

Holy Trinity NW3 Pupil Premium Strategy Statement



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
School name	Holy Trinity CE Primary School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	53.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2027/28
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Keeley McCleave
Pupil premium lead	Francesca Bear (Acting)
Governor / Trustee lead	Andrew Hull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,090
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>	£132,090

Part A: Pupil premium strategy plan

Statement of intent

Raising Aspirations

We believe that every child, regardless of their background, has the potential to succeed. As a church school, we value each individual's unique personality and strive to help them reach their full potential.

We aim to develop our pupils' character, talents, and abilities to the fullest. We believe that high-quality teaching and targeted interventions are essential for closing the attainment gap and ensuring that all students make good progress. We want our pupils to leave school with a broad education that is enriched with a variety of opportunities to prepare them for success in life.

Reaching Our Potential

We identify the needs of each student early on and provide appropriate support. Our staff are committed to raising expectations for all pupils and ensuring that they are challenged and supported throughout their school career.

We believe that high-quality teaching is the key to closing the attainment gap. The whole staff take responsibility for disadvantaged pupils' outcomes and are aware of our school's commitment to helping them reach their potential. For those who are already high attainers, we ensure that they are challenged in the work that they are set and continue to progress throughout their school career.

Learning to Live Well Together

We are an inclusive school that celebrates diversity and values the contributions of all members of our community. We believe that everyone has a right to feel safe, respected, and valued, regardless of their home life. We foster a strong sense of community among our pupils, staff, and parents. We believe that working together, we can create a positive and supportive learning environment for all.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils and families show that our disadvantaged pupils have limited opportunities/ life experiences beyond their home and immediate community. This can have an impact on pupil attainment and confidence.
2	Observations and discussions with teachers suggest that disadvantaged pupils generally have less secure learning behaviours than their peers. Some pupils physically and emotionally lack self-

	belief, determination and resilience and can lack self-motivation and confidence to improve. ➤ 63% of children that are on our SEND register for Social, Emotional and Mental Health needs are from disadvantaged homes. ➤ 100% of children on our Safeguarding register are in receipt of Pupil Premium funding.
3	Persistent absence is above national and local averages for disadvantaged pupils nationally. ➤ In 2024-2025, 66% of pupils with persistent absence were in receipt of pupil premium.
4	Internal and external assessments indicate that lower numbers of disadvantaged children reach the expected standard. ➤ In 2024-2025, 50% of disadvantaged pupils passed the phonics screening check compared to 93% of non-disadvantaged pupils. ➤ In 2024-2025, 60% of disadvantaged pupils achieved the expected standard or above in their KS1 reading SATS compared to 88% of non-disadvantaged pupils. ➤ In 2024-2025, the end of Key Stage 2 disadvantage gap for achieving the combined standard in reading, writing and maths was -19%.
5	In 2023 the Education Policy Institute (EPI) found that the attainment gap between disadvantaged pupils and their peers has widened across all educational phases since 2019. ➤ Although our data does not reflect this challenge, we know this is due to the pupil premium provision we have put in in over the last 3 years and plan to continue this provision.

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
More disadvantaged pupils passing the phonics screening check in Year 1.	The percentage of disadvantaged pupils passing the phonics screening check is in line with their peers.
More disadvantaged pupils reaching the expected standard in reading at the end of KS1.	The percentage of disadvantaged pupils in KS1 reaching the expected standard in reading is in line with their peers.
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: • Children being able to articulate their spiritual development

	Qualitative data from pupil voice, student surveys and teacher observations Early intervention and behaviour support for children consistently engage
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: - Attendance & punctuality improves by at least 1% - Persistent absence is reduced by at least 5%
Improve the number of disadvantaged pupils achieving the combined standard in reading, writing and maths at the end of KS2.	KS2 outcomes in 2026/27 show that disadvantaged pupils reach the expected standard in all core subjects in line with their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (2025/2026)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to resource DfE validated Systemic Synthetic Phonics programme that supports word writing and reading.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	4
Opportunities for teachers to attend CLPE training to improve our literacy provision. Reception and Year 1 teachers to attend session on improving literacy	CLPE's work is informed by research and development projects designed to improve literacy teaching in primary schools. These include Reflecting Realities, Power of Pictures, Reading for Pleasure and Power of Poetry. https://clpe.org.uk/research	4

through picture books. Year 3 teacher to attend session on developing a sequence of work leading to successful written outcomes.		
Enhancement of our reading teaching and curriculum planning in KS1. We will fund teacher release time to coach teachers and engage with the ECR7 programme.	The Every Child Reading by 7 programme has enhanced reading practices across the borough. https://camdenlearning.org.uk/every-child-reading-by-7/	4
Enhancement of our phonics provision in Early Years and Year One. We will fund teacher release time to monitor and evaluate the success of teaching phonics according to EEF guidance.	The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	4
Teacher's opportunities for professional development courses (Camden Learning)	Courses will help improve the quality of teaching in school by keeping teachers up to date with evidence- based teaching and learning strategies. EEF Teacher Development	4, 5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality intervention in Reading and Maths for children making less than expected progress in KS1/ KS2 led by HLTAs (Boost intervention)	Small group and one-to-one pre and post teaching supports children in an individualised way and provides targeted academic support (EEF, 2019) EEF Interventions EEF reports research that small group tuition, such as our targeted booster sessions, can have a good impact on pupil progress: EEF Small group tuition	4
1:1 reading for the bottom 20% by HLTA	Small group and one-to-one pre and post teaching supports children in an individualised way and provides targeted academic support (EEF, 2019) EEF Interventions	4
Writing conferencing delivered by Class Teacher/ Teaching Assistant including those at the higher standard.	This is in line with EEF recommendations for Effective Feedback 'Feedback should focus on moving learning forward, targeting the specific learning gaps that pupil's exhibit.'	4
Teacher/ Teaching Assistant after school booster sessions to prepare for SATs assessments	Small group and one-to-one pre and post teaching supports children in an individualised way and provides targeted academic support (EEF, 2019) EEF Interventions EEF reports research that small group tuition, such as our targeted booster sessions, can have a good impact on pupil progress: EEF Small group tuition	4
High quality phonics intervention for older struggling readers	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. EEF Phonics	4

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

Budgeted cost £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support full participation of disadvantaged pupils in extracurricular and enrichment activities through financial contribution. This includes all clubs.	DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote emotional well-being: DfE Supporting Educational Well-Being	1
Participation in Artsmark Platinum to build to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.	EEF finding shows that participating in the arts can have a positive impact on academic outcomes and can be a positive route to re-engage older pupils in learning: EEF: Arts Participation	1
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve releasing a member of staff 2 days per week to do weekly monitoring of attendance and welfare calls to children with PA and work with a SISO.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Invite a range of visitors to do assemblies and workshops with children to raise their aspirations.	Ofsted acknowledge that many disadvantaged pupils do not have access to cultural capital at home and highlight its importance to succeed in life. Ofsted 2019 Cultural Capital	1, 2

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
Support full participation of disadvantaged pupils in school trips and residential	The EEF shows that adventure learning has positive benefits on academic learning. They suggest that pupils who participate in adventure learning interventions make approximately four additional months EEF Adventure Learning. Ofsted acknowledge that many disadvantaged pupils do not have access to cultural capital at home and highlight its importance to succeed in life. Ofsted 2019 Cultural Capital	1, 2
Pastoral support worker to work with vulnerable pupils and their families	National referrals to support mental health concerns in children are up 134%. Pastoral care in schools is essential in identifying families in need of support. DfE Supporting Educational Well-Being	2

Total budgeted cost: £132,090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using KS1 and KS2 performance data, phonics check results and our own internal assessments.

EYFS outcomes saw a dramatic increase last year, directly linked to our whole school priority on the School Improvement Plan 24-25. Focussed monitoring of planning and assessment in Reception by the English and maths subject leaders and class teacher throughout the year resulted in a considerable rise in attainment for disadvantaged pupils. Specifically, those achieving a Good Level of Development (GLD) soared from 40% in 2023-24 to 91% in 2024-25, achieving a +32% difference against the borough average. This successful provision was externally validated by OFSTED, which awarded our EYFS an 'Outstanding' grade.

Our Year 1 Phonics Check data for the 2024/25 cohort showed that 74% of all pupils passed. There was a significant disparity among disadvantaged pupils, with only 50% achieving a pass. However, this lower figure is heavily influenced by SEN, as all pupils who did not pass are currently on the SEND register. To directly address this specific challenge, we are implementing targeted interventions. This year, we will release teachers to attend the Local Authority's 'Every Child a Reader by 7' training. Furthermore, the SENCO is participating in a series of sessions specifically designed to support the effective teaching and learning of phonics for children with significant SEND.

Despite there being no requirements for schools to complete the KS1 assessments, we opted-in, as we did last year, to better inform teacher assessments. The gap between disadvantaged and non-disadvantaged was narrower than the borough in both writing and maths. For example, in writing the school had -1%; in the borough this stands at -16%. In maths, the school have -1% whilst the borough had -15%. An area for focus is reading, as the school had a gap of -28% compared to the borough's -16%. Our 25-26 Pupil Premium strategy details how we will target reading in KS1.

At the end of Key Stage 2 in 2025, the disadvantaged gap was -19% for pupils achieving the expected standard in reading, writing and maths. This was fairly similar to the borough's -17%. Again, this statistic is heavily influenced by SEN, as 75% of the children that did not achieve the expected standard in all three subjects were on the SEND register. As this strategy details, we will address this challenge this year through targeted intervention led by our HLTAs.

Our internal data shows the progress of disadvantaged versus non-disadvantaged is in line with one another in all subjects for all year groups.

The gap between the attendance of disadvantaged versus non-disadvantaged has remained steady over the past year. However, it remains below Camden's minimum attendance expectation at 95.6% so will remain a priority on our Pupil Premium strategy.

	Attendance % whole school	Disadvantaged attendance	Disadvantaged gap
2023-24	93.82%	93.09%	-0.73%
2024-25	94.34%	93.55%	-0.79%

In 2024-2025, 66% of pupils with persistent absence were in receipt of pupil premium funding. These children will continue to be monitored as part of our 2025-26 Pupil Premium Strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

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***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A