Pupil Premium Strategy Overview

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.

ACHIEVE	**ASPIRE**	**FLOURISH**	**ATTEND**	**COMMUNICATE**
Intended outcome 1	Intended outcome 2	Intended outcome 3	Intended outcome 4	Intended outcome 5
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.	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 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.	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.	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.