

Pupil premium strategy statement 2025- 2026

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 - This is the second year of a three year plan.

Detail	
School name	Holy Trinity CE Junior School
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	70 children (21%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024- 2025: year one 2025- 2026: year two 2026- 2027: year three
Date this statement was published	November 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Mrs S Gruffydd
Pupil premium lead	Mrs S Robins
Governor / Trustee lead	Mrs B Rogers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,110
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£112,110

Part A: Pupil premium strategy plan

Vision: Exemplary education for all, through God's amazing grace.

Statement of intent

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.

Quality first teaching is at the heart of our approach and the curriculum is built to support vocabulary development, retrieval and retention. Implicit in the intended outcomes detailed below, is 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. We believe in implementing strategies with attention to detail to ensure quality and embedded practice. Senior leaders, curriculum leaders and class teachers scrutinise data to see if there are any targeted areas or trends that require greater support throughout the year. This will influence further development and adaptations to the PPG strategy over time.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils 2025- 2026

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Internal assessments indicate poor fluency in reading (in the lowest 20% of readers) which results in poor comprehension. Internal (and external where available) assessments shows that the reading attainment of the PP children is below those who are non PP.
3	Internal assessments indicate that writing attainment among pupil premium pupils is significantly below that of non-disadvantaged pupils. Handwriting, fluency, stamina and spelling are barriers.
4	Our assessments, referrals and observations indicate that some disadvantaged children are not equipped with the skills and attitudes to be effective learners. The wellbeing, emotional literacy and behaviour of our disadvantaged children need support, impacting their attainment.
5	Attendance - Our attendance data, monitoring, assessments and observations indicate that absence rates are generally higher for disadvantaged children.
6	PP children with SEND, These pupils face additional learning challenges. 70 registered PP- 33 on SEND register

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment for disadvantaged pupils at the end of KS2..	Reading attainment rises from starting points within all PP cohorts. Year 6 PP attainment is above national PP attainment and in line 'with the others' at HT.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths attainment rises from starting points in all PP cohorts. Year 6 PP attainment is above national PP attainment and in line 'with the others' at HT.
Improved writing attainment for disadvantaged pupils at the end of KS2	Writing attainment rises from starting points in all PP cohorts. Year 6 PP attainment is above national PP attainment and in line 'with the others' at HT.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: the overall attendance rate for all pupils to be in line with the national average.

	- The attendance gap between PP and whole school no more than 2%. - the percentage of all pupils who are persistently absent to be below national
To achieve and sustain wellbeing, behaviour and emotional literacy for all pupils in school, particularly the disadvantaged.	- Sustained high levels of wellbeing from 2025/26 demonstrated by: - qualitative data from student voice, student, parent surveys and teacher observations. - An increase in participation in enrichment activities, particularly amongst the disadvantaged. - Attainment gaps will narrow.

Activity in this academic year 2025- 2026

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

Please note:

- Targeted interventions have start and end data to measure impact.
- Grouping of children, and number of children targeted, may vary across the year following assessment.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments in reading and maths (NFER) Purchase of accelerated reader to diagnose ZPD, track progress and target support. Doodle maths to diagnose gaps in learning	EEF 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:	1,2,3,6
<u>Staff CPD</u> We are part of the LA Maths Hub. This will enhance our curriculum and further develop teaching and learning across the school. We will ensure teacher release time to embed new elements in school and to support and share best practice with the maths leader and as colleagues. Teachers have the opportunities to visit other 'maths hub' schools to observe best practice. Year 6 staff attend SATs preparation courses. Over the last three years, teachers have received professional development on: effective feedback;	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1,2,3,4,6

Rosenshine's principles; Shirley Clark's learning on assessment and reducing anxiety and supporting the SEND. 2025- 2026 Changes in SEND provision (across Sutton) have been implemented. In order to support teachers to meet the needs of PP children with SEND, each teacher will meet with the SENDCo for up to 90 minutes to discuss provisions in place. Teachers will be released for 30 mins every 3 weeks (by HLTAs) to complete learning walks in parallel classes with a targeted focus on SEND provision so that best practise can be shared and across all staff. Foci to include- strategies to help children to regulate, use of provisions within classrooms, support for writing in classrooms, use of support staff and the visuals that support learners. September 2025- Maths leader led staff in a review of understanding mathematical thinking. In order to continue to improve teaching and learning in maths, HLTAs release teachers to observe a colleague's lesson and discuss the outcomes as part of a lesson study. This will include mathematical language, higher level thinking skills, use of generalisations and use of resources. ELSA supervision. Training for support staff from educational psychologist and occupational therapist to ensure targeted groups meet the needs of the children. Subject leaders are released to ensure they lead effectively, and meet the targets in their action plans, so that the curriculum supports every learner. Termly book looks and core subject audits. Annual INSET schedule for class teachers allows us to review core subject teaching, books, and data outcomes termly. Half termly year group meetings that include all classroom staff ensure information is passed on and the correct support is in place for children. Funding and release for staff to attend training (provided by Cognus) PDA, ADHD, Emotion coaching, Executive functioning skills, Advanced Literacy Intervention Support Teaching		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 58,755

Please note:

- Targeted interventions have start and end data to measure impact.
- Grouping of children, and number of children targeted, may vary across the year following assessment

Activity	Evidence that supports this approach	
Year 3 and year 4: Phonics booster groups for targeted children (support staff led) Year 5 and 6 READING: Reading comprehension groups: targeted on answering questions within the content domains. (support staff led)	EEF +5 Phonics: involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. 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 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	1,2,3,6
Support staff and volunteers are assigned the lowest 20% of readers for targeted reading intervention. This is 1:1 intervention 3 x weekly for ten minutes a time. It focuses on improving fluency, vocab and comprehension. Students from the local grammar school support us to meet this target.	EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. EEF Evidence 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.	2,4,6
Teaching assistants support targeted children in core subjects. This includes PP and SEND target children. Support staff meet half termly with teachers to evaluate learning and progress for their targeted children. <i>Small group support in core lessons: TA and STA assigned to a year group to support learning in core lessons</i>	EEF- Teaching assistants add value to what teachers do. . . help pupils develop independent learning skills and manage their own learning. They provide support at the right time, use open ended questions, give the least amount of help first to support the pupils' ownership of the task.	1,2,3,4,6
Year 5 and 6- Success at arithmetic- 1:4. Targeted students access 3x 30 mins weekly sessions for 10 weeks. This intervention ensures children fully understand the 4 operations/	EEF Evidence 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.	1

arithmetic. They then apply this in their classroom learning.		
Precision teaching- Focus on improving spelling. Targeted children receive 10 mins 3-4x weekly targeted TA time to improve reading and spelling of key words. This is then applied in their classroom learning.	EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.	1,2,3
Teacher boosters: Teachers take groups of children weekly to target improvements identified in PPM. Groups and subject will change according to the data. Boosters last for ten weeks, 40 minutes weekly. STA cover the class to allow the teacher to deliver the booster.	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 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	1.2.3

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

Budgeted cost: £21,533

Activity	Evidence that supports this approach	
ELSA supports children who may have experienced trauma, bereavement or anxiety/ mental health issues. Targets are set with the teachers, child and parents and are reviewed half termly.	EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. 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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4,5
Nurture groups for targeted children to develop social skills and emotional literacy. This supports children with regulation strategies so that behaviour in class improves.	EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. 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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4,5,6
SLT and office to follow embedding principles of good practice in the DfE's 'working together to improve school attendance'.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	4,5

Termly, the EWO supports the school to implement the updated attendance policies and support families. DHT and attendance officer attend termly training at Cognus.		
Support to fund a % of total cost of school trips for FSM children. Entitled children can access one club per year free of cost for a term. (not ASC)	This builds disadvantaged children's life experiences.	4,5,6

Total budgeted cost: £ £112,110