

Pupil premium strategy statement

This statement details our school's use of pupil premium, and 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	Trinity Academy St Peter's
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	48.91% (45 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	LGB
Pupil premium lead	Lydia Greenwood
Governor / Trustee lead	AJ Mills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,830
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£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	£71,830

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils within school is closed. To ensure that pupil premium children gain the social and emotional skills to access the knowledge curriculum and develop a love of learning. No one intervention provides a complete solution to the complex educational issues in any school, therefore, we believe a multi-faceted approach offers the best opportunity for our pupils to succeed.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas for development across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and academy context

Trinity Academy St Peter's is an academy that is part of Trinity Multi Academy Trust. It is a smaller than average primary school located in Sowerby Bridge and the vast majority of pupils are of White British heritage. The proportion of disadvantaged pupils

supported by the pupil premium is well above the national average at approximately 49%. The proportion of pupils with SEND is above the national average.

Achieving Our Objectives

The range of provision made for this group include and would not be limited to:

- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Discounts for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software where appropriate
- Behaviour and nurture support during lunchtimes, and when required, by providing activities to engage and promote TMAT values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Lower than expected levels of development on entry to the EYFS (particularly in relation to Communication and Language, Literacy, and Social and Emotional Development)
2	Behaviour and attendance – potential behavioural issues within the classroom and poor attendance/punctuality have the potential to minimise the impact of regular, high-quality teaching.
3	Emotional and social factors - some children experience complex and challenging home lives, which acts as a significant barrier to learning. Some children have low resilience, confidence and expectations of themselves.

	This can also manifest itself in a lack of parental engagement with school, as well as limited support with activities such as reading, homework etc.
4	A lack of cultural capital – some of our pupils have limited (or no) experience of the wider world outside of Sowerby.
5	Low prior attainment – children have significant gaps in knowledge and skills, particularly in reading and writing.

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
Teacher performance is consistently good or better.	<p>All pupils experience good or better Quality First Teaching on a daily basis leading to improved outcomes:</p> <ul style="list-style-type: none"> • Children will attain at least in line with disadvantaged pupils/national averages RWM % (EXS/GDS) • Children will achieve national average GLD % • Children will achieve national average phonics %
Literacy and numeracy barriers are relentlessly and effectively addressed as any PP pupils move through the academy.	<p>Improved teaching/specific interventions show improved performance via assessment data:</p> <ul style="list-style-type: none"> • Children will attain at least in line with disadvantaged pupils/national averages RWM % (EXS/GDS) • Children will achieve national average GLD % • Children will achieve national average phonics %
Behavioural issues are dealt with effectively and reduced accordingly.	Sustain the high expectations of BfL and have effective and robust strategies to address any issues which could result in suspensions and permanent exclusions.
Attendance and punctuality of PP pupils improves in line with academy targets.	A reduction in days lost to pupil absence compared to the previous AY, and improved attendance and punctuality.
PP pupils are offered any and all relevant cultural capital experiences within and outside of the academy.	Increase in number of wider curricular experiences and trips that PP pupils attend

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the subject knowledge and skills of teaching staff through effective and targeted CPD.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF – High quality teaching	1, 5
To raise the academic profile of PP pupils across the academy.	Regularly held Pupil Progress and Cobra meetings have a specific focus on PP pupils and raise the profile of these learners with all staff.	1, 5

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

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Undertake RWI Phonics Fast Track Tutoring with KS1 and EYFS, and Speech and Language interventions throughout school (Chatterbox, NELI, RWI Consultancy, Speech and Language Therapist)	Early language skills are vital for children's long-term success in education and other areas. Research has shown that children with more advanced language skills at the age of five are more likely to have better qualifications and subsequently be employed in adulthood compared with their peers. However, disadvantaged children are more likely to have fallen behind before school starts.	1

To implement high impact intervention strategies for all PP pupils through the effective deployment of staffing resources	Crucially, many good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum' <i>Ofsted: The Pupil Premium – how schools are spending the funding successfully to maximise achievement</i>	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
To discount trips and experiences, including residential trips	<p>To further enhance the opportunity for children to develop their cultural capital.</p> <p>In Cultural Literacy (1988), ED Hirsch succinctly summarises that “to be culturally literate is to possess the basic information needed to thrive in the modern world”. But alongside this, as teachers, we must not overlook the importance of social capital and the opportunities and skills required for students to be successful in the delivery of themselves.</p> <p>Exposure not only to culture but also to situations in which they might not have previous experiences is of paramount importance to their ongoing successes.</p>	4
To maintain the high-quality pastoral provision, to enhance and reinforce the punctuality, attendance, emotional safety and development, and progress of PP pupils.	<p>The academy leadership, as well as the MAT it belongs to, believes that a positive learning experience is the bedrock of any improvement strategy. Alongside this sits the importance of ensuring that all pupils, regardless of background, attend school as regularly as possible.</p> <p>This push on improving attendance (and punctuality), as well as ensuring outstanding behaviour, are crucial strategies in our school</p>	2,3

	improvement strategy this academic year.	
To maintain the excellent early intervention PP pupils receive through our Pastoral officer	Early help supports families to get back onto track	2, 3
Additional individual needs addressed proactively and when needed e.g. uniform, additional educational support.	Ensuring PP pupils have the same opportunities and experiences as non-PP pupils; sometimes this comes down to something as basic as uniform, which is addressed in a timely, understated and professional manner.	3

Total budgeted cost: £71,830

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.

Teacher performance is consistently good or better.	<ul style="list-style-type: none">• Ongoing CPD and QA has continued to improve the quality of teaching, evidenced in trust reviews.• Phonics outcome: 67%. There were 4 pupils who didn't pass but with a significant reason. The percentage of disadvantaged pupils' who passed their phonics screening was lower than non-disadvantaged.• Pupil outcomes at the end of KS2 were strong: RWM Combined: 71% (National 62%). Exp+ in Reading, Writing and Maths were as follows: Reading: 79% (National 75%) Writing: 79% (National 72%) Maths: 85% (National 74%)• Pupil outcomes at the end of KS2 with regard to the higher standard: Reading: 21% (National 33%) Writing: 14% (National 13%) Maths: 14% (National 26%)• At the end of KS2, 83% of disadvantaged pupils achieved Exp+ in Reading, Writing and Maths, and in RWM combined which is extremely positive.• EYFS outcomes: 67% achieved GLD (National 68%). Disadvantaged pupils achieving GLD was 50% (which is likely to be in line with or just below NA (data not yet available). Writing

	<p>continues to be one of the main barriers to prevent some pupils from reaching GLD, but there have been improvements in this area compared to previous years.</p> <ul style="list-style-type: none"> • KS1 teacher assessment data from the last AY shows that 50% of the pupils are achieving Exp+ in reading and maths, and 58% of pupils achieving Exp+ in writing. The gap between disadvantaged and non-disadvantaged working at Exp+ will continue to be a focus in the next AY. • MTC: Mean score of 20.2 which is more or less in line with NA and shows a positive 3-year trend. Disadvantaged pupils mean score was 18.2.
Literacy and numeracy barriers are relentlessly and effectively addressed as any PP pupils move through the academy.	<ul style="list-style-type: none"> • Interventions have impacted and progress made. At the end of KS2, disadvantaged pupils' data in reading, writing and maths is higher than non-disadvantaged pupils (including in RWM combined). In phonics, GLD and MTC, the outcomes gap between disadvantaged and non-disadvantaged needs to be closed further in the next AY. • Culture for supporting disadvantaged and SEND pupils is good.
Behavioural issues are dealt with effectively and reduced accordingly. PP Total Days: 11	<ul style="list-style-type: none"> • Pupils' behaviour and attitudes are good with strong internal BfL and Safeguarding reviews. • SIAMS review further evidence of the pastoral care and behaviour at the academy. • Suspensions as a % of the pupil cohort was at 10.1%. These related to 3 pupils, with the majority relating to one pupil. There was one PEx in the last academic year. PP suspensions as a % of the PC: was 19.15%

Attendance and punctuality of PP pupils improves in line with academy targets.	<ul style="list-style-type: none"> At the end of 2024-25, attendance was 93.4% (NA not yet available); with PP attendance slightly below at 93.2% Persistent absence was 20.9% (NA not yet available); PP Persistent absence was 26.0% (NA not yet available) <p>Attendance will continue to be a focus next academic year.</p>
PP pupils are offered any and all relevant cultural capital experiences within and outside of the academy.	<ul style="list-style-type: none"> Pupils have had a wide range of cultural experiences both within the academy, across the Trust and outside of the academy. The Trinity MAT Ignite initiative has prioritised KS2 PP pupils to have these experiences.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider