

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	170
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/27 to 2029/30
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Jess Dillon
Pupil premium lead	Jess Dillon
Governor / Trustee lead	Andrew Hull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,500
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>	£108,500

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 everyone'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	Cultural Capital opportunities 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	Mental Health Support 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	Attendance Persistent absence is above national and local averages for disadvantaged pupils nationally. ➤ In 2025-2026, 60% of pupils with persistent absence were in receipt of pupil premium.
4	Attainment KS1 and KS2 Internal and external assessments indicate that lower numbers of disadvantaged children reach the expected & higher standard. 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. ➤ In 2025-2026, the Key Stage One disadvantage gap was -5% in Reading, Writing and Maths respectively and -5% in the combined standard ➤ In 2025-2026, the Key Stage Two disadvantage gap -18% in Maths and -17% of the Combined Reading, Writing and Math
5	Attainment EYFS On entry baseline assessments for disadvantaged pupils show low starting points in many areas of the EYFS Framework, with lower communication and language skills. GLD assessment shows communication and language as having a disadvantage gap, particularly listening, attention and understanding. ➤ In 2025- 2026, 33.3% of disadvantaged pupils achieved a Good Level of Development compared to 100% of non-disadvantaged pupils.

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
Improve core subject attainment amongst disadvantaged pupils, reducing the gap between disadvantaged and non-disadvantaged.	Reduced attainment gap between disadvantaged pupils and non-disadvantaged pupils in core subjects, particularly in Key Stage One.

Improve the greater depth outcomes for disadvantaged children in KS1 and KS2	Ensure the disadvantage gap is inline or better than national for children meeting Greater Depth
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/87 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 2027/28 demonstrated by: • Attendance & punctuality improves by at least 1% • Persistent absence is reduced by at least 5%
To provide universal and targeted support for children's SEMH needs and support for targeted families where needed.	Prompt identification of children needing support and appropriate interventions put in place. • Regular student and staff surveys show an understanding of mental health and how to access support if needed. • Identified families engaging with Early Help and effectively signposted to; positively impacting attendance, social and emotional and learning behaviours
To ensure all disadvantaged pupils have access to a wide range of high-quality services, extra-curricular provision and enrichment opportunities.	• Disadvantaged pupils targeted to attend at least an extracurricular club a week. Clubs subsidised for identified families. • All disadvantaged children have access to enrichment opportunities and attend all residential trips when age is applicable.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (2026/2027)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

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
Subscription to online mathematics software for all children on maths fluency (Timestables Rock Stars)	Recommendation 2 of EEF's ' Improving Mathematics in the Early Years and Key Stage 1 ' guidance report states that games can be an engaging way to practise and extend skills. They can generate repeated practice in a motivating context.	4
Teacher professional development through regular book looks, observations and feedback with an emphasis on disadvantaged attainment. (Peer coaching)	Evidence shows that high quality teaching is the best lever for improving attainment, especially for disadvantaged pupils. Carefully designed professional development should be evidence-based and include mechanisms to ensure a balanced approach (EEF, Effective Professional Development Guidance Report).	4, 5
Develop a consistent, evidence-informed approach to the teaching of early writing across the partnership, with a particular focus on transcription, sentence construction and the progression from Reception into Year 1.	Ofsted, Strong foundations in the first years of school Ofsted, Telling the story: the English education subject report	4, 5

(Training & time out of lesson observations)		
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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue 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
Continue 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
Continue Talk Boost interventions in EYFS targeted at disadvantaged pupils and those that need support with communication and language run by HLTA.	There is a strong evidence base for the impact of communication and language approaches in EYFS. 'Approaches usually involve an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills.' (EEF, Early Years Toolkit).	5
Writing conferencing delivered by Class Teacher/ Teaching Assistant including	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

those at the higher standard.		
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
Continued investment into “40 Books” scheme: - Select award winning children literature to promote a reading for pleasure culture	The Reading Framework emphasises the importance of organising books so that they are accessible and attractive to readers, providing choice and regularly refreshing stock by introducing different books.	1, 4, 5

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

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

Subsidised breakfast club	Evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security EEF, Magic Breakfast Evaluation	
Attendance Support Worker to participate in the Belonging Project and undertake an NPQ Leading Behaviour & Culture	The Belonging Project (University of Sussex) partners with schools to analyse existing school data, enabling leaders to identify students at risk of poorer outcomes, evaluate progress among key groups and strengthen inclusion, belonging and educational success. EEF, Build a culture of community and belonging for pupils to support school attendance	3
Continue to release 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. Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	3
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 s	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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the previous academic year, drawing on national assessment data alongside internal summative and formative assessments. The evaluation has been considered against the Pupil Premium Strategy 2024/25–2027/28, particularly improving attainment, strengthening phonics and reading, improving attendance and supporting the wider wellbeing of disadvantaged pupils.

EYFS

In EYFS, 33.3% of disadvantaged pupils achieved a Good Level of Development (GLD), compared with 88% of the cohort overall. The very small, disadvantaged cohort of three pupils means that individual outcomes have a significant impact on the data. However, this remains an area for development and links to the strategy's focus on early identification of need. Going forward, the school will continue to identify barriers early and ensure that disadvantaged pupils receive appropriate support from the beginning of their school journey.

Phonics

Early reading was a significant strength. 100% of disadvantaged pupils (9 out of 9) passed the Year 1 Phonics Screening Check, demonstrating the positive impact of the school's systematic phonics provision and targeted support. This represents strong progress against the strategy's intended outcome of increasing the proportion of disadvantaged pupils passing the Phonics Screening Check and bringing outcomes in line with their peers. The strategy specifically prioritised the continued development of systematic synthetic phonics, enhanced phonics provision in EYFS and Year 1, and targeted phonics intervention for older struggling readers. Our funding will be continued to be put towards this.

Key Stage 1

There was a relatively small disadvantage gap in 2026 with 71% of disadvantaged pupils achieving the expected standard in reading, writing and maths compared to 77% of non-disadvantaged pupils. This compares favourably with the wider Camden gaps. The strongest impact is evident in reading where disadvantaged pupils' attainment increased from 60% in 2025 to 71% in 2026, with 43% achieving greater depth compared with 31% of other pupils.

Key Stage 2

KS2 outcomes were a particular strength. The combined reading, writing and mathematics disadvantage gap was -17 percentage points, an improvement from -19 percentage points in 2025 and broadly in line with the Camden gap of -18 percentage points. This represents progress towards the strategy's intended outcome that disadvantaged pupils achieve the expected standard in all core subjects in line with their peers. Reading showed the strongest improvement, with the disadvantage gap moving from -10 percentage points in 2025 to +10 percentage points in 2026,

compared with -12 percentage points in Camden. The writing gap also reduced significantly, from -14 to -1 percentage point, compared with -16 percentage points in Camden. These improvements provide evidence of the impact of the strategy's focus on quality-first teaching, enhanced reading provision and targeted academic support. The strategy specifically identified reading and mathematics interventions, 1:1 reading support and writing conferencing as key approaches.

Mathematics remains the main area for development, with a disadvantage gap of **-18 percentage points**, compared with -14 percentage points in Camden. This indicates that the targeted mathematics provision within the strategy should remain a priority and be evaluated closely for its impact on disadvantaged pupils.

Attendance

Attendance remains an important area of focus within the strategy. Pupil Premium attendance was 93.01%, compared with 95.24% for non-Pupil Premium pupils, representing a gap of -2.23 percentage points. Improving attendance is an explicit intended outcome of the strategy and will be continued with weekly attendance monitoring, welfare calls and work with families experiencing barriers to regular attendance by our Attendance Support Worker.

Overall impact and next steps

Overall, the evaluation indicates that the Pupil Premium strategy has had a positive impact. The 100% Year 1 phonics pass rate and substantial improvement in the KS2 reading and writing gaps demonstrate the impact of systematic phonics, quality-first teaching, targeted intervention and close monitoring. Mathematics remains the most significant attainment gap and EYFS and KS1 outcomes require continued focus, particularly in mathematics and higher attainment in writing. Attendance also remains below that of non-disadvantaged pupils. The school will therefore refine the existing strategy rather than introduce wholly new approaches..

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)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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