

# Pupil premium strategy statement – Holy Trinity C of E 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	461
Proportion (%) of pupil premium eligible pupils	26.25
Academic year/years that our current pupil premium strategy plan covers	2025.26
Date this statement was published	18.11.25
Date on which it will be reviewed	30.07.26
Statement authorised by	Tim Muggridge
Pupil premium lead	Aaron Jones
Governor / Trustee lead	Harj Burrha

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,408
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£198,408

# Part A: Pupil premium strategy plan

## Statement of intent

Staff and governors at Holy Trinity CE Primary School, Gravesend intend for all pupils, irrespective of their background or the challenges they face, to make good progress, narrow the national attainment gap between themselves and their peers and achieve highly across all subject areas.

Our Pupil Premium strategy is written to focus on the deployment of appropriate resources and support to disadvantaged pupils so they achieve their full potential, have high aspirations and improve their life chances for the future. Within our strategy, we consider the specific challenges faced by vulnerable pupils within our school and the community in which they live.

Quality-first teaching is our primary approach, so children learn through a stimulating and challenging curriculum. Over and above this, we focus on areas in which disadvantaged pupils require the most support: academically, socially and emotionally.

Our strategies are based on research and evidence from bodies such as Education Endowment Foundation, our own internal data where gaps have been identified and successes we have had in the past within our school. This will have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

To ensure our strategies are effective we will:

- Have dedicated members of staff to monitor and report on the effectiveness of the strategy
- Ensure staff monitor and plan effectively for disadvantaged pupils and that they set challenging work that will enable progress
- Plan carefully for interventions based on evidence and data for the needs of disadvantaged pupils
- Ensure that parents and carers are aware of any extra support being given, are updated with the progress their children make and are encouraged to support this where possible.

## Challenges

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

Challenge number	Detail of challenge
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1	Many of our disadvantaged pupils have not been exposed to the same breadth of high-quality reading as their peers
2	Disadvantaged pupils often have different starting points to their peers in for vocabulary.
3	Attendance has been poor in recent years creating gaps in learning.
4	Disadvantaged pupils may have less access to quality enrichment activities and lower cultural capital than their peers.
5	Some disadvantages pupils also have complex SEND and or sensory and behavioural challenges that create a barrier to learning.

## 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
Pupil progress in Reading, Writing, and Maths to be in line with their peers.	Pupil progress in Reading, Writing, and Maths to be in line with peers in the school and with national average.
Phonics and SPaG to be at national average or above	Phonics and SPaG scores to be at national average or above at the end of the year.
Attendance percentage over 96% and to be in line with their peers	Attendance to improve from Persistent Absence to be better than national average (15%)
Disadvantaged pupils to be given opportunities to attend clubs, trips, and wider curriculum activities	The percentage of disadvantaged pupils taking part in activities will be comparable to their peers.
Pupils with sensory or behavioural challenges will be given strategies and support in order to make progress towards their specific targets	All SEN pupils to reach their end of year targets as assigned on their Personalised Learning Plan

## 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: £ 135,081.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure staff have training in EGPS to improve outcomes for end of KS2 for disadvantaged pupils</i>	The EEF toolkit has extensive research that tells us that a fluent writing style and accurate spelling supports composition because pupil's cognitive resources are not spent on these two areas. The EEF toolkit tells us that there is extensive evidence to support that the repetitive teaching of technical vocabulary will have an impact on grammar. <a href="#">Improving Literacy in Key Stage 2   EEF</a>	2
<i>Ensure that the teaching of maths is not just differentiated chronologically. Clever and intuitive differentiation exists for our lowest achievers through.</i>	The EEF toolkit tells us that children with barriers to learning whether that is a SEN or environmental disadvantage require a different teaching style. <a href="#">EEF blog: Moving from 'differentiation' to 'adaptive teaching'   EEF</a>	1, 2,
<i>Quality First Teaching for all</i>	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes	1, 2, 5
<i>Ongoing CPD opportunities for teachers and ATs to enhance classroom practice and effective intervention provision (for example, Kagan, SEND, behaviour management etc)</i>	<a href="#">Effective Professional Development   EEF</a>	1, 2,

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

Budgeted cost: £ 26,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics/Maths boosters (staff time and resources).</i>	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils	1,

	<p>may not develop phonological awareness at the same rate as 2, 4 Respect Honesty Love Page 9 of 13 other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning'. (Education Endowment Fund) '[The National Tutoring Programme] aims to make up for learning time lost due to the Covid-19 closures with high quality, subsidised tutoring to meet each pupil's needs'. (White Rose Maths)</p>	
Specific interventions tailored to need by trained staff	<p><i>"Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes."</i></p> <p><a href="#">~ Making Best Use of Teaching Assistants</a></p>	1,2, 3, 4
PiXL used to analyse data and provide QLA for targeted interventions and therapies	<p><i>In case-studies drawn from PiXL-member schools, PiXL-based strategies have been cited as contributing to targeted support: e.g. better literacy, mentoring/coaching, structured support for key cohorts (like Year 6), and more systematic "therapies" (small-group or one-to-one support) rather than ad-hoc interventions</i></p>	1,2,3,4,5

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

Budgeted cost: £ 36, 877

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime Nurture Support	We know that some of our funded pupils receive the majority of their behaviour incidents at play and lunchtime. This has an adverse effect on their afternoon	3, 5

	learning and impacts on their progress. In addition, many of these children require the social skills to build positive relationships.	
<i>Speech and Language Therapist</i>	We know that Speech & Language therapists provide targeted intervention. This leads to accelerated progress as programmes of study are then created to be delivered in-house.	4,5
<i>Active Play Provision</i>	We know that historically, many of our behaviour incidents occur at play or lunchtime. Our disadvantaged group 4 8 negative incidents at Lunchtime for this group of learners also get the majority of their incidents during these less structured times.	3, 5
<i>PP Counsellors</i>	Support for rise in pupils with SEMH	3, 5
<i>Funding towards trips, clubs, uniform</i>	Research shows the benefits of supporting the whole child and providing opportunities for all children to gain different experiences in their learning of the world around them	4
<i>Accelerated Reader to track Reading progress and promote a love of learning</i>	This software is another platform used to encourage children to read and to track their reading level to ensure that children are aware of the importance of progress in reading and ensure they are reading books at their level.	1
<i>Behaviour strategies to improve positive mindset in school – positive praise and points towards rewards.</i>	Pupils will want to come in school when praised for their positive behaviour and rewards focused on things they enjoy. Does supporting pupils to positively impact their classmates'...   EEF (educationendowmentfoundation.org.uk) <a href="#">Improving Behaviour in Schools   EEF</a>	3, 4

**Total budgeted cost: £ 198,408**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### End of KS2 Outcomes

**Maths: 54%**

**Reading: 66%**

**Writing: 71%**

**Combined: 46%**

**Attendance: 96.2%**

Analysis

EYFS

Although GLD dipped by 14% compared to last year, this was influenced by cohort-specific challenges, including a higher proportion of pupils with complex SEMH and Communication needs and a class led by a trainee teacher. Strong support systems were in place, and individual pupil progress—particularly for vulnerable learners—was positive. Plans are in place to enhance early identification, provide greater support for early career staff, and raise GLD next year. Four trained teachers will be working in Reception to improve this and we have an extra teacher in Year 1 to help make accelerated pupils for those who weren't successful this year.

Phonics

Remained strong including FSM. Needs to continue.

End of KS2 Results

KS2 outcomes showed encouraging improvements this year. Reading rose by 11% and SPAG by 15%, and writing reached 71%, just 1% below national – a 5% jump from last year. The combined score increased by 7% to 46%. Maths remains a challenge, holding steady at 54%, and continues to be a priority for development. Leaders are implementing targeted strategies to raise attainment in maths while building on recent gains in reading and writing.

Strengths

- Significant gains in Reading and SPAG, showing that the curriculum changes and interventions are starting to have impact. FSM children in Reading outscored non-FSM.
- Writing is now a relative strength due to change in curriculum – this needs to be embedded across the school. 62% for disadvantaged.
- Combined improvement reflects wider positive movement, even if still below national.

· Individual pupil progress not reflected in attainment percentages—especially for SEND or lower prior attainers.

#### Areas of Development

Maths remains static at 54%, still 20% below national. This indicates persistent gaps that were not closed despite other subject gains.

Combined R/W/M for disadvantaged remains low at 38% - Maths is an area we need to improve to up this figure.

## 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
Accelerated Reader	Renaissance
Freckle	Renaissance
White Rose Catch Up	White Rose Maths Hub
Power Maths	Pearson
Charanga	Charanga
PiXL	PiXL
TT Rockstars	Maths Circle