

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 effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	Trinity CE First School
Number of pupils in school	128
Proportion % of pupil premium eligible pupils	12.5%
Academic years/years that plan covers	2024-2027
Date this statement was published	September 2025
Date of review	September 2026
Statement authorised by	James Newbery
Pupil Premium Lead	James Newbery
Governor Lead	Louisa Hiscock

### Funding Overview

Detail	Data
Pupil Premium Funding allocation this academic year	£15521.42
Amount carried forward	£0
Total budget for academic year	£15521.42

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

The overarching aim of our pupil strategy is to ensure that all of our disadvantaged pupils flourish and achieve the best they can.

Nurturing and developing our children based on our core principles of faith, hope and love is at the heart of what we do. Faith in God and His love for us, faith in those around us leading to us feeling safe and secure, faith in our own abilities and potential.

For many of our pupil premium pupils, this involves us placing high expectations on them ensuring equal access and opportunities to quality-first teaching. Gaps in learning are identified promptly and research-driven strategies used to address these. Quality-first teaching to all enables our pupil premium children to attain and make progress in-line with their peers. Our funding allocation helps to ensure that our practice is fully embedded and improved upon year on year and that our curriculum is coherently progressive and ambitious. This is rooted in robust diagnostic assessment and constant evaluations of our teaching and learning environments, as well as pupil outcomes.

Our strategy also aims to break down barriers that many of our families face such as attendance, emotional resilience, visibly consistent routines, and access to extra-curricular opportunities.

### Challenges

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

	Detail of Challenge
1	There is a need for support with communication and language, in order for children to flourish with spoken and written language.
2	Ensure good systems and pedagogy are in place for all learners, as a universal offer. This will support all children, but especially children new to the school, who arrive with gaps in knowledge.
3	Social and emotional mental health barriers, which include in some cases a difficulty explaining how they are feeling.
4	A lack of access and support reading high quality texts, which stimulate and motivate.

### Intended Outcomes

This explains the outcome 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
<p>1. Outcomes in communication, language and literacy (EYFS) and exceed national average in Year 1 phonics screening.</p>	<ul style="list-style-type: none"> <li>• Language is explicitly modelled by all staff.</li> <li>• Children speak confidently and in a range of environments.</li> <li>• Children use a range or technical (Tier 2 and Tier 3) words, within the correct context.</li> <li>• Phonics interventions lead to improved outcomes for the most vulnerable children.</li> <li>• Whole class reading and phonics teaching celebrates developing oracy.</li> <li>• Children can debate within the classroom, on a range of subjects.</li> </ul>
<p>2. Teaching is good, in all environments and the curriculum is planned effectively, to ensure an equitable approach to learning.</p>	<ul style="list-style-type: none"> <li>• The curriculum is deliberately planned, to be equitable and to create connections between curriculum areas, to help build schema.</li> <li>• Mastery lesson design is embedded and includes small steps for success.</li> <li>• Pre-teach and reactive intervention are accessed to ensure equity for most disadvantaged learners.</li> <li>• Robust assessments are part of S-Planning for unit of learning, to ensure bespoke to learners needs.</li> <li>• Scaffolding and questioning are used skilfully by all staff to build on prior learning and challenge the children to think deeply.</li> </ul>
<p>3. Children are able to explain their feelings and have self-regulation strategies, which they can use in and out of school.</p>	<ul style="list-style-type: none"> <li>• Children identified at risk, are identified.</li> <li>• Stormbreak is used effectively by staff to prioritise and identify emotions.</li> <li>• Children understand the science behind how they are feeling.</li> <li>• Stormbreak Shine Interventions help fill gaps in the emotional literacy of learners</li> <li>• There is a reduction in children being dysregulated within the classroom and during less structured times of the day.</li> <li>• School works alongside families using external support as required, to meet the needs of learners and their families.</li> </ul>
<p>4. Children enjoy reading and can make links between books.</p>	<ul style="list-style-type: none"> <li>• Deliberately chosen texts, to engage deep thinking and understanding of texts.</li> <li>• Phonics interventions lead to accelerated progress.</li> <li>• Whole Class Reading, builds on prior learning and allows children to compare genres, books, authors and characters.</li> </ul>

**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: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to be trained in Read, Write Inc Phonics	<ul style="list-style-type: none"> <li>• DfE approved synthetic phonics provider.</li> <li>• Greater staff confidence and improved fidelity to teaching and learning.</li> <li>• Closing the Vocabulary Gap (Alex Quigley)</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>+5 months</p>	1, 4
Continue to develop greater confidence and expertise among staff identifying emotional needs.  Stormbreak	<ul style="list-style-type: none"> <li>• When the Adult Changes Everything Changes (Paul Dix)</li> <li>• Stormbreak training and support, including Stormbreak Shine.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>+7 months</p>	3
Peer Learning Groups	<ul style="list-style-type: none"> <li>• Teach Like a Champion (Doug Lemov)</li> <li>• Instructional Coaching (Peps McCrae)</li> <li>• The Learning Rainforest</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>+6 months</p>	1, 2, 4
Staff training CLL	<ul style="list-style-type: none"> <li>• SALT. Communication Champion Programme.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>+4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>+6 months</p>	1, 2

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language support	<ul style="list-style-type: none"> <li>• SALT. Communication Champion Programme.</li> <li>• EEF One to one. +4 months</li> <li>• EEF Oral Language. +6 months</li> </ul>	1
ELSA, Stormbreak interventions	<ul style="list-style-type: none"> <li>• When the Adult Changes Everything Changes (Paul Dix)</li> <li>• Stormbreak training and support, including Stormbreak Shine.</li> <li>• EEF. Self-regulation. +7 months</li> </ul>	3
Use of additional teaching assistant to target pupils in KS1	<ul style="list-style-type: none"> <li>• EEF. Feedback. +6 months</li> <li>• EEF. Tuition. + 5 months</li> </ul>	1, 2

**Wider Strategies** (for example related to attendance, behaviour, wellbeing)

Budgeted cost: £3050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority access to clubs and activities	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>  +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  +3 months	2
Work with individual families to support development of routines and self-regulation.	<ul style="list-style-type: none"> <li>• When the Adult Changes Everything Changes (Paul Dix)</li> <li>• Stormbreak training and support, including Stormbreak Shine.</li> <li>• EEF. Self-regulation. +7 months</li> </ul>	3

**Total budgeted cost: £15500**

**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 2024-25 academic year. The information below refers to 17 pupils. 10 of whom were not at Trinity on EYFS. Of the 17, 5 joined within the school year and 4 after Easter. This had a significant impact on the Pupil Premium Data, especially in Year 1 Phonics. Our robust diagnostic assessments support us in prioritising key actions for all children, we are confident that these outcomes will improve, as a result of our curriculum, teaching and learning at Trinity.

**All Pupils**

	PP Outcomes				Non-PP Outcomes			
Reading	BLW	WTS	EXS	GD	BLW	WTS	EXS	GD
	24%	24%	47%	6%	3%	11%	44%	41%
Writing	BLW	WTS	EXS	GD	BLW	WTS	EXS	GD
	24%	35%	35%	6%	2%	18%	52%	27%
Maths	BLW	WTS	EXS	GD	BLW	WTS	EXS	GD
	24%	24%	47%	6%	1%	17%	53%	29%

**EYFS**

	PP Outcomes		Non-PP Outcomes	
EYFS Main GLD	GLD	Not GLD	GLD	Not GLD
	-	-	93%	7%

**KS1 Phonics Check**

	PP Outcomes		Non-PP Outcomes	
KS1 Phonics Check	Pass	Did not Pass	Pass	Did not Pass
	20%	80%	88%	12%

**MTC**

	PP Outcomes				Non-PP Outcomes			
Multiplication Table Check	BLW	WTS	EXS +	GD	BLW	WTS	EXS +	GD
	-	-	100%	-	-	7%	93%	37%