Pupil Premium Strategy Statement

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.

School Overview

School Name	Trinity CE Primary
Number of Pupils in School	159
Proportion (%) of Pupil Premium Eligible Pupils	8.2%
Academic Year / Years that Our Current Pupil Premium Strategy Plan Covers	2024/2025 to 2026/2027
Date this Statement was Published	November 2025
Date on Which it will be Reviewed	Dec 2025; March 2026; July 2026.
Statement Authorised By	Trust AIO
Pupil Premium Lead	Tom Burrows
Trustee Lead	Chair of Trustees

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,431.72
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£18,431.72

Part A: Pupil Premium Strategy Plan

Statement of Intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.
Through encouraging each other and building each other up, we seek to enable our school community to 'shine like a light for the whole world' (Matthew 5:14), understanding how we can make a difference by showing love and building faith and friendship as we go.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach 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	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing	1, 2

	and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils	1,2
6	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures 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.	1, 2
7	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils. The current financial climate has restricted enrichment opportunities for some children outside of the school setting. These challenges particularly affect disadvantaged pupils, including their attainment.	3

Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2026 and in 2027 show that the percentage of disadvantaged pupils that met the expected standard in the phonics screening check are in line with non-disadvantaged children at the school.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2026 and in 2027 show that the percentage of disadvantaged pupils that have met the expected standard in the KS2 reading SATS are in line with non-disadvantaged children at the school.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2026 and in 2027 show that the percentage of disadvantaged pupils that have met the expected standard are in line with non-disadvantaged children at the school.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	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.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2026 and in 2027 show that the percentage of disadvantaged pupils that have met the expected standard are in line with non-disadvantaged children at the school.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	7	Sustained high levels of wellbeing from 2026 and 2027 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations

		• Where wellbeing issues have been identified, children have received intervention fand progress has been evidenced through the school's wellbeing assessment tools. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this Academic Year

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,226.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will continue to: • access Little Wandle (phonics) training • commission the external teaching and learning consultant to work with staff throughout the year • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Purchase of standardised tests and MARK analyses for reading and maths.	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	2,5,6

Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: • access Trust CPD • commission the teaching and learning consultant to work with staff throughout the year • maintain a strong focus on QFT in our internal CPD programme.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	1, 2, 3, 4, 5, 6
To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to: • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	2
To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents. We will continue to: • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trust's Literacy consultant. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	3
To continue to improve our whole school approach to the teaching of maths through White Rose Maths and using Gareth Metcalfe resources and training. In particular, focusing on fluency, reasoning and problem solving We will continue to:	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	5, 6

• access Trust CPD on maths • Maximise support from the Trust's Maths consultant. • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants.		

Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4255.51

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase annual subscriptions for reading and maths interventions.	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. *(Teaching & Learning Toolkit: EEF).*	2, 5, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups:	3

	Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	5, 6

Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5950

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. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
The most disadvantaged pupils have funded places on school trips and school clubs so that they are able to attend with their peers and benefit from the opportunities presented through these opportunities.	Meaningful experiences and contexts enhance the broad and balanced curriculum. These opportunities may also contribute towards "non-academic outcomes, such as improving pupils' mental health" (DFE, www.gov.uk, 2019)	7
Fund a TA to work with children across the school as and when needed in order to support children in a variety of different psychological, safety and esteem needs.	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. (EEF September 2019)	7

Employ a family link support worker to support struggling families in broader areas of need and to offer specialist support services where needed.		7

Total budgeted cost: £18,431.72

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.

Outcomes suggested that the majority of disadvantaged students made progress in line with non-disadvantaged students.

Outcomes for disadvantaged students for maths and reading suggest that interventions were successful in supporting them to make progress and attainment with their peers in most cases.

Continued investment in a phonics scheme and CPD on developing the teaching of phonics and early reading impacted on the outcomes for children in the Phonics Screening Check where all Year 1 children passed.

The impact of the pastoral support has continued to be significant.
Our monitoring indicates that mental health and overall well-being concerns are still a barrier to learning for some of our disadvantaged pupils. The continued use of an external family support worker has helped to support children and families with well-being challenges.

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
White Rose Maths	White Rose Maths
RM SHINE Assessments	Kapow
Jigsaw PSHE	Times Table Rock Stars