



Pupil premium strategy statement – Tattershall Holy Trinity

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	93
Proportion (%) of pupil premium eligible pupils	21%(19 pupils)
	2025- 2028
Date this statement was published	November 2025
Date on which it will be reviewed	February 2026 June 2026
Statement authorised by	Stephanie Liley
Pupil premium lead	Head of School Mrs D Kaynes
Governor / Trustee lead	Stephen Brown Jenny Cook (EDA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,198.88
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0

Total budget for this academic year	£37,198.88
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Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life—both academically and within society as a whole.

The purpose of the Pupil Premium strategy is to support disadvantaged children in overcoming challenges and to ensure there is equality and equity for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes ‘mirrors, windows and doors’, where children are given opportunities that allow them to see beyond their own lived experiences and understand that they have a positive part to play in a rich and varied society—locally, nationally and globally.

We also recognise the strong connection between attendance, wellbeing and academic progress. Good attendance enables children to access the full curriculum, build secure relationships, and develop confidence and resilience. When children feel safe, valued and emotionally supported, they are far more able to engage in learning and make strong progress. Our commitment to improving attendance and nurturing wellbeing is therefore central to removing barriers and ensuring every child flourishes.

Every disadvantaged and vulnerable child has the right to be privileged, and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those who have a social worker; Looked After and previously Looked After Children; pupils in receipt of FSM; and those not on FSM but who may be on the poverty line; as well as service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all children can achieve. This is in line with our school vision, which focuses on nurturing the talents and interests of every child while delivering excellence in learning, promoting wellbeing and ensuring that strong attendance provides the foundation for every learner to thrive.

**“We are knit together by our shared values
and we are rooted in hope for the future.”**

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies a need to focus on providing a broad and balanced, knowledge based curriculum that responds to the needs of pupils and quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils’ attainment will be accelerated and sustained in line with their non-disadvantaged peers.

Our decision-making has taken into account a thorough diagnostic assessment of our children’s challenges and individual need, rooted in diagnostic assessment, not assumptions about the impact of being disadvantaged. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no ‘capped ceilings’ on learning.
- address any further barriers with a focus on poor attendance, as soon as they arise to mitigate against any additional negative impact on progress.

This statement of intent is in line with our Trust ethos, along with the school vision and priorities to ensure sustained impact.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, book study, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are increasingly evident from Reception (starting school with barriers in speech, language and communication) through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>
2	<p>At Holy Trinity, some disadvantaged pupils may develop phonological awareness more slowly due to limited exposure to spoken language and books at home, which hinders their reading development and access to the wider curriculum.</p> <p>This challenge has increased again this year with more children entering EYFS significantly behind their peers.</p>
3	<p>Internal and external (where available) assessments (both formative teacher assessment and summative) indicate that, writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. We have identified transcription, handwriting and spelling skills are particular barriers to children's writing and this impacts on their ability to plan, review and revise writing in Key Stage Two. Retention of times tables facts is having a significant impact on outcomes in maths.</p>

4	<p>Our assessments, book looks, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils leads to them falling further behind age-related expectations, especially in maths.</p> <p>Our assessments, book looks, observations, and conversations with pupils and their families show that many of our disadvantaged pupils have significant gaps in their foundational knowledge. These gaps—particularly in early mathematical understanding—are having a sustained impact on both their learning and wellbeing, resulting in pupils falling increasingly behind age-related expectations, especially in maths.</p>
5	<p>Observations, assessments, pupil voice, and wellbeing data indicate that many pupils—especially those from disadvantaged backgrounds—struggle with social, emotional, and behavioural interactions. CPOMS tracking shows a higher incidence of these challenges among disadvantaged pupils. There is an increasing need for pastoral and wellbeing support, particularly for those in our first 20%, who often face low self-esteem and difficulties with emotional regulation. Rising anxiety levels and increased access to mental health services are also impacting attendance.</p>
6	<p>Analysis of school attendance data shows nearly half (47.1%) of Ever 6 FSM pupils fall into the severely or persistently absent categories. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.</p> <p>Analysis of school attendance data shows that nearly half (47.1%) of our Ever 6 FSM pupils fall into the severely or persistently absent categories. Further exploration indicates that this pattern is often underpinned by a combination of factors, including heightened anxiety, pupils arriving late to school, and an increased incidence of termtime holidays. These underlying issues contribute to widening gaps in learning and wellbeing. We recognise that this disparity is too large, which is why raising the attendance of our disadvantaged pupils is a central focus of our current plan. -time holidays. These underlying issues contribute to widening gaps in learning and wellbeing. We recognise that this disparity is too large, which is why raising the attendance of our disadvantaged pupils is a central focus of our current plan.</p>

7	Assessments, book looks, observations, and pupil discussions reveal significant gaps in knowledge among disadvantaged pupils, causing them to fall further behind age-related expectations. This is often accompanied by reduced resilience, difficulty retaining prior learning, and limited use of metacognitive strategies and self-regulation.
8	The high number of service children at our school contributes to increased pupil mobility, with many joining or leaving mid-year. Pastoral support is needed to assist children in coping with the emotions around being away from a parent for long periods of time. The emotional strain of deployment can have a huge impact on children's well-being and ability to concentrate and learn in school. This disrupts continuity in learning and negatively affects attainment and progress data.
9	Access to IT resources to support learning for disadvantaged pupils has been a challenge. The school has a limited number of functional iPads, which has restricted children's ability to use apps and interventions for maths, spelling, and handwriting. For many disadvantaged pupils, using an iPad or laptop is their preferred learning method. Lack of access to these tools and apps has negatively affected their learning outcomes.

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
Develop high quality teaching, assessment and a broad and balanced knowledge- based curriculum that responds to the needs of the pupils.	<ul style="list-style-type: none"> • Lesson planning shows improved scaffolding for the First 20%. • Coaching using Steplab has been effective in upskilling teachers to improve the quality of lessons • Assessments and observations indicate significantly improved teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment.

	<ul style="list-style-type: none"> • Disadvantaged pupils retain substantive knowledge narrowing the gap against non-disadvantaged peers. They can apply this across a range of subjects. • Experiences such as workshops, enrichment days, trips, and visitors will be linked to key curriculum areas. This will provide our disadvantaged children with experiences that will strengthen their understanding of the world and conceptual knowledge linked to the learning and curriculum in school.
<p>Improved phonic, reading and writing attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Phonics outcomes in 2026/27 show that more than 90% of disadvantaged pupils have met the expected standard. • Handwriting will be legible, and children will have access to bespoke intervention as and when needed. The progress in handwriting legibility will be evident in books.
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice/book study and ongoing formative assessment. • Lesson visits and pupil book looks provide evidence that children are being taught explicit vocabulary and are able to commit the words to long-term memory, which they use to articulate their learning. • Use of appropriate written vocabulary is embedded in children’s independent work and supported effectively through the use of individual tailored spelling mats. • Pupils make measurable progress on language assessments when tracked and assessed by Welcomm. • Pupils can express themselves clearly and confidently during class or group discussions • Pupils engage in regular opportunities for oral rehearsal before writing tasks. • IT such as the use of widgets are used to support vocabulary.

<p>Improved writing attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • KS1 and KS2 writing outcomes in 2027/28 show that more than 90% of disadvantaged pupils have met the expected standard. • For those children who have not yet met the expected standard they have made accelerated progress from their start points. • In 2027/2028 an increased percentage of disadvantaged pupils will achieve GDS in writing. • Handwriting will be legible and pupils will have handwriting interventions tailored to their needs. Progress in handwriting will be evident in book looks.
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> • EYFS maths outcomes in 2027/28 show that more than 90% of disadvantaged pupils have met the expected standard. • KS1 and KS2 maths outcomes in 2027/28 show that more than 90% of disadvantaged pupils have met the expected standard. • In 2027/2028 an increased percentage of disadvantaged pupils will achieve GDS in maths.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged and service pupils.</p>	<p>Pupils will have sustained higher levels of wellbeing from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations particularly our disadvantaged pupils. • a significant reduction in the number of behaviour incidents recorded on CPOMS • a significant reduction in the number of behaviour incidents recorded on CPOMS, particularly those linked to key disruptive behaviours such as pupils

	<p>exiting the classroom, disturbing the learning of others, and refusing to engage in the lesson. This improvement reflects the impact of our consistent behaviour systems and targeted support strategies.</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils at lunch and after school clubs • SCIP Alliance Thriving Lives Toolkit self-evaluation tool used to identify development areas. • Service mentor has raised the profile and levels of engagement in MKC and reports positive outcomes. • Service pupils settle quickly in their new classes and are assessed on entry and tracked to monitor and support progress. • Pupils will be able to articulate a sense of belonging, by explaining how they are all welcomed, valued and have a voice in school.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • The attendance for disadvantaged pupils by 2027/28 will have improved and will be in line with national expectations. • The gap between disadvantaged pupils and their peers will have reduced for persistent absences in line with national expectations. • Improved support for families will be shared and families will feel more able to approach school if issues affecting attendance arise- to be tracked using parental surveys
<p>To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.</p>	<p>Lesson visits and pupil book studies show that:</p> <ul style="list-style-type: none"> • pupils can articulate learning retained in long-term memory. • Tier 3 vocabulary is explicitly taught to support understanding, and pupils use it accurately in both discussion and independent work. • Disadvantaged pupils demonstrate improved metacognitive strategies and self-regulation, with increased concentration over longer periods.

	<ul style="list-style-type: none"> • Pupils are able to provide examples of perseverance with challenging tasks, and there is a clear improvement in the quality and quantity of work as the year progresses.
<p>All children will have access to IT in class to support their learning when needed. This will enable them to access resources and record their work independently, which will improve engagement and help ensure they make good progress.</p>	<ul style="list-style-type: none"> • All classes have iPads or laptops for pupils to use when needed, and devices have access to apps/programmes that support areas of the curriculum (these will be selected for the individual and will target their specific area of need) • Disadvantaged pupils are given priority access to IT resources for interventions or preferred learning methods. • Pupils can log in, access apps, and record work independently without significant adult support. • Observations and pupil voice show increased engagement during lessons where IT is used. • Assessment data demonstrates improved progress in targeted areas such as maths, spelling, and handwriting for pupils using IT interventions. • Lesson plans include opportunities for IT use to support learning and interventions. • Regular checks confirm that IT resources are being used effectively and equitably across classes.

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 Costs: £21,590,86

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
<p>1,3,4,7</p> <p>Training and moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher <i>assessment</i></p>	<ul style="list-style-type: none"> • 2x Keystone Moderation Courses Yr2 and Yr6 • Moderation events in house and across schools • Insight Training • Subject Leader training from LAAT. • Twilights for curriculum development. • RWI Assessments • SENDCO support and Network Days (3 a year) 	<p>A system that places significant emphasis on achievement in national tests at various key stages contradicts the need for teachers to think deeply about assessment. Numerous past papers and their associated marking schemes have dominated schools' practices for years, leading many professionals to side-line the importance of getting to grips with core assessment principles.</p> <p>Assessment that does not rely on test outcomes is hard to get right and therefore requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that the results of a test don't always reflect pupils' progress and attainment seen within the classroom.</p> <p>Further training and coaching on Alex Bedford's Pupil Book study to elevate both classroom and subject leader practice for new subject leaders. Coaching time for subject leaders will ensure that HT has a constant cycle of reviewing, monitoring, and subject/curriculum development.</p> <p>Steplab to provide bespoke coaching opportunities and resources to help upskill teachers, leading to increased pace, expectations and impact across the school.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	<ul style="list-style-type: none"> • Visits to other schools to improve practice & <p>Knowledge</p> <ul style="list-style-type: none"> • Purchase of Steplab • Purchase of PIRA and PUMA standardised diagnostic assessments. • Training for staff to ensure assessments are interpreted and administered correctly. 	<p>CPD will include instructional coaching focusing on modelling, scaffolding and checking for understanding to ensure disadvantaged pupils receive First and Best teaching. CPD implementation will be monitored through Steplab cycles.</p> <p>The PIRA and PUMA tests will provide more consistent information for teachers. Through the diagnostic tool teachers can pinpoint specific curriculum domains or objectives of strength or weakness for whole cohorts, groups or individual pupils. The more forensic diagnostic analysis can aid teachers to tailor and direct the necessary for pupils through different support channels such as focused teacher time, interventions or working with support assistants. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND</p>	
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		https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better	
2 Improved phonic, reading and writing attainment for disadvantaged pupils.	<ul style="list-style-type: none"> • CPD for staff to teach phonics (regular top up training provided and face to face training for all new staff) • RWI Development days • Get Writing RWI training and textbooks • Cover for phonics lead to conduct assessments for EYFS, Year 1 and Year 2 • Remote sessions with RWInc consultant 	<p>At Holy Trinity Primary School we have identified disadvantaged pupils as having increased chance of having difficulties with phonics than pupils who are not disadvantaged. This difficulty has a detrimental impact how they develop as a reader, which can in turn hinder their love of reading as well as their ability to access the wider curriculum and make progress in all other subjects. We are committed to closing the gap for children in Key Stage one and will provide intervention for children at risk of falling behind in Key Stage 2.</p> <p>Staff will receive weekly coaching from the Reading Lead to ensure consistency.</p> <p>Get writing textbooks: will be used to support and teach transcription curriculum to children and will track children's retention of what has been learned ensuring interventions can be timely if children need additional support.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	<ul style="list-style-type: none"> • Release time for Phonics lead 1 hr a week for coaching support. 		
<p>4, 7 Enrichment of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<ul style="list-style-type: none"> • Jenny Cook Maths INSET • Further training from Jenny Cook to embed and grow our maths curriculum at HT • HOS coaching time ½ day a week • CC time as subject lead-analysing data 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>1,2,5 <i>To improve provision in EYFS and ensure that</i></p>	<ul style="list-style-type: none"> • Opportunities to share good practice across the Trust and to 	<p>Support children in knowing and remembering more in all 7 areas of development via adult-child interaction.</p>	<p>End of Spring term:</p>

<p><i>children have increased exposure to the 7 areas of development and enrichment activities.</i></p>	<p>participate in joint moderation.</p> <ul style="list-style-type: none"> • Attend EYFS Trust meetings cover for NB • Time for NB to help review the EYFS Curriculum • Visits to other schools to look at provision and share good practice. 	<p>https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years</p> <p>https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf</p>	<p>Summer term:</p> <p>Autumn term 2026:</p>
<p>3 To improve the quality of teaching and learning of handwriting.</p>	<ul style="list-style-type: none"> • Letterjoin subscription • EE coaching time 	<p>Coaching from NB in RWInc sessions and from EE during English drop ins.</p> <p>Letterjoin will provide access for pupils to have handwriting interventions to form letters correctly. Logins also available to use at home for additional practice.</p> <p>Handwriting will show a significant improvement across school as a result and specific pupils can be targeted for additional intervention in small groups or 1-1.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

<p>4, 6 To support staff in creating opportunities for all children but especially disadvantaged children to experience a range of opportunities to develop cultural capital through enrichments opportunities.</p>	<ul style="list-style-type: none"> • <i>Cost of Lyfta</i> • <i>Financial support with school Trips</i> 	<p>Subject Leaders are supported to plan opportunities across their subject to ensure that children have enrichment opportunities, enabling them to experience different cultures and perspectives.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 7,608.40

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
<p>1, 2, 5 WellComm Early Years and primary toolkit for speech and language screening and intervention</p> <p>Cost of WELLCOM + training for staff (3 days) £895.07</p>	<ul style="list-style-type: none"> • Staff time for assessing pupils on entry to EYFS 3 days and reassessment during the year • TA support for daily interventions • Staff training for EYFS team- HOS/ SENCO 	<p>Knowing and understanding a child's ability to speak and understand is an important part of assessing children as they enter EYFS. It provides teaching staff with a baseline and a toolkit that screening and intervention for speech and language.</p> <p>Each child has a personal profile and the assessment lists relevant intervention that can be built into the child's learning/day/classroom provision.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>2 YARC assessment intervention for reading fluency</p>	<ul style="list-style-type: none"> • EE to train lead staff (1 day) • Termly assessments 	<p>A reading intervention that assesses, sets targets, tracks and improves a child's reading rate (can make over a year's progress in a 7-8 week block).</p> <p>This is available to all year groups from year 2-6. Target children: the first 20% and children not meeting ARE for their year group. Using the YARC reading fluency intervention will assist children become more fluent readers and enable</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

		them to make gains in attainment and progress.	
1,2,3,4,7 IDL: Dyslexia and Dyscalculia software and screening Tests. £200	<ul style="list-style-type: none"> • Whole school time for assessments and analysis of results and screeners • SENCO(1 day per term) • TA support 2 hrs a week 	<p>IDL Online intervention support for Maths and English</p> <p>This supports learners with dyslexia and dyscalculia (as well as other learning difficulties) to increase their reading and spelling ages and assist in understanding key areas of maths.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
2 Additional phonics interventions targeted at disadvantaged pupils who require further phonics support.	<ul style="list-style-type: none"> • TA time to deliver interventions daily for one hour 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
3 Purchase of Clicker 8 Clicker Flexi-subscription - £2,000 (3-year subscription, not the annual cost) Allows you to install Clicker across all	<ul style="list-style-type: none"> • Staff training by SENCO- (2 hrs) • Appropriate software to access for individual children 	<p>Clicker - writing software for the primary classroom</p> <p>Clicker is writing software that supports reluctant writers. It is assistive technology that allows children to access support with writing, create word</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

<p>Windows/Mac devices, iPads and Chromebooks in school and at home. This subscription also comes with an unlimited online (live) training package. This price can be split into annual instalments of £800 instead, with a Purchase Order.</p>		<p>banks and reads their writing back to them.</p>	
<p>1,3,4,7 <i>Purchase of Steplab</i> <i>Yearly subscription</i> <i>Professional development for teaching staff-coaching</i> <i>£96 per user (x6?)</i></p>	<ul style="list-style-type: none"> • Staff training sessions • Coaching time 2 hrs a week HOS and EHT 	<p>StepLab Coaching is an evidence-based professional development platform designed to improve teaching through instructional coaching. It focuses on helping teachers make small, actionable improvements in their practice by combining observation, feedback, and rehearsal in structured cycles. It uses an instructional coaching model, where a coach works with a teacher to: Identify an area for improvement (usually after a short classroom observation). Provide feedback and model strategies during a structured meeting. Plan and rehearse the next step so the teacher can implement it confidently. The approach emphasizes small, incremental steps that accumulate over time to achieve significant teaching improvements. Investment in staff coaching and training will impact on pupils' results thus ensuring or most</p>	

		disadvantaged children get the quality first teaching needed to be successful.	
3 <i>Letterjoin Handwriting Subscription</i>	<ul style="list-style-type: none"> Yearly Subscription to Letterjoin for 4 classes 	<p>Access to Intervention to assist correct letter formation.</p> <p>Handwriting across the school will, improve for all children and PP children can be specifically targeted.</p>	
2 <i>Learning with Parents reading APP</i>	<ul style="list-style-type: none"> Yearly subscription £30 a class x4 	Purchase of a digital reading log used to log home and school reading and allows comments and rewards to be shared.	
4 <i>TTRockstar and Numbots subscription</i>	<ul style="list-style-type: none"> Yearly Subscription 	Fun app to help consolidate times tables and key number facts	

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

Budgeted cost: £7,999.62

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
6 Embedding principles of good practice set	Appointing an Educational Welfare Officer to look at attendance (shared across hub 3).	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	End of Spring term: Summer term:

<p>out in the DfE's Improving School Attendance advice.</p>	<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <ul style="list-style-type: none"> • HoS/EWO time 1/2 day a week to write and meet with parents to set up attendance plans. 	<p>Engagement of Attendance Lead with LCC & the DfE approved Attendance Hub program</p>	<p>Autumn term 2026:</p>
<p>4, 5,7,8 Support the wellbeing and needs of disadvantaged pupils</p> <p>Purchase of Educational Psychologist and STT hours</p>	<ul style="list-style-type: none"> • Maintain the learning mentor in role to offer pastoral support. • Learning Mentor leads interventions Pastoral Support- Forest school sessions/ ELSA/ Lego Therapy/ Drawing and Talking Therapy • MKC, to support disadvantaged and service pupils (TA 1 hr a week) 	<p>Developing a positive school ethos, which also aims to support greater engagement in learning.</p> <p>Parental feedback is extremely positive for children attending MKC</p> <ul style="list-style-type: none"> • Support with Mental Health Programmes • Ed Psych hours • STT hours 	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

		<ul style="list-style-type: none"> • Forest School • Lego Therapy • Drawing and Talking Therapy • ELSA 	
<p>5, 7, Enrichment activities Funding to allow disadvantaged children access to wider opportunities and experiences Visitors, visits Support with funds for trips</p>	<ul style="list-style-type: none"> • <i>JB Sports Balance bikes-EYFS</i> • <i>Swimming lessons</i> • <i>Lincolnshire Music Service</i> • <i>LCC workshops</i> • <i>STEM</i> • <i>Forest School leader time 2 hrs a week</i> • <i>PGL</i> • <i>School trips and visitors</i> • <i>Workshops</i> • <i>Sporting enrichment activities and tournaments</i> 	<p>Children's experiences will be widened this will enrich the learning of all learners so the gap is closed for disadvantaged pupils.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
Contingency fund?	•		

Total budgeted cost: £37,198.88

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Holy Trinity CofE Primary School, we are committed to ensuring that all pupils, regardless of background, achieve their full potential. This includes our disadvantaged pupils, who receive additional support through the Pupil Premium (PP) grant.

We have analysed the performance of our disadvantaged pupils during the 2024/25 academic year using Key Stage 1 and 2 performance data, phonics screening results, and internal assessments. You can view our published 2025 Key Stage results here:

End of Key Stage Data | Holy Trinity CofE Primary School

Early Years & KS1: Disadvantaged pupils made good progress in EYFS, phonics, and end of KS1 outcomes. Targeted support, particularly in maths, has helped close gaps in attainment.

KS2: Disadvantaged pupils made good progress in writing, maths, and combined outcomes. In some cases, FSM pupils outperformed their peers in writing and reading, though this reflects a very small cohort and should be interpreted with caution.

Service Pupils: These pupils generally perform well. However, we are reviewing our provision to ensure their individual needs are better addressed and their profile raised across the school.

Attendance remains a significant concern for disadvantaged pupils: Overall absence was 3% higher than their peers. Persistent absence was 15% higher. We recognise this gap is too large and have made improving attendance a key focus of our current strategy. Actions include:

Pupil behaviour continued to be challenging last year. Mental health and wellbeing needs remain significantly higher than pre-pandemic levels. The impact on disadvantaged pupils has been particularly acute, and we are increasing support in this area.

While we have seen positive progress in several areas, we acknowledge that in some aspects we are not yet on track to meet our 2026/27 goals. As a result, we have reviewed our strategy and made adjustments to how we use our Pupil Premium funding this year. Key actions include:

- Targeted writing support for Ever 6 FSM pupils
- Individual pupil progress reviews to identify barriers and tailor support
- Speech and language interventions for pupils with significant needs
- Small group tutoring in KS1 maths for pupils performing below expected

We remain committed to improving outcomes for all disadvantaged pupils and will continue to monitor progress closely.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

See Service Pupil Premium Explanation Report: [Service Pupil Premium Funding 2025-2028](#)