

HOLY TRINITY C of E PRIMARY SCHOOL



Pupil Premium Strategy Statement 2025-28

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.

This strategy has been informed by the [EEF Guide to the Pupil Premium](#).

School overview

| Detail | Data |
|---|------------------------------------|
| School name | Holy Trinity C of E Primary School |
| Number of pupils in school | 426 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers | Year 1 of 3 years 2025-28 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Izzy Rickards Headteacher |
| Pupil premium lead | Abi Hann Deputy Headteacher |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £64,660 |
| 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 | £64,660 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Holy Trinity our pupils from disadvantaged backgrounds are a small group and every pupil is precious and unique. They encompass the full spectrum of needs and backgrounds in the school community, including white and minority ethnic pupils, looked after children, high attainers and those with special educational needs (SEN). They all need adults who take the time to understand and personalise provision and through quality first teaching (QFT) help them to overcome barriers to learning through the systematic application of what works well.' (National Strategies: Narrowing the Gaps).

We intend for all of our pupils from a disadvantaged background to leave Holy Trinity as confident individuals who are the best person they could possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently and solve mathematical problems fluently, gain wider knowledge of the world around them. They will compete in a team and/or play a musical instrument. They will have aspirations similar or above those of their peers and will have experienced the opportunity to be a leader and feel successful.

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

Using robust diagnostic assessment, current research (including from the Education Endowment Fund) and successes in other schools, we will:

- Use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming and challenge those whose progress needs to accelerate (pupil attainment and progress tracking, pupil progress meetings and carefully structured interventions)
- Take time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils and apply it consistently and relentlessly (this ethos is stretched throughout our whole school)
- Evaluate, celebrate and share success
- Recognise and unlock potential, including identification of high attaining pupils eligible for Pupil Premium
- Intervene early and effectively, track progress and change approaches where necessary (early intervention and tracking in place)
- Focus on transition, one-to-one tuition and progressive development of language and literacy skills (Early Years support & Read, Write Inc. applied across Early Years Foundation Stage and Key Stage One; 1:1 tuition and team teaching in KS2)
- Search out the most effective ways of engaging parents and families and listen to pupils and engage them in sustained dialogue about learning.

PP Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1. Attainment of Pupils | <p>PP Summer Attainment 2025 end of KS2</p> <ul style="list-style-type: none"> • ARE + Reading - 88% Rest of year – 81% • ARE + Writing - 75% Rest of year – 70% • ARE + Maths – 63% Rest of year – 87% <p>PP Summer Attainment 2025 end of KS1:</p> <ul style="list-style-type: none"> • ARE + Reading - 25%, Rest of year - 70% • ARE + Writing - 0%, Rest of year - 50% • ARE Maths + - 68%, Rest of year - 50% <p>PP Summer Attainment 2025 Years 1 - 6:</p> <ul style="list-style-type: none"> • ARE + Reading - 52%, Rest of school - 79% • ARE + Writing - 36%, Rest of school - 61% • ARE Maths + - 50 %, Rest of school - 77% <p>PP Summer Attainment 2025 end of EYFS:</p> <ul style="list-style-type: none"> • Good Level of Development – 75%. Rest of year - 81% |
| 2. Barriers to Learning | Multiple barriers to learning. Including SEND, or P/LAC or EAL needs. For this academic year, 2025-26, 35% have SEND (with 25% of these having an EHCP), 15% are P/LAC and 44% are EAL. |
| 3. Pupil Mobility | Mobility: This group of pupils are highly mobile. A clear understanding of prior learning & behavioural needs to be understood on entry to ensure pupils keep up and don't fall behind during transition between schools. For this academic year, 2025-26, 44% have joined after Reception and 24% have joined during KS2. |
| 4. Pupil Well-Being | <p>Socio-economic gap: A large proportion of our disadvantaged pupils live outside the immediate school community (2025-26, 38%). The school is situated in a socially advantageous area, the socio-economic gap between disadvantaged pupils and others is wide.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, including a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 44% of PP pupils currently require additional support with social and emotional needs, with 66% of them receiving small group interventions.</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 |
|--|--|
| <p>1. Attainment of Pupils</p> <p>All pupils with the capacity to achieve/exceed ARE are statistically closer to achieving this year on year.</p> | <p>All PP pupils achieve at/above the level of non-PP peers, who share other key characteristics e.g. PP SEND pupils in line with Non-PP SEND pupils.</p> <p>Teachers have planned to meet the needs of PP children.</p> <p>CPD has supported the quality of teaching and approach to teaching and behaviour support through the Educational Wellbeing service (NHS) CPD, Zones of Regulation and Attachment and Trauma training.</p> <p>Home support in place via the Learning Platform and Fab Folder interventions.</p> |
| <p>2. Barriers to Learning</p> <p>To develop the enjoyment of reading and comprehension skills of existing pupils and in-year admissions</p> <p>Phonics Screening scores will match local and National</p> <p>To improve oral language skills and vocabulary among disadvantaged pupils.</p> | <p>All PP pupils have accessed reading support in school and express an enjoyment of reading by summer 2026.</p> <p>Library access and intervention support shows positive feedback through responses from pupils as evidenced by PP surveys and monitoring.</p> <p>All pupil premium pupils will pass the phonics screening. Pupil premium pupils with other key characteristics e.g., PP + SEND will match non-PP with the same characteristic e.g., non-PP and SEND</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Assessments show that the number of disadvantaged pupils achieving ARE in Reading and Writing at the end of KS1 is in line with the number of non-disadvantaged achieving ARE in 2027-28.</p> |
| <p>3. Pupil Mobility</p> <p>The attainment gap between disadvantaged in-year admissions and all non-disadvantaged pupils in reading, writing and maths narrow year on year,</p> | <p>KS2 reading, writing and maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils joining the school in KS2 met the expected standard.</p> <p>The attainment of disadvantaged pupils closely matches or exceeds non-PP children in 2027-28</p> |

| | |
|--|--|
| <p>4. Pupil Well-Being</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Improved access to extracurricular school clubs for PP children to develop their self-esteem, individual skills and provide enrichment opportunities.</p> <p>Additional support offered to families to support child provision during the school holidays through the HAF scheme.</p> | <p>The school engages with the families facing challenges and provides effective support that helps to improve their overall mental wellbeing and enhances each pupil's ability to fulfil their potential.</p> <p>The Pupil Premium Lead supports family wellbeing, alongside the Mental Health Lead and SENDCO, to signpost families to the Educational Wellbeing Service and other relevant agencies.</p> <p>100% of disadvantaged children to attend at least one extra-curricular club weekly by end 2025-26. Our pupil premium children can face limited opportunities to engage in extra-curricular activities. To address this, we remain committed to providing complimentary clubs, enrichment experiences and field trips.</p> <p>All eligible families are invited to access support for child-care during the school holidays.</p> |
|--|--|

Activity in this academic year

Specific areas of focus 2025-26

- Curriculum planning
- Targeted Interventions
- Pre- and post-learning opportunities
- Mentoring & Nurturing support
- Sporting, musical and club opportunities
- Trips and experiences, vulnerable families

Teaching (for example, CPD, recruitment and retention)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Consistent challenge and high expectations set for pupil premium pupils with additional in class support to meet these challenges. | <p>NFER research found that schools which are more successful in promoting high attainment do the following:</p> <ul style="list-style-type: none"> • Whole school ethos of attainment for all • Address behaviour and attendance • High quality teaching for all • Meeting individual learners' needs • Deploy staff effectively • Data driven and respond to evidence • Clear, responsive leadership <p>Supporting the attainment of disadvantaged pupils</p> | 1, 2, 3 & 4 |
| <p>Maths: Fluency in Number consolidate and embed number sense programme from YR to Y5.</p> <p>Participation and Developing of Maths Champions programme in EYFS.</p> | <ul style="list-style-type: none"> • Teachers to engage with the most up to date thinking from the Maths hub, utilising the in-house expertise of Maths Lead. • EEF T& L toolkit, teacher subject knowledge • EEF T & L toolkit, mastery teaching <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/maths-champions</p> | 1, 2, & 3 |
| Writing: develop and strengthen the use of teacher feedback for Writing through CPD and modelling opportunities | <ul style="list-style-type: none"> • EEF T& L toolkit, teacher subject knowledge • The Write Stuff, Jane Considine <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> | 1, 2, & 3 |
| Self-regulation, continue with implementation of Zones of Regulation and Attachment & Trauma informed approaches, teacher | <ul style="list-style-type: none"> • Social and emotional learning, EEF +4 months • Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower | 4 |

| | | |
|--|--|----------|
| training and implementation, staff training and resources. | <p>SEL skills are linked with poorer mental health and lower academic attainment.</p> <ul style="list-style-type: none"> • SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. | |
| Communication and language support for the youngest pupils, continuation of additional TAs to lead on the NELI programme, as well as other communication-based interventions, e.g., bucket time, box clever. | <ul style="list-style-type: none"> • EEF + 4 months (initial trial, 30-week programme) • Scaling up COVID recovery programme, currently being evaluated by EEF. • EEF communication and language programmes +6months • Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. | 1, 2 & 3 |
| | Cost | |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Baseline assessment undertaken of each pupil's starting point – evidence based for evaluation of the priority. PP Lead, and SENDCO where appropriate, to support teachers in putting together an intervention programme for those identified as having gaps or being below ARE. Effectiveness of interventions to be monitored every 6 weeks and progress and impact reported to PP Lead.</p> | <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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | <p>1, 2 & 3</p> |
| <p>Group Handwriting Intervention to be implemented by a qualified Magic Link tutor, working with identified group of pupils.</p> | <p>https://magiclinkhandwriting.com/</p> | <p>1, 2 & 3</p> |
| <p>Disadvantaged, Previously Looked after and Looked After</p> <p>Individual needs will be met; pupils will make progress similar or better than other pupils, so they reach age- related expectations.</p> <p>Demonstrable increase in pupils' confidence and resilience</p> <ul style="list-style-type: none"> • Access to mentoring and specialist external support as required. • P/LAC teacher will make links with families. • Staff training for new staff on trauma and attachment disorders • Baseline for emotional literacy to take place using Boxall assessment tool, linked targeted individual. • Nurture teacher to implement bespoke nurture programme focus on strengthening social and emotional skills. | <ul style="list-style-type: none"> • PHE, link between wellbeing and attainment • Trauma informed schools • Centre for education neuroscience • Nurture UK EEF T&L toolkit (social and emotional learning) | <p>1, 2, 3 & 4</p> |

| | | |
|---|--|------------------------|
| <p>Disadvantaged and cognitive SEND</p> <p>Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision (individual provision maps)</p> <ul style="list-style-type: none"> • Development of Pupil Premium Passports, to be shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and every learning opportunity maximised | <p>EEF Blog: Five evidence- based strategies to support high-quality teaching for pupils with SEND</p> | <p>1, 2, 3 & 4</p> |
| <p>Pupils who need to catch-up, mobile pupils</p> <ul style="list-style-type: none"> • PP Lead and SENDCO will be accountable for out- comes and provision, through agreed time- tables of support for disadvantaged pupils • Individual curriculum maps for all pupils who need to catch-up, specific focus on gaps in writing and phonics, individual feedback given • Pre-teaching of vocabulary linked to TWVS text | <ul style="list-style-type: none"> • Teacher efficacy. Hattie Visible learning • Feedback EEF T&L toolkit • Closing the reading gap - Quigley | <p>1, 2 & 3</p> |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support using the RWI Top Up</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2, 3</p> |
| <p>NELI (Reception, and continuation into Year 1, Autumn term)</p> | <ul style="list-style-type: none"> • Nuffield foundation, closing the language gap • Early years interventions EEF T&L toolkit | <p>1, 2</p> |
| | <p>Cost</p> | |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|------------------------------------|
| Develop Oracy as a major driver for the curriculum in all subjects. To be done alongside subject leads to explore how it fits in with each subject area. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 2, 3 |
| Provide every disadvantaged child with a club space of their choice from the school's wide programme. Give opportunities to join holiday sports programmes being run in school, and Merton HAF programme. Provide funding for residential trips. | Supporting children in accessing extra curricular clubs increases inclusion, cultural capital and raises self-esteem. This is supported by evidence from The Social Mobility Commission; "An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility" https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework | 4 |
| Embed the instrumental tuition programme for pupils eligible for FSM. Liaise with Merton Music Foundation to make this affordable and to allow for instrument hire. | Music is an important part of education, and it has been proven that it plays a key role in children's cognitive and social development. This is because it helps with the nurturing of language, motor skills, emotional intelligence, and collaboration skills. How we are ensuring more children have access to high quality music education – DfE | 4 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | Contingency fund for acute issues. |
| | Cost | |
| | Total Budgeted Cost | |

Part B: Review of outcomes in the previous academic year (2024-25)

Pupil Premium Strategy Outcomes

For reference:

| Year Group | Disadvantaged Pupils |
|------------|----------------------|
| N | 3 |
| R | 3 |
| I | 2 |
| 2 | 4 |
| 3 | 9 |
| 4 | 5 |
| 5 | 8 |
| 6 | 8 |

| Aim | | | | |
|--|----------------|-------------|---------|--------|
| Outcome 1: To narrow the attainment gap between disadvantaged and non-disadvantaged in phonics by the end of Year 2. Increase the percentage of disadvantaged pupils achieving ARE in Reading and Writing at the end of KSI so in line with their peers. | | | | |
| Success Criteria: Assessments show that the number of disadvantaged pupils achieving ARE in Reading and Writing at the end of KSI is in line with the number of non-disadvantaged achieving ARE. | | | | |
| Evidence and Impact, headlines: | | | | |
| READING | | Year 2 | | |
| | | Cohort (60) | SEN (9) | PP (4) |
| Attainment <i>Compared to ARE</i> | Above expected | 18 | 0 | 0 |
| | Expected + | 70 | 40 | 25 |
| | Below | 30 | 60 | 75 |
| Progress <i>From entry level</i> | Above expected | 11 | 0 | 33 |
| | Expected + | 71 | 40 | 67 |
| | Below | 29 | 60 | 33 |
| WRITING | | Year 2 | | |
| | | Cohort (60) | SEN (9) | PP (4) |
| Attainment <i>Compared to ARE</i> | Above expected | 10 | 0 | 0 |
| | Expected + | 50 | 0 | 0 |
| | Below | 50 | 100 | 100 |
| Progress <i>From entry level</i> | Above expected | 5 | 10 | 0 |
| | Expected + | 64 | 20 | 0 |
| | Below | 36 | 80 | 100 |
| <p>1 of the 4 PP pupils in Y2 reached ARE in Reading, the other 3 were below. However, 3 of the 4 made at least expected progress. None of the children reached ARE in Writing and all made below expected progress. One of the pupils was new to the country in Y1 and due to limited progress in English is being monitored for possible SEN. Two of the pupils are being assessed (autumn term Y3) for SEN, one ASD and one ADHD. All three pupils' progress in Reading and Writing is being impacted by their special educational needs.</p> | | | | |

| Aim | | | | |
|--|----------------|----------------|-------------|-----------|
| Outcome 2: For all disadvantaged pupils to make or exceed nationally expected progress rates in maths through the school embedding teaching for mastery across all years from Reception to Year 6. | | | | |
| Success Criteria: KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard. | | | | |
| Evidence and Impact, headlines: | | | | |
| MATHS | | Year 6 | | |
| | | Cohort (55) | SEN (10) | PP (9) |
| Attainment <i>Compared to ARE</i> | Above expected | 41 | 20 | 13 |
| | Expected + | 87 | 80 | 63 |
| | Below | 13 | 20 | 37 |
| Progress <i>From entry level</i> | Above expected | 32 | 40 | 25 |
| | Expected + | 91 | 90 | 75 |
| | Below | 9 | 10 | 25 |

| KS2 MATHS SATs | PP Pupils | Rest of Year |
|----------------|-----------|--------------|
| At Standard | 63% | 88% |

The table on the left shows teacher assessment and on the right is the outcome of SATS.

Both show that less PP pupils achieved ARE than non-PP pupils. 67% of PP pupils in this cohort joined in KS2. 75% of PP pupils made at least expected progress in Maths during Y6, with 25% making above expected progress.

| Aim |
|--|
| Outcome 3: To narrow the attainment gap between disadvantaged in-year admissions and all non-disadvantaged pupils in reading, writing and maths. |
| Success Criteria: KS2 reading, writing and maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils joining the school in KS2 met the expected standard. |
| Evidence and Impact, headlines <ul style="list-style-type: none"> 63% of PP pupils achieved the expected standard across Reading, Writing and Maths. 60% of PP pupils joining the school in KS2 met the expected standard across Reading, Writing and Maths. 50 % of PP pupils in this cohort joined the school in either Year 4, 5 or 6. |

| Aim |
|---|
| Outcome 4: To develop a language rich school community – improving access to the English language for all families. |
| Success Criteria Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| <p>Evidence and Impact, headlines</p> <p>Implementation of The Write Stuff has widened the vocabulary of our disadvantaged pupils, and this is evident in their oral and written work.</p> <p>Staff feedback and lesson dips have shown disadvantaged pupils more confident to participate orally in class.</p> <p>Staff feedback highlights that there is still a vocabulary and oracy gap between disadvantaged and non-disadvantaged pupils.</p> |

| Aim |
|---|
| Outcome 5: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. |
| <p>Success Criteria: Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| <p>Evidence and Impact, headlines</p> <ul style="list-style-type: none"> • 69% of PP pupils had above 95% attendance and 94% had above 90% attendance. • Lighthouse (Nurture class) – ran twice a week, focusing on social and emotional needs – PP pupils were prioritised for attending. • ELSA – targeted intervention run in blocks and again, PP pupils prioritised. • Chameleon Corner – runs daily during lunchtime for emotional well-being and there is a high take up, with 22% of PP pupils being frequent visitors. • 55% of PP pupils in school choir • 26% took up the offer of funded instrumental lessons with instrument hire. • All PP pupils were offered one paid extra-curricular club of their choice each term. 42% of PP pupils took up this offer. • All PP families were offered financial support for participation in residential trips. 100% Y4 PP pupils attended PGL and 71% Y6 PP pupils participated in the France school journey. |

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 |
|---------------------------|----------|
| Nessy Reading and Writing | Nessy |

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.