

Pupil premium strategy statement

Pupil premium funding is additional funding, given to publicly funded schools so schools can extend their support to disadvantaged pupils in order to help close the attainment gap between these children and their peers. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. It is paid to schools according to the number of pupils who have been registered as eligible for free school meals (FSM) at any point in the last six years.

This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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	Holy Trinity CE Academy
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	73%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-26
Date this statement was published	24.09.2025
Date on which it will be reviewed	01.09.2026
Statement authorised by	T Murphy
Pupil premium lead	T Murphy
Governor / Trustee lead	A Gedling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219996
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£219996</p>
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Part A: Pupil premium strategy plan

Statement of intent

Pupil premium will be used to close the gaps for disadvantaged children following the disruption they have had to their education Remote learning although as rigorous as could be expected was no substitute for good quality first teaching. Children will be taught in small class sizes. They will be supported by well qualified teaching assistants who will be able to deliver interventions where required. Their education will also benefit from the support of a well-qualified teacher through the School Led National Tutor programme.

Challenges

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

Challenge number	Detail of challenge
1	<i>Children lack the skills to use and apply their knowledge of mathematics.</i>
2	<i>Children have significant gaps in their spelling knowledge</i>
3	<i>Due to the disruption over the past two years attainment in writing has become a significant issue</i>
4	<i>Reading engagement needs to be consistently maintained by staff</i>
5	<i>Children have had severely limited life experiences over the past two years which needs to be addressed in order for the children to improve their vocabulary and understanding as well as developing creativity</i>
6.	<i>Attendance is a significant issue for some pupils.</i>

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
<ul style="list-style-type: none"> • <i>Improve the percentage of children who reach the expected level of mathematics at the end of each year</i> 	Expected level of attainment/GD at least in line with National
<ul style="list-style-type: none"> • <i>Develop a more consistent approach to the teaching of spelling throughout the school</i> 	Work scrutiny shows that chn are applying and using spelling strategies learned throughout their work.
<ul style="list-style-type: none"> • <i>Improve attainment in writing throughout the school.</i> 	Expected levels of attainment at the end of each key stage in line or above national
<ul style="list-style-type: none"> • <i>Children supported in their education by effective interventions to address the gaps in their education following disruption.</i> 	Children will make rapid progress in acquiring basic skills and will be able to apply these in their learning.
<ul style="list-style-type: none"> • <i>Continue to encourage more chn to develop a love of reading through the introduction of more opportunities to experience story reading and story telling</i> 	End of year data for each year group shows 75% working at expected level or above.
<ul style="list-style-type: none"> • <i>Children to given a range of experiences to enrich both the curriculum and their life experiences.</i> 	All children to have the opportunity to undertake educational visits/ listen to visitors at least three times during the academic year. These visits to be heavily subsidised by the school
<ul style="list-style-type: none"> • <i>Whole school attendance to be in line with National Average</i> 	Persistent absence reduced by 5%

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: £ 99813

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce class size and increase adult support	Evidence suggests that small group tuition by a qualified teacher leads to better attainment. (EEF)	1,2,3,4
Targeted interventions across school to support increasing numbers of children with SEND		1,2,3,4
One non class based teacher to be utilised across all of the school.	Evidence suggests that small group tuition by a qualified teacher leads to better attainment. (EEF)	1,2,3,4

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

Budgeted cost: £ 17671

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1st Class @ Numbers 1</i>	NFER indicates that paired or small group teaching had an impact of 19%	1
<i>1st Class @ Numbers 2</i>	NFER highlights that data driven schools which focus on early intervention rather than end of key stage , raised attainment more effectively.	1
<i>Success @ Arithmetic</i>	Personalised learning plans improve outcomes by 25	1
<i>Little Wandle</i>		2,3,4,
<i>Reciprocal Reading</i>		2,3,4
<i>Reading Plus</i>		2,3,4
<i>Tables Rockstar</i>		2,3,4
<i>Achieve 3000</i>		2,3,4
<i>Nessy</i>		1

<i>Talk Boost</i>		2,3,4
<i>ELSA</i>		2,3,4
<i>DDP</i>		2,3,4
<i>Boxall Profile</i>		2,3,4
<i>NCTEM</i>		2,3,4

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

Budgeted cost:91080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Psychotherapist</i>	Evidence suggests that chn are increasingly having un met mental health issues, this impacts on their attainment	5,6
<i>Child Well Being Officer</i>		5,6
<i>Kidsafe</i>		5,6
<i>Attendance Support Officer</i>	OFSTED reports show that where schools have a robust approach to managing attendance with clear policies and procedures in place attendance improves. Research shows there are very strong links between levels of school absence and levels of attainment.	5,6
<i>Subsidised Educational Visits</i>	Studies of adventure learning consistently show the positive benefits on academic learning and wider personal outcomes such as self-confidence and team working. There is also an impact on attendance and relationships/friendships with peers.	5,6
<i>Subsidised uniform, travel or any other issue parents/carers may be experiencing which may be impacting on the children.</i>	The connection between parental involvement and academic success is well established – EEF Toolkit. Children do not need to experience any difficulties which may impact on their self esteem or their attendance	5,6

Total budgeted cost: £ 219996

Part B: 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.

GLD Reception	60%
Phonics Year1 Screening Check	77%
Year 4	77%
Multiplication Check	

Year Group	Reading	Mathematics	Writing	RWM
Key Stage 2	66/14	79/7	72/10	62/10

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
Reading Plus	Daisy Education
NCTEM	Oak Academy