Trinity Road Pupil Premium Statement

2024-2027

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 (2024-2025) and the outcomes for disadvantaged pupils last academic year (2023-2024).

School overview

Detail	Data
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	24.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jen Miller
Pupil premium lead	Jen Miller
Governor / Trustee lead	Louise Thompson and Keith Roddy

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Sept 2024-July 2025)	£143,475 (approx.)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 83,333
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	£ 226,808

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Part A: Pupil premium strategy plan

Statement of intent

- **Our intention at Trinity Road Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We aim to support and enhance the progress and attainment of disadvantaged pupils across the curriculum in all their outcomes, yet we know that all our approaches will benefit non disadvantaged pupils at the same time.**

Our objectives are:

- To ensure disadvantaged pupils have the same experiences and opportunities as their non-disadvantaged peers.
- Pupil premium children and their peers can stay emotionally healthy and regulate their own emotions to stay safe.
- Ensure all children can read with fluency and demonstrate a good understanding to enable them to access the curriculum and their world around them.
- To develop pupils' confidence and ability to communicate effectively in a wide range of social and academic contexts.
- To remove and reduce the barriers created by poverty, family circumstances and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers in school and over time towards the national picture.

Achieving our objectives:

- Provide quality first teaching supported by quality professional development opportunities for all pupils
- Provide a rich and broad curriculum that is delivered through an immersive and practical approach to stimulate, engage and motivate all learners
- Target funding to ensure and enable all pupils to have access to educational visits, residential and enriched learning activities whereby cost may be a barrier.
- Provide opportunities for all pupils to participate in enrichment activities including sport, music and art.
- Provide appropriate pastoral support to support pupils in their emotional and social development.
- Provide targeted intervention, support and tuition to swiftly identify gaps in learning and basic skills significantly through same day interventions and planned small group support programmes.

This is not an exhaustive list and it is expected that strategies will change ad develop based on the needs of the pupil demographic and the data collected.

Our key principles:

- *At Trinity Road Primary School we aim to impact the outcomes of disadvantaged pupils yet, our approaches will also benefit the outcomes for non-disadvantaged pupils. We believe in challenging and supporting our disadvantaged children and intervening early when the need is identified. We adopt a whole school expectation for staff to take responsibility for the outcomes of disadvantaged pupils by ensuring an effective use of data, data systems and appropriate staff training to enable teachers and staff to plan proactively. Alongside the academic support we ensure that pupils' social, emotional and mental health needs will be supported through high quality provision and programmes from appropriately trained adults.*

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Challenges

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

Challenge number	Detail of challenge
1	Pupils unable to self-regulate and manage emotions in an age-appropriate way (SEMH), pupils do not have the range of independent self-regulation strategies or coping mechanisms to support them, and they are reliant on adult intervention to co-regulate with them.
2	Attendance & Punctuality; ensuring disadvantaged pupils attend and attend a full day. Some pupil attendance is directly reliant on the family and their network to get to school on time or at all and disadvantaged pupils are vulnerable because of this.
3	Some of our disadvantaged pupils come from homes where there are low aspirations, and these pupils are not attaining in line with their peers. They have a lower level of support for education in the home and less resources to support educational activities, including homework.
4	Some children do not have access to wider opportunities outside of school which impacts their life experience, their vocabulary development, self-esteem and confidence is all limited by this.
5	Some of our disadvantaged children live in cramped conditions where they do not have access to green spaces and with multiple siblings and often single parent families' opportunities to access quiet spaces, to focus, undertake exercise and getting outdoors is limited.
6	Some of our children experience a technology gap in their skills and access to computer literacy both at home and at school driven by a lack of resources and access support.
7	Parental engagement for some vulnerable children is very low; sporadic engagement or very necessary engagement when the family hits crisis point.
8	For a range of social, emotional and economic interruptions many of our disadvantaged pupils do not sustain their rate of progress between key stages during their time at the school.

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

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Disadvantaged and vulnerable pupil are attaining in line with their peers in reading, writing and maths	Most children across the school achieve outcomes broadly in line with the national average, with all children making at least good progress from their individual starting points. All children in year 6 achieve outcomes in line with their peers, and broadly in line with national.
Disadvantaged pupils attain higher, closing the gap with their peers for in Phonics.	No less than 65% of children in year 1 pass the Phonics Screening Check.
Attendance for pupil premium children improves and persistent absence reduces	Attendance is not less than 95% for disadvantaged pupils. Currently attendance for disadvantaged pupils sits at approximately 89.2%. Persistent absence is closely monitored, and rigorous support is implemented to improve attendance for key families. Reduce persistent absence. We have 17% persistent absence. 14.8% of pupils are of compulsory school age. The poorest attendance in our school community is among children with SEND and those who are FSM/PP.
Enriched learning opportunities and experiences	Pupil premium children have visited a range of places, venues and experiences to support learning across the school year. Curriculum learning is planned to make and take maximum advantage of the outdoor spaces the school site offers e.g. use of the field, the wooded glades and the Jubilee Woods. Children retain knowledge and skills across the foundation subjects because they have had experiences they can draw on and use to support learning, social and emotional development. Pupils can communicate with a wider vocabulary and are taking an active part in the wider curriculum. A strong foundation curriculum is securely imbedded across the school with a range of practical opportunities which immerse children in their learning and remove writing and reading barriers.

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Most vulnerable children and their families have access to therapeutic support to secure their basic needs of safety, belonging, communication and self-worth/esteem.	Pupil voice shows that children feel like school is a safe place and they feel part of the school community and like they know who they can speak to if they need help. Not less than 95% of parents say their child feels safe at school. We have a low level of exclusion and use internal strategies to support the emotional, social and mental wellbeing and health of children. 100% of disadvantaged children are making progress in their personal development.
Pupils are able to self-regulate and manage emotional in an appropriate way that will serve them well as they move around the school and local community.	Behaviour reporting shows a decrease in incidents for the pupil premium children over time. Pupil premium children are using the Zones of Regulation strategies, and they are accessing the regulation stations across the week and are co-operating in co-regulation strategies with adults they trust. Moreover, they are developing their ability to express how they are feeling and communicate their need.
High levels of positive engagement with parents and families of our disadvantaged children e.g. at learner conferences, community events and parent workshops and meetings.	Attendance of disadvantaged families at events is good and supports the children to further their experiences. Positive home school communication between class-based adults and parents. Parent views are captured regularly.

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: *£122,000*

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager employed full time for the school.	79.81% of our disadvantaged children are or have been subject to safeguarding or wellbeing concerns. 49.18% of our highly dysregulated children are pupil premium 58.65% of the caseload of the Pastoral Manager are pupil premium children accessing pastoral support, including counselling, mental health, wellbeing and family therapy support. 'Being able to effectively manage emotional will be beneficial to children and young people even if it does not translate to reading and maths scores (EEF teaching and learning toolkit social and emotional learning 2021) 'The evidence indicates there is particular promise on developing social interactions between pupils (EEF teaching and learning toolkit social and emotional learning 2021)' The additional needs brought on by the circumstances our disadvantaged and non-disadvantaged families face means the Pastoral Manager has a high case load and therefore is needed full time to reach the families and children and remove and reduce their barriers to learning.	1, 2, 4
Learning Mentor	Learning mentors sole role is to remove barriers to learning. Many of our children are young carers, many are experiencing significant impact from financial strains in the home or the mental or physical health of caregivers. Learning mentors solely focus on what the child needs to build up their social and emotional needs	1, 2, 3, 4, 7, 8

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	while focusing on their positive mental health and social skills. The learning mentor will enable the pastoral team to reach more individual and groups of children both in and out of the classroom.	
Forest School Lead	To provide opportunities for learning in an outdoor environment where children can learn and experience practically. To support children in co-regulation and managing self through activities and strategies developed through Forest School sessions.	

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

Budgeted cost: £ 49,071.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
iRock – rock music tuition – funded places for 19 Pupil Premium children for the year	IRock is a parent funded, on site, school-based music tuition programme led by practicing musicians called band coaches. As it is at a cost to families, we know that this rules some of our families out due to not being able to financially meet this cost. These lessons use rock-band instruments and due to the cost, these kinds of instruments	1, 2, 3, 4, 6, 7, 8

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	would not normally be able to be purchased of housed in the family homes. All instruments are brought on site by the band coach from iRock and the children are taught across a term to play their instrument, as part of a band (team of other children) to perform in an end of term 'rock concert'. The fundamentals of music, beat and rhythm are routed in maths, and this is the basis of keeping time with your bandmates. Confidence and self-esteem is grown over time through success at playing the instrument and overcoming fears to perform to a crowd of families and their peers. The rock concerts are well attended by proud families and children blow our socks off with their newfound skills and confidence growing each term across the year.	
Lexia – programme	Proven programme to support reading and reinforce key phonics and early reading gaps and provide structured repetition and scaffolding to plug gaps in children who struggle to read. *Plugging gaps in early reading and developing reading fluency is part of the recommendations from the EEF in their Improving Literacy in KS1 October 2021 publication.* Being able to read and broadening vocabulary increases access across the curriculum and improves life chances for all children.	3, 4, 6, 7
Widgit - programme	Widgit is a symbols programme that supports children who struggle to decode and read, access a wider range of vocabulary and improves	3, 4, 6, 8

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	access across the whole curriculum. The widgits are symbols that correlate to all vocabulary in the curriculum, including technical and specialist subject vocabulary to support children with their understanding of a concept and their access into their learning. It builds independence and increases pupil confidence.	
Breakfast Club	Invite-only breakfast club targeted at key families to improve attendance and lateness. A calming, welcoming environment for children to start their day and ease the transition into school. Breakfast provided to ensure all children are having a healthy, fulfilling meal before starting learning.	1, 2, 5
Letter Join – Handwriting programme	A structured, proven programme to provide staff with the techniques and resources sequentially across the school to support children communicate in writing because their handwriting is legible and can be read and understood.	3, 8
Table Fables - programme	A programme to support children to grasp their times table facts using rhyme, song and character storytelling. This meets the needs for those who work well with an alternative approach to learning where facts are secured to memory through a connection with a character and a pattern.	1, 4, 8

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Emotional Regulation Resources – whole school	Regulation stations set up in every classroom across the school to build on the school wide programme of the Zones of Regulation sessions. Resources and manipulatives and including furniture to provide a space for children to regulate.	1, 3, 4, 8
Additional Educational Psychology support	To bring external expertise and strategic support to implement SEND support programmes and innovate SEND provision approaches. It is important to work with specialists, be outward looking and seek advice, and continuous improvement.	1, 4, 7, 8

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

Budgeted cost: £55,736.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw PSHE – whole school programme	Structured and sequential whole school PSHE programme that provides planning and resources to cover the requirements of the national curriculum and enables teachers to tailor their provision, because of a reducing in planning from scratch, to meet the needs of children through a personalised approach.	1, 4, 5,
Text Message Service for families	In a recent communication survey this was a way in which parents reported they wanted to be communicated with.	2, 7

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2 Johns Workshop and subscription	Provide up-to-date, highly relevant information around online safety to both children and families. Identified significant use of technology from a vast proportion of our families so further information and insight will help to aid families and children in how to manage this safely.	3, 6, 7
Educational Visits	Planned opportunities across the yearly curriculum provide practical and immersive learning opportunities through educational visits. To improve engagement and uptake and where a visit may be out of financial possibilities for some families, we subsidise the cost to PP families where needed/requested.	4, 5, 7
Food for children	Food, and not being hungry, is at the physiological basis of Maslow's Hierarchy of needs and fundamental to focus and concentration. We provide a range of fruit and basic snacks to support children meet their basic needs. For some children this is part of their provision and for some we support them co-regulate with a snack. As part of the Zones of Regulation programme we are enabling children to communicate their needs more readily and by having snacks support us to provide for this. Deprivation indices among some of our disadvantaged families means some children do not have the means to provide an additional snack compared to their non-disadvantaged peers.	1, 2, 5
Uniform and kit	'Belong' is a school value and part of our school motto. To belong is a	2, 3, 5

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	fundamental right and when in a school looking different by not being able to wear uniform creates distances and jeopardises a sense of belonging. We store a range of new and preloved uniform items to support disadvantaged families with the additional costs.	
Forest School equipment	To provide opportunities for learning in an outdoor environment where children can learn and experience practically. To support children in co-regulation and managing self through activities and strategies developed through Forest School sessions. To enable high quality outdoor provision to be embedded through the use of quality resources and equipment.	
Behaviour Specialist	Well-researched behaviour programme linked to TPP values. Tailored support weekly to implement and imbed new behaviour strategy aimed at supporting children to remain in class and positively access their learning.	1, 4, 8

Total budgeted cost: £ 226,808

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantage pupils related to those who are pupil premium and free school meals.

Overview of school numbers:

	2022		2023		2024	
School number on roll	Above average	317	Above average	321	Above average	353
School % FSM6	Above average	28	Close to average	26	Close to average	25

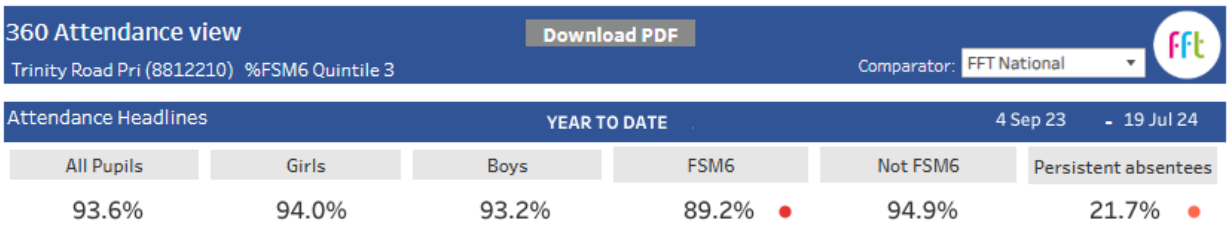
All Pupils	Pupils		All
All Pupils	352	School	93.6%
		FFT National	94.3%
		Difference	-0.7%

FSM6			All
FSM6	86	School	89.2%
		FFT National	91.8%
		Difference	-2.6%
			All
Not FSM6	266	School	94.9%
		FFT National	95.2%
		Difference	-0.3%

Persistent absentees:

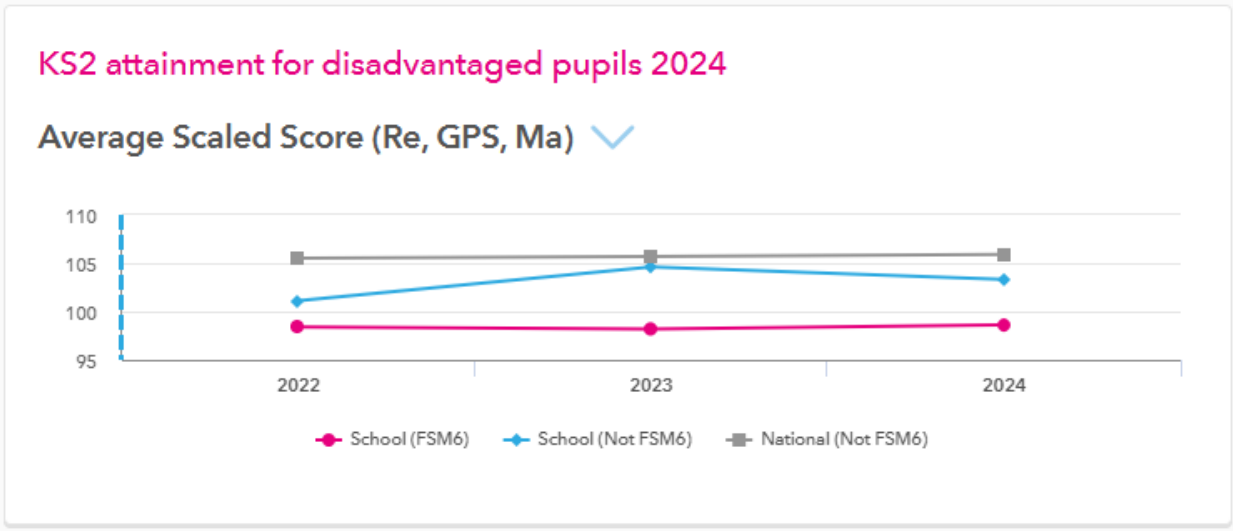
	Persistent absentees		
	2021/22	2022/23	2023/24
School %	22.9	21.8	15.9
Comparison to all schools	–	–	–
Comparison to schools with a similar level of deprivation	Highest 20%	Highest 20%	–

Attendance:

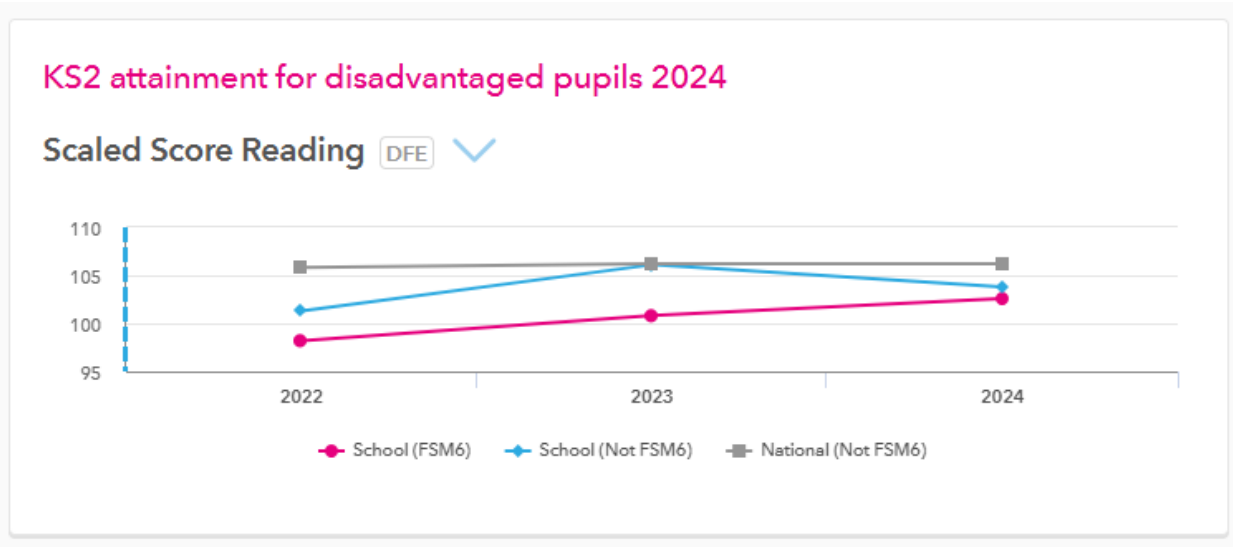


Outcomes - Results

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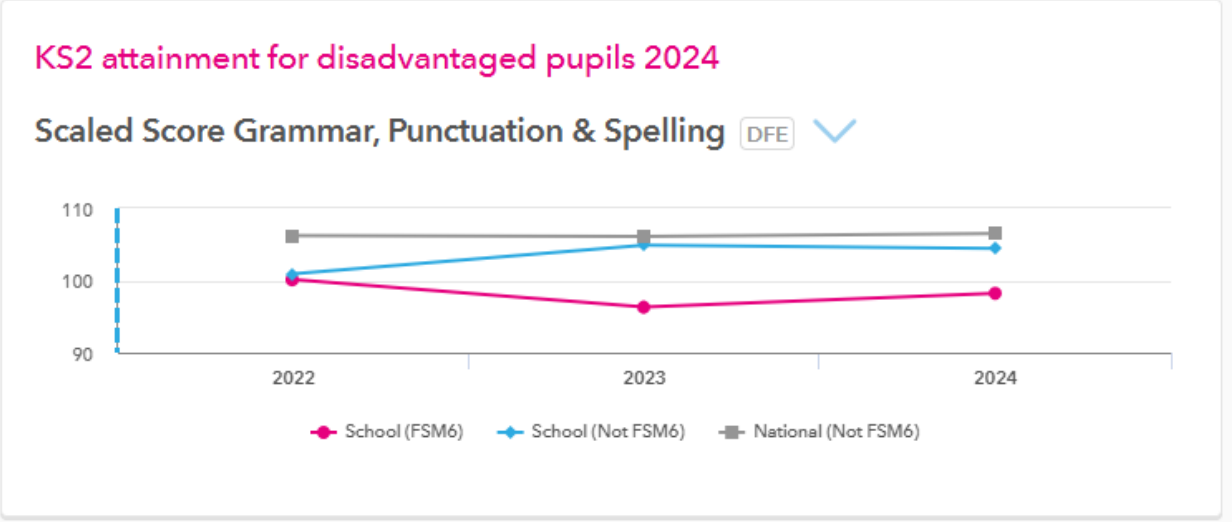


In Key Stage 2, the average combined scaled score went from 98.2 in 2023 to 98.6 in 2024 for Pupil Premium children.



Standardised score average in reading has increased from 98.2 in 2022 to 102.6 in 2024. End of Y6 outcomes: Reading was at 55% in 2022, it has now increased to 64% in 2024.

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Standardised score average in GPS went from 96.3 in 2023 to 98.2 in 2024.

Age Related Outcomes (ARE) – Pupil Premium Children, all year groups

Autumn 2023-24

	No Assessment	Significantly Below	Below	At	Above
Reading	33.3% (26)	57.7% (30)	21.2% (11)	19.2% (10)	1.9% (1)
Writing	33.3% (26)	63.5% (33)	17.3% (9)	17.3% (9)	1.9% (1)
Mathematics	33.3% (26)	48.1% (25)	40.4% (21)	9.6% (5)	1.9% (1)

Summer 2023-24

	No Assessment	Significantly Below	Below	At	Above
Reading	30.8% (24)	40.7% (22)	16.7% (9)	33.3% (18)	9.3% (5)
Writing	30.8% (24)	48.1% (26)	18.5% (10)	29.6% (16)	3.7% (2)
Mathematics	30.8% (24)	33.3% (18)	14.8% (8)	46.3% (25)	5.6% (3)

Clear progress in outcomes of Pupil Premium children across all year groups can be seen from the data above: 42.6% on track or above in reading at the end of 23-24 compared with 21.1% at Autumn; 33.3% on track or above in writing compared with 20.2% at Autumn; and 51.9% on track or above in maths compared with 11.5% in Autumn.

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Progress – Pupil Premium Children

Expected progress or higher in all subjects

100.0% (52)

	No Assessment	Below Progress	Expected Progress	Above Expected Progress
Reading	33.3% (26)		61.5% (32)	38.5% (20)
Writing	33.3% (26)		73.1% (38)	26.9% (14)
Mathematics	33.3% (26)		51.9% (27)	48.1% (25)

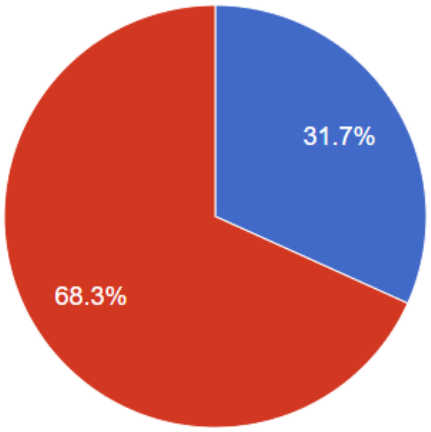
The above progress markers show 100% of pupil premium children made at least expected progress from their starting points last year (making at least 1 term of progress per term) with 38.5% making more than expected progress in Reading, 26.9% making more than expected in Writing and 48.1% making more than expected progress in Maths. This is due to high quality intervention programs such as Table Fables and TT Rockstars being implemented; improved attendance with the significant support of the Pastoral Team; the use of widget to allow significantly more children to access other aspects of their learning where reading is a barrier; the use of clicker to aid children's independence; and the imbedding of the Zones of Regulation programme which has enabled children to re and co-regulate more successfully, allowing them to more frequently access learning.

Behaviour

Autumn

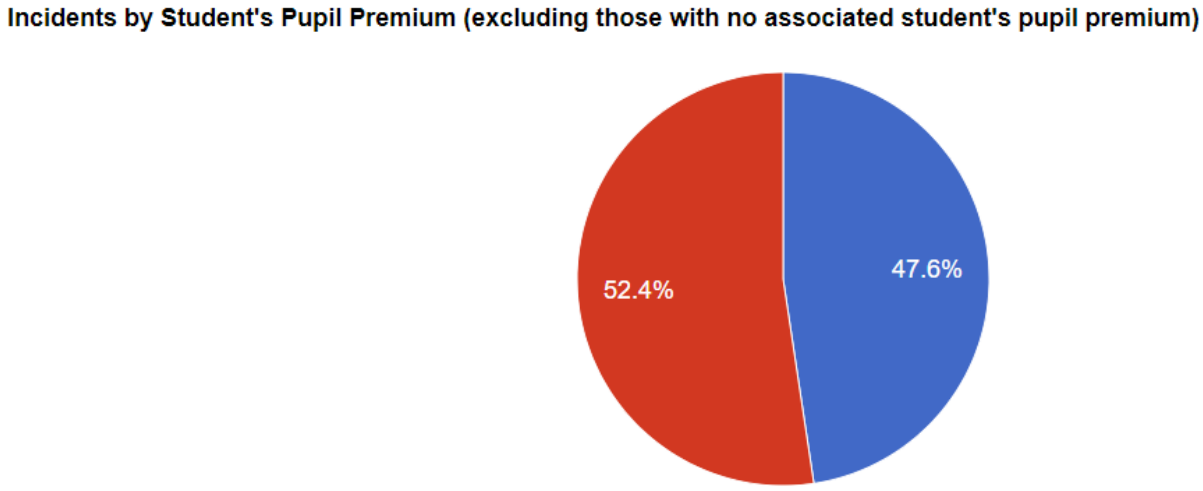
In Autumn Term, there were 43 significant physical behaviour incidents.

Incidents by Student's Pupil Premium (excluding those with no associated student's pupil premium)



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In Summer Term, these dropped to 20 significant behaviour incidents.



This is as a result of the support implemented by the Pastoral Manager through direct work and training of staff around behaviour strategy.

A data study has been completed where a third of our Pupil Premium families were asked for feedback around support for their child/children. Of these families, 76% strongly agreed that the support of the Pastoral Manager had a significant positive impact on their child's experience of school, with the other 24% agreeing with the above statement.

School Characteristics

	2022		2023		2024	
School number on roll	Above average	317	Above average	321	Above average	353
School % FSM6	Above average	28	Close to average	26	Close to average	25

The percentage of Pupil Premium children has dropped slightly but this is due to an increased number of children on roll, having moved from 1.5 to 2-form entry across the lower school in September 2023.

Conclusion

We have made substantial improvements for Pupil Premium children in their personal development and desire to attend and access school. There is still significant work to be done regarding outcomes for children but with this group of children now being more prepared and able to access the classroom and learning, we are confident these improvements will be seen across the coming academic year with the revisions we are making to how Pupil Premium funding is spent and the increase in Pastoral Support.

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Externally provided programmes

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

Programme	Provider
Lexia	Lexia
Times Table Rock stars	TTrockstars
PSHE curriculum	Jigsaw
Widgit	Widgit
Table Fables	Table Fables
iRock	iRock
Handwriting	Letterjoin

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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