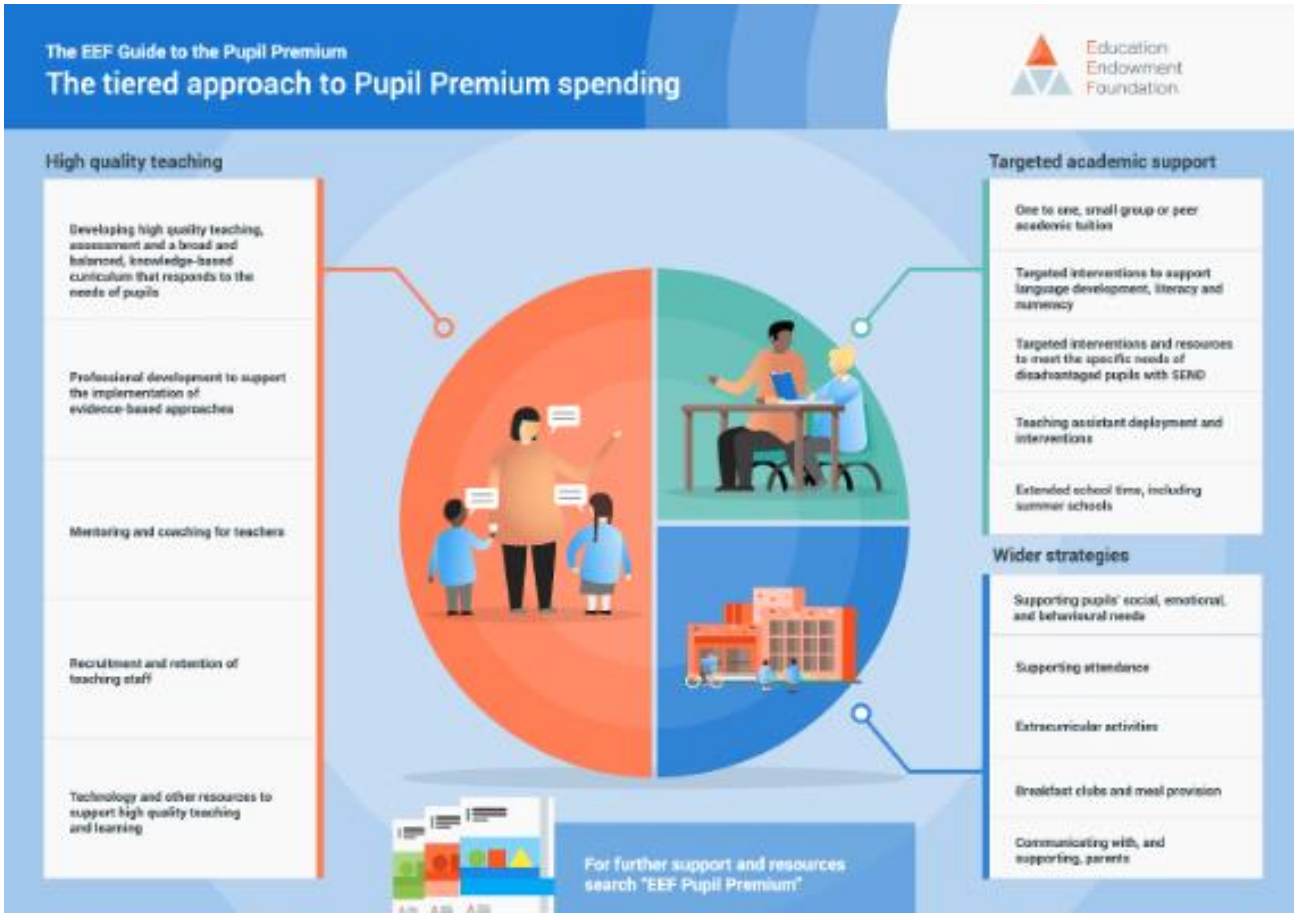
Trinity Anglican Methodist Primary School Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantage 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 had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

Detail	Data
Total number of pupils in school	406 (including preschool)
Proportion of disadvantaged pupils	8.48%
Proportion of disadvantaged pupils who have SEND	33.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	
Publish date	31.12.25
Review date	30.06.26
Statement authorised by	Clare Douris
Pupil Premium lead	Claire Howell
Governor lead	Ed Broyd

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£52372.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£52372.50

Part A: Pupil Premium Strategy Plan

1. Statement of Intent – Over 3 Years

At the heart of our school vision is the belief that "Together we inspire, through our Christian values, unique individuals who believe they can achieve more than they ever thought possible – in mind, body and spirit." Through nurture and challenge, we provide a firm foundation enabling all to thrive, to lead and serve in their lifelong journey as local, national, and global citizens.

This means we encourage everyone to "Aim higher together every day in every way."

Our Pupil Premium Strategy is designed to ensure that disadvantaged pupils have equitable access to the same opportunities for success as their peers. We aim to remove barriers to learning and create an environment where every child can flourish academically, socially, and spiritually.

To achieve this, our strategy focuses on:

- Encouraging increased attendance so that pupils can fully engage with learning and school life.
- Building strong, trusting relationships that foster confidence, resilience, and a sense of belonging.
- Providing opportunities for language development and increased cultural capital, ensuring pupils can communicate effectively and broaden their horizons.
- Increasing children's knowledge of the fundamental elements of writing, equipping them with essential skills for lifelong learning.

Through these priorities, we commit to delivering high-quality teaching, targeted support, and enriching experiences that empower disadvantaged pupils to aim higher every day in every way.

2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	Our attendance data indicates that attendance among disadvantaged pupils has been between 35.5% lower than for non-disadvantaged pupils. 28.6% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. Last years data indicates that on entry to Reception class, between 100% of our disadvantaged pupils arrive below age-related expectations. This gap narrows but remains significant to the end of KS2.
3	33.3% of PP children are on the SEND register. 80% of these children have Social, Emotional and Mental Health as that primary need. These challenges particularly affect disadvantaged pupils, including their attainment.
4	

3. Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: · • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all disadvantaged pupils who are persistently absent reduced.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved writing attainment among disadvantaged pupils.	Writing outcomes in 2026/27 show that more than disadvantaged pupils met the expected standard.

- **Planned Activity in the academic year 2025-2026**

This details how you intend to spend the pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £29594.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed evidence-informed teaching strategies such as explicit instruction, scaffolding, and retrieval practice	High Quality Teaching - EEF	3
Attend whole Trust 'Bringing Teaching Alive CPD' and plan school time to embed and monitor approaches using Trust lesson 'drop-in' monitoring speadsheet. Purchase Walkthrus to support coaching, teacher development and learning.	Education Policy Institute (EPI) – Evidence Review on High-Quality CPD 2020	3
Monitor via lesson drop-ins and PPM meetings - Promote a culture of high expectations and inclusive practice across all classrooms.	Implementing Inclusive Education DFE 2018	3
Integrate enrichment experiences (e.g. visits, speakers, projects) into curriculum planning to deepen learning and reduce cost	Duke of Edinburgh's Award & UK Youth – Education & Enrichment Report (2024	2
Provide CPD on trauma-informed approaches, attachment theory, and inclusive classroom management. E.g. Thrive	National Education Union (NEU) – Trauma-Informed Practice Toolkit (2024)	2
Use strategies such as emotion coaching, check-ins, and restorative conversations to support regulation and reflection.	(Mark Finnis Restorative Practice (2021)	2

Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budgeted Cost: £19023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement structured, evidence-based interventions in, writing, (e.g. phonics catch-up, small group tuition).	EEF Teaching and Learning Toolkit 2025	3

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

Budgeted Cost: £3755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance and punctuality through early intervention and family support. Ensure fidelity to Trust Attendance Strategy.	DFE Working Together to Improve School Attendance 2024	1
Use an external attendance welfare officer to support school with attendance.	DFE Working Together to Improve School Attendance 2024	1
Provide access to enrichment opportunities (e.g. trips, clubs, cultural experiences) to build confidence and engagement. Funding to support curriculum enrichment to widen cultural capital	Department for Culture, Media and Sport – Youth Enrichment Discovery Phase Report – July 2024 EEF – The Guide to the Pupil Premium (2024)	2
Support pupils' social, emotional, and mental	DFE Education for Wellbeing Programme Findings (2025)	2

health through pastoral care, mentoring, and wellbeing initiatives. E.g. ELSA, Thrive, Forest School	DfE – Pupil Premium and Recovery Premium Evaluation (2025	
Using the Mental Health Support Team develop a whole-school mental health strategy aligned with the DfE's Wellbeing for Education Return guidance.	DfE Promoting and supporting mental health and wellbeing in schools and colleges (2025)	2

Total budgeted cost: £52372.50

Part B: Review of outcomes in the previous academic year
Outcomes for disadvantaged pupils

This details the impact that your pupil premium activity had on pupils in the 2024 to 2025 academic year.

To support you with Part B you could complete this table or paste in relevant sections of the Mime Report.

Assessment 2024/25	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %
EYFS Profile GLD	0%	78%	51.5%	72.5%
Year 1 PSC	40%	88%	67%	84%
MTC (% 25/25)	50%	85%	19.3%	21.7%
KS2 RWM EXS+	67%	64%	47%	69%
KS2 R EXS+	67%	82%	63%	81%
KS2 W EXS+	67%	75%	50%	78%
KS2 M EXS+	100%	82%	61%	80%
KS2 RWM GDS	33.3%	10%	4%	11%
KS2 R GDS	66.6%	45%	31%	39%
KS2 W GDS	66.6%	24%	7%	16%
KS2 M GDS	66.6%	27%	15%	32%
Attendance	90.8%	96.3%	92.1%	95.5%
Persistent Absence	28.6%	4.8%	26.6%	10.3%
Suspensions (total number of sessions for 24/25)	0	0		

*23/24 data (24/25 not yet released by DfE)

1. Commentary/Analysis

Commentary/Analysis guidance (from DfE)

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

Outcomes for disadvantaged pupils in EYFS and Year 1 Phonics were significantly below both national disadvantaged averages and our non-disadvantaged pupils (EYFS GLD: 0% vs 78% school non-disadvantaged; PSC: 40% vs 88%).

In KS2, disadvantaged pupils performed strongly, achieving 67% at EXS+ in RWM combined, above national disadvantaged (47%) and slightly above school non-disadvantaged (64%).

Disadvantaged pupils excelled in maths, with 100% achieving EXS+, far exceeding national disadvantaged (61%) and non-disadvantaged (80%).

At Greater Depth, disadvantaged pupils significantly outperformed national averages and school non-disadvantaged peers (e.g., RWM GDS: 33.3% vs national disadvantaged 4%).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that Wider data shows disadvantaged pupils had lower attendance (90.8%) and higher persistent absence (28.6%) compared to national disadvantaged (92.1%, 26.6%) and school non-disadvantaged (96.3%, 4.8%).

No suspensions were recorded for disadvantaged pupils

Based on all the information above, the performance of our disadvantaged pupils broadly met expectations by the end of Key Stage 2, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that Trinity Anglican Methodist Primary School the work around writing and wellbeing were effective, while we need to continue to work on attendance and writing in EYFS and phonics for our disadvantaged children.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

- **Review of expenditure 2024/25**

1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Outcome Involvement in Oracy 21 Project to develop children's vocabulary, memory and oracy skills. Progress in writing increases Impact 40% of pp children passed the phonics screening in July 2025 July 2025 teacher assessment indicates that: 20% of pp children had learnt the writing curriculum in year 1. 33% of pp children had learnt the writing curriculum in year 3. 25% of pp children had learnt the writing curriculum in year 4. 35% of pp children had learnt the writing curriculum in year 4. 67% of pp children had learnt the writing curriculum in year 6 **End of Key Stage Writing** 2025 3 67% 59% 2024 8 38% 58% 2023 6 50% 58% **All pupils - Writing greater depth** Year Cohort School National 3-year 182 24% 13% 2025 58 24% 13% 2024 64 23% 13% 2023 60 23% 13% "*Children can articulate their learning and how it connects to prior learning as teachers make the* *links explicit: the 'Octopus book' is an effective memory aide which children refer to inde-*	Walkthrus coaching approach had a significant impact on children's learning as noted by external visitors. Next steps will be focus on modelling and scaffolding. Need to continue to embed and further refine the approach to writing as it continues to be the area that is weakest at Trinity. Focus on the fundamentals of the writing curriculum, getting the foundations right. Focusing on sentence structure, handwriting, spelling and punctuation.	£8 882

2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Outcome Children understand about their emotional/thinking brains and can use related strategies to make more expected and aspirational choices in their behaviour and learning. Impact *"Teachers are giving children choices carefully matched to their CoEL and cognitive and SEMH needs, such as attachment needs and trauma needs."* ADE visit Nov 2024. 0 suspension in 2024-25. In 2024 – 25 14 behaviour incidents were recorded on CPOMS, 4 were pp children. In 2023-24 21 behaviour incidents were recorded on CPOMS, 7 were pp children.	• Behavioural incidents reduced after the support was implemented.	£35 066

3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**

Outcome Increased attendance and punctuality Impact July '24 PP attendance 91.49% July '25 PP attendance is 90.8% **FSM6 - Persistent absence** **Year / Cohort / School / National** 2024/25 — 33 — 36.4% — 24.4% 2023/24 — 39 — 38.5% — 27.1% 2022/23 — 33 — 30.3% — 29.3% 2018/19 — 19 — 21.1% — 16.1%	• External EWO did work with a handful of PP families. Need to combine this approach with the Trust attendance strategy which encompasses a whole school approach to attendance to impact pp children.	£16 237

Part C: 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

Part D: 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Part E: Further information (Optional)