



## 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	Trinity Croft C of E Primary Academy
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	(Reception and above) 67 children = 47.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2028
Date this statement was published	5 <sup>th</sup> December 2025
Date on which it will be reviewed	Annual review December 2026
Pupil premium lead	Maria Allen/Amy Gurner
Governor / Trustee lead	Mel Hensby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 106,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£106,680</b>

## Part A: Pupil premium strategy plan

### Statement of intent

**Pupil Premium Strategy: Statement of Intent.** We intend to improve outcomes for disadvantaged pupils in school by ensuring that all children have access to the very best, Tier 1 provision through quality first teaching in the first instance. We believe that upskilling teachers to deliver evidence based, best practice will benefit all children but will particularly impact on children eligible for Pupil Premium. We aim to ensure that pupils 'keep up' and don't have to catch up by providing intervention only when necessary, with reading at the very core of our curriculum.

At Trinity Croft, our goal is to ensure that every child becomes the best they can possibly be, achieving all the goals they set themselves and more. We are committed to providing an education that fosters a sense of belonging, courage, wisdom, and aspiration for all pupils, irrespective of their background or the challenges they face.

Our strategy focuses on ensuring good progress and high attainment across all subject areas, particularly for disadvantaged pupils, including those who are already high attainers. We recognise the unique challenges faced by vulnerable pupils, such as those with a social worker or young carers, and our actions are designed to meet their needs as well. This is achieved through the following principles:

- **High-quality teaching** is at the heart of our approach, based on evidence that this has the greatest impact on closing the disadvantage attainment gap while benefiting all pupils.
- **Access to a broad and rich curriculum** is prioritised, ensuring that all children, including the most vulnerable, are supported to achieve their full potential.
- **A whole-school approach** is adopted, with all staff taking responsibility for disadvantaged pupils' outcomes and raising expectations of what they can achieve.
- **Personalised interventions** are implemented early, addressing individual needs and removing barriers to progress through robust diagnostic assessment rather than assumptions.
- **Prioritising reading** ensures all children, particularly those at risk of not mastering phonics, have ample opportunities to practice reading at school.

To ensure the effectiveness of our strategy, we commit to:

- Challenging disadvantaged pupils in the work they are set, ensuring high expectations.
- Acting early to intervene when needs are identified.
- Supporting all pupils to access highly effective teaching based on current research.

At Trinity Croft, we believe that every child deserves a champion and an education that enables them to thrive and achieve their fullest potential.

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

Challenge Number	Detail of Challenge
1. Writing	<p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils face greater challenges with writing compared to their peers. On entry to Reception over the last 3 years, disadvantaged pupils arrived below age-related expectations compared to other pupils. Although the gap narrows over time, it remains present until lower KS2. In 2025, due to this strategy, 70% of PP (10 pupils) achieved the expected standard in writing and 80% achieved the expected standard in reading and maths.</p> <p>In the early years, children have underdeveloped fine and gross motor skills. This has led to gaps in transcription skills and a reduced ability to persevere with extended writing tasks. Writing and art standards have declined as children have not sufficiently developed their finger muscles from an early age.</p>
2. Reading	<p>While the school's reading outcomes are strong, this remains a key focus area. Previous Pupil Premium funding was used to prioritise training and resources for reading, and this focus will continue to sustain and further improve standards.</p> <p>There are identified gaps in pupils' language comprehension across the school, particularly among disadvantaged pupils. Assessments, observations, and discussions with pupils highlight underdeveloped oral language skills and vocabulary gaps, which are more pronounced in disadvantaged pupils. These issues are evident from Reception through to KS2.</p>
3. Pupil Wellbeing	<p>More than 20% of our Pupil Premium pupils at Trinity Croft have experienced ACEs and require tailored support to address their specific SEMH needs, including challenges related to attachment and trauma. The school has previously invested in extensive staff training and implemented a whole-school approach to mental health, which needs to be sustained.</p> <p>There has been an increase in children with emotional needs awaiting placements in appropriate specialist settings. Further work is required to strengthen the school's therapeutic approach to support these pupils.</p> <p>Teacher referrals for SEMH support remains high, with 24 pupils currently needing additional interventions and support from our Family Support worker. All participate in mentoring interventions to address their needs.</p>
4. Attendance	<p>Attendance at Trinity Croft remains below the national average, there is a growing number of children on part-time timetables due to SEMH challenges.</p> <p>In 2024/25, 31% of Pupil Premium children were persistently absent (10% or more) compared to 14% of our non-Pupil Premium children.</p> <p>We need to sustain the rigorous systems to maintain above-national attendance.</p>

**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
Sustained writing attainment among disadvantaged children.	<p>Assessments and observations indicate significantly improved transcriptional skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, and ongoing formative assessment.</p> <p>KS2 writing outcomes in 2024/25 showed that 8/14 Pupil Premium children achieved the expected level in writing. In 2025/26, we expect that 7/14 of the disadvantaged children will achieve the expected standard.</p>
Sustained reading attainment among disadvantaged children.	<p>KS2 reading outcomes in 2024/25 showed that 10/14 disadvantaged children achieved the expected standard in reading.</p> <p>2024/25 – 6 of 8 disadvantaged children passed the Year 1 phonics test. Read Write Inc. is sustained. All children identified as falling behind are tutored so that they keep up (keep up, not catch up).</p> <p>All children will continue to take a quality library book home.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, and ongoing formative assessment.</p> <p>Upper Key Stage 2 reading tutors will continue listen to younger children weekly.</p> <p>Pupils with gaps in language comprehension are identified, and additional support is in place.</p> <p>Fluency is tracked, and additional fluency interventions support pupils to make good progress in reading.</p> <p>In Key Stage 2, fluency is tracked using Reading Plus. Reading speeds are monitored closely.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a sustained reduction in bullying</li> <li>• sustained participation in enrichment activities, particularly among disadvantaged pupils (HOS interviews with children).</li> </ul>

To achieve improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improve attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• There being no attendance gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>• the percentage of all pupils who are persistently absent improves and the figure among disadvantaged pupils being the same as their peers.</li> </ul>
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## 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

Budgeted cost:

**£70,000** – a non teaching SENDCO and a full time Family Support worker.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p> <p><b>Diagnostic assessments include:</b></p> <ul style="list-style-type: none"> <li>• <b>Insight:</b> Personalized learning plans, attainment, and attendance patterns.</li> <li>• <b>Smartgrade:</b> For Year 6 students.</li> <li>• <b>NTS Assessments</b></li> <li>• <b>Reading Plus:</b> Personalized reading assessments.</li> <li>• <b>Reflex Maths:</b> Personalized mathematics assessments.</li> <li>• <b>RWI (Read Write Inc.) Assessments</b></li> </ul>	1, 2, 4,
<p>Continue to purchase the subscription and training of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to sustain</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2

stronger phonics teaching for all pupils. <b>Read, write, inc.</b>		
Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.	The EEF summary of recommendations <a href="#">Improving literacy in Key Stage 2</a> <a href="#">Improving literacy in Key Stage 1</a> <a href="#">Preparing for literacy</a>  The EEF guidance is based on a range of the best available evidence:	1,2
Improve the quality of social and emotional (SEL) learning through With Me in Mind Program.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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):  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	3
Enhancement of our teaching and curriculum planning in line with Walkthru guidance.  We fund teacher release time to embed key elements of guidance in school and to access Walkthru resources and CPD.	Walkthrus have been produced in conjunction with Iris connect, steplab. Walkthrus is research based on the best available evidence:  <a href="#">Walkthru case studies</a>	1,2,3,

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

Budgeted cost:

**£33000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.  Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>  Reading Plus, Reflex, Frax, Tiny Talkers, Talk Through Stories.	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our regional phonics leader.	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2

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

Budgeted cost:

**£3680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and sustaining behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:	3

	<a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <ul style="list-style-type: none"> <li>- This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</li> </ul>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Provide financial support for educational visits and afterschool clubs to enhance access and engagement for pupils eligible for free school meals (FSM)	Positive impact for students, enables equality of opportunity and raises children's aspirations and life chances.	3,4
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:** £106,680

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Outcomes Analysis (year 1-year 6)

The pupil premium cohort at Trinity demonstrates exceptional progress despite a high proportion of pupils with additional SEND needs across all phases. In EYFS, 43% of pupil premium pupils have SEND, and by Year 1, 75% passed the phonics screening even though half the cohort has SEND. In Year 4, 90% of pupil premium pupils achieved success in the multiplication tables check, a direct result of targeted spending on staff training in the Claire Christy approach and the Reflex programme, despite 40% having SEND. By Year 6, 50% of the cohort have SEND, yet 80% achieved the expected standard in maths and reading—both above national averages for non-pupil premium pupils. These outcomes highlight the significant impact of strategic pupil premium spending and should be celebrated as evidence of exceptional progress by the time pupils leave Trinity.

#### Attainment overview for pupil premium children 2024-2025:

##### Statutory assessments by key groups

Pupils (from 2024-2025) in Years R-6

Assessments: 2024-2025 Summer 2

	Reception		Year 1		Year 2					Year 4				Year 6			
	EYFSP	Phonics Score	Phonics Score	Phonics Score	Phonics Score By Y2	SAT TA				MTC		SAT TA		SAT Scaled Score			SAT Scaled Score/SAT TA
	Reading	Reading	Reading	Reading	Reading	Reading	Writing	Maths	Science	Maths	Reading	Writing	Science	Reading	Maths	GPS	Reading/Writing/Maths
	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	64%	0%	90%	0%	68%	61%	43%	61%	70%	96%	0%	76%	80%	68%	88%	44%	60%
EAL	50%		100%	0%	50%	67%	33%	33%	67%	50%		33%	100%	33%	100%	0%	33%
Not EAL	67%	0%	89%	0%	70%	60%	45%	65%	70%	100%	0%	82%	77%	73%	86%	50%	64%
Boys	60%	0%	88%	0%	67%	62%	31%	62%	77%	92%	0%	67%	73%	67%	87%	33%	60%
Girls	70%		100%	0%	70%	60%	60%	60%	60%	100%		90%	90%	70%	90%	60%	60%
Pupil Premium	57%		75%	0%	64%	53%	40%	53%	60%	90%	0%	70%	60%	80%	80%	30%	60%
Not Pupil Premium	67%	0%	100%	0%	75%	75%	50%	75%	88%	100%		80%	93%	60%	93%	53%	60%
Pupils with SEND	50%	0%	67%	0%	62%	46%	31%	54%	54%	90%	0%	60%	60%	60%	80%	30%	50%
Pupils without SEND	73%		100%	0%	78%	80%	60%	70%	90%	100%		87%	93%	73%	93%	53%	67%

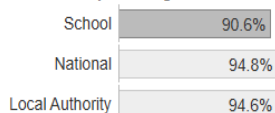
Attendance remains a significant challenge for our pupil premium cohort, with 21 pupils persistently absent, including two who are severely absent. This impacts attainment, as 10 of these pupils are not working at the expected level due to lost learning. The school takes attendance extremely seriously and works closely with the Trust and local authority, both of whom have praised our robust systems and adherence to DfE guidance. Despite these efforts, attendance

continues to be an area for improvement. However, the exceptional progress pupils make when in school highlights the high quality of education at Trinity. We will maintain and strengthen our rigorous systems, as improved attendance would enable pupils to make even greater progress.

#### Attendance overview for pupil premium children 2024-2025 (Reception- Year 6):

##### Summary of 67 Pupils ((from 2024-2025) who are pupil premium)

###### Attendance percentage



###### 15-18 days missed

School 7

###### 19+ days missed

20

###### Absences

- 9.4% overall absence
  - 3.8% authorised
  - 5.6% unauthorised
- 31.3% persistent absence
- 4 pupils unauthorised absent for 10+ days

###### DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

- 35 pupils previously met the threshold between 02/09/2024 and 23/07/2025

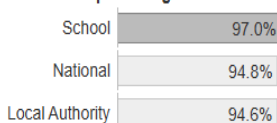
###### Absence Patterns

- 14 pupils have been repeatedly late or absent on the same day
- 37 pupils have been absent before or after a school holiday

#### Attendance overview for pupils who are not pupil premium children 2024-2025:

##### Summary of 71 Pupils ((from 2024-2025) who aren't pupil premium)

###### Attendance percentage



###### 15-18 days missed

School 4

###### 19+ days missed

2

###### Absences

- 3.0% overall absence
  - 2.0% authorised
  - 1.0% unauthorised
- 2.8% persistent absence
- 1 pupil unauthorised absent for 10+ days

###### DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

- 11 pupils previously met the threshold between 02/09/2024 and 23/07/2025

###### Absence Patterns

- 4 pupils have been repeatedly late or absent on the same day
- 27 pupils have been absent before or after a school holiday

Assessments 2024/25				
	Number PP pupils	Reading	Writing	Maths
Outcomes for Y1 PP pupils 2023/24 Teacher Assessment	8	2WTS	1PKS	0WTS
		6ExS	2WTS	8EXS
			5EXS	
Outcomes for Y2 PP pupils 2023/24 Teacher Assessment	15	5PKS	5PKS	2PKS
		2WTS	4WTS	5WTS

		6EXS 2GDS	6EXS	8EXS
<b>Outcomes for Y3 PP pupils 2023/24 Teacher Assessment</b>	10	1PKS 8EXS 1 GDS	1PKS 4WT 5EXS	1PKS 7 EXS 2 GDS
<b>Outcomes for Y4 PP pupils 2023/24 Teacher Assessment</b>	10	1WTS 6 EXS 3 GDS	2 WTS 8 EXS	2 WTS 5 EXS 3 GDS
<b>Outcomes for Y5 PP pupils 2023/24 Teacher Assessment</b>	14	5 WT 8 EXS 1 GDS	6 WT 8 EXS	2 WT 7 EXS 5 GDS
<b>Outcomes for Y6 PP pupils 2023/4</b>	10	2WTS 8EXS	3WTS 7 EXS	2WTS 8 EXS

## Externally provided programmes

Programme	Provider
Read writing Inc.	Ruth Miskin Literacy
Reading Plus	Dreambox Reading
NTS Assessments	Rising Stars
Reflex Maths	Explore Learning
Frax	Explore Learning
Tiny Talkers	RMBC
Talk Through Stories	Ruth Miskin Literacy
Squiggle While You Wiggle	Spread the Happiness
My Happy Mind	My Happy Mind

Walk thrus	Walk thrus
Maths Mastery	NCETM
White Rose Maths	White Rose
Smartgrade	Smartgrade
Insight	Insight
Frax	Explore Learning
Talk Through Stories	Ruth Miskin Literacy
Squiggle While You Wiggle	Spread the Happiness
With me in Mind	RMBC

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Through the implementation of With me in Mind and whole school approach to supporting pupil, teachers and parents' mental well-being. 1:1 mentoring when required.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.