

Pupil Premium Strategy Statement – Holy Trinity Church of England 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holy Trinity Church of England Primary School, Seaton Carew
Number of pupils in school	203 (233 inc. N)
Proportion (%) of pupil premium eligible pupils	24% (49/203) (N 5/30) (54/233 23%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Amanda Baines
Pupil Premium lead	Amanda Baines
Governor / Trustee lead	Kate Ridley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,355.08
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,355.08

Part A: Pupil premium strategy plan

Statement of intent

Love your neighbour as yourself.'

Matthew 22:36-40 "Teacher, which is the greatest commandment in the Law?" Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself."

At Holy Trinity, positive, caring relationships are the foundation of our school community, woven through everything we do. In our school, everyone is valued and learns to value one another. Children, staff, and families are recognised and celebrated as unique individuals — each one loved, supported, and respected for who they are. Jesus' teaching supports us to see the value in others, to be compassionate and to create an environment where everyone can flourish and achieve their full potential – regardless of background or circumstances. Our Pupil Premium Strategy is designed to overcome barriers to learning and close the attainment gap between disadvantaged pupils and their peers.

Our key objectives for disadvantaged pupils are:

- To facilitate equitable access to education, opportunities and the curriculum.
- To ensure all children achieve high levels of progress and attainment across the curriculum, particularly in reading, writing and mathematics.
- To narrow the gap between Pupil Premium pupils and their peers.

Our Pupil Premium Strategy Plan works towards achieving these objectives by:

- Allocating funds to provide additional teaching and access to learning opportunities (access to enrichment activities, educational visits and experiences that enhance cultural capital and personal development).
- Provide targeted academic support through high quality intervention, such as *Phonics into Fluency* and the *Thrive Approach*

The key principles of our strategy include:

- **High expectations** for every pupil, with a belief that all can succeed.
- **Inclusive teaching** that meets the needs of all the pupils.
- **Early identification** and intervention to address academic, social and emotional needs.
- **Appropriate provision** is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- **Sustained impact** through long-term investment in staff development and whole-school approaches.

Through our Pupil Premium Strategy, we aim:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally, locally and internally.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach and surpass ARE at the end of Year 6; taking such knowledge and skills into future education.
- For learning to have meaning and a clear ambition to give the children of Holy Trinity the skills and knowledge they need to succeed.
- For there to be clear sequences of learning that build effectively on prior experiences and quickly identify needs.
- To develop confidence and communication skills and to understand the purpose for these skills and how they are applied to later life.

Challenges

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

Challenge number	Detail of challenge
1 SEMH	<p><i>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.” EEF</i></p> <p>A persistent challenge in fulfilling the goals of our Pupil Premium Strategy is the significant level of social, emotional, and mental health (SEMH) needs among our students. Many disadvantaged pupils experience complex life circumstances that hinder their ability to fully engage in learning. These difficulties can obstruct both academic achievement and personal growth, highlighting the importance of keeping emotional wellbeing at the heart of our strategy. Internal data and evidence shows that pupil premium pupils are not as emotionally and socially resilient as their peers. We address this through tailored support and a school-wide culture rooted in nurture and care.</p>
2 Closing Academic Achievement Gap	<p>Internal data and evidence indicate that pupils eligible for Pupil Premium are not progressing towards age-related expectations at the same pace as their peers and often show lower levels of resilience. These pupils may exhibit anxiety around learning and are less likely to participate during teacher input or class discussions. They also tend to struggle with articulating the purpose of their work or clearly explaining what they are learning.</p>
3 School Readiness	<p>School readiness is a significant issue for disadvantaged pupils, often due to limited self-regulation strategies, restricted access to wider life experiences, and reduced language development. Many have had minimal exposure to rich vocabulary at home, which affects their ability to communicate effectively and engage in learning. These challenges hinder early progress, making it difficult for children to</p>

	settle, follow routines, and develop the foundational skills needed for long-term academic success.
4 Parental Involvement	<p><i>"Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps." EEF</i></p> <p>Internal data and evidence shows that pupil premium pupil's parents are not as engaged in supporting their Children at home. Triple P is a programme used to improve parental engagement from early Years and support them to support their children.</p>
5 Cultural Capital	Another challenge faced by many of our disadvantaged pupils is a limited exposure to cultural capital. With fewer opportunities for enrichment, access to diverse experiences, and vocabulary-rich settings, their grasp of the wider world can be narrow, which in turn affects their connection to the curriculum. To overcome this, our approach incorporates access to educational trips, and engagement with high-quality literature (targeted interventions) and to expand their experiences and enhance their learning.
6 Targeted Intervention	Internal assessment and data analysis enables us to assess the English and Mathematics skills of our pupils across all year groups. This data informs the allocation of our strategies for pupils who require targeted intervention. Those identified require a tailored approach, delivered by highly skilled staff members, and inclusive practice to ensure that every child has the opportunity to thrive and achieve their full potential.
<p>Supporting whole school ethos and curriculum to be skills led and purposeful- for children to have the highest aspirations for themselves and to understand their part in developing learning behaviours.</p> <ul style="list-style-type: none"> - For learning to have meaning and a clear ambition to give the children of Holy Trinity the skills and knowledge they need to succeed. - For there to be clear sequences of learning that build effectively on prior experiences and quickly identify needs. - To develop confidence and communication skills and to understand the purpose for these skills and how they are applied to later life. 	

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
Progress in Reading	<p>Accelerated Progress for Disadvantaged Pupils</p> <p>Disadvantaged pupils make at least expected progress in reading from their starting points, with a significant proportion making accelerated progress, as evidenced by internal tracking and national assessment data. A greater number of Pupil Premium children achieving</p>

	<p>expected and greater depth standard at End of Key Stage 2.</p> <p>Increased Reading Fluency and Comprehension Pupils demonstrate improved fluency, decoding skills, and comprehension through regular assessments, <i>Phonics into Fluency</i> sessions, and engagement with high-quality no-fiction texts.</p>
Progress in Writing	<p>Improved Writing Outcomes for Disadvantaged Pupils Disadvantaged pupils make at least expected progress in writing from their starting points, with increasing numbers achieving age-related expectations or above by the end of each key stage.</p> <p>Enhanced Sentence Structure, Vocabulary, and Coherence Pupils demonstrate increasing use of coherence, sentence structure and ambitious vocabulary, evidenced through teacher assessment and moderated work samples.</p>
Progress in Mathematics	<p>Accelerated Progress for Disadvantaged Pupils Disadvantaged pupils make at least expected progress in maths from their starting points, with a growing proportion achieving age-related expectations or higher by the end of each key stage. An increased number of children achieving greater depth at end of Key Stage 2.</p> <p>Multiplication Check Y4 Improved scores in Multiplication test in Y4, with an increase in the number of children scoring 25 to meet the standard.</p>
Improved SEMH	<p>Increased Emotional Resilience and Self-Regulation Pupils receiving <i>Thrive</i> to demonstrate improved ability to manage emotions, cope with challenges, and maintain positive behaviour in class and social settings.</p> <p>Improved Engagement and Wellbeing Across the School Pupils accessing Thrive and ELSA show enhanced confidence, self-esteem, and active participation in learning and school life, contributing to a positive, nurturing whole-school environment.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD Library	Continual development of staff is key. It is vital that we continue to offer staff the opportunity to develop as practitioners. Staff have access to a range of educational texts and works of professionals.	2, 4, 5
Educational Resources to support SEMH/PSHE	<p><i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. A solid social and emotional approach adds, on average, 4 months progress per academic year. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. (EEF)</i></p> <p>The Thrive Approach:</p> <ul style="list-style-type: none"> - We have three fully trained Thrive Practitioners. <p><i>Alliance Psychology Service</i></p> <p>Alliance support SEMH weekly within school at a whole class, small group, individual and family (parent support level) this is a service which bridges the gap between Thrive and CAMHS.</p>	1,2,4,5
Educational Psychologist time	Funding allocated to deliver additional Educational Psychologist time. This provides staff with expert insight into our individual	1, 2, 3, 4, 6

(Additional EP time purchased)	learners with meaningful, achievable and workable targets. Each class has access to Teaching Assistant time. Additional adults support individual needs alongside the quality first teaching from class teachers.	
Staff CPD	All staff at Holy Trinity are offered a bespoke training/CPD offer. Training at Holy Trinity is centred around school priorities and it is vital that all staff understand the key priorities of the school, what needs to be done and how they can measure success. Staff are also given the opportunity to further develop their own skills by training in areas specific to their needs/interests. Staff are fully trained in order to engage with processes further and enable children to make progress in specific areas. All staff are regularly trained in safeguarding updates and a culture of self-improvement and self-initiated CPD had developed.	2, 6

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

Budgeted cost: £19,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic and SEMH support	Thrive provides structured, evidence-based approaches to supporting pupils' social, emotional, and mental health, which are essential foundations for effective learning and personal development. By addressing emotional barriers early, the program help pupils build resilience, improve behaviour, and increase engagement across all areas of the curriculum. This holistic support complements academic interventions, ensuring that disadvantaged pupils receive the nurturing environment they need to thrive both inside and outside the classroom.	1
TTRockstars	Online platform supporting fluency in times tables, in preparation for the Y4 test. This platform has a range of open-ended tasks with multiple outcomes for success where each level of ability is catered for. TTRS has improved rates of progress in maths across the school and levels of enjoyment and confidence in maths have improved amongst pupils. 76%	2, 6

	of Y4 scored 25/25. 5 Pupil premium pupils scored 25, 1 scored 24 and 2 scored 18 (60% of PP met standard).	
Phonics into Fluency Reading Intervention/1:1 reading	Increased fluency can broaden knowledge, teach vocabulary in context, and enable deeper reading and listening comprehension. Crucially, it also develops background knowledge – a key driver of language comprehension – which may be particularly beneficial for disadvantaged pupils. The Phonics to Fluency programme is an evidence- informed approach to develop fluency in reading non-fiction texts through quality teacher modelling and repeated readings.	2, 5, 6
Quality of teaching for all	High quality and consistency of teaching and learning impacts on the number, and percentage, of pupils achieving the highest standard. Data is monitored half-termly and progress discussed with SLT/Team Leaders. Marking and feedback is central and monitored by Team Leaders/SLT.	2, 6

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

Budgeted cost: £14,305.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
WOW experiences, developing cultural capital	Holy Trinity incorporates access to mapped educational visits, visitors to school, and provides a wide range of experiences beyond the classroom and curriculum, to expand experiences and enhance learning.	1, 2, 5
After School Clubs and Social Clubs	A wide range of extra-curricular activities enable children to develop social skills and increase confidence. Knowledge, skills and understanding developed in extra-curricular activities enable children to succeed in a wider curriculum setting. After school clubs are cost free and targeted/open to all.	1, 2, 5, 6
Staff Training	All staff at Holy Trinity are offered a bespoke training/CPD offer. Training at Holy Trinity is centred around school priorities and it is vital that all staff understand the key priorities of the school, what needs to be done and how	1, 2, 3, 4, 5, 6

	they can measure success. Staff are also given the opportunity to further develop their own skills by training in areas specific to their needs/interests. Staff are fully trained in order to engage with processes further and enable children to make progress in specific areas.	
Alliance- Trailblazer	<p>Trailblazer support children and families in Holy Trinity who have experiences mild to moderate traits of low mood, anxiety and behaviour. The team encourage the development of self-care skills and self-help techniques and explore different ways of coping with mental health. This is delivered in a variety of ways including individual, group and class interventions. It can be carried out school and remotely using digital platforms.</p> <p>It also raises and awareness of mental health in school, developing a whole school approach to mental health and wellbeing. It is hoped that this intervention will enable children and young people have a better understanding of how to look after their own mental health, how they can access the right services, thus, preventing any unnecessary waits or referrals to local CAMHS Services.</p>	1, 2, 3, 4, 6
Educational Opportunities/Visits (WOW evens, visits, residential outdoor adventure/cultural)	<p>Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum. Holy Trinity children are provided with ongoing experiences within and beyond the curriculum. Long term Educational Visits planning with a broad and balanced curriculum; passport of experiences including: theatre visit, camping, Robinwood Activity Centre (Outdoor Adventurous Activity) and Edinburgh residential.</p> <p>Developing active learning and lead learners.</p> <p>Reduced fee for clubs and trips.</p> <p>Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum.</p>	1,2,4
Services to Students- including free milk and fruit	Ensuring that children have access to milk and fresh fruit for health and nutrition benefits- promoting a healthy lifestyle.	1

Total budgeted cost: £ 69,355.08

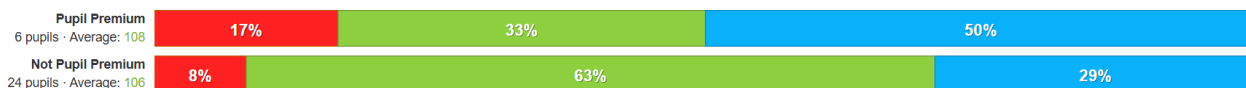
Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

KS2 outcomes

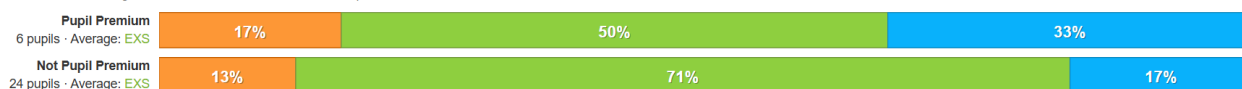
Reading - SAT Scaled Score

Legend: Well below Just below Expected Above No data



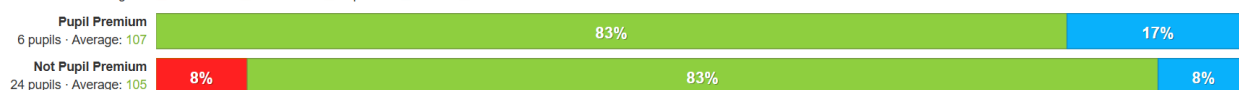
Writing - SAT TA

Legend: Well below Just below Expected Above No data



Maths - SAT Scaled Score

Legend: Well below Just below Expected Above No data



Combined attainment in 4 assessments

	At/above expected	Above expected
Pupil Premium	67%	0%
Not Pupil Premium	75%	4%

MTC outcome

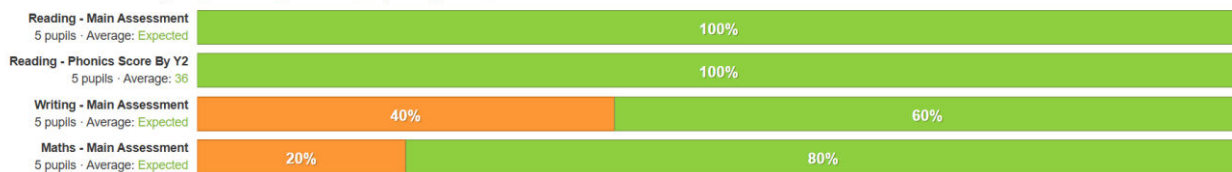


KS1 expected standard

Attainment Overview for Pupils who are pupil premium, in class LJB - 2024-2025 Summer

Print

Legend: Well below Just below Expected Above No data



Combined attainment in 4 assessments

At/above expected	Above expected
60%	0%

Y1 phonics



REC GLD



Achieving high standard at KS2 RWM

Combined attainment in 4 assessments

At/above expected Above expected

67%

0%

Five Year Summary

Pupils who received Pupil Premium funding achieved EXS combined English and Maths		
	2020	57% - teacher assessment
	2021	50% - teacher assessment
	2022	50%
	2023	75%
	2024	67%
	2025	67%

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
TT Rockstars	Maths Circle Ltd
Spelling Shed	The Literacy Shed
Literacy Shed Plus	The Literacy Shed
Accelerated Reader	RENLearn
Apollo Arts (Music)	Apollo Arts Creative Education Specialists
Thrive	School Staff
Alliance - Trailblazer	Alliance
ELSA	School staff
BLAST	School staff
Talk Boost	School staff
Power of 2	School staff
Number Stacks	School staff
Plus 1 (KS1)	School staff

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

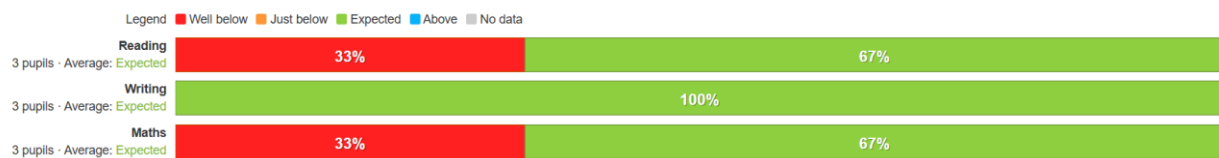
School receives PP for three service children. This is used as above.

The impact of that spending on service pupil premium eligible pupils

2/3 children are working at ARE in all areas. The child who is not working at ARE in all areas has accessed Phonics into Fluency intervention, 1:1 writing support and targeted maths support.

Attainment Overview for Pupils who are pupil premium, who are Service Children - 2024-2025 Summer - Main Assessment

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Further information (optional)

We link to a locally funded holiday club through our Sports Coach and local sports cluster. This specifically invites all Pupil Premium Pupils in Year 1 to Year 6 to attend holiday clubs. The club includes transport from our locality, lunch and a variety of activities at a base school and also within the community. Activities include sports, crafts and visits within the local area. This club is run by coaches who are familiar to our children as they are part of our sporting partnership. The Club has run at Christmas, Easter for a week and Summer for 2 weeks. We are allocated 30 + 10% other vulnerable eg SEND places for our pupils and have seen a good take up especially from our younger pupils. The holiday club can also be accessed by non-pupil premium pupils through booking and paying for places.