Mark 12:30 **'Love the Lord your God with all your heart, all your soul, all your mind, and all your strength.'**

Holy Trinity
CE Primary School

Pupil Premium Strategy

2025 - 2028

Author: Mrs Alison Knott & Mrs Sarah Doughty
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The Sycamore Church of England Trust
Grow together, Learn forever

Pupil premium strategy statement 2025 - 2028

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	39% - 79 pupils Sept 25
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Alison Knott Sarah Doughty
Pupil premium lead	Sarah Doughty
Governor / Trustee lead	Janet Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,830
Recovery premium funding allocation this academic year	NA
Tutoring allocation	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Non
Total budget for this academic year 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

Vision and Values:

Holy Trinity Primary School is an inclusive school where every young person is valued and unique. We aim to provide an environment where all young people feel safe and can flourish. We recognise, respect and value difference which should be respected and celebrated by all those who learn, teach and visit the school. We are fully committed to providing an appropriate and high-quality education to everyone within our community. We want all members of our school community to feel a sense of belonging and have the opportunity to access school life in all its fullness. We are committed to giving all of our children every opportunity to be inspired by the world in which they live, where they can achieve their best, believe in themselves and feel prepared for their life ahead as they grow and develop in this every changing world.

Barriers for disadvantaged children at Holy Trinity:

Many of our pupils speak English as an additional language. The lack of good English language role models as well as first language role models outside of school, often means many of our pupils start school with communication and language skills significantly below that of other pupils nationally. When pupils come into school their life experiences and use of both oral and written English language is limited with narrow vocabulary and very few early reading skills. Many children have not had many experiences outside of the family unit so building relationships with their peers and adults takes time and needs a substantial investment in early talk intervention and PSHE in the early years.

Speech and language difficulties are also prevalent. This affects attainment to expected and above expected standards particularly in the area of communication and language at the end of early years, in the phonics screening and the end of key stage assessment points. Poorer English skills also affect mathematical development especially understanding Mathematical vocabulary and the ability to reason and explain processes.

Communication with some of our families and their lack of confidence in being able to support their children at home can be a barrier as well as having appropriate resources and technology at home to be able to support them remotely as and when required.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Owing to high social deprivation, pupil’s life experiences are limited and they struggle to make connections with their learning in the classroom. Most houses within the community

are overcrowded and in a poor state of repair. This has implications for mental wellbeing as well as physical health. E.g. oral health/obesity

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within school data.
- For more disadvantaged pupils to reach national expected progress scores in order to reach age related expectation by the end of year 6
- To widen life experiences for disadvantaged pupils and prepare them for the wider world.

Achieving These Objectives

The range of provision the school considers making for this group include and wouldnot be limited to:

- small group work focussed on overcoming gaps in learning
- 1-1 support when needed in class
- Additional teaching and learning opportunities provided through external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Contributions towards activities, educational visits and residentials. Ensuring children have first-hand experiences outside which will support their learning in the classroom.
- Support the funding of specialist learning software and license agreements.

- Opportunity for children to learn a musical instrument and to sing in a choir
- Engagement in wider opportunities events organised by the LA or other schools in the Trust
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote our Holy Trinity values and thus enhance learning.
- Identified children have access to social and emotional provision by a MHST practitioner.
- Weekly monitoring of attendance and persistent absence with follow up meetings when needed
- Collecting the voice of pupils through lesson visits and learning walks.

Challenges

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

Challenge number	Detail of challenge
1	Poor Language and Communication skills.
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Limited life experiences
4	Attendance and Punctuality issues
5	Poor physical and mental wellbeing and challenging home circumstances

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
Progress in reading	Achieve national average progress scores in KS2 reading
Progress in writing	Achieve national average progress scores in KS2 writing
Progress in Maths	Achieve national average progress scores in KS2 Maths
Progress in phonics	Achieve national average progress scores in KS1 phonics
Progress in Good Level of Development	Achieve in line with national average progress scores in GLD at the end of reception.

other	Ensure attendance of disadvantage pupils is above 96%

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: £ 58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
FLO– trauma informed trainined.	• To follow up concerns from children's service or Encompass reports. • To complete Three Houses assessments with vulnerable children.	3,4
Engagement with Oracy – Voice 21.	• To develop an Oracy Lead and Champion to champion the implementation of Oracy across the school. • To develop a culture of talk across the curriculum. • To develop a progressive model for teaching oracy, across the school.	1
TA to support language development.	• Additional Teaching Assistant in Early years to support and develop language and opportunities to talk in the provision. • Teaching Assistant to deliver Wellcomm assessments to identify and support children working below age expectation. • To deliver Wellcomm interventions to narrow the speech and language delay. • To liaise with class teachers to share actions and targets.	1
Teacher / TA to support language development for International New Arrivals.	• To support international new arrivals • Complete home visits • Deliver the Racing to English Program to identified children. • Head of inclusion team to monitor impact of resources and children's competencies in both oral and written language.	1

Employment of staff in The Woodlands to support vulnerable children with a high level of need	• Currently 6 children accessing the Grove An area has been developed and resources purchased to ensure safety and well-being of the children and to ensure targeted programmes can be delivered successfully.	1, 2, 5,
Employment of Specialist Learning Support Teaching	• 3 children accessing specialist teaching with a personalised programme.	1,5
Development of lunchtime offer family Liaison officer / PE lead to develop Play leaders support with physical and mental well-being at lunchtime Family Liaison Officer to support families and vulnerable pupils	• Many of our disadvantage pupils have challenging home lives and poor physical and mental health. Absence from the stability and routines of school have compounded this. Difficulties with behaviour impacts on attitude to learning and hinders progress • Many of our parents need support to overcome barriers to learning including attendance and support with parenting at home. • 34% of disadvantaged children also have significant SEND/ learning difficulties requiring high levels of care and individualised support plans	4,5

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

£2,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELLCOMM annual subscription (£100)	Interactive tool to input assessment information, print reports and identify next steps in learning	1,2
TTRS (£100)	Support to raise achievement in times tables- developing fluency and confidence	1,2
Reading Buddies (£800)	Support to raise achievement in reading	1,2
Widgit (£354)	Support with SLCM	1,2
Tales Tookit	Support for SLCM within KS1 & EYFS	1,2

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lunchtime club	Difficulties with large numbers on the playground impacts on behaviour at lunchtime. Identified children need a safe and calming space to support their mindfulness and well-being so they are in a more positive mindset for learning back in the classroom.	5
Employment of Family Liaison Officer *(already costed)*	Attendance 2024 - 5(95%) look to increase attendance to 96% by liaising with families and carrying out home visits when necessary. Weekly monitoring analysis Disadvantaged attendance – 94%	4
Achievement /attendance rewards	Children respond well to positive reinforcement and enjoy the accolade of being praised and their achievements celebrated. This supports positive mental well-being for all learners.	4/5
Developing Wider opportunities for disadvantaged pupils	Children at Holy Trinity have limited life experiences and the school location deprivation indicator is in quintile 5 (most deprived) of all schools. Children need wider opportunities to enhance their learning in the classroom and support their physical health and well - being.	3/5
Developing Wider opportunities for disadvantaged pupils to attend the year 6	Children at Holy Trinity have limited opportunities.	3/5
Developing musical wider opportunities	Children at Holy Trinity have limited opportunities. Identified children need wider opportunities to develop their talents and all children benefit from musical experiences to enhance learning.	3/5

Total budgeted cost: £111,00

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.

GLD - 56% of whole cohort (69% National and 40% disadvantage)

Phonics - 67% of whole cohort (80% National and 45% disadvantage)

KS1 Reading - 50% of whole cohort (71% National and 25% disadvantage)

KS1 Writing - 53% of whole cohort (64% National and 33% disadvantage)

KS1 Maths - 57% of whole cohort (73% National and 25% disadvantage)

Year 4 Multiplication Test – 69% of whole cohort (National and 71% disadvantage)

KS2 Reading - 57% of whole cohort (64% National and 100% disadvantage)

KS2 Writing - 57% of whole cohort (43% National and 100% disadvantage)

KS2 Maths -50 % of whole cohort (54% National and 100% disadvantage)

Attendance - 95% of whole cohort (95% national and 94% disadvantage

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No money allocated

What was the impact of that spending on service pupil premium eligible pupils?	