

Pupil premium strategy statement 2025-26



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 outcomes for disadvantaged pupils last academic year.

No of pupils on roll = today 102

No of PP = 36

End of last year's attendance = 94%

PPG end of last year's attendance = 90%

End of last year's PA for whole school = 16.13%

PPG end of last year's PA = 29.4%

School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	35.2%
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 to 2026
Date this statement was published	January 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Katie Welsh Head of School
Pupil premium lead	Katie Welsh Head of School & Sarah Stevenson Executive Headteacher
Governor / Trustee lead	Dean Jeffreys, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,551
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£33,551

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or who may suffer with anxiety. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through a tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges (including the school's high inward mobility of pupils mid-year) 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.
- Monitor and track vulnerable pupils via a detailed identification toolkit.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures and current economic crisis, to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with literacy than their peers. This negatively impacts their development as readers and writers.
3	Our attendance data over the last year indicates that absence among disadvantaged pupils has been higher than for non-disadvantaged pupils. Our disadvantaged cohort's persistent absence has increased. Our disadvantaged cohort's persistent absence remains high.
4	Our assessments (including our wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure and current economic crisis. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improve attainment (Reading, Writing and Mathematics) for disadvantaged pupils at the end of Key Stage 2.	KS2 outcomes in 2025 show that only 66.6% of our disadvantaged pupils achieved the expected standard in Reading, Writing and Maths. Although this is above the national average, we wish to improve this further and the cohort for 2026 has significant need.
Improved phonics and reading attainment for disadvantaged pupils in KS1	In 2025, only 57% of our disadvantaged pupils in Year 1 passed the phonics screening check (compared with 100% of the non-disadvantaged pupils) and only 25% of the Year 2 children passed the retake.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	To work in conjunction with the Attendance Team and external agencies to improve overall attendance for all groups, especially disadvantaged by ensuring that: <ul style="list-style-type: none"> The percentage of all pupils who are persistently absent is reduced and the

	attendance figure among disadvantaged pupils being in line with their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Improve levels of well-being for all pupils in 2025/26 by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £2,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. (PUMA, PiRA and GAPS) Training for staff to ensure assessments are administered correctly and the data analysis tool (Boost Insights) is used to its full effect.	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1 & 2
Further CPD training for all teaching staff in EYFS & Key Stage 1 to improve phonics outcomes.	<p>High quality systematic, synthetic phonics teaching and early literacy approaches can lead to 4 months additional progress for young children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2

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

Budgeted cost: £30,078.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Application of LSA intervention training, with a focus on Phonics, Precision Teaching, Mathematics & Writing.	LSA specialised and specific support can have a positive impact on outcomes for pupils: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2 & 4

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

Budgeted cost: £1,433.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	3
To provide curriculum enrichment opportunities for all pupils. These approaches may be during or outside of normal school hours and may involve seeking opportunities to pursue academic goals through non-traditional means.	Evidence on life skills and enrichment from the Teaching and Learning Toolkit alongside the findings from recent EEF projects. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4

Total budgeted cost: £33,551

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2025-26 suggested that the performance of disadvantaged pupils remains lower than the main cohort but it is improving.

Our assessment of the reasons for these outcomes points in part to Covid-19 impact, which disrupted all our subject areas to varying degrees.

The high mobility rate at Holy Trinity has also impacted on outcomes for PPG pupils. With a score of 47% of pupils within the Yr 6 cohort having joined the school after the EYFS year (with a significant proportion of these being mid-year arrivals) and 37% of those children had joined the school at the start of or during Yr 6. This has impacted significantly on outcomes and attendance. However, 66.6% of the Yr 6 PPG pupils achieved the expected outcome in Reading, Writing, Maths, GPS and combined.

Our assessments for disadvantaged pupils' wellbeing and behaviour, through observations, pupil voice and CPOMS records, demonstrate that further support was needed from outside agencies and interventions. These were acted upon and showed some success in terms of improved attendance for one pupil on a reduced timetable and support from the Attendance Team helped to reduce persistent absence for at least 2 pupils.

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
N/A	

Further information (optional)

Planning, Implementation and Evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils