



Trinity C of E Primary School

Pupil premium strategy statement 2025 - 2026

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	300
Proportion (%) of pupil premium eligible pupils	10 (3%)
Academic year/years that our current pupil premium strategy plan covers (this forms part of a three-year plan, reviewed annually) *	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Charlotte Whittle
Pupil premium lead	Claire Rolfe
Governor / Trustee lead	Eileen Barnes-Vachell

*This strategy forms part of a three-year plan (2025–2028), which is reviewed annually in line with pupil need, impact evaluation, and updated DfE guidance.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,820 8 Primary FSM (8 x £1,515) 2 Service Children (2 x £350)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£12,820

Part A: Pupil Premium Strategy Plan Statement of Intent

At Trinity CE Primary School, our Pupil Premium strategy is rooted in our vision to nurture well-rounded individuals who flourish, contribute to their community, and reflect on “Who is my neighbour?”

Our intent is to ensure that disadvantaged pupils have equitable opportunities to achieve the highest possible outcomes. We recognise that barriers to learning may include economic disadvantage, social and emotional needs, and limited access to experiences. Our approach is therefore focused on removing these barriers, raising aspirations, and narrowing attainment gaps through high-quality teaching and targeted support. This strategy is informed by analysis of pupil premium data, school self-evaluation, and evidence from the Education Endowment Foundation (EEF).

Key Objectives

- Improve academic outcomes by ensuring disadvantaged pupils achieve in line with or above national expectations, particularly in reading, writing and mathematics
- Promote wellbeing and personal development so pupils feel safe, valued and ready to learn
- Strengthen family engagement to support learning beyond the classroom

Our Approach

We achieve this through:

- High-quality teaching and a well-sequenced, ambitious curriculum
- Strong relationships that ensure every child is known and valued
- Targeted interventions to meet individual needs
- Enrichment opportunities to raise aspiration and engagement
- A focus on attendance, behaviour and social-emotional development

Implementation Principles

- Quality First Teaching that meets the needs of all learners
- Adaptive teaching and inclusive classroom practice
- Ongoing, high-quality CPD for staff
- Targeted SEMH support (including ELSA and school counselling)
- Access to enrichment, including subsidised trips and clubs
- Robust tracking and termly review of progress and provision

Measuring Impact

We evaluate impact through both academic and wider outcomes:

- **Achievement:** Disadvantaged pupils meet or exceed national expectations
- **Wellbeing:** Improved confidence, behaviour and emotional regulation, as evidenced through behaviour logs, pupil voice, and reduced incidents over time
- **Engagement:** Increased participation in enrichment opportunities and positive attitudes to learning, measured through participation data and pupil voice
- **Attendance:** Attendance for disadvantaged pupils is sustained at or above 95%, with a reduction in persistent absence

Summary

Our Pupil Premium strategy reflects our commitment to equity, inclusion and excellence. Through evidence-informed practice and a whole-school approach, we aim to ensure that all disadvantaged pupils thrive and are well prepared for their future.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The key challenges are embedded within SDP priorities. Each challenge has been identified through detailed analysis of pupil premium data and school self-evaluation, and directly informs the intended outcomes and planned activities within this strategy.

At Trinity CE Primary School, the Pupil Premium Strategy is fully integrated into the School Development Plan. This ensures that:

- Disadvantaged pupils benefit directly from all school improvement work
- Resources are used efficiently and strategically
- Leaders can clearly demonstrate impact to governors and Ofsted

Challenge number	Detail of challenge
1	Writing Outcomes: Improve writing outcomes so that attainment is above national averages and meets the needs of all learners
2	Behaviour and Culture: Develop a consistent, inclusive whole-school behaviour approach
3	Parental Engagement: Increase parental engagement and confidence in supporting learning
4	Curriculum Development: Deliver an ambitious, well-sequenced curriculum with strong subject leadership. Improve curriculum implementation so pupils learn and remember more
5	Assessment and Feedback: Improve accuracy of feedback and identification of misconceptions
6	SEND Provision within Curriculum: Ensure curriculum is accessible for pupils with SEND
7	Reading and Phonics: Maintain strong phonics and reading provision and ensure all pupils access appropriate texts
8	Inclusive Environment and Culture: Create a welcoming, inclusive environment promoting high aspirations

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"> • Targeted writing interventions for disadvantaged pupils • Explicit teaching of vocabulary and sentence construction • Increased opportunities for structured talk and rehearsal • Adaptive teaching and scaffolding for SEND pupils 	<ul style="list-style-type: none"> • At least 25% of disadvantaged pupils achieve Age-Related Expectations in writing • The attainment gap between disadvantaged and non-disadvantaged pupils reduces by 10% • Disadvantaged pupils make at least expected progress, with increasing proportions making accelerated progress
<ul style="list-style-type: none"> • Targeted pastoral and SEMH support for disadvantaged pupils • Behaviour curriculum explicitly taught and reinforced • Staff CPD on inclusive behaviour strategies • Consistent application of behaviour policy 	<ul style="list-style-type: none"> • Reduction in behaviour incidents involving disadvantaged pupils (tracked termly) • Improved pupil engagement and readiness to learn evidenced through lesson observations and behaviour logs • Pupil voice indicates increased confidence and emotional regulation • Pupils are more equipped to manage their emotions and self-regulate, using a range of strategies.

Intended outcome	Success criteria
<ul style="list-style-type: none"> ● Targeted engagement of disadvantaged families ● Parent workshops (literacy, maths, wellbeing) ● Improved communication systems ● Increased participation in school events 	<ul style="list-style-type: none"> ● Increased attendance at workshops (tracked and compared over time) ● Improved parental confidence (parent survey data) ● Attendance for disadvantaged pupils is at least 95% ● Persistent absence for disadvantaged pupils reduces in line with or below national averages ● Positive parent feedback from surveys
<p>CPD focused on:</p> <ul style="list-style-type: none"> ● Curriculum design <ul style="list-style-type: none"> ○ Knowledge retention and retrieval practice ○ Development of high-quality tasks in foundation subjects ● Pre-teaching and scaffolding for disadvantaged pupils ● Regular retrieval practice embedded in lessons 	<ul style="list-style-type: none"> ● Improved knowledge recall across subjects ● Consistent quality of curriculum delivery ● Monitoring demonstrates consistent implementation of high-quality teaching strategies across subjects
<ul style="list-style-type: none"> ● Whole-school focus on high-quality formative assessment ● CPD on identifying misconceptions ● Structured feedback approaches ● Regular pupil conferencing 	<ul style="list-style-type: none"> ● Improved pupil progress over time ● Evidence of misconceptions addressed effectively
<ul style="list-style-type: none"> ● Integrated SEND and Pupil Premium provision ● Adaptive teaching embedded across all lessons ● Targeted interventions for PP + SEND pupils ● Staff CPD on inclusive practice 	<ul style="list-style-type: none"> ● Improved outcomes for disadvantaged pupils with SEND ● Increased independence and engagement ● Lessons provide adaptations to ensure all learners can access the lesson and achieve tasks.
<ul style="list-style-type: none"> ● Continued prioritisation of early reading ● Targeted catch-up for disadvantaged readers ● Access to high-quality texts and reading experiences ● Promotion of reading for pleasure 	<ul style="list-style-type: none"> ● Strong phonics outcomes ● Increased participation in reading initiatives ● PP children in Year 1 pass the Phonics Screening Check ● Increased percentage of disadvantaged pupils passing the Phonics Screening Check ● Reading progress for disadvantaged pupils is in line with or above national expectations.
<ul style="list-style-type: none"> ● Ensure disadvantaged pupils access enrichment ● Promote inclusion and representation in curriculum and environment ● Support emotional wellbeing and belonging 	<ul style="list-style-type: none"> ● Positive pupil voice and high participation rates in enrichment activities, tracked and monitored termly ● High participation in enrichment

Monitoring of Pupil Premium is integrated with SDP monitoring:

- Termly reviews: Progress against SDP priorities and PP impact
- Governor reporting: Combined evaluation of school improvement and disadvantaged outcomes
- Subject leader monitoring: Includes focus on disadvantaged pupils

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving classroom environment and inclusive learning spaces	EEF: Learning environment impacts engagement and behaviour	5
Reading for pleasure initiatives (e.g. reading challenge, access to books)	Research: Reading engagement strongly correlates with attainment; EEF supports literacy-rich environments	7
Enrichment opportunities and cultural capital (trips, clubs, experiences)	EEF: Enrichment improves motivation, engagement, and aspirations (indirect impact on attainment)	8
Behaviour curriculum and staff training on behaviour management to addresses behaviour and engagement challenges identified as barriers to learning.	EEF: Behaviour interventions improve engagement and reduce lost learning time	2
Early reading and phonics (including catch-up support) is prioritised to ensure disadvantaged pupils develop strong early reading skills and close attainment gaps.	EEF: Phonics +5 months; strongest impact in early years and KS1	7
Writing CPD and whole-school writing approach is prioritised due to low writing attainment for disadvantaged pupils in 2025 outcomes.	EEF: Writing interventions +7 months; Explicit instruction in writing improves outcomes	1
High-quality CPD on curriculum design and knowledge retention (retrieval practice, sequencing)	EEF: Metacognition and self-regulation +7 months; Cognitive science shows retrieval practice improves long-term memory	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dyslexia Gold for KS2 pupils	Personalised intervention to meet each pupil's specific learning needs - After just three months of using Literacy Gold, children showed an average improvement of 12 months in their reading age.	7
SATS CGP workbooks provided to support with SATs revision	CGP are known as the bestselling revision and practice for SATs <ul style="list-style-type: none"> ● Structured revision ● Familiar to SATs format ● Pupil-friendly language and clear explanations ● Regular exposure to SATs-style questions reinforces knowledge and builds exam technique 	3, 5

PPG pupils will be included on priority readers list and heard to read in school weekly.	PP pupils reading progress regularly monitored.	7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA (Emotional Literacy Support Assistant)</p> <p>This supports pupils with identified SEMH needs, which are a key barrier to learning.</p>	<p>Targeted emotional support where children understand and manage their emotions more effectively</p> <ul style="list-style-type: none"> • Improved emotional awareness • Enhanced self-esteem and confidence • Better social skills • Reduced anxiety and improved emotional regulation • Improves readiness to learn by removing emotional barriers • improve attainment by increasing focus and behaviour in lessons. 	2, 6, 8
<p>School Counsellor - This provides targeted support for pupils experiencing emotional barriers impacting learning and attendance.</p>	<p>Counselling provides a safe space where emotions can be explored without judgment.</p> <p>Improved mental health and emotional resilience.</p>	2, 6, 8
<p>Ensure PPG children are able to attend after school clubs and school trips (including residential) - This ensures equitable access to enrichment and cultural capital opportunities for disadvantaged pupils.</p>	<p>Children are given opportunities to join a club to support their engagement in extra-curricular opportunities and promote their well-being.</p> <p>Children receive subsidised costs for school trips (including residential)</p> <p>By attending after school clubs the children develop a variety of skills, such as team building, collaboration and communicating with others.</p>	8
<p>Forest school sessions delivered by forest school leader</p>	<p>Forest Schools are multi-sensory and can help improve concentration and the motivation to learn. Forest Schools can help children with learning disabilities or additional needs to gain more independence and self-confidence, reduce anxiety, build resilience, and improve their communication skills.</p>	4, 8
<p>Gardening club provided for PPG children once a week.</p>	<p>Outdoor learning is known to help with anxiety, promote well-being and help children to gain more self-confidence.</p>	8
<p>Contingency fund for acute issues which arise during the academic year</p>	<p>A small amount of the funding is kept aside to enable us to respond quickly to the needs of PPG that have not yet been identified.</p>	All

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance Summer term 2024:

PPG attendance Summer 2025 97.06% for PPG pupils and 97.39% for non-pupil premium.

Attainment Summer 2025:

NOTE: Due to the small cohort size of disadvantaged pupils, percentages should be interpreted with caution and considered alongside individual pupil progress and contextual factors.

PPG data Summer 2025 results (7 pupils - Years 1-6)

0% achieving 'expected' or above in reading, writing and maths (Non PPG 69%)

0% achieving 'above expected' in reading, writing and maths (Non PPG 11%)

57% achieving 'expected' in reading (Non PPG 85%)

0% achieving 'expected' in writing (Non PPG 72%)

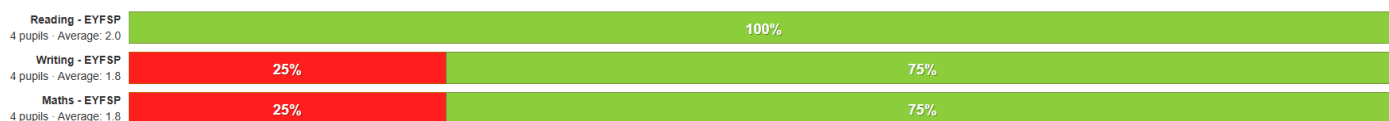
57% achieving 'expected' in Maths (Non PPG 85%)

PPG data Summer 2025 results (4 pupils - EYFS)

100% achieving 'expected' in reading (Non PPG 80%)

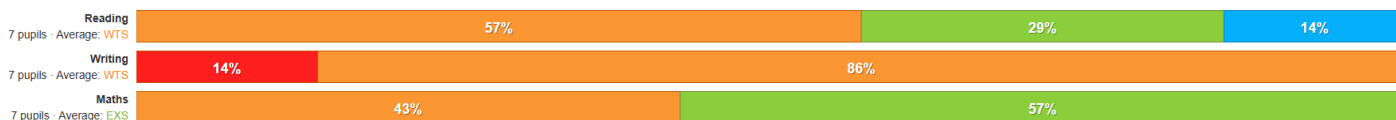
75% achieving 'expected' in writing (Non PPG 80%)

75% achieving 'expected' in Maths (Non PPG 90%)



PPG progress 2024-2025 (7 pupils in years 1-6)

Autumn 2024



Summer 2025



Review of Outcomes of 2024 - 2025

Activity	Review
Using diagnostic assessments (PiXL) for Reading, Maths and GPS.	<ul style="list-style-type: none"> Standardised diagnostic assessments to be fully implemented Staff CPD and monitoring has ensured assessments are administered correctly QLA Analysis for Maths assessments are used to compare the school attainment against the PiXL cohort of schools Maths QLA used to inform teaching and daily retrieval activities

Activity	Review
Specific focus on PPG attendance, letters and phone calls to parents alongside meetings with parents.	<ul style="list-style-type: none"> ● Attendance has been closely monitored throughout the year and is discussed during weekly SLT meetings. ● Office staff provide an attendance report which is shared with teachers every week. ● Attendance policy has been reviewed and updated ● Pupils with persistently low attendance has been followed up through conversations with class teachers in the first instance and then this escalates in line with our updated attendance policy. ● Letters sent to parents where children have below average attendance (95%)
Staff CPD about adaptive teaching	<ul style="list-style-type: none"> ● Staff confidence with adapting learning to support individual needs has increased ● Broader range of adaptive teaching strategies are being implemented within the classrooms ● Increased independence and engagement due to all pupils being able to access the learning at their level ● Careful monitoring of adaptive teaching by SENDCo to ensure pupils with additional needs are being effectively supported within the classroom
Dyslexia Gold for KS2 pupils	<ul style="list-style-type: none"> ● Dyslexia Gold has provided targeted, structured support for pupils with literacy difficulties, particularly those who are disadvantaged and/or have SEND. The programme has contributed to improvements in: <ul style="list-style-type: none"> ○ Reading fluency and decoding, with pupils showing increased accuracy and confidence ○ Spelling and writing, supporting greater independence in literacy tasks ○ Engagement and confidence, reducing anxiety around reading and learning
ELSA (Emotional Literacy Support Assistant)	<ul style="list-style-type: none"> ● Improved readiness to learn, with pupils better able to engage in lessons ● Reduction in low-level behaviour incidents and improved self-regulation ● Increased confidence and resilience, as evidenced through pupil voice ● Positive improvements in attendance and engagement for targeted pupils ● Staff report that pupils receiving ELSA support are more settled in class and able to access learning more effectively. The programme complements classroom strategies and wider pastoral provision.
School Counsellor	<ul style="list-style-type: none"> ● Improved emotional wellbeing and self-regulation, enabling pupils to manage feelings more effectively ● Increased readiness to learn, with pupils more able to focus and engage in lessons ● Reduction in anxiety-related behaviours and emotional distress ● Improved attendance and engagement for identified pupils ● Enhanced relationships and communication skills ● Pupil voice indicates that pupils value the support and feel safe, listened to, and understood. Staff report noticeable improvements in pupils' ability to cope with challenges and access learning following counselling support.
Year 6 booster groups in the lead up to SATs, delivered by UKS2 staff.	<ul style="list-style-type: none"> ● Targeted support ensured pupils were prepared with strategies to answer SATs questions ● Increase in Maths outcomes evident in SATs results

Activity	Review
TA support with Bench Marking to ensure progress and tracking of progress	<ul style="list-style-type: none"> Children made progress with their reading as a result of frequent benchmarking, at least termly. Benchmarking may need to be reviewed next year due to the length of time required and lack of staff to carry out the benchmarking for pupils on a 1:1 basis. TA's inform teachers about pupil reading abilities following benchmarking to ensure progress is monitored carefully
SATS CGP workbooks provided to support with SATs revision	<ul style="list-style-type: none"> Year 6 pupils were supported to achieve good end of KS2 outcomes Year 6 teachers provided drop-in sessions during lunchtimes where the children could ask questions about specific topics or ask for support to answer specific questions.
Ensure PPG children are able to attend after school clubs and school trips (including residential)	<ul style="list-style-type: none"> PP pupils are allocated 2 places for all after school clubs PPGparents contacted to inform them of the free space available for after school clubs PP pupils receive support from Henley Education Trust PP pupils engage with extra curricular opportunities provided by the school Attendance at clubs developed children's teamwork and collaboration skills
Forest school sessions delivered by forest school leader	<ul style="list-style-type: none"> Forest school timetabled weekly for a Key Stage each half term Forest school leader time was protected to ensure forest school sessions happen regularly Forest school provided opportunities for the children to develop their communication, collaboration and self-confidence.
Gardening club provided for PPG children once a week.	<ul style="list-style-type: none"> Regular gardening club sessions provided Children enthusiastically engaged in gardening club sessions

Overall, strategies have had a positive impact on attendance, engagement, and wellbeing. However, attainment gaps remain, particularly in writing. These outcomes have directly informed the priorities within the current strategy, with an increased focus on writing, high-quality teaching, and targeted academic support.

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
Football after school club	Ignite Sport UK AFC Henley Football
Autumn/ Spring/ Summer Sports	MNR Sports
Art Club	Start Art
Basketball	MNR Sports
Cookery Club	Smart Raspberry Cookery Club
French Club	Jane Hendry
Dance Club	Katie Campbell
Lego Club	Master Builders
Breakfast Club 7:30am – 8:45am	Junior Adventures Group (JAG)
Afterschool Club 3:15 - 6pm	Junior Adventures Group (JAG)
Little Wandle Phonics & Spelling	Little Wandle Phonics Scheme