

Pupil premium strategy statement 2023/24-2026/27

This statement details our school's use of pupil premium (and COVID-19 recovery 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 CE Primary School, Dartford		
Number of pupils in school	401 pupils		
Proportion (%) of pupil premium eligible pupils	20% (81 pupils)		YR 9 pupils
	Y1 9 pupils	Y2 19 pupils	Y3 16 pupils
	Y4 10 pupils	Y5 8 pupils	Y6 10 pupils
Academic year that our current pupil premium strategy plan covers:	2023/24-2026/27		
Date this statement was published	January 2026		
Date on which it will be reviewed	3 monthly (April 2026)		
Statement authorised by	Vikki Wall		
Pupil premium lead	Luke Bennett		
Governor / Trustee lead	Carolyn Edwins		

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£103,600.00
Looked after children	£1,140.00
Post looked after Pupil Premium	£7,710.00
COVID-19 recovery premium funding allocation this financial year	£4,047.92
Total budget for this academic year	£116,497.92

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity CE Primary School, we believe that regardless of their background, all pupils deserve the very best start in life at school. As a school, our ultimate objective is for all disadvantaged pupils to achieve at least as well as their peers academically, dispelling the gap between the disadvantaged and all pupils nationally. A cyclical approach of diagnosis of challenges, planned and informed strategies supported by strong evidence, effective implementation and robust monitoring and evaluation will be used to develop and sustain this strategy. This strategy will work with a balanced approach of high-quality teaching, targeted academic support and wider strategies to close the attainment gap, address social and mental health difficulties, increase attendance and provide enrichment experiences for all disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils make less than expected progress from their individual starting points meaning they do not make the accelerated progress they need to make to catch up with their non-disadvantaged peers.
2	Disadvantaged pupil's low developmental starting points, particularly in Communication and Language and Personal, Social and Emotional Development, in Reception mean that they do not perform as well academically as their non-disadvantaged peers as they move through the school.
3	A significant proportion of disadvantaged pupil's come from families that have social and emotional challenges. These challenges mean that some disadvantaged pupils are not supported as well as they could be at home in comparison to their non-disadvantaged peers.
4	Disadvantaged pupils that join mid-way through Key Stage 2, and that are not considered 'Homegrown', do not make the the same rate of academic progress in comparison to their 'Homegrown' disadvantaged peers.
5	Pupil's emotional wellbeing, metacognition and self-regulation is a barrier to progress and achievement.

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
1. Disadvantaged pupils make improved progress from their starting points with pupils in Year 6 making good or better progress across the Key Stage in reading, writing and maths.	<i>Quality first teaching with a particular focus on talk and the use of</i> <i>Development of staff's pedagogical understanding of metacognition and self-regulation and recall</i> <i>Use of the EEF Teaching and Learning Toolkit to audit staff on strategies and provide training for areas of least confidence</i> <i>Targeted, high quality interventions delivered by trained staff</i>
2. Support for those disadvantaged pupils that have low levels of emotional wellbeing is put in place coping strategies to overcome these barriers.	<i>Counselling services (Hummingbird, play therapy)</i> <i>Access to nature and outdoor learning</i> <i>Wellbeing clubs (e.g. Mindfulness club)</i> <i>Mindfulness strategies</i> <i>Whole school approach to Zones of Regulation (Hummingbird)</i> <i>KS1/KS2 Emotional Literacy Support Assistants (ELSA)</i> <i>Y6 transition intervention (ELSA extension)</i>
3. Meaningful and effective support, strategies and advice is given to families that suffer with social and emotional difficulties.	<i>Sign posting for families for outside agency support</i> <i>Coffee mornings</i> <i>Parent drop ins</i> <i>1:1 parent 'catch ups'</i>
4. A robust induction package for new starters is put into place to ensure new starters are in a position to learn to their potential	<i>Standardised baseline assessment</i> <i>Baseline assessment of wellbeing</i> <i>Leadership handover with previous school</i> <i>Questionnaire for parents</i> <i>Parent / pupil meeting with staff (expectations of support needed from parents)</i> <i>Induction monitors within class</i> <i>Consult with previous setting</i> <i>New starter filter on SIMS</i>
5. All disadvantaged pupils make expected progress in communication and language, phonics and reading with 20% of disadvantaged pupils making better than expected progress.	<i>Phonics book bag books</i> <i>Parent sign posting / parent workshops</i> <i>Accelerated Reader book investment</i> <i>Library cards / mobile library</i> <i>Speech and language intervention</i> <i>Language development interventions</i> <i>Vocabulary instruction</i> <i>Ruth Miskin training for all staff teaching phonics</i>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,104.23

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, 4, 5
What does this like in practice? <i>High quality teaching that is delivered to all pupils in class by a qualified teacher. Lessons are well planned, driven by talk, sequential and taught through effective pedagogical approaches with robust assessment for learning following a bespoke curriculum for the school. Early Career Teachers receive additional non-contact time to observe and discuss teaching across the school and in other settings.</i>		

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

Budgeted cost: £26,794.52

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, 4, 5
What does this like in practice? <i>Interventions are selected based on their impact strength and are delivered by competent and trained teachers and teaching assistants. Pupils are identified through robust Pupil Progress meetings that analysis progress against starting points from Key Stage entry, beginning of the year and beginning of intervention.</i>		
National Tutoring Programme	Education Endowment Foundation (Small group tuition)	1, 2, 4, 5
What does this like in practice? <i>High-quality tutoring, delivered by experienced and skilled teachers and teaching assistants, is used to provide catch-up support and to close gaps in pupils attainment.</i>		

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

Budgeted cost: £46,599.17

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
What does this look like in practice? <i>Pupils are given the opportunity and access to a range of enrichment activities, which is subsidised with funds allocated to each disadvantaged pupil. Support payments for Y6 disadvantaged pupils to access the PGL residential experience are in place so they have access to an experiential learning experiences outside the classroom and develop long-lasting practical and social skills.</i>		
Family Welfare Officer targeted family support	Education Endowment Foundation (EEF Guide to Pupil Premium , Parental engagement)	3, 4, 5
What does this look like in practice? <i>Family Welfare Officer (FWO) supports families by arranging outreach sessions to build relationship and sign post families to the support that they need (parenting strategies, mental health, physical health, paediatric care). This will in turn support pupils at home by giving them a family life with increased stability and better self-regulation.</i>		
Induction package	Education Endowment Foundation (EEF Guide to Pupil Premium , Parental engagement)	4
What does this look like in practice? <i>Stakeholders across the school support new starter transition to school through academic and wellbeing baseline assessments, handover with previous school, parent meetings and induction monitors. Aim of induction package is to offer a smoother transition, increasing self-regulation and the readiness to learn. Package will also support teacher in ensuring they are meeting pupil's academic and emotional needs.</i>		
Wellbeing support	Education Endowment Foundation (EEF Guide to Pupil Premium , Social and Emotional Learning)	3, 4, 5
What does this look like in practice? <i>Pupils identified with emotional difficulties are referred by staff and triaged by SEND, DSL, Wellbeing and Pupil Premium leads and when identified, attend the relevant wellbeing, social skills, ELSA (Emotional Literacy Support Assistant) intervention or counselling.</i>		

Total budgeted cost: £116,497.92

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

<i>Disadvantaged pupils make improved progress from their starting points with pupils in Year 6 making good progress across the Key Stage.</i>	Analysis of whole school data (64 pupils from YR-Y6) shows that 88% of disadvantaged pupils made expected progress or better from their individual starting points with 28% making accelerated progress. 12% of disadvantaged pupils made slower than expected progress, however, 88% of those pupils appear on the SEND register. Analysis of Year 6 data shows that 94% of pupils made expected progress or better with 59% making accelerated progress.
<i>Support for those disadvantaged pupils that have low levels of emotional wellbeing is put in place coping strategies to overcome these barriers.</i>	Nearly 10% of the Pupil Premium allocation has gone into the different levels of support required to support disadvantaged pupil's emotional wellbeing. Support has ranged from blocks of counselling delivered by external counselling services, the training and employment of two Emotional Literacy Support Assistants (ELSA) to deliver focused support programmes to pupils in need. As well as delivering specific ELSA programmes, the ELSA also designed and delivered targeted intervention to Year 6 pupils focused on their transition to secondary education. Of the pupils receiving play therapy, counselling or timetabled emotional wellbeing support, 45% are disadvantaged.
<i>Meaningful and effective support, strategies and advice is given to families that suffer with social and emotional difficulties.</i>	The Family Welfare Support Worker's family caseload consisted of 33% disadvantaged pupils. The support of vulnerable families is paramount to supporting their children. In collaboration with the Designated Safeguarding Lead and Pupil Premium Lead, the Family Welfare Support Worker supported families in a variety of different ways. Different levels of support included building a support network amongst parents through parent courses and coffee mornings, sign posting families (e.g. domestic violence, eviction, food banks, social services referrals and financial support). In addition to these general levels of support, more bespoke and individualised pieces of support have been given to families, these include ensuring families have access to activities in the school holidays, working with parents to build personalised resources at home to support behaviour and wellbeing and liaising between class teachers and parents and external agencies.

<i>A robust induction package for new starters is put into place to ensure new starters are in a position to learn to their potential</i>	New induction procedure for new starters implemented for beginning of 2024/25 academic year. Only three pupils joined in the 2024/25 academic year that qualified for the Pupil Premium. These pupils all received emotional and wellbeing support and ongoing support and intervention due to family circumstances involving but not limited to homelessness, safeguarding, role as young carers and parents fleeing domestic abuse. All pupils made good academic progress and settled well, however all three pupils have left the school as they have been placed in housing outside of the local area.
<i>Disadvantaged pupils are given access to a wide range of high-quality reading materials, reading support materials at home and support in early reading.</i> <i>All disadvantaged pupils make expected progress in phonics and reading with 20% of disadvantaged pupils making better than expected progress.</i>	All pupils given access to Oxford Owl e-book library for phonics so they can pre-learn books read in homogenous phonics groups. All new Reception starters given Read Write Inc phonics materials to ensure a strong phonics start. Year 1 Phonics Screening Check – 77% pass rate of disadvantaged pupils, the National disadvantaged pass rate 2024 was 68%. Year 2 Phonics re-takes, only 3 disadvantaged pupils sat the re-take with one passing. Text map for whole school reimagined with high quality texts chosen across the school to support and inspire writing.