

Pupil premium strategy statement 2024-2027

December 2025 Review

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
School name	Trinity Primary School
Number of pupils in school	557
Proportion (%) of pupil premium eligible pupils	14.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Lyndsey Manning
Pupil premium lead	James Richardson
Governor / Trustee lead	Nick Rynn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year academic year	£121,200

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, receive the highest quality education and pastoral support to ensure they have every opportunity to achieve their full and unique potential.

School leaders have an in-depth understanding of the school context and subsequent challenges faced and will ensure that all teaching staff are involved in diagnostic assessment of academic challenges but also take account of wider challenges.

The EEF tiered approach underpins our strategy with high-quality teaching at its heart. This is proven to have the greatest impact on disadvantaged pupils, but at the same time will benefit the non-disadvantaged pupils in our school ensuring teaching and learning opportunities meets the needs of all our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps. Disadvantaged pupils have lower expressive and receptive language on entry to the EYFS than non-disadvantaged peers. Underdeveloped oral language skills and vocabulary gaps are also evident and more prevalent in our disadvantaged pupils in KS1/2 compared with their non-disadvantaged peers.
2	Through discussion with teachers, pupils and pupil outcomes from both whole class teaching, small group intervention and assessment data, a disproportionate number of disadvantaged pupils do not make the expected progress in early reading, through a slow acquisition of phonic knowledge. Disadvantaged pupils are not making expected progress in Phonics.
3	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, with the gap most pronounced in writing, with a current 20% gap in pupil writing outcomes across school.
4	Assessments and observations indicate that disadvantaged pupils have lower attainment on entry to the Early Years Foundation Stage for reading, writing and maths compared to non-disadvantaged peers. Observations have also

	identified lower confidence and self-esteem in terms of personal, social and emotional development.
5	Our pastoral logs, observations and discussion with pupils and families have identified social and emotional issues are more prevalent among our disadvantaged pupils, with disadvantaged pupils disproportionately represented in the cohort of pupils with SEMH needs. In particular, low self-esteem affecting their resilience and ability to self-regulate, resulting in more frequent behaviour difficulties and impacts on progress and attainment.
6	Our attendance figures show that an increased percentage of disadvantaged pupils are persistently absent (PA), negatively impacting on attainment and progress compared with their non-disadvantaged peers. 20% of Pupil premium eligible pupils are PA, which amounts to twice as many as the PA level of the whole school.
7	Disadvantaged pupils are less likely to have enrichment opportunities outside of school. Although access to extra-curricular clubs are similar across disadvantaged and non-disadvantaged cohorts, access should continue to be improved, alongside enhanced opportunities for access to music and swimming tuition in school.

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.

In order to track progress across the three-year strategy plan, a group of three year groups will be tracked from across the period, from Y3-Y6, Y2-Y5 and Y1-Y4. This will allow meaningful analysis of impact of whole-school actions.	
Intended outcome	Success criteria
Improved attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Using focus group data from three year groups to track progress across three year period. Baseline reading attainment 2023/4: 59.2% (11.5% gap) Baseline writing attainment in 2023/4: 51% (4.3% gap) Baseline maths attainment in 2023/4: 73.5% (5.5% gap)
Improved oral language skills and vocabulary amongst disadvantaged pupils.	<ul style="list-style-type: none"> Early Years outcomes in 2026/7 show disadvantaged pupils making more than expected progress in the areas of language and communication. Assessments and observations indicate significantly improved oral language among focus group of disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and formative assessment.

<p>Improved phonic attainment for disadvantaged pupils</p>	<ul style="list-style-type: none"> Year 1 phonic screening check in 2026/7 disadvantaged pupils are at or above expected standard, from a 2023/4 baseline of 73.9% (7% gap)
<p>Achieve and sustain pupils' emotional wellbeing, ensuring they have the strategies to self - regulate and develop resilience to overcome the challenges they face</p>	<p>Improved and sustained high levels of emotional wellbeing from 2026/7 demonstrated by:</p> <ul style="list-style-type: none"> Significant reduction in 'first response calls' and behaviour logs particularly among disadvantaged pupils within focus year groups. Improvements seen through pupil voice, parent surveys and teacher observations across focus year groups Increase in participation in enrichment activities, both teacher led and outside providers, from a baseline of 57% (33 pupils) attendance in 2023/4
<p>Ensure attendance for disadvantaged pupils is above 96%</p>	<p>Sustained high attendance by 2026/7 demonstrated by:</p> <ul style="list-style-type: none"> Attendance data for disadvantaged pupils is 96% or above in line with their non-disadvantaged peers Numbers of pupils persistently absent will be <10% from a baseline of 16%. There will be no gap between disadvantaged pupils compared with non-disadvantaged. Progress in attendance will be seen within disadvantaged pupils across focus year groups, from a baseline of 94.38% in 2023/4.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds-Write phonics training for all EYFS, KS1 teaching assistants and any teachers not included in first round of training.</p> <p>Follow-up coaching days 1 per term: £2400</p> <p>Continued training for 12 members of staff Autumn 2025 via training package: £1750</p>	<p>Use of a DfE validated synthetic phonics programme has a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) for disadvantaged pupils</p> <p>Phonics Toolkit strand EEF</p>	<p>1, 2, 3, 4</p>
<p>Establishment of research-focussed workgroups who are given dedicated time and resource to support the development of high quality teaching and learning across the curriculum.</p> <p>Initial focus on developing effective feedback for 2024/5</p> <p>£2,000 release and curriculum support</p>	<p>Effective feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Teacher Feedback to Improve Pupil Learning EEF</p> <p>Feedback EEF</p>	<p>1, 2, 3, 4</p>
<p>Appointment of specialist teachers of</p>	<p>In order to increase engagement with a broader curriculum, school in general and a readiness to</p>	<p>5, 6, 7</p>

<p>music to ensure high quality education across the curriculum in years 1-6</p> <p>£14,654 music tuition</p>	<p>learn in core subjects, investment has been made to ensure all pupils receive expert music tuition.</p> <p><i>'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.'</i> EEF</p> <p>Arts participation EEF</p>	
<p>Development of academic professional development structure involving peer observation and support, SLT support for planning and team teaching with a continued writing focus for 2025-6 academic year.</p> <p>National College subscription and release time for subject leader, ECT (Early Career Teacher) and whole staff training opportunities</p> <p>£3,000 coaching, support and training materials</p>	<p>Professional development of teaching and support staff to be prioritised and structured around the EEF 'Effective Professional Development' guidance. Clear focus to be maintained aligned to whole-school priorities and allocated time dedicated to ensuring the mechanisms for effective PD are utilised.</p> <p>Effective Professional Development EEF</p>	3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implementation of NELI (Nuffield Early	Building on whole school approaches to oracy, having specialist support in school ensures all staff, especially teaching assistants, have the	1, 2, 4

<p>Language Intervention) programme to support language development in EYFS, with a rollout to whole class NELI over the 25/6 academic year</p> <p>Speech and Language therapy package to offer increased support, regular assessment and training for staff delivering intervention</p> <p>£2,000</p>	<p>required skills to maximise impact. Evidence suggests, <i>‘Oral language interventions led by trained teaching assistants have broadly similar impact as those by teachers’</i></p> <p>EEF Oral Language Interventions.</p>	
<p>Additional targeted phonics sessions for disadvantaged pupils identified through both teacher and standardised assessment</p> <p>£5,000 phonics support through additional support staff and intervention</p>	<p><i>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’ EEF</i></p> <p>Phonics delivered as an intervention is most impactful in regular sessions (up to four times per week) of 30 minutes or so over a period of up to 12 weeks.</p> <p>Phonics Toolkit strand EEF</p>	2, 3
<p>Targeted nurture and ELSA (Emotional Literacy Support Assistant) interventions to support social emotional needs and meet academic outcomes within flexible grouping and small group tuition</p> <p>£30,000 flexible groupings and targeted support.</p>	<p><i>‘These ‘social and emotional skills’ are essential for children’s development, support effective learning, and are linked to positive outcomes in later life.’ EEF</i></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life including; improved academic performance, attitudes, behaviour, relationships with peers and reduced conduct problems.</p> <p>EEF Social and Emotional Learning</p> <p>Evidence shows that small group tuition is effective when the provision is tailorerd to the needs of the pupils and the group sizes are kept below 6 pupils.</p>	3, 5, 6

	Small group tuition EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain increased capacity withing the pastoral team to support pupils in class 1:1 or small groups to overcome emotional and behaviour barriers to learning, with a particular focus on supporting disadvantaged pupils in the EYFS	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. This is reflected in our own school through observations and data. Social and emotional learning interventions in education are shown to improve skills and support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation.</p> <p>EEF Social and Emotional Learning</p> <p>EEF Improving Social and Emotional Learning in Primary Schools</p>	5, 6, 7
<p>Whole staff training on restorative behaviour practices.</p> <p>Yearly ELSA training</p> <p>Peer mediation training for pupils to become peer mediator ambassadors</p> <p>Counselling service in place for 1 day per week (£12,340)</p> <p>Catch 22 training for staff, parental workshop and year 6 pupils.</p>	<p>Both targeted interventions and universal approaches have positive overall effect (+ 4 months)</p> <p>EEF key findings states that when adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p>EEF Behaviour Interventions</p>	5
Support extended school's capacity and flexibility to offer funded	Many of our disadvantaged pupils have chaotic home lives and do not have the same enrichment	5, 6, 7

<p>places to our disadvantaged and vulnerable pupils.</p> <p>Offer targeted and subsidised places for after-school clubs and enrichment experiences, up to 75% reduction subject to application for financial support (£2,350 last year)</p>	<p>opportunities or stability as their non-disadvantaged peers.</p> <p><i>'School programmes that aim to provide stimulating environments and activities or develop personal and social skills are more likely to have an impact on attainment than those that are solely academic focus.'</i> EEF</p> <p>EEF Extending School Time</p>	
<p>Appointment of a learning mentor with responsibility for attendance to support pupils and families in breaking down barriers to attendance.</p> <p>Support and training for a therapy dog in school</p>	<p>The EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics and negative behavioural outcomes. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>EEF proposed research on attendance interventions</p>	6

Total budgeted cost: £ 121,200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

In order to track progress across the three-year strategy plan, a group of three year groups will be tracked from across the period, from Y3-Y6, Y2-Y5 and Y1-Y4. This will allow meaningful analysis of impact of whole-school actions.		
Intended outcome	Success criteria	Review
Improved attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Using focus group data to track progress across three year period. Y1-3 Baseline reading attainment 2023/4: 58% (11.5% gap) Y1-3 Baseline writing attainment in 2023/4: 46% (4.3% gap) Y1-3 Baseline maths attainment in 2023/4: 72% (6% gap) 	2024/5 data Y2-4 EXS+: <ul style="list-style-type: none"> Reading: +9% (5% gap) gap reduced Writing: +8% (6% gap) Attainment increased but gap remains Maths: -4% (3% gap) Gap reduced but attainment reduced
Improved oral language skills and vocabulary amongst disadvantaged pupils.	<ul style="list-style-type: none"> Early Years outcomes in 2026/7 show disadvantaged pupils making more than expected progress in the areas of language and communication. Assessments and observations indicate significantly improved oral language among focus group of disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and formative assessment. 	<ul style="list-style-type: none"> <i>Communication and language focus</i> <i>Listening and attention up 4.3%, gap closed by 4.3%</i> Speaking up 11.4% from last year, gap closed by 5%
Improved phonic attainment for disadvantaged pupils	<ul style="list-style-type: none"> Year 1 phonic screening check in 2026/7 disadvantaged pupils are at or above expected standard, from a 2023/4 baseline of 73.9% (7% gap) 	<ul style="list-style-type: none"> Disadvantaged attainment down 9%, but from a much smaller cohort of 9 pupils compared to 23 in 23/24
Achieve and sustain pupils' emotional wellbeing, ensuring they have the strategies to self-regulate and develop resilience to overcome the challenges they face	Improved and sustained high levels of emotional wellbeing from 2026/7 demonstrated by: <ul style="list-style-type: none"> Significant reduction in 'first response calls' and behaviour logs particularly among disadvantaged pupils within focus year groups. Improvements seen through pupil voice, parent surveys and teacher observations across focus year groups 	Observation has evidenced established practise around supportive measures for supporting pupil wellbeing through relational practice, and pupil voice share safety, security and value in school. Case studies show individual reductions of

	<ul style="list-style-type: none"> Increase in participation in enrichment activities, both teacher led and outside providers, from a baseline of 57% attendance in 2023/4 	Number of disadvantaged pupils in clubs slightly down (7% 3 pupils) but attendance within clubs up by 7% to 77%
Ensure attendance for disadvantaged pupils is above 96%	<p>Sustained high attendance by 2026/7 demonstrated by:</p> <ul style="list-style-type: none"> Attendance data for disadvantaged pupils is 96% or above in line with their non-disadvantaged peers Numbers of pupils persistently absent will be <10% from a baseline of 16%. There will be no gap between disadvantaged pupils compared with non-disadvantaged. Progress in attendance will be seen within disadvantaged pupils across focus year groups, from a baseline of 94.38% in 2023/4. 	Attendance levels and number of persistent absent pupils in this group have remained consistent this year and formed a key SDP target for 25/26

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

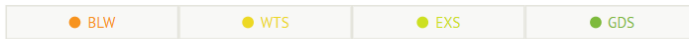
Programme	Provider
Sounds-Write Phonics	Sounds-Write
The Write Stuff	The Training Space – Jane Considine
Picture News	Picture News
White Rose Maths	White Rose
ELSA	Elsa-Support Ltd
Jigsaw – The Mindful approach to PHSE	Jigsaw
One Decision	One Decision
CUSP History, Geography, Art and DT	CUSP Unity Curriculum

Service pupil premium funding (optional)

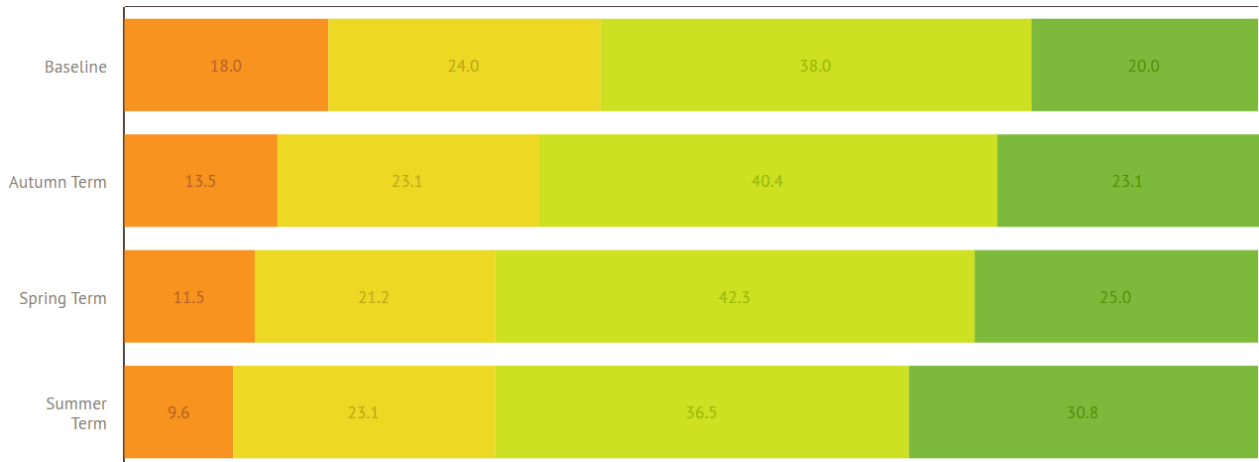
For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p> <p>Ongoing Pastoral support from our Service Premium Lead within the Pastoral team.</p>	<p>Our pastoral team are supported by service premium, with a learning mentor provided with the responsibility for the support of service children, carrying out</p> <ul style="list-style-type: none"> - Communication and support with families - Communication and signposting of garrison education team - Group and 1-1 support for pupils in school - Social events for pupils in receipt of the Service Premium Grant

2024/25 Reading data for focus group:

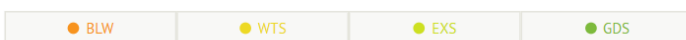


All students

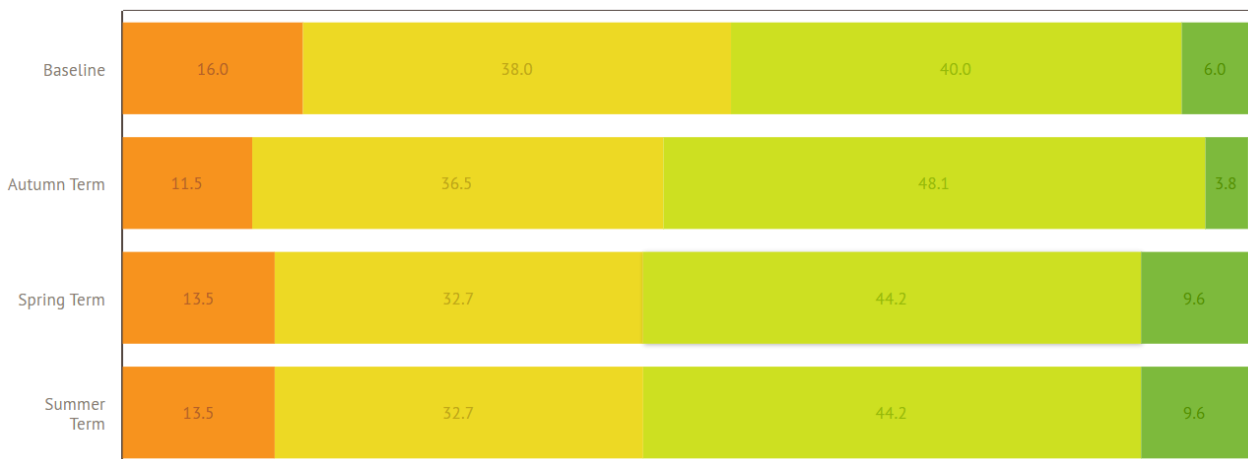


	BLW	WTS	EXS	GDS
Baseline	18.0% (9)	24.0% (12)	38.0% (19)	20.0% (10)
Autumn Term	13.5% (7)	23.1% (12)	40.4% (21)	23.1% (12)
Spring Term	11.5% (6)	21.2% (11)	42.3% (22)	25.0% (13)
Summer Term	9.6% (5)	23.1% (12)	36.5% (19)	30.8% (16)

2024/25 writing data for focus group:



All students

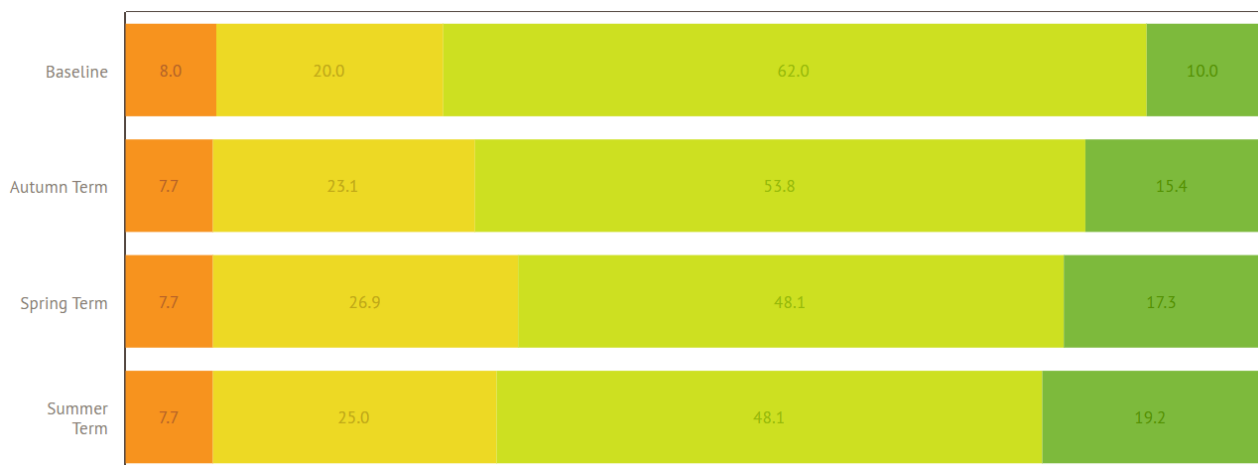


	BLW	WTS	EXS	GDS
Baseline	<u>16.0% (8)</u>	<u>38.0% (19)</u>	<u>40.0% (20)</u>	<u>6.0% (3)</u>
Autumn Term	<u>11.5% (6)</u>	<u>36.5% (19)</u>	<u>48.1% (25)</u>	<u>3.8% (2)</u>
Spring Term	<u>13.5% (7)</u>	<u>32.7% (17)</u>	<u>44.2% (23)</u>	<u>9.6% (5)</u>
Summer Term	<u>13.5% (7)</u>	<u>32.7% (17)</u>	<u>44.2% (23)</u>	<u>9.6% (5)</u>

2024/25 maths data for focus group:



All students



	BLW	WTS	EXS	GDS
Baseline	<u>8.0% (4)</u>	<u>20.0% (10)</u>	<u>62.0% (31)</u>	<u>10.0% (5)</u>
Autumn Term	<u>7.7% (4)</u>	<u>23.1% (12)</u>	<u>53.8% (28)</u>	<u>15.4% (8)</u>
Spring Term	<u>7.7% (4)</u>	<u>26.9% (14)</u>	<u>48.1% (25)</u>	<u>17.3% (9)</u>
Summer Term	<u>7.7% (4)</u>	<u>25.0% (13)</u>	<u>48.1% (25)</u>	<u>19.2% (10)</u>