



# Pupil premium strategy statement

This statement details our school’s use of pupil premium funding for the 2025-2026 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	Trinity Church of England/Methodist Primary School
Number of pupils in school	554 (Oct 2025)
Proportion (%) of pupil premium eligible pupils	11.2% (Oct 2025)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2027
Date this statement was published	Jun 2024
Date on which it will next be reviewed	Oct 2026
Statement authorised by	J R Wright
Pupil premium lead	F Fairweather

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,490
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£98,490

# Part A: Pupil premium strategy plan10

## Statement of intent

Our learning culture and nurturing environment ensures that we set the highest expectations for all children. We continually strive to ensure that children succeed and enjoy school. Through targeted interventions we work to eliminate barriers to learning. We consistently track all groups of children to ensure that they make good or better progress in order to enable them to reach age related expectations as they move through school. Once at age related expectations we continue to extend their learning further to ensure that they reach higher levels of attainment.

Our Pupil Premium Strategy is a three year plan aimed at ensuring Pupil Premium children achieve their full potential, attain in line with their peers as a result of targeted support or intervention and gain the same knowledge, life skills and experiences as their peers. We want all children at Trinity school to live 'Life in all its Fullness'.

The key principles of this Strategy are

- To ensure Pupil Premium children achieve in line with their peers
- To focus on mental health, wellbeing, PSED and growth mindset skills for Pupil Premium children.
- To develop language skills of Pupil Premium children
- To ensure Pupil Premium children have equality of opportunity to enrichment experiences
- To ensure Pupil Premium children and their families are supported through access to a Family Support Worker
- To continue to improve punctuality of Pupil Premium children and maintain attendance rates for Pupil Premium children

## Challenges

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

Challenge number	Detail of challenge
1	Children enter school with levels of ability below age related expectations in all areas of learning
2	Children have levels of vocabulary lower than their peers
3	Pupil Premium can often not have access to the same life opportunities/wider learning opportunities as their peers
4	Parental engagement
5	Children have lower social and emotional skills than their peers (SEL) skills
6	Pupil Premium children are generally less punctual than their peers

## 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
For Pupil Premium children to make better than expected progress in reading	The gap between Pupil Premium children and their peers in reading will have been closed. Pupil Premium children will achieve in line with their peers in KS2 SATs in reading
For Pupil Premium children to make better than expected progress in writing	The gap between Pupil Premium children and their peers in writing will have been closed. Pupil Premium children will achieve in line with their peers in KS2 SATs in writing
For Pupil Premium children to make better than expected progress in maths	The gap between Pupil Premium children and their peers in maths will have been closed. Pupil Premium children will achieve in line with their peers in KS2 SATs in maths.
For Pupil Premium children to achieve the expected standard in Year 1 phonics screening	Pupil Premium children will achieve the expected standard in phonics screening tests in Year 1
Pupil Premium children will have the same language skills as their peers	Pupil Premium children will have access to speech and language services as needed
Pupil Premium children will have equality of opportunity to enrichment experiences	Pupil Premium children will have been able to access the same experiences/extra curricular clubs as their peers
Pupil Premium children will be in time and ready to learn each morning	Pupil Premium children will be in school on time each day in line with their peers.
Pupil Premium children will demonstrate a greater level of social and emotional understanding and will be able to demonstrate more strategies to enable them to learn ie resilience, self motivation	Pupil Premium children will be confident to express their feelings and be able to undertake tasks and activities with resilience when faced with challenges

## 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: as appropriate from school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training/refresher training on Metacognition	EEF studies show progress of up to 8 months. 'With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'	1, 2, 3, 5
Use of INSET days and Staff Meetings to cover staff training as need arises		1, 2
Staff training on Communication and Language (oracy)		1, 2

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

Budgeted cost: £ 79,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Intervention: 1:1 work/Early Talkboost/Talkboost</p> <p>Access to Speech and Language therapist</p>	<p>‘The average impact of an oral language intervention is approx 6 months progress over the course of a year’ (EEF)</p>	<p>1, 2, 5</p>
<p>Teaching Assistant(s) Support: Intervention work – small group/1:1</p> <p>Using programmes proven to make progress</p>	<p>Use of Teachings Assistants to deliver 1:1 or small group interventions/support can accelerate progress by 4/6 months. (EEF)</p> <p>Reading Comprehension Strategies – progress +6 months (EEF)</p>	<p>1, 2, 5</p>
<p>HLTA support – weekly reading opportunities and social emotional learning development.</p> <p>Targeting the lowest 20% readers and children with higher rates of absence/punctuality.</p>	<p>“One to one tuition can be effective, providing approximately six additional months’ progress on average.” (EEF)</p> <p>‘Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text’ (EEF)</p>	<p>1, 2, 5, 6</p>
<p>HLTA targeted one to one tuition and small group intervention closely linked to learning in class and gaps in learning.</p>	<p>“One to one tuition is very effective at improving pupil outcomes and can add approximately six additional months progress on average” (EEF)</p>	<p>1,2, 6</p>
<p>HLTA/TA support – Assorted clubs run by HLTA for Pupil Premium children with access to ICT learning programmes, drama and a creative writing club using ICT at KS2.</p>	<p>EEF studies show that clubs where technology is used have greater impact on children’s progress</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £21,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy into Clayton and Whittle Family Centre for Family Support Worker 2 days per week	The wide range of support available means that we are more able to address Pupil Premium children's social and emotional needs - (SEL) skills and support families. The EEF supports Parental Engagement on different levels relevant to school's situation and in particular attendance.	4, 5, 6
<p>Access to enrichment opportunities:</p> <p>Outdoor adventure learning (Y6)</p> <p>Monthly magazine delivered to home (Rec/KS1)</p> <p>Science Club</p>	<p>Clubs including the Year 6 outdoor adventure learning visit build Cultural Capital for our children creating opportunity for a variety of skills to be implemented (collaborative learning/resilience/self confidence/practical problem solving). Enrichment activities can also have an impact on attainment (EEF)</p> <p>Outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation (EEF)</p>	3, 5, 6
Access to educational visits ie theatre trips/visitors to school	'Arts Participation Approach can have a positive impact in academic outcomes'. This can impact on oral, written, English and maths work in addition to building self confidence. (EEF)	1, 2, 3, 5
<p>New PSHE curriculum 2024</p> <p>Growth Mindset approach to learning</p>	'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils ... which may subsequently increase academic attainment' (EEF)	1, 2, 3, 5
<p>Monitoring of punctuality/attendance and targeted support of AHT, HLTA, Family Support worker.</p> <ul style="list-style-type: none"> <li>Building relationships and supporting the reasons behind</li> </ul>	There is a positive impact of responsive and targeted approaches to attendance (EEF)	3, 6

<p>particular patterns of punctuality/absence.</p> <ul style="list-style-type: none"><li>• Using resources such as EBSA and attend framework with children and parents</li></ul>		
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**Total budgeted cost: £ 100,440**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

Background information:

Analysis of our internal data shows that there is a narrowing of the gap between Pupil Premium children and their non Pupil Premium peers. This continues to be an areas of focus for the Strategy.

Due to the intensive work put in on addressing attendance issues, Pupil Premium children attendance is now above national at 95.01%. Work will continue in this area to ensure that attendance remains high. Focus will move to ensuring that Pupil Premium children are in school on time (punctuality).

The work our Family Support Worker has done over the year has been invaluable in supporting our Pupil Premium children and their families.

Moving forward the main academic focus of the Strategy will be to narrow the gap between Pupil Premium children and their non Pupil Premium peers. There will also be a new focus on mental health and wellbeing and PSHE of Pupil Premium children along with growth mindset which will enable children to achieve their potential in all areas.

### Externally provided programmes

Programme	Provider
Espresso	Discovery Education
Numbots	Maths circle
Times Table Rockstars	Maths circle
Seesaw	Seesaw
Letterjoin	Green and tempest
IDL	IDSL/Ascentis
Spelling shed	Edshed
Little Wandle Phonics	Wandle Learning Trust

## Further information

We are able to deliver targeted support to Pupil Premium children with a focus on both academic and relationship building with parents which will increase attendance and punctuality. An increased focus on extra curricular clubs, using ICT, will ensure that Pupil Premium children will make good progress through transferrable skills in the classroom. This approach addresses all challenges.

A large percentage of our Pupil Premium children take advantage of extra curricular activities because of the way in which we have allocated spaces. This is supported by Sports Premium funding. This approach addresses challenges 3, 4, 5.