

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Holy Trinity and St John's CEP School
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Roberts (Headteacher)
Pupil premium lead	Sarah Roberts
Governor / Trustee lead	Stacey Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£361,685.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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 N/A	£361,685.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their socio-economic 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and those with high levels of mobility. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Good quality teaching for all will ensure that the visual support and scaffolding is accessible to all and will ensure accelerated progress even for those with SEND.

In addition, targeted interventions with our HLTAs and experienced TAs to deliver small group interventions including our PP pupils, with a focus on basic skills help to close gaps.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary and expectations, including the social and emotional shared language - using the Zones of Regulation and the Thrive approach.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. The baseline entry points for reception children this year 2025-2026 are: Listening, Attention & Understanding Whole cohort 8% PP pupils 0% Speaking Whole cohort 7% PP pupils 0%
2	Assessments, observations, and data analysis suggest disadvantaged pupils generally have greater difficulties, with phonics and early reading, than their peers. This negatively impacts their development as readers.
3	Some pupils eligible for PP have lower attainment than non-PP children nationally in reading, writing and maths.
4	The impact of emotional dis-regulation, trauma and attachment on pupil attainment is a particular cause for concern. For pupils unable to self-regulate their learning and resilience is affected.
5	Data analysis provides evidence of the impact that regular persistent non-attenders, especially those who are PP, has on pupil attainment and so we are taking steps to support and engage families to ensure that any potential barriers are reduced as far as possible.

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
1. Improved oral language skills (including SEL) and vocabulary among disadvantaged pupils.	Teacher assessments of oral language demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers. Senior and subject leader monitoring evidences pupil use of appropriate and challenging vocabulary in their day to day learning across a range of subjects. A

	whole school approach to teaching vocabulary is embedded, the HUB teams plan and monitor along with separate subject leader monitoring. Pre-teaching and effective use of working walls to support pupil attainment.
2. Improved reading and phonic attainment among disadvantaged pupils.	KS2 reading outcomes in July 2026 to improve on previous year of children achieving the expected standard. KS1 Phonic assessment data show more disadvantaged pupils achieving ARE in July 26 than in July 25.
3. Decrease in the attainment gap between PP (non -SEN) and non PP pupils in Reading, Writing and Maths at the end of KS2	Data details the improved attainments for the non-SEN PP pupils and indicates that the gap between these pupils and their non PP peers is decreasing in R, W and M at the end of KS2.
4. Improved levels of self-regulation and children being ready to learn.	Thrive assessments show progress. Pupils will use the zones in order to articulate their well-being and use tools effectively to improve their emotional regulation
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to in line with 'other' pupils.

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: £14,284.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding a whole school approach to teaching vocab-	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as	1

ulary and giving opportunities for high quality discourse in class. This will include: professional development for a consistent approach to pre-teaching vocabulary and modelling. Investment in developing a consistent learning environment. Enabling teacher release to share and embed good practice.	high-quality classroom discussion, are inexpensive to implement with high impacts on attainment: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Embedding a wide use of vocabulary across all subjects. Release time for subject leaders to develop vocabulary linked to pupil progression and monitor the impact. Staff professional development release time and training (internal and external)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on attainment: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Purchase of Little Wandle to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff in the Zones of Regulation, Thrive activities following assessments by Thrive practitioners. In addition, Thrive areas to be set up across the school and Zones/Thrive strategy	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

toolboxes to be provided in all classrooms.		
Smaller group teaching to ensure improved outcomes, due to the TA provision and enabling teachers to work with all different abilities within the class.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3
Improve QFT practices so that scaffolding ensures that pupils can access the curriculum at their own level and with a degree of independence and autonomy Hub leaders to monitoring the implementation of the teaching and learning fundamentals.	educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.	All

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

Budgeted cost: £61,180.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support from the teaching and learning team for children identified through pupil progress meetings.	EEF (+4m) 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 skills targeted at pupil's specific needs.	2,3
Small group phonics	EEF (+5m)	2

	Improves the accuracy of pupils' reading, consistent approaches to teaching the sounds	
HLTA- Intensive Literacy Support	EEF (+5) Small group and 1:1 tuition for reading comprehension strategies, phonic teaching and small group tuition (1:3) Programmes of intervention supplied for in class activities	2,3
HLTA (Integrated Therapy Assistant - ITA)	EEF (+6) Oral language interventions through, Talkboost, Talkabout and Cookie Crumbles social skills groups Language groups based on Language Link assessments and programmes of intervention supplied for in class support.	1
Additional phonics sessions targeted at 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 Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £286,219.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors Mentors act as a positive role model and encourage improved self-esteem leading to improved engagement and therefore improved progress – measured by Thrive assessments. Using Zones and SEL approaches and promoting the use of Zone toolkits	EEF (+2)	4, 5

ELSA training for one mentor Inclusion TAs		
Supporting parental engagement, SEMH needs and some 1:1 and small group work on SEL, Zones, craft and talking, using drawing talking principles Ensuring attendance and home visits if necessary FLO Attendance Officer Safeguarding Officer Pastoral mentor Behaviour mentor	EEF (+4)	4, 5
Attendance Officer Improved attendance for PP pupils 2024/25 was % (whole school) % (PP) 2025/26 so far is %(whole school) % (PP) Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Individual support for pupils to help them regulate their emotions and develop self-esteem. Pupils also develop their own ideas for strategies they can use to manage their anxieties.	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): See: educationendowmentfoundation.org.uk	4

Thrive practitioners and Play Therapist	Gov.uk - Research and analysis: Supporting mental health in schools and colleges	
Forest School Leader	Forest school promotes high levels of oral language in a context different to school. Forest school also promotes physical development and wellbeing. Select Committee on Education and Skills report – The value of outdoor learning Forest Research – Forest schools' impact on young children in England and Wales	1,4
Workshops and experiences in school to engage and enrich the curriculum	Some PP children do not get the same opportunity outside of school to access a range of experiences so the school provides these, such as 'Living History Workshop'.	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £

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.

The focus on Quality First Teaching for all and targeted interventions following data analysis and pupil progress meetings, is a key strategy for the disadvantaged pupils in particular.

Small group phonic teaching and targeted 1:1 and small group interventions have continued into 24/25. Celebrating the most valuable player during weekly celebration worships as well as termly competitions with staff on Numbots and Times Tables Rock Stars continue to encourage engagement with home learning.

Smaller groupings have allowed for targeted interventions for reading comprehension in particular. The development of Accelerated Reader has appealed to the competitiveness of our pupils. The STAR groups have also improved pupil attitude to reading, confidence and greater comprehension of what they are reading.

Intensive interventions based on Thrive assessments either through accessing one of our Thrive provisions, Thrive intervention groups or Woodland School support some of our most vulnerable children including our PP to be ready to learn. We have four trained Thrive practitioners and are training up additional Thrive Champions. We also offer Family Thrive sessions to support some of our families.

We also plan to offer a wide range of high-quality extracurricular activities to boost well-being, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

School Performance Data (2024-2025)

Phonics Yr 1	2022- 2023	2023- 2024	2024- 2025
School	76.3%	58%	49%
National	75%	80%	80%
School Disad	62.5%	54.8%	44%
National Disad	62%	68%	67%

In 2024-25, 49% of all Year 1 pupils met the expected phonics standard, down from 58% in 2023-24. For disadvantaged pupils, attainment declined from 54.8% in 2023-24 to 44% in 2024-25.

Phonics Yr 2	2022- 2023	2023- 2024	2024- 2025
School	53%	19%	70%
National	87%	89%	89%
School Disad	40%	0%	74%

Year 2 phonics attainment for all pupils was 70% in 2024-25, recovering from 19% in 2023-24 but below the national average of 89%. Disadvantaged pupils' attainment rose from 0% in 2023-24 to 74% in 2024-2025, which is a further increase from the attainment of 40% in 2022-2023.

KS2 Reading EXS	2022- 2023	2023- 2024	2024- 2025
School	56%	47%	44%
National	73%	74%	75%
School Disad	50%	57%	40%
National Disad	60%	62%	63%

In 2024-25, 44% of all pupils met the expected standard in reading at Key Stage 2, continuing a downward trend from 56% in 2022-23. This is significantly below the national average of 75%. Among disadvantaged pupils, reading attainment decreased from 50% in 2022-23 to 40% in 2024-25, compared to a national average of 63% for disadvantaged pupils. The gap between the school's disadvantaged pupils and the national disadvantaged average widened in 2024-25.

KS2				In 2024-25, 41% of all pupils met the expected standard in writing at Key Stage 2, a declining trend. Among disadvantaged pupils, attainment fell from 54% to 36%. This is below national of 59% of disadvantaged pupils meeting the expected standard.
Writing	2022-2023	2023-2024	2024-2025	
EXS				
School	63%	59%	41%	
National	71%	72%	72%	
School Disad	53%	54%	36%	Maths attainment for all pupils at Key Stage 2 was 44% in 2024-25, unchanged from 2022-23 but down from 52% in 2023-24. Disadvantaged pupils' attainment decreased from 49% in 2023-24 to 36% in 2024-25. This is lower than national expectations, where 74% of pupils and 61% of disadvantaged pupils met the expected standard.
National Disad	58%	58%	59%	
KS2				
Maths	2022-2023	2023-2024	2024-2025	
EXS				
School	44%	52%	44%	
National	73%	73%	74%	
School Disad	32%	49%	36%	
National Disad	59%	59%	61%	

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
AR, Myon	Renaissance
Numbots/TTRS	Maths Circle Ltd
Kapow	Kapow
Thrive	Thrive
Walkthrus	John Catt Educational Ltd

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	0
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional staff have been employed and existing staff redeployed to focus on our Pupil Premium pupils in particular as a result of the pandemic.

Additional Interventions that are evaluated using entry and exit data to ensure progress and monitor support include:

1:1 or Small group teaching

Precision teaching

Fizzy Club

Sensory Circuits

Speech and language programmes- including Speech Link, Language Link, Language for Thinking, Semantic Links

Play Therapist/Counsellor – strength and difficulties questionnaires (SDQs)

Thrive provisions – using Thrive assessments as a measure of success

Woodland intervention as a result of Thrive assessments