



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	Trinity St. Peter's CE Primary School
Number of pupils in school	205 (229 inc. nursery)
Proportion (%) of pupil premium eligible pupils	7.3% (15)
Academic year/years that our current pupil premium strategy plan covers	2026/27 2027/28 2028/29
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Local Academy Council
Pupil premium lead	Jonathan McCabe
Governor / Trustee lead	Dave Menagh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,810
Post LAC funding allocation this academic year	£2,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£30,500



Part A: Pupil Premium Strategy Plan

Statement of intent

At Trinity St. Peter's CE Primary School, our ambition is that every child is supported to SHINE. We use pupil premium funding to remove barriers to learning and participation so that disadvantaged pupils achieve well, develop confidence and independence and benefit fully from the academic and wider life of the school.

Our strategy begins with careful diagnosis of pupils' needs. We do not assume that all disadvantaged pupils face the same barriers, nor do we equate disadvantage with low attainment. We use assessment information, attendance and pastoral evidence, pupil and parent voice and staff knowledge to identify the barriers affecting individual pupils and the cohort as a whole.

High-quality, inclusive teaching is at the heart of our approach. Our pupil premium strategy is aligned with wider school improvement priorities and is structured around the DfE and EEF tiered approach:

- Developing high-quality teaching;
- Providing targeted academic support;
- Addressing wider barriers to learning.

Where disadvantage intersects with SEND or other additional needs, provision is planned with particular precision.

For previously looked-after pupils, funding decisions are informed by individual need and used within the wider strategy to support educational outcomes, engagement and access to learning.

Targeted support is additional to, and closely connected with, strong classroom teaching. Interventions are diagnostic, time-limited where appropriate and reviewed regularly for impact. Wider support is used where attendance, social and emotional wellbeing, financial barriers or access to enrichment may limit a pupil's ability to engage, achieve and thrive.

The strategy is reviewed throughout the year through pupil progress meetings, attendance and pastoral monitoring, provision reviews and governor scrutiny. Decisions about continuation, adaptation or withdrawal of provision are based on evidence of impact rather than on participation alone.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and pastoral information indicate that some disadvantaged pupils have additional barriers to attainment and progress, particularly where disadvantage intersects with SEND or other additional needs.
2	Some disadvantaged pupils require precise, individualised support to overcome identified barriers to learning and curriculum access. This includes appropriate adaptations, targeted intervention and specialist input to enable pupils to engage successfully with an ambitious curriculum and make strong progress from their starting points.
3	Social, emotional and wellbeing needs can affect the readiness, confidence, self-regulation and engagement of some disadvantaged pupils and require timely, individualised support.



4	Attendance and punctuality require close monitoring so that disadvantaged pupils do not experience avoidable loss of curriculum time and emerging concerns are addressed promptly.
5	Financial and other barriers can restrict access to enrichment, school trips, extracurricular activities and wider personal development opportunities for some 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
Disadvantaged pupils, including those with SEND or other additional needs, make strong progress from their individual starting points and achieve well across the curriculum.	Termly assessment and pupil progress information shows strong progress from starting points. Identified gaps reduce over time and pupils at risk of falling behind are identified promptly. Outcomes are considered alongside individual starting points and needs, with small cohorts interpreted carefully.
Disadvantaged pupils overcome identified barriers to learning and curriculum access and secure the knowledge and skills needed for the next stage of education.	Diagnostic assessment identifies specific barriers and informs appropriate adaptations, provision and targeted support. Reviews demonstrate improved curriculum access, engagement and independence, alongside progress in the knowledge and skills targeted.
Disadvantaged pupils attend well and benefit from consistent access to teaching.	Attendance and punctuality are monitored closely. Emerging concerns trigger timely support and, where attendance is a barrier, individual pupils demonstrate improvement over time.
Disadvantaged pupils with identified social, emotional or wellbeing needs are ready to learn and increasingly able to participate successfully in school life.	Pastoral records, pupil voice and staff observations demonstrate improved engagement, confidence, self-regulation and readiness to learn for pupils receiving targeted support.
Disadvantaged pupils participate fully in the wider life of the school.	Financial disadvantage does not prevent participation in curriculum enrichment, school trips or extracurricular opportunities. Participation is monitored and barriers are addressed proactively.

Activity in this academic year

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

Targeted academic support (£979.50)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted use of Reading Eggs and Maths Seeds to provide additional, appropriately matched practice for disadvantaged pupils where assessment identifies gaps in reading or mathematics. Use is overseen by staff and reviewed against pupils' progress and classroom learning.	EEF evidence supports the use of targeted academic support where it is carefully matched to pupils' identified needs and supplements high-quality classroom teaching. Digital programmes are used purposefully to provide additional practice in identified areas of reading and mathematics, with their use and impact reviewed through ongoing assessment.	1, 2



Developing high-quality teaching (£26,847)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Researcher Psychologist works with staff and identified disadvantaged pupils to develop a precise understanding of barriers to learning and curriculum access, informing appropriate adaptations, interventions and provision. Recommendations are implemented through high-quality classroom teaching and targeted support and reviewed for their impact on pupils' engagement, independence, progress and attainment.	EEF guidance emphasises the importance of developing a holistic understanding of pupils' needs and using this to inform appropriate provision. EEF evidence supports high-quality teaching approaches including explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, supplemented by carefully targeted interventions where required. Provision should be matched to identified need and monitored to evaluate its impact.	1, 2
Researcher Psychologist provides professional development, advice and ongoing support for staff to strengthen inclusive and adaptive classroom practice and support the effective implementation of recommended strategies.	EEF evidence identifies high-quality teaching as central to improving pupil outcomes and narrowing the disadvantage gap. Its Effective Professional Development and implementation guidance emphasises that well-designed professional development, together with follow-on support, can strengthen classroom practice and support successful implementation.	1, 2

Wider strategies (£5,265)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted pastoral and counselling support for pupils whose social, emotional or wellbeing needs are creating a barrier to learning.	Social and emotional approaches can support pupils' engagement, relationships and learning. Provision is targeted from identified need and evaluated through pastoral evidence, pupil voice and engagement in learning.	3
Attendance monitoring and individualised support for disadvantaged pupils and families where absence or punctuality is a barrier.	DfE pupil premium guidance identifies attendance as a wider barrier that schools may address through evidence-informed approaches. School monitoring will identify concerns early and evaluate improvement at pupil level.	4
Financial support and proactive planning to ensure equitable access to educational visits, residentials, clubs, cultural experiences and other enrichment.	Wider strategies should address non-academic barriers that prevent disadvantaged pupils from accessing the same learning and personal development opportunities as their peers.	5
Work with families and relevant external	Effective implementation depends on accurate diagnosis, engagement with relevant	1, 3, 4, 5



professionals where additional barriers require coordinated support.	stakeholders and provision that responds to the specific context and needs of pupils.	
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Pupil Premium allocation: £30,500*

The balance across the three tiers will reflect the needs of the current cohort. Expenditure and impact will be reviewed during the year and provision adapted where evidence indicates that this is necessary.

**The total planned expenditure (£33,091.50) exceeds the Pupil Premium allocation (£30,500). The school is contributing £2,591.50 from the main school budget to ensure that disadvantaged pupils receive sufficient targeted academic, pastoral and wellbeing support.*



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section evaluates the impact of our pupil premium activity during the 2025/26 academic year. Because the number of disadvantaged pupils within individual cohorts is small, outcomes are considered alongside pupil-level information and starting points rather than percentages in isolation.

Academic outcomes

Whole-school outcomes remained strong in 2025/26. At the end of Key Stage 2, 94% of pupils achieved the expected standard in reading, 85% in writing, 91% in mathematics and 85% in combined reading, writing and mathematics. Progress from KS1 starting points was very positive across the cohort: +2.25 in reading, +3.16 in writing and +4.04 in mathematics.

There were five pupil premium pupils in the Year 6 cohort. All five pupils achieved the expected standard in reading and four of five pupils achieved the expected standard in writing, maths and grammar, punctuation and spelling. Notably, two of the five disadvantaged pupils achieved the higher standard in reading, writing and mathematics. These outcomes demonstrate strong attainment for most disadvantaged pupils while reinforcing the importance of precise support where disadvantage intersects with SEND or other additional needs.

In Year 4, the school's mean Multiplication Tables Check score was 22.41. The pupil premium mean was 20.00. Although the small number of eligible pupils (1) means that this should be interpreted cautiously, multiplication fluency remains an area for close monitoring and targeted support where needed.

There were no Pupil Premium-eligible pupils in the 2025/26 Year 1 Phonics Screening Check cohort.

In Reception, one pupil was pupil premium eligible and did not achieve a Good Level of Development. The very small cohort means that no group-level conclusion can be drawn; the pupil's individual starting points, SEND/additional needs where applicable and subsequent progress are therefore central to evaluation.

What the evaluation tells us

- Strong whole-school attainment provides an ambitious benchmark for disadvantaged pupils; the strategy should continue to prioritise access to consistently high-quality teaching rather than lower expectations or a separate curriculum.
- Where disadvantage intersects with SEND or other additional needs, barriers can be more complex. Precise adaptive teaching, early identification and carefully matched intervention remain priorities.
- Targeted support should be evaluated by the learning secured and its transfer into independent classroom performance, not simply by whether an intervention has been delivered.
- The MTC outcome indicates a need to continue monitoring multiplication fluency for disadvantaged pupils alongside the wider school priority of increasing full fluency.
- Small cohort sizes make year-on-year percentages volatile. Evaluation will therefore combine published outcomes with pupil-level assessment, attendance, pastoral evidence and individual starting points.



Attendance, wellbeing and wider participation

Attendance, punctuality, wellbeing and participation continue to be monitored at pupil level because these barriers are not experienced uniformly by disadvantaged pupils. Where concerns arise, support is matched to the individual pupil and family and reviewed for evidence of improved engagement and access to learning.

Targeted counselling and pastoral support continued to provide an important layer of provision for pupils with identified social and emotional needs. The school also supported access to enrichment and extracurricular opportunities where cost or other barriers might otherwise have limited participation.

For 2026/27, the school will strengthen the evaluation of wider strategies by recording the identified barrier, intended change and evidence of impact for pupils receiving targeted support. This will enable leaders and governors to distinguish participation in provision from demonstrable improvement in attendance, engagement, wellbeing or access.

How the 2025/26 evaluation informs the 2026/27 strategy

The evaluation has informed a move away from broad “recovery” language towards a more diagnostic strategy. The 2026/27 plan places high-quality inclusive teaching at its centre, uses targeted academic support where assessment identifies a specific need and addresses wider barriers only where they are evident for individual pupils or groups.

The strategy is deliberately aligned with the school's wider improvement work, including strengthening outcomes for pupils with SEND, sustaining strong attainment and ensuring that adaptive teaching and targeted provision lead to strong progress from pupils' starting points.

Externally provided programmes

The following non-DfE programmes were used during 2025/26. Inclusion here does not imply automatic continuation; each programme will be reviewed against current pupil need, evidence of impact and value for money.

Programme	Provider
Counselling Service	Kim Balmer
Reading Eggs / Maths Seeds Intervention Programme	Blake eLearning
SATs Companion	SATs Companion
Learning by Questions	Learning by Questions