

Pupil premium strategy statement – Holy Trinity Catholic Primary school

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	21.4% (50)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	H.Taylor
Pupil premium lead	H. Taylor
Governor / Trustee lead	D. Higgs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,271
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£130, 000

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity Catholic Primary School, we have high aspirations and ambitions for all children. We strongly believe that all pupils should be given equal access to opportunities and experiences to reach their full potential, regardless of the social demographic they belong to, with a focus on developing the necessary knowledge, skills and values required to succeed. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker (currently and previously), young carers and SEND. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We recognise that for our pupils in receipt of the Pupil Premium Funding, the issues they may face with identified specific barriers to reaching their full potential. We consult with other educational partners and utilise national research guidance produced by the Education Endowment Fund (EEF) to support our decision making for the usefulness of different strategies and to ensure the best value for money.

We are determined to provide the support and guidance our children need to help them overcome these barriers. We recognise that disadvantaged children may experience a variety of factors that can impact upon their learning such as: attendance and punctuality issues, home support, emotional and well-being needs, additional learning needs such as SEND, SEMH, language and communication issues, behaviour difficulties and changes in family dynamics. The challenges for children are varied, therefore we take a personalised approach to the needs of every child recognising the need to continually review the impact of the strategies we implement and to be versatile in our approach. We aim to provide pupils with access to a variety of exciting opportunities and a broad and ambitious curriculum based on the progression of skills underpinned by aspirational enrichment opportunities.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that teaching and learning opportunities meet the needs of all pupils,
- use assessments that are robust so that we act early to intervene at the point need is identified,
- ensure that all staff are committed to the pupil premium agenda and 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	Internal and external assessments indicate that attainment among Pupil Premium children is below that of Non-Pupil Premium children in reading, writing and maths.
2	Low attendance and punctuality rates of some Pupil Premium children (42% of the persistently absent children are pupil premium).
3	As a result of assessments, observations and discussions with pupils, it has been identified that poor spoken language skills and vocabulary is below developmental expectations from EYFS.
4	A proportion of children with Special Educational Needs or Disability (SEND), are also Pupil Premium children (36%).
5	Access to enrichment activities, clubs, visits and learning materials/ resources. Observations and discussions with pupils and families have identified social and emotional issues for many pupils, money restraints and a lack of enrichment opportunities outside of 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.

Intended outcome	Success criteria
All Pupil Premium children working below ARE make accelerated progress in Reading, Writing and Maths in all year groups	<p>Gaps closing in reading, so that reading outcomes improve to show more disadvantaged learners meet the expected standard.</p> <p>Gaps closing in writing, so that writing outcomes improve to show more disadvantaged learners meet the expected standard.</p> <p>Gaps closing in maths, so that maths outcomes improve to show more disadvantaged learners meet the expected standard.</p>
The number of Pupil Premium children identified as Persistent Absence will decrease.	<p>In 2024/2025, percentage of Pupil Premium on persistent absence will decrease from 42% to 36%</p> <p>In 2025/2026, percentage of Pupil Premium on persistent absence will decrease from 36% to 30%</p>

	In 2026/2027, percentage of Pupil Premium on persistent absence will decrease from 30% to 24%
Pupil Premium children who enter EYFS with low starting points in language will make better than expected progress from their baseline assessments.	In 2024/2025, percentage of Pupil Premium children achieving expected standards will rise from 50% to 60% In 2025/2026, percentage of Pupil Premium children achieving expected standards will rise from 60% to 65% In 2026/2027, percentage of Pupil Premium children achieving expected standards will rise from 65% to 70%
To increase the progress of pupils from their individual starting points who are both disadvantaged and have SEND	Increased proportions of pupils make expected progress and more than expected progress. Progress for pupils with SEND are above similar groups nationally.
Pupil premium children's contextual knowledge and real-life experiences have been enhanced. Pupil Premium children are chosen to take part in school community and sporting events.	All Pupil Premium children have attended visits and experienced enrichment weeks in school. In 2024/2025, at least 60% of Pupil Premium children have attended at least one after school club throughout the year. In 2025/2026, at least 80% of Pupil Premium children have attended at least one after school club throughout the year. In 2026/2027, at least 100% of Pupil Premium children have attended at least one after school club throughout the year All Pupil Premium children have learned to play a musical instrument through access to Whole Class Instrumental Teaching lessons in Y4. All Pupil Premium children have accessed swimming lessons by the end of Key Stage Two. All parents/carers of Pupil Premium children have been given the opportunity to attend a range of curriculum and enrichment learning events throughout the year.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activities across the school curriculum support pupils to articulate key ideas, consolidate understanding and extend vocabulary (Wellcomm).</p> <p>Purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions and activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1, 3, 4</p>
<p>CPD for staff and management support of a DfE validated Systematic Synthetic Phonics programme 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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1, 3, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness. Evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils. This supports our objective to ensure that Holy Trinity Catholic Primary</p>	<p>1 and 4</p>

	has a highly skilled workforce. Every class has an effective teacher delivering quality first teaching. Accelerated progress is made in all year groups to allow identified Pupil Premium pupils to close any attainment gaps.	
<p>Improve the quality of social and emotional (SEL) learning from staff and Pastoral Care Manager.</p> <p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	2 and 5
<p>Invest in high quality online subscriptions for all Pupil Premium children that focus upon basic skills to support home learning. (Numbersense, Timetables Rockstars, Boom reader) and provide access to devices to complete tasks wherever needed in school.</p>	<p>EEF: The impact of homework in primary leads to an additional 2 months progress. EEF: The impact of digital technology leads to an additional 4 months progress.</p> <p>EEF Document: Using Digital Technology to Improve Learning. 'Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.'</p> <p>All Pupil Premium children will regularly access high quality subscriptions to supplement the teaching and learning of key concepts and areas.</p>	1, 2, 3, 4, 5,
<p>Access to CPD and implement strategies that research shows effectively supports children with SEND.</p> <p>1. Pre-teaching and Overlearning; 2. Precision Teaching / Echo reading / Jolly Phonics training / 3. Pupil Well-being and trauma based practice. 4. Restorative Practice / Relational Practice training. The expertise of bought in professional services (Educational Psychology, SEND Specialist Teachers) are used to provide</p>	<p>EEF: Metacognition and Self regulation. See the EEF Documentation: SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS: High-quality teaching for pupils with SEND.</p> <p>Outside agency input will successfully support teaching staff in teaching Pupil Premium children with SEND more effectively and link with home to empower parents with strategies for success consistent with those applied within school. Lesson observations/ drop-ins will show Pupil Premium children with SEND working with increased confidence and independence because they are receiving a tailored programme of learning that is scaffolding</p>	1, 3, 4, 5

guidance to teaching staff on best practice for supporting children with specific needs in their classes and this is acted upon in a timely manner.	and supporting their needs. Behaviour supported by all staff training in restorative practice enables pupils to access learning when supported well through difficult times.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted interventions in KS2 will target disadvantaged pupils who require further phonics 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 Teaching and Learning Toolkit EEF	1, 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Employment of an Attendance Officer and Educational Welfare Officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF Improving behaviour in schools documentation.	1, 2, 3, 4, 5
Pupil Premium children have access to subsidised trips and	EEF guidance supports that schools need to be working hard to ensure no child goes hungry.	1, 2, 3, 4, 5,

enrichment activities. Pupil Premium children will represent the school in interschool competitions. Financial support will be provided to families where the need has been identified.	Too skint for school document	
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Total budgeted cost: £ 130,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Outcomes for pupils – 2024														
Results	Reading			Writing			Maths			GPS			Combined	
	National	EXS	GDS	National	EXS+	GDS	National	EXS	GDS	National	EXS	GDS	RWM	
KS2 (30 pupils) 2 did not sit SATS	74%	86.6% (26)	46.6% (14)	72%	70% (24)	16.7% (5)	73%	76.6% (23)	23.3% (7)	72%	86.6% (26)	60% (18)	National 61%	Combined 70% GDS combined: 7%
KS2 PP children (9)	74%	100% (9)	67% (6)	72%	78% (7)	22% (2)	73%	89% (8)	22% (2)	72%	89% (8)	78% (7)	61%	Combined 78% (7) GDS combined 11% (1)
KS2 Non-PP Children (21)	74%	81% (17)	38% (8)	72%	67% (14)	14% (3)	73%	71% (15)	24% (5)	72%	86% (18)	52% (11)	61%	Combined 67% (14) GDS combined 5% (1)

The effective quality first teaching and planned target intervention aided rapid progress across KS2 resulting in the gap being diminished between pupil premium and non-premium children. In KS2, Pupil premium children had outperformed non-pupil premium children.

KS1 Outcomes for pupils – 2024										
Phonics results			2024							
National 2023: 78.9% National 2024: 80.4%			Y1 83.3% PP: 80% Non-PP 85% Y2 0%(4) PP: 0% (2) Non-PP: 0% (2)							
Results KS1 Y2	Reading		Writing		Maths		Combined			
	EXS+	GDS	EXS +	GDS	EXS+	GDS	EXS	GDS		
All	30	80%	20%	73%	7%	77%	17%	70%	3%	
Pupil premium children	10	70%	10%	50%	0%	60%	10%	50%	0%	
Non-pupil premium children	20	85%	25%	85%	10%	85%	20%	80%	5%	

In KS1, the gap in mathematics and reading is beginning to narrow but not in writing.

EYFS Outcomes for pupils – 2024

Results	Literacy			Maths			C&L			GLD		
EYFS PP=4 Non-PP= 25	65.52% PP: 50% Non-PP: 68%			86.21% PP: 75% Non-PP: 88%			82.76% PP: 50% Non-PP: 88%			65.5% (national 67.7%) PP: 50% Non-PP: 68%		

In EYFS, the gap between pupil premium and non-pupil premium is evident and thus this barrier is targeted in the pupil premium strategy 2024-2027

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Teaching for Mastery	NCETM
Mastering Number	NCETM
Jolly Phonics	Jolly Phonics