



Pupil Premium Strategy Statement



This statement details Trinity St Mary's use of pupil premium for the 2025 to 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 St Mary's CE Primary School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lynn Anderson Head Teacher
Pupil premium lead	Chloe Keys Deputy Head Teacher
Governor / Trustee lead	Hayley Van Den Bergh Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,480
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,480

Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We focus on supporting all children, particularly disadvantaged children in the following areas:

-  **Raising attainment:** To raise attainment and accelerate progress of PPG pupils, closing the gap between disadvantaged pupils and their peers.
-  **Reducing barriers to learning:** To meet the personal, social and emotional needs of pupils to ensure that they are able to settle and engage in learning.
-  **Enrichment:** To provide access to experiences that broadens children's knowledge and skills for life.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activities 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. Contained 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 approach will be responsive to common challenges 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
-  hold regular monitoring meetings and pupil progress meetings to ensure we can 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

Challenges

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

Challenge number	Detail of Challenge
1	Attendance and Punctuality Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils. 3 - 5% of disadvantaged pupils have been 'persistently absent' compared to 1 - 2% of their peers during that period. Our assessments and observations indicate that absenteeism is having a negative impact on disadvantaged pupils' progress.
2	Gaps in curriculum knowledge Some disadvantaged pupils' starting points are lower compared to non-disadvantaged peers. Gaps in curriculum knowledge include: • Vocabulary gaps and underdeveloped oral language skills among many disadvantaged pupils. • Greater difficulty in phonics compared to non-disadvantaged peers. This negatively affects them as readers. • Some families from disadvantaged backgrounds have difficulty in supporting children in their learning at home due to their own curriculum gaps. Some disadvantaged children have additional vulnerabilities including English as an Additional Language or Special Educational Needs which require intervention.
3	Social, Emotional and Mental Health: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils which manifest in various ways in school and at home. • Overcrowding or poor homes can lead to issues in attendance, punctuality and impacts on sleep quality • Some of our disadvantaged families have poor attendance or punctuality due to wider issues (e.g. moved out of borough for housing, managed moves) Proportion of disadvantaged families have emotional needs due to family circumstances which require social and emotional support.

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
Improved reading attainment among disadvantaged pupils.	EYFS reading and writing outcomes for 2025/2026 show that outcomes for disadvantaged pupils is higher than in 2024.

Improved writing and reading attainment among disadvantaged pupils in KS2 year groups (Years 4 & 5)	Reading and writing outcomes for 2025/ 2026 show that outcomes for disadvantaged pupils is higher than in 2024.
Improved maths attainment among disadvantaged pupils in Years 2 & 5	Maths outcomes for 2025/ 2026 show that outcomes for disadvantaged pupils is higher than in 2024.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction reporting of concerns/anxiety • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
Teaching Assistants (TAs) deployed effectively to support catch-up across the school. Training in place to enable effective provision.	TAs employed to support disadvantaged children, training in place for TAs on various intervention programme when needed.

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: £38,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase of a DfE validated Systematic	Phonics approaches have a strong evidence base that indicates a positive impact on the	2

Synthetic Phonics programme to secure stronger phonics teaching for all pupils and training to support whole school consistent approach.	accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Purchase of additional phonetically decodable texts to provide all KS1 and new to English children with books read at home in order to improve their word reading and fluency.	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	2
Purchase of phonetically decodable books aimed at KS2 to ensure children are provided with a text suitable for their reading ability to read at home to develop their reading fluency as well as improve their reading comprehension. Some of our disadvantaged pupils have very little access to books at home	Research shows that being able to read fluently aids reading comprehension. Providing children with suitable books for their reading ability will support their reading fluency.	2
Enhance our teaching of the curriculum with a strong focus on recall and ongoing feedback within lessons so that children know and remember more.	Principles of Instruction states that revisiting knowledge reduces the forgetting curve which ensures that built in regular recall of knowledge in lessons will mean that children are more likely to learn and remember key knowledge.	1, 2 & 3
Specialised Music Teacher: - Inspires and motivates our children - Provides strong subject knowledge - Provides wider life experiences through clubs that are run by music teacher	Specialised music teacher allowing children to develop their music ability and confidence across the school. EEF evidence shows that involvement in artistic and creative activities can develop engagement and also language skills. Children's Society	1, 2 & 3

INSET training for all staff on delivering high quality phonics	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
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £47,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Additional phonics and Speech and Language sessions targeted at disadvantaged pupils who require further support.	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	2
Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch up – see www.Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the funding-successfully .	2
Teachers and support staff to provide additional reading for PP children and interventions on reading- KS1 and 2 targeted reading support	EEF (+4) “Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher or TA to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.” Accelerated progress for children in receipt	2 & 3

	of interventions and other targeted support. Having analysed our cohorts we have identified groups of children that need support to address gaps.	
Easter School to support Year 6 pupils access education	EEF (+4) "Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher or TA to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills." Accelerated progress for children in receipt of interventions and other targeted support. Having analysed our cohorts we have identified groups of children that need support to address gaps.	2

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

Budgeted cost: £23,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff through P2Be	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Place2Be	1, 2 & 3
Subsidised visits/ visitors, experiences and extra-curricular activities for PP children.	PP pupils do not have access to as many activities, which promote cultural capital. If visits and extracurricular activities are able to go ahead financial support can be provided to ensure children in receipt of PP are able to take part. Areas where PP pupils are supported: Residential visits where financial support may be offered to	1, 2 & 3

	cover some/all costs. Visits out of school – fully supported, Visitors in to school – fully supported	
Head teacher/Attendance officer to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with EWO re pupils <90%. Increased rewards for improving and good attendance.	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.Gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully	1
Support disadvantaged families with subsidised Wrap Around Care	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance	1 & 3

Total budgeted cost: £ 108,000

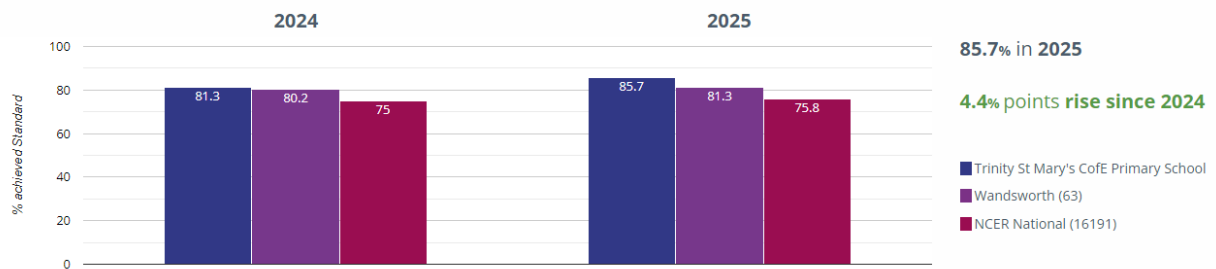
Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

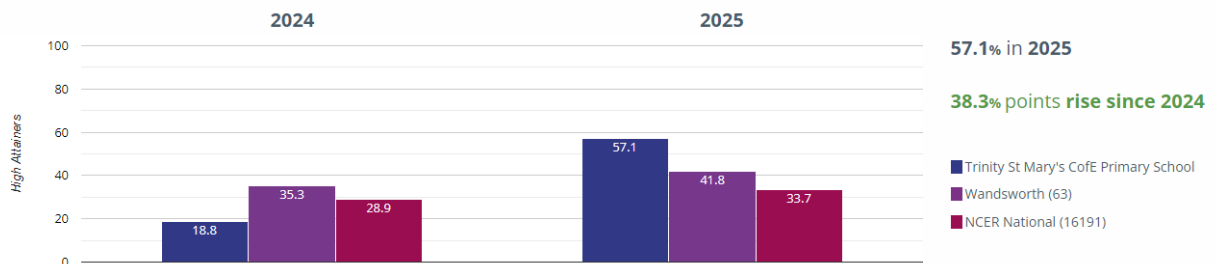
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Key Stage 2 Data:

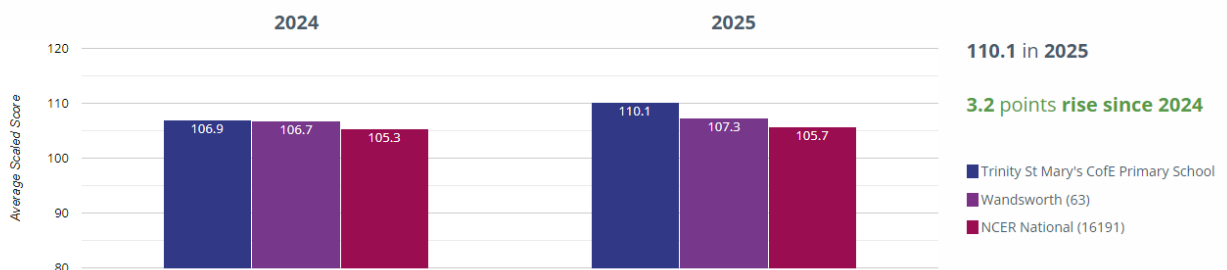
Reading - achieved standard



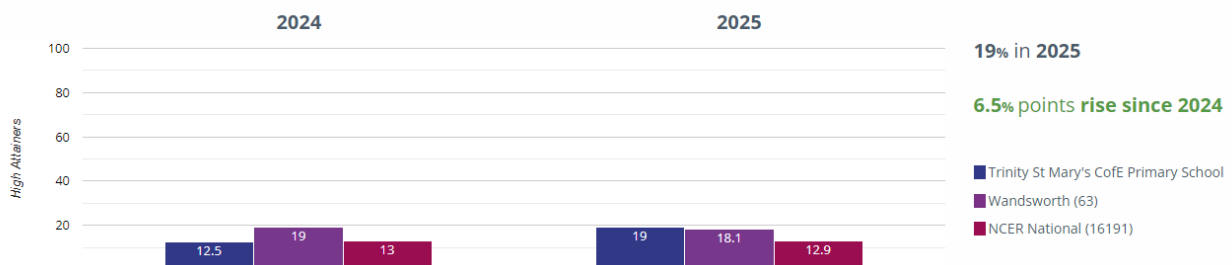
Reading - high attainers



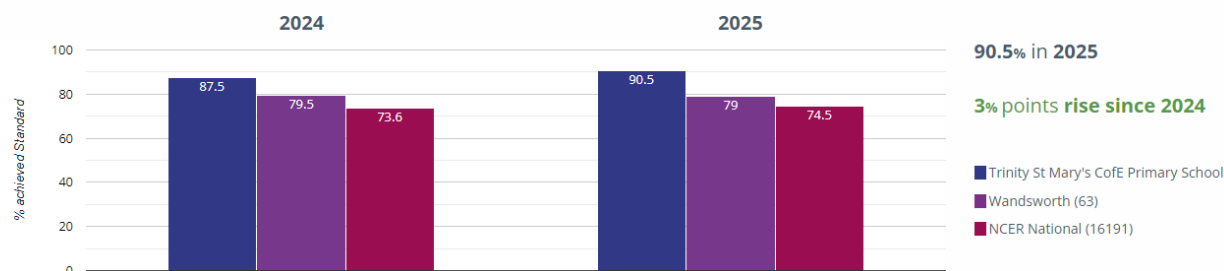
Reading - average scaled score



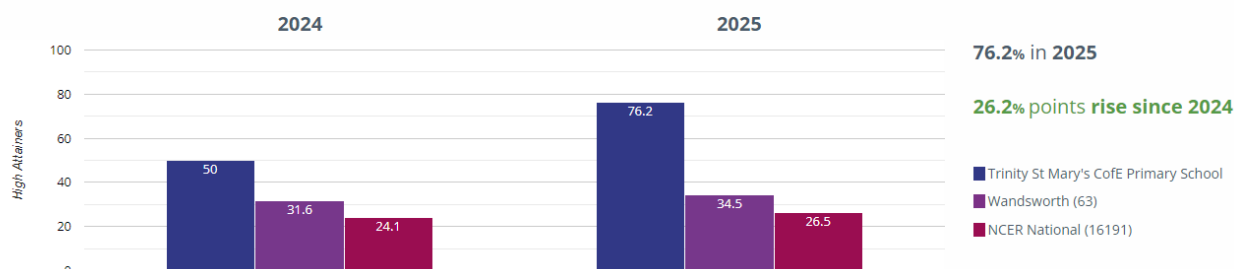
Writing - high attainers



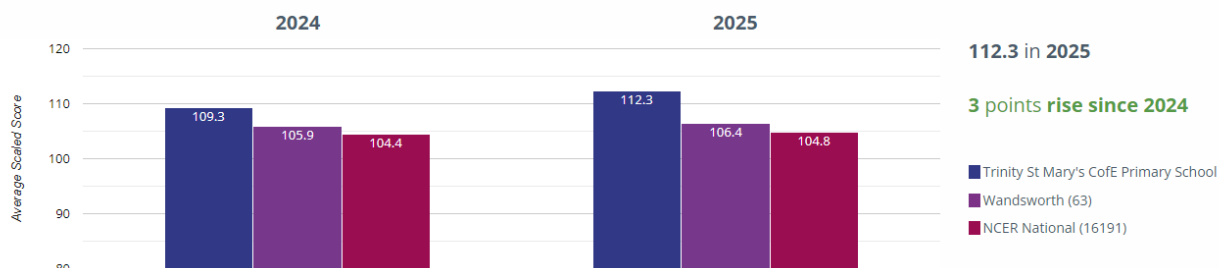
+ Maths - achieved standard



+ Maths - high attainers

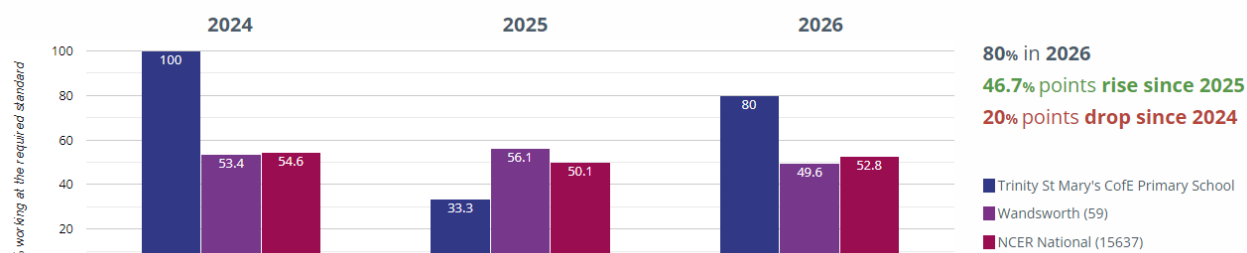


+ Maths - average scaled score



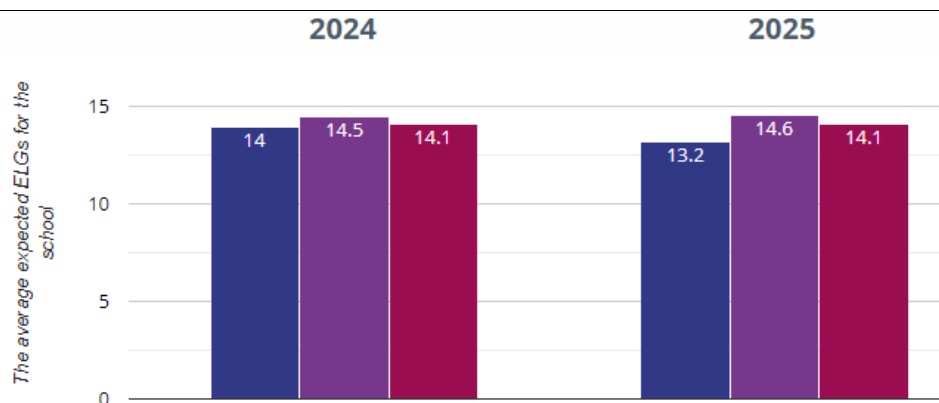
Phonics Data for targeted cohort

🗣️ Year 2: Working At



EYFS Data

📈 Average number of early learning goals at expected level per child



Pupil Premium - Gap Analysis 2025

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
Phonics and online reading	Bug Club
Times Table Blast	LGFL
Language Angels - MFL	Language Angels
White Rose Maths Premium	White Rose
Oddizzi- Geography	Oddizzi

