



Pupil premium strategy statement – Holy Trinity Church of England Primary School

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 2025 – 2026 academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	31 December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	John Smith
Pupil premium lead	Linda Thompson
Governor / Trustee lead	John Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,115
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£62,115

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity Church of England Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. We are committed to ensuring that teaching and learning opportunities meet the needs of every child, enabling them to flourish both academically and personally. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve this goal, including those who are already high attainers, so that progress is sustained across the full range of ability.

Our DISCOVERY curriculum is ambitious, challenging, and enjoyable. It provides pupils with a wide range of learning experiences that nurture curiosity and critical thinking. Through carefully sequenced planning, all pupils are equipped with the knowledge and understanding they need to engage with the world around them. A flexible and responsive approach ensures that the needs of all pupils, including those who are disadvantaged, are met so that everyone can succeed and flourish.

High-quality teaching is at the heart of our approach. We prioritise areas where disadvantaged pupils require the most support, recognising that this has the greatest impact on closing the attainment gap. At the same time, this approach benefits all pupils, ensuring that non-disadvantaged pupils' attainment is sustained and improved alongside the progress of their disadvantaged peers. Implicit in our intended outcomes is the belief that every child can achieve excellence when provided with the right opportunities and support.

We have seen a significant increase in pupils who speak English as an Additional Language, rising from 53% in 2021 to 69% in 2025. Our robust Global Welcome strategy ensures that these pupils are equipped with a strong sense of identity, belonging, and purpose. This approach enables all pupils to feel valued and supported, creating a school community in which every child can flourish.

Between 2019 and 2024, Income Deprivation Affecting Children Index (IDACI) index rose by 30% from 48.54% to 79.13%, reflecting a significant increase in the proportion of children living in income-deprived households. In response, our Pupil Premium strategy will focus on targeted academic support, subsidising wider curriculum access, strengthening pastoral care, and deepening family engagement. By using IDACI data to identify pupils most at risk and monitoring the impact of interventions, we aim to ensure disadvantaged pupils receive the tailored support they need to thrive despite rising deprivation.

Our strategy is responsive to both common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we adopt complement each other to help pupils excel. To ensure effectiveness, we challenge disadvantaged pupils in the work they are set, act early to intervene when needs are identified, and adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes. This collective responsibility raises expectations of what disadvantaged pupils can achieve and ensures that progress is consistent across the school.

When making decisions about the use of Pupil Premium funding, we carefully consider the context of our school, the needs of our pupils, and the challenges they face. Our strategy is informed by research from the Education Endowment Foundation (EEF), ensuring that our approaches are evidence-based, impactful, and tailored to the needs of our community. **Through this commitment, we are confident that every child at Holy Trinity will continue to thrive, achieve excellence, and flourish both academically and personally.**

Challenges

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

Challenge number	Detail of challenge
1	<p>Observations and assessments have shown that a higher percentage of non-Pupil Premium/EAL pupils achieved the expected standard in Reading. We will ensure that the percentage of Pupil Premium (including those with EAL) is in line with non-Pupil Premium.</p> <p>Observations and assessments show that a higher percentage of non-Pupil Premium and non EAL pupils are achieving the expected standard in Reading. This highlights an attainment gap for our Pupil Premium pupils, including those with EAL. Our challenge is to ensure that Pupil Premium pupils will read at age related expectations so they can fully access the wider curriculum. Secure reading skills are essential for understanding subject specific vocabulary, engaging with increasingly complex texts and participating confidently across all areas of learning. By closing this reading gap, we enable disadvantaged pupils to benefit from the full curriculum offer and make strong, sustained progress in line with their peers.</p>
2	<p>Our approach to attendance is robust however data shows that a higher proportion of Pupil Premium pupils are persistent absentees. We will continue to prioritise attendance and reduce the number of pupils who are persistent absentee - By reducing persistent absenteeism, we will ensure disadvantaged pupils benefit from consistent routines, strong relationships and the full curriculum offer. Improving attendance is therefore a key lever in closing attainment gaps and enabling more Pupil Premium pupils to make sustained progress across all subjects.</p>
3	<p>We have a high percentage of children with ACES (Adverse Childhood Experience). Although we have trauma informed approach for all, we will prioritise Social, Emotional and Mental Health support for our Pupil Premium pupils to increase the number working at the expected standard in Reading, Writing and Maths. By strengthening emotional wellbeing, we will improve attendance, engagement and self-belief, creating the conditions where pupils can access learning more effectively and reach the expected standard. When SEMH needs are met, academic progress becomes far more achievable.</p>

4	<p>To increase parental engagement for our Pupil Premium children regarding SEMH, attendance and support for learning.</p> <p>Increasing parental engagement for our Pupil Premium children is essential because strong home–school partnerships directly influence pupils’ social, emotional and mental health, attendance and overall learning. When parents feel informed, confident and connected to the school, they are better able to support routines, reinforce expectations and contribute to a positive learning environment. Improved parental engagement helps ensure that SEMH needs are understood and met consistently, attendance becomes more secure, and pupils receive the encouragement they need to thrive academically. Strengthening this partnership is therefore a key lever in closing gaps and improving outcomes for disadvantaged pupils.</p>
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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
The percentage of Pupil Premium (including those with EAL) who achieve at least the expected standard in reading is in line with non-Pupil Premium	To narrow the gap in attainment between Pupil Premium and Non-Pupil Premium children
Attendance for our Pupil Premium children to be in line with our school target of 97%.	<p>Increased attendance and punctuality for our Pupil Premium children.</p> <p>Decreased number of persistent absences (PA) among our Pupil Premium children.</p>
<p>Ensure children who experience ACES achieve good educational outcomes.</p> <p>Ensure Pupil Premium children who experience one or more ACES make expected progress in line with non- Pupil Premium children.</p>	<p>Additional SEMH to ensure that children can achieve in line with their peers.</p> <p>Increased opportunities to participate in activities to develop cultural capital.</p> <p>Maintain good parental relationships.</p> <p>Children to have support with any ACES they have encountered.</p>
To increase parental engagement for our Pupil Premium children regarding SEMH, attendance and support for learning.	Increased parental engagement will enable our Pupil Premium children to flourish further.

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)

Budgeted cost: £28,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to embed Read, Write, Inc Phonics programme and implement across whole school for pupils who need it to secure stronger phonics teaching for all pupils.</p>	<p>Systematic synthetic phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p> <p>All children will take part in RWI daily lessons until they have learned to decode words using phonics to an age-appropriate standard.</p> <p>All children will take part in daily Read Write Inc. (RWI) lessons until they can confidently decode words using phonics at an age-appropriate standard. The programme also supports pupils to develop reading fluency and comprehension, enabling them not only to read accurately but to read with understanding. These skills are essential for accessing the wider curriculum and becoming independent, confident learners. For our Pupil Premium pupils in particular, consistent high-quality phonics, fluency and comprehension teaching helps close early literacy gaps and provides the strong foundation needed for sustained progress across all subjects.</p>	<p>1</p>
<p>To further embed Ready Steady Write, Steps to Read and Opening Worlds to raise</p>	<p>Explicit instruction and extensive practise will be needed for pupils to become proficient at reading and writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1</p>

attainment in Literacy for all pupils, in line with the national average.	To ensure pupils become proficient in reading and writing, we will provide explicit, systematic instruction alongside extensive opportunities for practice. Teaching will be carefully structured and responsive to individual needs, with regular modelling, scaffolding, and targeted interventions where necessary.	
To continue to implement Flash Academy to develop the proficiency of English for pupils who speak English as an addition language.	<p>Proficiency in English is strongly related to levels of educational achievement at KS1 and KS2. https://www.bell-foundation.org.uk/eal-programme/research/english-as-an-additional-language-proficiency-in-english-and-rate-of-progression-pupil-school-and-la-variation/</p> <p>74% of primary teacher's observations of language loss in one or more language skill areas during the periods of lockdown. https://www.nfer.ac.uk/key-topics-expertise/teacher-voice-omnibus-survey/</p> <p>Flash Academy was implemented for 30 of our newest children in Y2, Y3 and Y6. All of the children made at least two proficiency grades of progress.</p>	1
To continue to provide whole staff training around SEMH to enable them to effectively supporting children who are experiencing ACES.	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and wellbeing, and academic performance. By embedding trauma informed approaches alongside targeted support such as the ELSA programme and whole school initiatives like My Happy Mind, we create a consistent, nurturing environment that builds emotional literacy, resilience, and a strong sense of safety and belonging for all pupils.</p>	3,4
<i>To Implement My Happy Mind to support all children with building resilience, confidence, and</i>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>Strong SEMH provision improves behaviour, attendance, and engagement, while equipping pupils with vital life skills such as empathy and self-regulation.</p>	3,4

self-esteem by teaching them to understand their emotions and build positive mental health habits.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Robust implementation of Fast Track Tutoring in Read Write Inc. phonics to support children who need extra support</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Phonics Toolkit Strand Education Endowment Foundation EEF	1
<i>Small group interventions for disadvantaged pupils falling behind age-related expectations in reading ie using Fresh Start</i>	Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics (there are fewer studies at secondary level or for other subjects). Effects on pupils from disadvantaged backgrounds also tend to be particularly positive https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years	1
<i>1-1 intervention using Flash Academy for EAL children who are new to the country and also those</i>	Proficiency in English is strongly related to levels of educational achievement at KS1 and KS2. https://www.bell-foundation.org.uk/eal-programme/research/english-as-an-additional-language-proficiency-in-english-and-rate-of-progression-pupil-school-and-la-variation/	1

<i>for who are new to English.</i>		
<i>Implement Interventions ie My Happy Mind, Mood Tracker and 'Soft Start to the Day Groups' to help children who have experienced ACES develop and build positive mental wellbeing</i>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	3,4
<i>Implement 1-1 reading sessions weekly to promote reading for pleasure</i>	<p>1-1 reading sessions to help promote a love for reading and the ability to be able to discuss books read.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>https://educationendowmentfoundation.org.uk/news/education-endowment-foundation-eef-comment-falling-number-of-children-reading-in-spare-time</p>	1,4
<i>All children to be read to on a daily basis by an adult to promote reading for pleasure</i>	<p>The act of reading aloud to the class from a challenging text may support the development of the children's spoken language comprehension and therefore contribute to their reading comprehension skills.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</p>	1,4
<i>Use the Boxall Profile to assess children with SEMH needs.</i>	<p>Complement high quality teaching with carefully selected small-group and one-to-one interventions. Interventions should be carefully targeted through identification and assessment of need.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	3,4

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

Budgeted cost: £13,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance: Continue to embed principles of good practice set out in the DfE's Improving School Attendance. Robust first day response and engagement with families. Regular meetings with our attendance team to closely monitor attendance and punctuality so that swift actions can be implemented if/when needed.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	2
<p>All staff to receive training about trauma informed practice.</p>	<p>'Social and emotional skills and Mental Health First Aid are essential for children's development— they support effective learning and are linked to positive outcomes in later life.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-self-regulation-and-executive-function-sref-in-the-early-years</p>	3,4
<p>All staff to implement quality first teaching approaches, including</p>	<p>Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.</p>	1,4

adaptive teaching strategies.	https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches	
Continued CPD around Therapeutic Classrooms to be delivered to all staff	To create calm, adaptive surroundings which put children's mental health and wellbeing at the centre of the learning environment. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	3,4
Pastoral Leads to support families with attendance issues and support families and children with ACES.	Learning mentors have an impact on individual pupils' lives, in many cases transforming low achieving and unfocused students with minimal self-esteem and a lack of commitment into more confident pupils with higher grades, improved motivation and a sense of direction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3
Implement a variety of initiatives to welcome parents into school: Reading and Writing workshops Cookery Classes Coffee Mornings for SEMH and for signposting.	It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4,
Implement sensory circuits for all children at least twice a day. Sensory Circuits	Sensory circuits are surprisingly powerful tools in primary schools because they support how children learn, regulate themselves, and engage with the classroom. The activities are grounded in neuroscience and child development. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1
Contingency pot of money to source various items for PP	Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.	2,3,4

<p>children and/or families eg Uniform, wrap around care, trips and visits etc to enhance the cultural capital of our pp children.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</p>	
<p>Provide enrichment activities for our PP children; Breakfast Club, residentials, educational visits.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p> <p>Following the evidence above, as a school we will aim to provide rich, character-enhancing opportunities outside of the curriculum for pupils to develop further experiences.</p>	<p>2,3,4</p>

Total budgeted cost: £62,115

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching

All staff have received the appropriate training to enable the effective delivery of Read Write Inc. This has seen an upward trend in our phonics scores which are broadly in line with national. Remote Progress Sessions with our RWI consultant provided by RWI has been invaluable in evaluating, monitoring and securing the strong teaching of phonics. We have continued to extend our subscription to RWI to ensure that these development sessions take place throughout the year. Our Reception teacher and Phonics lead attended 'Making a Strong Start in Reception' training in July to ensure that there was an action plan in place for the Autumn term.

There has been a robust and rigorous approach to implementing Ready Steady Write and Read across the school from Reception to Year 6. Leaders are relentless in their approach to ensure that reading is a school priority.

Our Year 1 Phonic score of 79% is broadly in line with national (81%) with 3 out of the e6 children who did not pass, scored 31.

Any children who are new to school are assessed once they have settled using robust systems enables us to implement a more wholistic, quality first teaching approach. Our Global Welcome has enhanced the way in which new children are welcomed and supported giving them a greater sense of belonging, purpose and identity. All members of staff are able to implement a range of techniques to enhance quality first teaching or these children.

Our robust implementation of Ready Steady Read and Ready Steady Write has seen an upward trend in attainment data, narrowing the gap compared to national.

There is a significant improvement of our RWM data from 37% in 2023 to 61% in 2025. This is due to increased attainment in Reading and Writing.

	School	National
Reading	79%	74%
Writing	86%	72%
Maths	82%	73%
ESPaG	79%	73%
RWM	61%	62%

Targeted Academic Support

Further CPD around ACES have enabled all staff to have a greater understanding of the impact of ACES on children's behaviour and how this could impact on children's learning. Our SEND Teaching Assistant is a trained Emotional Literacy Support Assistant (ELSA) and has

been instrumental in delivering a bespoke programme to individual pupils with an identified emotional need as well as being able to support other teachers in the classroom.

The implementation of the programme Think Yourself Great was impactful. This was used with small groups of children using storytelling and imagination. It helped the pupils develop positive mindsets, encouraging them to believe in their abilities and make constructive choices. Teachers reported that children returned to class more invigorated, with noticeable improvements in motivation. The work done in the sessions helped to strengthen social skills, guiding pupils toward better friendships and moral decision-making.

My Happy Mind was introduced in the summer term of 2025. By teaching pupils how their brains work and giving them practical tools to manage emotions, the programme has reduced anxiety and helps children feel calmer and more in control. It builds resilience and confidence by encouraging a growth mindset and celebrating individual strengths, which motivates pupils to approach challenges with optimism. Teachers often notice improvements in classroom behaviour and focus, leading to better academic performance and a more harmonious learning environment. Children are now talking about their brain and are understanding that they can help to control their brain when things go wrong. Staff have reported that children can use a variety of techniques to calm themselves down now which was never seen before. We are excited to continue with this programme this year and also to implement the My Happy Mind PSHE programme.

Flash Academy

Of all the children who used Flash Academy last year there was a marked improvement on their language acquisition. 80% of the children moved up at least one level of language proficiency with noticeable improvement in their reading. Teachers noticed as pupils become more confident using the app that they were making good progress as they were able to use this independently. Teachers were also able to set some pre- learning activities before new topics which would help these pupils access new vocabulary. 5 children were taken off the programme as they reached the fluent and competent.

Wider Strategies

Our robust approach to attendance meant that in 2024 – 2025, we finished with an attendance of 95.83% which was above national at 94.7%. Our attendance team are relentless in their drive every day to get our children into school, and we have over communicated this with parents throughout the year.

Our work around having therapeutic classrooms started with research-based training for all staff so that they understood why we were aiming for this: to support children's emotional wellbeing, reduce anxiety, and improve engagement with learning. All classrooms are now arranged and organised in a therapeutic way with more work around this continuing this year.

The pot of money we have to support our most vulnerable families has been most impactful, as it has allowed us to provide school uniforms for ten families who were struggling, cover the cost of breakfasts, and fund trips that children might otherwise have missed. We pay for children to attend our wrap around care if they are struggling with daily tasks to give them more time in the day. We have funded clothes and belongings for some of our children who have been taken into care. Providing them with 'Bags of Love' have really helped them to remember that they are loved and cared for while giving them some items which are theirs. This practical support means pupils can attend school with confidence, feel included alongside their peers, and access enriching experiences that broaden their horizons. By reducing financial barriers, we

not only ease the pressure on families but also strengthen engagement with the school, ensuring that no child is disadvantaged because of hardship and that every pupil has the opportunity to thrive both academically and socially.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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.