Pupil premium strategy statement – Holy Trinity Church of England Primary School, Dartford

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
Number of pupils in school	386 pupils
Proportion (%) of pupil premium eligible pupils	18.65%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026-27, 2027-28, 2028-29
Date this statement was published	September 2026
Date on which it will be reviewed	February 2027
Statement authorised by	Vikki Wall
Pupil premium lead	Luke Bennett
Governor / Trustee lead	Carolyn Edwins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,600.00 (approx.)
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*	£111,600.00 (approx.)

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity CE Primary School, we believe that, regardless of their background or circumstances, all pupils deserve the very best start in life and an education that enables them to flourish. We are committed to maintaining high aspirations for every child and ensuring that disadvantaged pupils are supported to achieve their full potential both academically and personally. Our ultimate objective is for all disadvantaged pupils to attain at least as well as their peers, closing the attainment gap both within school and compared with national outcomes.

To achieve this, we employ a cyclical approach that includes the careful diagnosis of barriers to learning, the implementation of planned and evidence-informed strategies, and rigorous monitoring and evaluation of impact. This ensures that our provision remains responsive, effective and sustainable.

Our strategy is built upon a balanced approach that combines high-quality teaching, targeted academic support and wider pastoral strategies. Through these strands, we aim to close attainment gaps, address social, emotional and mental health needs, improve attendance, and provide enriching opportunities that broaden pupils' experiences and aspirations. By fostering a culture of high expectations and ambition, we seek to ensure that every disadvantaged pupil develops the confidence, knowledge and skills needed to succeed both in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Despite high expectations for all pupils, some disadvantaged pupils make less than expected progress from their individual starting points. As a result, they are not making the accelerated progress needed to close the attainment gap and achieve their full potential alongside their non-disadvantaged peers.
2	Some disadvantaged pupils require additional support to raise aspirations, develop resilience and foster positive attitudes towards learning, as they may have limited access to academic guidance, enrichment opportunities and encouragement outside of school.

3	Some disadvantaged pupils experience challenges with emotional wellbeing, metacognition and self-regulation, which can affect their engagement, resilience, progress and achievement.
4	Despite disadvantaged pupils demonstrating stronger attendance than local and national averages, an attendance and persistent absence gap remains between disadvantaged and non-disadvantaged pupils, limiting access to learning and achievement.
5	Communication and language development, including speech, language and oracy skills, is a barrier for some disadvantaged pupils, particularly in Reception. These pupils may have a more limited vocabulary and reduced language experiences on entry to school, impacting their ability to access the curriculum, communicate effectively and achieve their full potential.

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
Disadvantaged pupils make strong and sustained progress from their individual starting points through consistently high-quality teaching and targeted support. As a result, attainment gaps between disadvantaged and non-disadvantaged pupils diminish over time, enabling disadvantaged pupils to achieve in line with or better than their peers and fulfil their potential.	• The proportion of disadvantaged pupils achieving age-related expectations and greater depth in reading, writing and mathematics increases year on year. • Disadvantaged pupils make at least expected progress from their individual starting points, with an increasing proportion making accelerated progress where gaps exist. • The attainment gap between disadvantaged and non-disadvantaged pupils narrows across year groups and of those achieving a Good Level of Development (GLD), Phonics Screening Check (PSC Y1, Y2 re-takes, Multiplication Tables Check and KS2 SATs). • High-quality teaching strategies, including explicit instruction, scaffolding, retrieval practice, diagnostic assessment and effective feedback, are consistently evident across the school. These approaches are identified by the Education Endowment Foundation (EEF) as having a significant impact on pupil attainment, particularly for disadvantaged pupils. • Teachers use assessment information effectively to identify barriers to learning and adapt teaching to meet the needs of disadvantaged pupils. • Pupils demonstrate increased confidence, independence and use of metacognitive strategies to support their learning and progress. The EEF highlights the importance of explicitly teaching metacognitive and self-regulation strategies, particularly for disadvantaged learners.

	• Internal assessment and statutory outcomes demonstrate that disadvantaged pupils are increasingly achieving outcomes in line with national expectations and their non-disadvantaged peers.
Disadvantaged pupils demonstrate high aspirations for their future, increased resilience and positive attitudes towards learning. Through access to high-quality enrichment opportunities, effective pastoral support and meaningful academic guidance, pupils are equipped with the confidence, motivation and self-regulation skills needed to engage successfully in learning and achieve their full potential.	• Disadvantaged pupils demonstrate increased confidence, resilience and engagement in learning, as evidenced through pupil voice, learning walks and teacher observations. • A greater proportion of disadvantaged pupils actively participate in enrichment activities, educational visits, leadership opportunities and wider curriculum experiences. • Disadvantaged pupils are able to articulate ambitious goals for their future education, careers and personal development. • Pupils demonstrate positive attitudes to learning, including perseverance, independence and effective self-regulation when faced with challenge. • Behaviour for learning indicators show sustained improvement, with disadvantaged pupils demonstrating increased readiness to learn and engagement in lessons. • Pupil surveys indicate that disadvantaged pupils feel supported, valued and confident in their ability to succeed. • Teachers explicitly teach metacognitive and self-regulation strategies, enabling pupils to plan, monitor and evaluate their learning effectively. The Education Endowment Foundation (EEF) highlights metacognition and self-regulation as having a particularly positive impact on disadvantaged pupils when taught explicitly. • Over time, improved aspiration, resilience and attitudes to learning contribute to stronger progress and attainment outcomes for disadvantaged pupils.
Disadvantaged pupils demonstrate positive emotional wellbeing, strong metacognitive skills and effective self-regulation strategies. As a result, they are resilient learners who engage positively with learning, overcome challenges independently and achieve well from their individual starting points.	• Disadvantaged pupils demonstrate improved emotional wellbeing, as evidenced through pupil voice, wellbeing surveys, pastoral records and teacher observations. • Pupils show increased resilience when faced with challenge and are able to persevere with learning tasks independently. • Disadvantaged pupils effectively use metacognitive strategies to plan, monitor and evaluate their learning. • Teachers explicitly teach and model metacognitive and self-regulation strategies across the curriculum, in line with recommendations from the Education Endowment Foundation (EEF). • Pupils demonstrate greater confidence in discussing their learning, identifying strengths and areas for development, and selecting appropriate strategies to improve.

	• Behaviour for learning indicators show sustained improvement, including increased engagement, participation and readiness to learn. • The number of disadvantaged pupils requiring additional emotional wellbeing support decreases over time, or pupils accessing support demonstrate measurable improvements in wellbeing and engagement. • Attendance rates for disadvantaged pupils remain strong and engagement in learning is sustained. • Academic progress data shows disadvantaged pupils making at least expected progress, with an increasing proportion making accelerated progress from their starting points. • Attainment gaps between disadvantaged and non-disadvantaged pupils diminish over time.
Attendance for disadvantaged pupils is consistently high, and the gap in attendance and persistent absence between disadvantaged and non-disadvantaged pupils is significantly reduced. As a result, disadvantaged pupils have equitable access to learning opportunities, leading to improved engagement, progress and achievement.	• The attendance rate for disadvantaged pupils remains at or above national averages and is increasingly aligned with that of non-disadvantaged pupils within the school. • The gap in attendance between disadvantaged and non-disadvantaged pupils decreases year on year. • Rates of persistent absence among disadvantaged pupils reduce and move closer to those of their non-disadvantaged peers. • Targeted attendance support is implemented promptly for identified pupils and families, leading to improved attendance outcomes. • Disadvantaged pupils and their families demonstrate a strong understanding of the importance of regular attendance and punctuality. • Disadvantaged pupils access the full curriculum and wider school opportunities, including enrichment activities, educational visits and extracurricular provision. • Teachers and leaders monitor attendance rigorously and use data effectively to identify barriers and provide early intervention. • Internal assessment data shows that improved attendance contributes to stronger progress and attainment outcomes for disadvantaged pupils. • The attainment and progress gap between disadvantaged and non-disadvantaged pupils narrow over time.

Disadvantaged pupils, particularly those in the Early Years, develop strong communication and language skills, including speech, vocabulary and oracy. As a result, they are able to access the curriculum effectively, communicate confidently, engage positively in learning and achieve well from their starting points.	• Disadvantaged pupils demonstrate accelerated progress in communication and language from their starting points, particularly in Reception. • The proportion of disadvantaged pupils achieving the Early Learning Goal for Communication and Language increases year on year. • Identified pupils with speech, language and communication needs receive timely and effective support, resulting in measurable improvements in language development. • Disadvantaged pupils develop a broad and ambitious vocabulary and are able to use subject-specific language confidently across the curriculum. • Pupils demonstrate increased confidence in speaking, listening, questioning, discussing and presenting their ideas. • High-quality classroom talk and purposeful opportunities for oracy are embedded across the curriculum. • Teachers explicitly model and teach vocabulary, language structures and communication skills as part of high-quality teaching. • Assessment data, observation and pupil voice demonstrate improvements in pupils' ability to express themselves, understand others and engage in learning. • The attainment gap between disadvantaged and non-disadvantaged pupils in communication, language, reading and wider curriculum outcomes narrows over time.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching	Education Endowment Foundation (*Metacognition and self-regulation, feedback, phonics, individualised instruction, homework, effective professional development*).	1, 2, 3, 4, 5
What does this look like in practice? All pupils benefit from high-quality teaching delivered by qualified teachers. Learning is carefully sequenced through a purposeful and progressive curriculum, with lessons designed build cumulatively on prior learning and meet the needs of all learnings. Evidence-informed teaching approaches, alongside effective assessment for learning, ensure that teaching is responsive to pupils' needs. Early Career Teachers receive enhanced professional development opportunities, including additional non-contact time to observe, reflect upon and discuss effective practice both within school and in other settings, helping to secure consistently high standards of teaching across the school.		

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

Budgeted cost: £33, 480.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions	Education Endowment Foundation (*Small group tuition, Teaching Assistant interventions, oral language interventions*)	1, 2, 3, 4, 5

What does this look like in practice? Targeted interventions are informed by evidence-based practice and delivered by trained and competent staff. Pupils are identified through rigorous pupil progress meetings, which analyse attainment and progress from Key Stage entry, the start of the academic year and the commencement of any intervention. Regular monitoring and evaluation ensure that interventions remain responsive to pupils' needs and have a measurable impact on accelerating progress and closing attainment gaps.

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

Budgeted cost: £22, 320.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities	Education Endowment Foundation (EEF Guide to Pupil Premium, *Arts participation*, *sports activity*, *outdoor adventure learning*)	3, 4, 5
What does this look like in practice? Disadvantaged pupils are provided with access to a wide range of enrichment opportunities, supported through allocated funding to ensure that financial barriers do not prevent participation. These experiences are designed to broaden horizons, raise aspirations and enhance pupils' cultural capital. In addition, financial support is provided for disadvantaged pupils in Year 6 to attend the PGL residential. This ensures that all pupils can benefit from valuable experiential learning opportunities beyond the classroom, helping them to develop confidence, resilience, independence and lasting social skills.		
Family Welfare Officer targeted family support	Education Endowment Foundation (EEF Guide to Pupil Premium, *Parental engagement*)	3, 4
What does this look like in practice? The Family Welfare Officer (FWO) works closely with families to build positive relationships and provide early support through outreach sessions and personalised guidance. Families are signposted to a range of services, including parenting support, mental health provision, physical health services and paediatric care. By helping families access appropriate support, the school aims to improve stability and wellbeing within the home environment. This, in turn, supports pupils' emotional development, self-regulation, engagement with learning and overall outcomes.		
Wellbeing support	Education Endowment Foundation (EEF Guide to Pupil Premium, Social and Emotional Learning)	3, 4

What does this look like in practice?

Pupils identified as experiencing emotional or wellbeing difficulties are referred by school staff and triaged by the SEND, DSL, Wellbeing and Pupil Premium leads. Following assessment of need, pupils access appropriate support, including wellbeing interventions, social skills programmes, therapeutic support or counselling. This targeted approach helps to improve emotional wellbeing, self-regulation and resilience, enabling pupils to engage positively with learning and achieve their full potential.

Total budgeted cost: £111,600.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Disadvantaged pupils make improved progress from their starting points with pupils in Year 6 making good progress across the Key Stage.

KS2 RWM Combined EXS+										
2024			2025				2026			
School		National	School		National		School		National	
All	Dis.	All	All	Dis.	All	Dis.	All	Dis.	All	Dis.
57	25	61	56	38	63	48	71.4	63.6	63.2	48.2

KS2 Reading EXS+										
2024			2025				2026			
School		National	School		National		School		National	
All	Dis.	All	All	Dis.	All	Dis.	All	Dis.	All	Dis.
79	62.5	75	76	63	76	64	82.5	63.6	75	62.6

KS2 Writing EXS+										
2024			2025				2026			
School		National	School		National		School		National	
All	Dis.	All	All	Dis.	All	Dis.	All	Dis.	All	Dis.
67	25	72	73	50	73	59	77.8	63.6	73.1	60.2

KS2 Maths EXS+										
2024			2025				2026			
School		National	School		National		School		National	
All	Dis.	All	All	Dis.	All	Dis.	All	Dis.	All	Dis.
79	75	74	75	56	75	61	81	63.6	75	61.5

Support for those disadvantaged pupils that have low levels of emotional wellbeing is put in place coping strategies to overcome these barriers.	Approximately 10% of the Pupil Premium allocation was invested in emotional wellbeing provision to address the varying needs of disadvantaged pupils. This support included blocks of counselling and play therapy delivered by external specialists, Oasis lunchtime provision for pupils experiencing dysregulation, and bespoke interventions tailored to individual needs. Of the pupils accessing play therapy, counselling, or timetabled emotional wellbeing support, 50% were eligible for Pupil Premium, demonstrating that targeted wellbeing provision has been effectively directed towards disadvantaged pupils who require additional emotional and pastoral support.
Meaningful and effective support, strategies and advice is given to families that suffer with social and emotional difficulties.	The Family Welfare Support Officer's caseload consisted of a high proportion of disadvantaged pupils, reflecting the significant level of support provided to vulnerable families. Recognising that effective family support is key to improving outcomes for children, the Family Welfare Support Worker worked closely with the Designated Safeguarding Lead and Pupil Premium Lead to deliver a range of targeted interventions. Universal and targeted support included parent workshops and coffee mornings to strengthen family networks, alongside signposting families to external services such as domestic abuse support, housing and eviction advice, food banks, social care services, and financial assistance. In addition, bespoke support was provided to individual families according to need. This included facilitating access to holiday activities, working with parents to develop personalised resources to support behaviour and emotional wellbeing at home, and acting as a key liaison between families, school staff, and external agencies. These approaches helped to remove barriers to learning, strengthen family engagement, and improve pupils' readiness to succeed in school.
A robust induction package for new starters is put into place to ensure new starters are in a position to learn to their potential	Of the 14 Pupil Premium pupils who joined the school between 2023 and 2026, 71% were working at or above age-related expectations in combined reading, writing and mathematics by the end of the 2025-26 academic year. Furthermore, 79% achieved age-related expectations in writing and mathematics. These outcomes indicate that the school's strategies have supported disadvantaged pupils to make strong progress and attain well across the core curriculum.

Disadvantaged pupils are given access to a wide range of high-quality reading materials, reading support materials at home and support in early reading. *All disadvantaged pupils make expected progress in phonics and reading with 20% of disadvantaged pupils making better than expected progress.*	Investment in Read Write Inc. phonics materials for all Reception starters, alongside high-quality assessment resources and staff training, ensures consistent and effective phonics provision. This supports early reading development and enables staff to identify and address gaps in learning promptly.

Phonics Screening Check (Y1)										
2024			2025				2026			
School		National	School		National		School		National	
All	Dis.	All	All	Dis.	All	Dis.	All	Dis.	All	Dis.
73.3	60	80	76.7	63.6	80	67	82.8	62.5	81.8	68.3

Phonics Screening Check (Y2 re-takes)										
2024			2025				2026			
School		National	School		National		School		National	
All	Dis.	All	All	Dis.	All	Dis.	All	Dis.	All	Dis.
61.5	100	54.6	84.2	87.5	89	81	93.2	92.9		