understand their emotions</p> <p>Parents report that things have improved at home</p> <p>“The Good Morning Club” embedded across the school to provide additional strategies to help pupils regulate. The language is being used across the school.</p> <p>ELSA provides individual work where necessary</p>	1, 2, 3, 4, 5 & 6
<i>Lunchtime Den</i>	<p>Pupils feel happier and safer at lunchtimes</p> <p>Pupils feel they have a safe space to go to</p>	1, 2, 3, 4 & 6
<i>School dog sessions</i>	<p>Pupils feel calmer after having time with the school dogs</p> <p>Pupils well-being is improved</p>	1, 2, 3, 4 & 6
<i>Inclusion lead, SENCo and Trust Family Support worker support families who may be struggling</i>	<p>Attendance has improved</p> <p>Support can be allocated as needed</p> <p>Strengthened partnership with parents/carers.</p>	1, 2, 3, 4, 5 & 6
<i>Provide a space for all children to access intervention groups</i>	Space to be provided so all children can receive interventions.	1, 3, 4, 6
<i>Wider curriculum Opportunities</i>	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1, 4, 5, & 7
<i>1:1 and small group support in class</i>	Pupils who need extra support (with or without an EHCP) are regulated and able to access the classroom environment	1, 2, 3, 4, 5 & 6
<i>Specific resourcing</i>	Some children require the school to purchase vital educational equipment, so they have all the tools they need to be included in all forms of school life e.g. book bags, water bottle, uniform and stationery.	2, 5, & 6

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Total budgeted cost: £ 70,000

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium pupils were provided with access to extra-curricular activities such as after-school clubs, trips, and experiences, including year 5 and 6 residentials and experiences such as the Young Voices Choir, the Farm at ACS school and the STEM event at Thorpe Park. These opportunities helped to support their engagement, social interaction, and learning experiences.

Pupil premium children are targeted to attend clubs.

Supporting good mental health continues to be a strength of the school, with targeted support for Pupil Premium pupils. Our ELSAs remained an invaluable resource, conducting regular check-ins and running interventions to ensure the well-being of these children. **This remains a stable provision, contributing to improving attendance levels for Pupil Premium children, which continue to align with overall attendance.**

In the Year 2 cohort last year there were 5 PP children. 40% were at or above expected age related expectations in maths, 60% in reading and 20% in writing.

In the Year 1 cohort last year, there were 5 PP children. 60% of those children passed their phonics screening check.

In the Year 6 cohort last year there were 4 PP children. In the summer term of 2025 our PP children achieved well. 75% were at or above expected age related expectations in maths, 75% in reading and 75% in writing.

Externally provided programmes

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

Programme	Provider
ELS portal	Oxford Owl
ELSA	Psychology first
TT rockstars	Maths Circle
Seesaw	SeeSaw
Lexia	Lexia Learning Systems
The Good Morning Club	TGMC