

Trinity CEVAP Pupil premium strategy statement 2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Trinity CEVAP
Number of pupils in school	171
Proportion (%) of targeted pupil premium eligible pupils	23 pupils 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	L. Curran Spain - HT
Pupil premium lead	L. Curran Spain - HT
Governor / Trustee lead	Mrs T Barnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£53860

Part A: Pupil premium strategy plan

Statement of intent

At Trinity CEVAP we believe that nothing is impossible, and therefore our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve as highly as possible across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers, or those who we deem to be vulnerable but who do not fall within the remit of the grant. The activity we have outlined in this statement is also intended to support their needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be based on our knowledge of our pupils and their individual needs, using assessment data to determine where gaps are in learning, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Oracy has been identified as an issue for pupils across the school with a number of children presenting through screening with poorly developed vocabulary which impacts on all areas of their school life.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our data shows that more pupil premium children than non PP children fail to reach ARE expectations in reading = • 13% PP children below ARE, • 7% non PP children below ARE. This has reduced from 23% last year showing that the schools high level of support for reading is making a difference to outcomes of disadvantaged children. School data continues to show that many in this category do not read beyond school either with parents or for pleasure.
4	School data shows that 21% of pupil premium children do not reach the expected standard in writing, this is because of fluency in writing itself and in their ideas having lack of depth because of poor reading habits and exposure to books
5	Many of our PP children do not participate in events/ activities outside of school – limiting their life experiences. Children can sometimes be seen to be disadvantaged by having untidy, worn out clothing, as parents prioritise spending.
6	Pupils with low self esteem and SEMH difficulties are unable to focus on learning and do not always enjoy school. Their inability to regulate emotionally means that they do not always successfully access learning or maintain effective relationships with their peers or staff. Research shows that pupils with low self-esteem, resilience and aspiration are less likely to engage fully with their learning, they take fewer risks and have less or no ambition about their future and are less likely to reach their 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations to indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Reading outcomes for PP children are in line with or above National outcomes for all children. Disadvantaged children reach the expected level of the Phonics Screening Check, in line with national expectations

Increased attainment in writing	Handwriting skills are developed so pupils are able to concentrate on other elements of writing without cognitive overload – so overall writing attainment of PP children is in line with National.
Increase PP participation in clubs, and ensure that PP children are enabled to participate in school trips and activities.	Support all children to participate in school trips and activities. Monitoring shows that all pupil groups are represented across the school in trips, clubs and activities. Ensure that all children are provided with the basic school uniform so they do not look different to other pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: **£12200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments and intervention resources. Training for staff to ensure assessments are interpreted and administered correctly. NFER tests X each term	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Education Endowment Foundation research £1500	1, 2, 3, 4
Embedding the development of oracy and vocabulary activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing staff training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Wellcome Assessments NELI programme Walk Thrus whole staff CPD programme £1000	1, 2, 3, 4, 6
Purchase Fonetti reading scheme to increase the support available to pupils when reading and to enable them to read alone with support. Purchase of tablets specifically for individual reading across the school	Fonetti will provide additional opportunities for pupils to practise reading aloud regularly, supporting the development of reading accuracy, automaticity and fluency. This approach is consistent with evidence from the Education Endowment Foundation, which identifies guided oral reading, repeated reading and developing automatic word recognition as effective approaches for improving reading fluency. Fluent word recognition reduces the cognitive effort required to decode, enabling pupils to devote more attention to comprehension and meaning. £1000 & £4000	1,2,3, 4
Continue to use an approved phonics scheme to secure	Phonics approaches have a strong evidence base that indicates a positive impact on the	2, 3

stronger phonics teaching for all pupils. To update books linked to the scheme	accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF £1000	
Improve the fluency of handwriting to reduce cognitive load in writing	The Kinetic Letters handwriting programme will reduce the cognitive load placed on pupils by developing automaticity and fluency in letter formation, so that handwriting requires less conscious effort. Research supports the importance of fluent transcription: the Education Endowment Foundation (EEF) states that handwriting and spelling need to become automatic so that pupils can concentrate on the content of their writing, while research by Bourdin and Fayol and others indicates that less automatic handwriting can place additional demands on working memory and compete with higher-level processes such as planning and composing ideas. £1900	4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Storm break sessions twice weekly across the school to improve well-being, resilience and mental health awareness	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) £1800 £12,200	6

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

Budgeted cost: **£21,494**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using the Neli programme to improve listening, comprehension and	Oral language interventions can have a positive impact on pupils' language skills. Approaches that	1,2, 3, 4

vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Insight tracking system Literacy Shed Rollama Spag.com Beat Dyslexia Maths.com TTRS	focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) £850 £166 £180 £88 £210 £340 £1834	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF <u>£3040</u>	2, 3
Using targeted interventions Beat Dyslexia, 1:1/ small group reading and in class support A significant proportion of the pupils who undertake daily small group reading will be disadvantaged, including those who are high attainers. In class support	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF <u>Interventions cost £16800</u> <u>Total school TA spending is £136,158</u>	1,2, 4

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

Budgeted cost: £ 21,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6 (2,3,4) £1000
Supporting disadvantaged families with purchasing of school uniform, access to clubs and trips/ visits	Feeling like you belong is essential for wellbeing, reducing any stigma by providing uniform enables children to feel valued and respected. Ensuring that all children have the opportunity to experience learning beyond the curriculum is essential for development and wellbeing	6 (2,3,4) £3000
Employing Pastoral Support Worker to support all families and especially those struggling Developing in school expertise and support for pupils struggling with SEMH issues and developing the SMH lead		6 £10,250
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All £500
Mentoring for pupils with emotional / anxiety issues to prepare them for transition to High School	The use of mentoring enables individuals the space to explore worries in a safe environment and supports the development of strategies to deal with frightening situations	£120 £14870

Total budgeted cost: £ 55204 (£116,625 additional spend on Teaching Assistant Support in lessons, which does not include HTN income , or PP income this money comes directly from the school budget)

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 2025 to 2026 academic year.

Overall Summary

The 2025–26 outcomes show a mixed picture for disadvantaged pupils when compared with their non-disadvantaged peers. **Strong outcomes were achieved in the Early Years and Phonics**, with all pupils, including disadvantaged pupils, achieving the expected standard/Good Level of Development. This demonstrates that disadvantaged pupils are making a positive start to their education and developing secure early foundations.

In the **Year 4 Multiplication Tables Check**, **63% of disadvantaged pupils reached the expected standard compared with 50% of non-disadvantaged pupils**. This indicates a positive outcome for disadvantaged pupils in this area and suggests that targeted support and teaching are having an impact on mathematical fluency.

At **KS2**, however, a gap in attainment remains. Among the disadvantaged pupils, **two pupils did not achieve age-related expectations in Reading, Writing and Maths, with one further pupil not achieving ARE in Maths**. Among non-disadvantaged pupils, **one pupil did not achieve ARE across all three areas, with one further pupil not achieving ARE in Maths**.

The KS2 outcomes should be considered alongside individual circumstances. **All of the disadvantaged pupils who did not achieve ARE were on the SEND register, with one of these pupils joining Trinity towards the end of the academic year**. These factors provide important context when evaluating the attainment outcomes for the disadvantaged cohort.

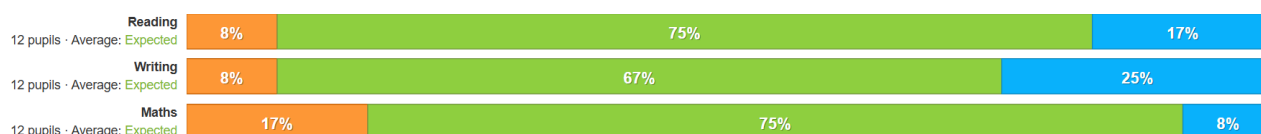
Overall, the data indicates that **disadvantaged pupils are achieving well in the Early Years, Phonics and Year 4 Times Tables Check, with particularly positive performance in the latter compared with their non-disadvantaged peers**. However, the KS2 results indicate that some disadvantaged pupils are not yet securing age-related expectations, particularly across Reading, Writing and Maths especially when SEND is also a factor. A continued focus on early intervention, sustained progress through KS1 and KS2, and targeted support for pupils facing additional barriers will be important in narrowing the attainment gap by the end of Year 6.

Externally provided programmes

Programme	Provider
Mentoring	Green light trust

Performance of Pupil Premium children 2025 2026 V Non PP children

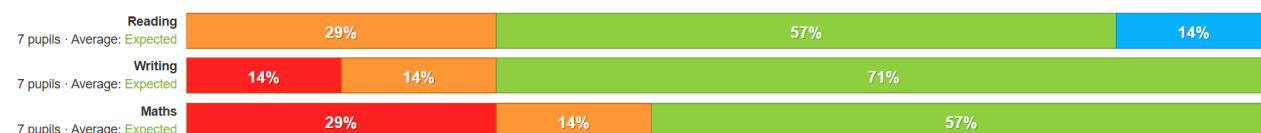
KS2 Yr 6 SATS results Non-Disadvantaged Pupils



One pupil did not reach ARE in all areas

One additional pupil did not reach ARE in Maths

KS2 Yr 6 SATS results Disadvantaged Pupils

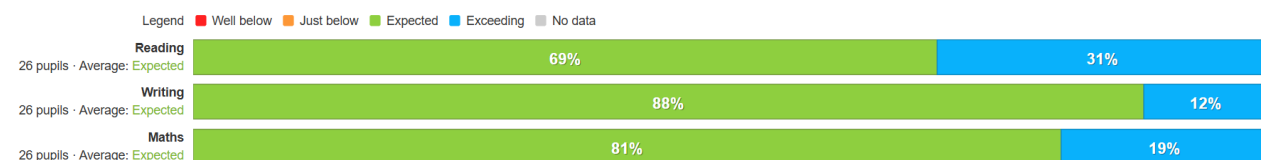


Three pupils did not reach age-related expectations in Reading, Writing, and Maths.

One additional pupil did not reach ARE in Maths

Of these, two children were on the special educational needs register and the third pupil joined Trinity towards the end of the academic year.

Early years – Non disadvantaged pupils



Early years – Disadvantaged pupils



Phonics Screening Check – Non disadvantaged pupils



Phonics Screening Check – Disadvantaged pupils



Maths Times Table Check Yr 4 Non Disadvantaged pupils



Maths Times Table Check Yr 4 Non Disadvantaged pupils

