

Pupil premium strategy statement – *Trinity All Saints CE Primary School*

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	32%
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)	2023 – 2026 Year 3 of 3
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	R Timms
Pupil premium lead	R Timms
Governor / Trustee lead	Rev M Weaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98961.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2025/2026 cannot be carried forward beyond August 31, 2026.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£98961.00

Part A: Pupil premium strategy plan

Statement of intent

‘Growing Together’

‘Growing Together’ is our school vision; it reminds us that we must all work together to GROW into the very best versions of ourselves.

We believe that there is no ceiling to what a child can achieve. All children deserve the opportunity to GROW into the very best version of themselves and our ambition is to support all children in our school to achieve this.

It is our intention that ALL children, regardless of their personal circumstances have the opportunity to make good progress and achieve well across all subject areas.

Guided by the EEF, Sutton Trust and other research documented we have worked hard to utilise our pupil premium money to remove barriers to learning and address the needs of our disadvantaged children.

In the main the funding is used to provide additional support within the quality first teaching provision, this enhancement provides children with additional support through SMART targeted classroom intervention and discreet provision that attends to the social, emotional and academic needs of the children in our care.

It is also used to provide enriched learning experiences which evidence suggests strengthens the learning journey and provides children with crucial memories on which to pin their learning.

We also prioritise inclusion and feel strongly about enabling all families to be in a position to purchase school uniform, attend trips and take part in residential.

Challenges

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

Challenge number	Detail of challenge
1	Academic: There is an attainment gap between disadvantaged and non-disadvantaged pupils.
2	Social and Emotional: We are experiencing an increase in social emotional need with our pupils. Some disadvantaged children require well-being support.
3	Enrichment: Some of our disadvantaged pupils have limited opportunities to access enrichment opportunities e.g. visits, residential
4	Economic: provide disadvantaged pupils with appropriate school uniform, which creates financial pressure on families.
5	Continued Professional Development for staff, ensuring every teacher is supported to improve their teaching and provision for disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**,

Intended outcome	Success criteria
<i>To close the gap between disadvantaged pupils and non-disadvantaged pupils.</i>	There will be a reduction in the % gap.
To accelerate the progress of our disadvantaged children.	Our disadvantaged pupils make good progress from their starting points.
To ensure children in need of social and emotional support know who their trusted adults are and they receive the support they need.	Intervention and SEMH support through trusted adults will demonstrate children receiving the support they need and leaving the intervention when their need has been met.

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: £52282.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development		
<i>CPD – Curriculum Development</i> Developing a curriculum bespoke to our children ensuring clear development of substantive and disciplinary knowledge, ensuring children are provided with opportunities in learning to close the Cultural Capital gap. This includes external training and workshops for all staff. Additionally, coaching based support for subject leaders and visits to other settings. Attendance at conferences for particular subjects/ areas, e.g. Science, Outdoor Learning and EYFS. Inclusive Practice in Early Years – staff CPD including EYFS network sessions (termly) and visits to other settings.	Strategic Development of inclusive practice - Shared strategies for improving outcomes for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development	1, 2, 3 and 5

<p><i>CPD –Quality of Education Implementation Plan.</i> – Internal and external CPD related to QFT, pedagogy and teaching and learning strategies to enhance the quality of education on offer at TAS. This will include strategies which will improve pace of learning and motivate pupils to be vehicles of their own learning, leading to increased engagement and confidence.</p> <p>Includes visits to other schools to see good practice.</p>	<p>Sutton Trust- Investing in high quality teaching is the most effective way to improve the attainment of pupils.</p>	<p>1, 2 and 5</p>
<p><i>CPD –Quality of Education Implementation Plan.</i> – Introduction of collaborative learning structures.</p>	<p>EEF - The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p>	<p>1, 2</p>
<p><i>CPD</i> – SEND and Inclusion specialist in school one day per week to coach SENDCO and class teachers/ lead clinics for parents and deliver CPD/ ensure teachers are clear how to make their practice inclusive.</p> <p>Training for support staff in specific interventions to support children with neuro-diverse needs, including autism and ADHD which are run in the newly established nurture room.</p>	<p>EEF - High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.</p>	<p>1, 2 and 5</p>
<p><i>CPD - Moderation of writing</i> – Use of effective feedback to analyse skill gaps and provide effective feedback. improving outcomes for disadvantaged pupils.</p> <p>Opportunities created within the CLT and with local schools.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1 and 5</p>
<p><i>CPD - Network meetings:</i></p> <p>Curriculum network meetings to share and develop strategies for QFT in specific subjects. CLT and Red Kite Alliance.</p>	<p>Sutton Trust- Investing in high quality teaching is the most effective way to improve the attainment of pupils.</p>	<p>1 and 5</p>
<p><i>Diocese of Leeds Enhanced Service Plan</i> - Consultation with Improvement partners to ensure decision making and provision is appropriate and impactful on the progress of our disadvantaged pupils.</p>	<p>Sutton Trust- Investing in high quality teaching is the most effective way to improve the attainment of pupils.</p>	<p>1, 2, 3 and 5</p>
<p><i>School Improvement Support - Evaluation of current practice to ensure we maximise all opportunities for disadvantaged children to achieve. This includes CLT half termly visits and 3 x full day additional visits from SIP (external provider)</i></p>	<p>Sutton Trust- Investing in high quality teaching is the most effective way to improve the attainment of pupils.</p>	<p>1 and 5</p>
<p><i>CPD - Ensure staff are kept up to date with safeguarding procedures and knowledge</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>2 and 3</p>

<p><i>of how disadvantaged children may need support.</i></p> <p>DSL training – As the need for support for our children increase, we are training two further DSLs to meet the need.</p> <p><i>Safer- recruitment training attended by SLT</i></p>	<p><u>evidence/evidence-reviews/teacher-professional-development</u></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £55125.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching Assistants – Phonics and reading class support and interventions</i></p> <p>Implementation of new Little Wandle phonics scheme to ensure all pupils have strong foundations in reading in order to access all learning in the future - same day learning support through the 'Keep up' programme and focus on children throughout school who require the 'Catch up' programme daily to ensure disadvantaged pupils are able to access to the curriculum and to accelerate progress. By establishing strong foundations in reading it helps pupils develop confidence which positively impacts their well-being.</p>	<p>The EEF's Toolkit identifies Phonics as having a moderate impact (+4 months' progress) for a very low cost, based on extensive evidence. (Source 2.3 and 4.4)</p> <p>The evidence suggests that phonics is an "important component in the development of early reading skills, particularly for children from disadvantaged backgrounds" (Source 4.1, 4.2).</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 and 2</p>
<p><i>Teaching Assistants –Writing class support</i></p> <p>Writing remains the weakest area for TAS in terms of attainment and progress therefore class support is prioritised in English lessons to ensure disadvantaged pupils are able to access the curriculum and accelerate progress – often by allowing the teacher to have high quality bespoke interactions with disadvantaged pupils whilst support staff focus on other children.</p>	<p>Research cited by the EEF indicates that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Over a school year, these pupils can gain 1.5 years' worth of learning with very effective teachers, compared with only 0.5 years with poorly performing teachers. This highlights the disproportionate benefit and the urgency of ensuring uninterrupted access to highly effective teaching.</p>	<p>1</p>

<p><i>Headteacher-led interventions</i></p> <p>Specific interventions led by HT to support LA pupils in Y6 including disadvantaged pupils.</p>	<p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1</p>
<p><i>Small group interventions</i> - Daily SMART intervention to accelerate progress by class staff.</p>	<p>EEF- Teaching and Learning Toolkit. Evidence shows that phonics programmes have high impact (+5 months) for relatively low cost. Reading comprehension strategies have very high impact (+6 months) for relatively low cost. Oral language interventions have very high impact (+6 months) for relatively low cost. Teaching assistant and small group tuition have moderate impact (+4 months) for relatively low cost.</p>	<p>1</p>
<p><i>Pre/ post teaching</i> - Pupils are given the best opportunities to “Keep up” rather than catch up with learning.</p>	<p>Individualised instruction can be an effective Approach to increasing pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>1</p>
<p><i>Curriculum Enhancements</i></p> <p>The curriculum is enriched with motivating activities that promote access to the curriculum.</p> <p>Forest School offers a bespoke 6 week block of FS programme for every child in school within the academic year.</p> <p>Introduction of every child in school.</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1, 2 and 3</p>
<p><i>Purchase of phonically decodable reading books to develop comprehension skill.</i></p> <p>Pupils are provided with access to early reading by equipping them with phonetically decodable books that can be matched accurately to their reading level.</p> <p>Phonics audit – 3 x whole day analysing phonics provision to ensure it is meeting the needs of pupils to give them a solid early learning foundation in reading.</p> <p>Trust advisor to oversee / monitor implementation of new phonics scheme and interventions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p>	<p>1 3</p>

Information sessions in phonics and early reading for parents to build up partnerships and demonstrate how children can be supported at home.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12998.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture Room</i> - Establishment and implementation of our daily Nurture room approach which focuses on developing social and emotional skills and addressing barriers to learning for vulnerable pupils.	<p>EEF evidence shows that SEL approaches have a positive impact on average, equating to around three months' additional progress in academic outcomes over an academic year.</p> <p>While universal SEL is important, the evidence supports the use of targeted support for pupils with particular social and emotional needs.</p> <p>EEF research highlights that social and emotional skills—such as self-management, self-awareness, social awareness, and relationship skills—are essential for effective learning and are linked to positive outcomes in later life. These skills are often weaker for children from disadvantaged backgrounds and other vulnerable groups.</p>	1, 2 and 3
<i>Milk payments for disadvantaged pupils.</i> —Pupils basic needs will be met so they are ready to learn	<p>https://www.simplypsychology.org/maslow.html</p> <p>Maslow's hierarchy of need states pupils need for nourishment must be met before they are ready to learn.</p>	4
<i>Extra-curricular opportunities</i> – opportunities to participate in extra-curricular activities including running club, music club, choir, Trinity Cookery School, arts and craft club and martial arts.	<p>The EEF highlights that pupils from disadvantaged backgrounds may be less likely to be able to benefit from clubs and activities outside of school due to associated financial costs (e.g., equipment, fees) or a lack of opportunity/access.</p> <p>By providing these activities free of charge or subsidised, schools actively remove these financial and practical barriers, offering pupils access to experiences they might otherwise miss.</p>	2, 3

<p><i>Achievement awards</i> - To ensure pupils have achievement goals.</p> <p>This includes our ACT awards. Children who have received awards are invited to have juice and biscuits with the headteacher as an award and this provides an opportunity to gain pupil voice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2 and 3</p>
<p><i>Visits and residential visits</i> - Subsidised educational visits / residential trips to enrich the curriculum and provide first hand learning experiences. In 2025-2026 all educational visits will be match-funded to ensure this is fully inclusive.</p>	<p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.</p> <p>Essential life skills EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3 and 4</p>
<p><i>Learning environment</i> - Learning environments will be low stimulus and non-invasive to support pupils' well-being.</p>	<p>A low arousal environment can be very effective in allowing pupils to learn and thrive in school.</p> <p>https://inclusive-teach.com/2023/09/07/creating-a-calm-low-arousal-environment-for-sen-pupils/</p>	<p>2 3</p>
<p><i>Drawing and Talking Sessions</i></p> <p>Pupils suffering from trauma or anxiety will receive skilled counselling.</p>	<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths score.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2</p>
<p><i>Uniform</i> - Ensure all children are supported in coming to school in the correct uniform.</p>	<p><i>Wearing a uniform is not, on its own, likely to improve learning but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>2 4</p>
<p><i>Food technology resources</i> - Disadvantaged pupils will be provided with an enriched curriculum that equips them with life skills.</p>	<p>Sutton Trust- Schools should focus on ensuring a wider range of their pupils develop a broad array of non academic skills.</p>	<p>3</p>

Arbor - Improved communications with parents.	Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 2
Partnership work with parents – open events to build relationships with parents, carers and prospective families. 'Mad Hatter's Tea Party' Expansion of Christmas performances 'Come Dine With Me' events – inviting parents and carers to share a school lunch with their children. Coffee mornings.	Open mornings where staff and parents engage to share strategies for learning and practice. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2
Pupil support in EYFS to engage disadvantaged pupils in learning - Teaching assistant additional to the required ratio where possible	While play is a core part of the experience of children in early years settings and has potential benefits around physical development, relationship building and expressive arts; this evidence summary looks at the impact of play-based learning on cognitive outcomes. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning?utm_source=/education-evidence/early-years-toolkit/play-based-learning&utm_medium=search&utm_campaign=site%20search&search_term	1 2
CPOMs recording of incidents – improve our recording of disadvantaged pupils – looking for patterns and ways to support	Limited evidence shows that social and emotional learning has a moderate impact (+4 months) for very low cost. EEF teaching and learning toolkit	2
Y6 booster groups to improve confidence and attainment to include disadvantaged pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 and 2
School choir - runs weekly and includes opportunities for children to perform increasing confidence	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance	1 and 2

	skills and ensuring disadvantaged pupils access a rich and stimulating arts education. (EEF + 3 months)	
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Total budgeted cost: £120406.32

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress for disadvantaged pupils 2025-2026

End of KS2

% ARE+ R, W, M (Disadvantaged / <u>Non-disadvantaged</u>)	7/10 = 70%	14/20 = 70%	0% (54%)	3% 1/31 (58% 18/31)	55%	55%	DIS = 7/11 = 64% Non-Dis = 12/20 = 60%
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Y1 Phonics check

% Y1 Phonics check (Disadvantaged/ <u>Non-disadvantaged</u>)				DIS = 0/6 = 0% Non-Dis = 7/8 = 87.5%
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EYFS GLD

% GLD (Disadvantaged/ <u>Non-disadvantaged</u>)				Dis = 1/3 = 33.3% Non-Dis = 11/12 = 91.6%
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By the end of KS2 outcomes for disadvantaged and non-disadvantaged for R, W and M combined were largely in line with disadvantaged pupils slightly outperforming non-disadvantaged pupils. However, this will still remain a barrier in the academic year 2025-2026 as other internal data as well as 2025 Phonics check and GLD outcomes highlight a greater discrepancy between outcomes for disadvantaged and non-disadvantaged pupils which correlates with their lower starting points.

In 2025 – 2026 a greater emphasis will be placed on Early reading skills and developing stronger foundations through the implementation of a new phonics scheme which includes more rigorous daily keep up and catch up interventions to target those children (including disadvantaged pupils) who need further support to aid rapid catch up.

Externally provided programmes

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

Programme	Provider
Drawing and Talking	Mrs M Narey

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

NA

The impact of that spending on service pupil premium eligible pupils

NA

Further information (optional)

For the academic year 2025-2026 we are retiring barrier 6: Attendance: *Attendance is at 90% for disadvantaged pupils and 96.6% for non-disadvantaged. We are working to close this gap.* Due to the fact that there is now a marginal discrepancy between attendance of disadvantaged and no-disadvantaged pupils (within 1%) due to the work we have done around implementation of the behaviour policy and work/ meetings which have taken place with particular families as part of this.

We will continue to monitor the difference between attendance of disadvantaged and non-disadvantaged pupils to ensure this gap does not widen again.