

Holy Trinity RC Primary School 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	May 2026
Statement authorised by	<i>Holy Trinity RC Primary Governor Body</i>
Pupil premium lead	<i>M Lyle</i>
Governor lead	<i>P Dempsey</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,785
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£28,785

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity RC Primary our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity 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. Implicit 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 strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

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
- 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps and lower attainment in phonics among many disadvantaged pupils. These are evident from Reception through to end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading writing and maths than their peers.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. They may experience a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
4	School referrals for support remain relatively high. 10 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs, with 9 (6 of whom are disadvantaged) receiving small group interventions.
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 3.6% lower than for non-disadvantaged pupils.</p> <p>The levels of persistent absence are higher in disadvantaged pupils than their non- disadvantaged peers.</p> <p>43% (10/23) of disadvantaged pupils have been 'persistently absent' compared to 9% (9/101) of their non- disadvantaged peers during that period.</p> <p>Our assessments and observations indicate that absenteeism is not negatively impacting disadvantaged pupils' progress due to the level of support put in place.</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
Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language, vocabulary and phonics among

and phonics among disadvantaged pupils.	disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
All pupil premium pupils will make good progress from their individual starting points	Internal and external progress and attainment data demonstrates this in EYFS, KS1 and KS2
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Disadvantaged pupils will thrive in school due to identified families engaged with early help; this will be via a multi-agency approach.	Identified pupils will demonstrate good social and emotional regulation in school. Behavioural issues and concerns will decrease and will occur on a regular basis
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance rates for all pupil's groups will be at 96%. Persistent absences will be below the national average for all pupil groups.

Activity in this academic year

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

Teaching

Budgeted cost: **£12,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3,

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p>Continue to use Red Rose Phonics to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>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.</p>	<p>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): Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>4</p>

Targeted academic support: tutoring, one-to-one support structured interventions

Budgeted cost: **£12,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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 Teaching and Learning Toolkit EEF</p>	2
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills. WELLCOMM</p>	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1

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

Budgeted cost: **£3,685**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

<p>Access to free extracurricular clubs, educational visits for PP pupils + highly discounted access to London residential Trip.</p>		<p>3</p>
<p>Utilise Mental health team (NHS) to provide counselling and nurture for highlighted individual pupils; develop the role of well-being warriors and provide mental health training for all staff. Early Help Assessment process with vulnerable families- allowing them to access key services Bespoke and intensive support for the most vulnerable pupils</p>	<p>EEF Guidance about Wider strategies focusing on : Well-being and Mental Health and Early Help https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	

Total budgeted cost: £19,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

EYFS – Good Level of Development

Pupils	Number of pupils	GLD
All pupils	22	68%
Pupil Premium	6	50%

Year 1 Phonics Screening Check 2025

Pupils	Number of pupils	Pass rate
All pupils	14	71%
Pupil Premium	5	60%

Year 2 Phonics Screening Check 2025

Pupils	Number of pupils	Pass rate
All pupils	3	67%
Pupil Premium	1	0%

Year 4 Multiplication Check

Pupils	Number of pupils	Average Score	Pupils who scored 25/25 (%)
All Pupils	16	24.6	87.5%
Pupil Premium	2	25	100%

Key Stage 2 Assessments

Pupils	Number of pupils	Reading	Writing	Maths	GPS	RWM combined
All pupils	14	EXS+	EXS+	EXS+	EXS+	EXS+
		86%	86%	86%	86%	86%

Pupil Premium	2	EXS+ 50%	EXS+ 50%	EXS+ 50%	EXS+ 50%	EXS+ 50%
National 2025	-	75%	72%	74%	73%	62%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year..

Externally provided programmes

Programme	Provider
Learning By Questions	Learning by Questions
Timestable Rockstars	Maths Circle Ltd
Mastering Number Programme (Reception, Year 1 and Year 2 Year 4 and 5))	National Centre for Excellence in Mathematics (NCETM)
Fast Track Phonics	Lancashire County Council
WELLCOMM	
Fast Forward Grammar	Lancashire County Council
Spelling Shed	Ed shed
Tapestry	Tapestry Online Learning Journey
CPOMS	CPOMS
Red Rose Phonics	Lancashire County Council
Insight Tracking	Insight (Equin Ltd)
White Rose Maths	White Rose Maths