Pupil Premium Strategy Statement 2025-26

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:	Tarleton Holy Trinity CE PrimarySchool
Number of pupils in school:	207 (YR to Y6)
Proportion (%) of pupil premium eligible pupils:	13 children Sept 2025 - 6%
Academic year that our current pupil premium strategy plan covers:	2025 - 26
Date this statement was published:	26/11/2024
Date on which it will be reviewed:	31/03/2026
Statement authorised by:	Stephen Smith
Pupil premium lead:	Stephen Smith
Governor lead:	Richard Every

Funding Overview:

Detail:	Amount:
Pupil premium funding allocation this academic year:	£25,770
Pupil premium funding carried forward from previous years:	£0
Total budget for this academic year	**£25,770**

Part A: Pupil Premium Strategy Plan

Statement of intent:

At Tarleton Holy Trinity CE Primary School, we recognise that our disadvantaged pupils may have a range of needs and barriers to their learning. Through our personalised approach, we aim to remove those barriers to ensure equity of access to all learning, access to a relevant and enriching curriculum and wider curriculum so that they achieve their potential, believe in themselves developing confidence and their creativity in line with our THT approach.

Our pupil premium strategy aims to meet these objectives by ensuring pupils receive a quality first teach by a well-trained and thoughtful teacher, targeted academic support that is grounded in evidence and tailored to individual need as well as identifying and implementing wider strategies that will ensure fairness and a balanced playing field in the opportunities they can learn from and grow from.

Our key principles of our strategy plan are:

- *Every child has access to a highly trained, well informed teacher to receive quality first teaching*
- *Every child has access to an engaging, balanced and well-structured curriculum that meets their needs, allowing them to retain knowledge and develop skills so they learn more and remember more*
- *Every child can achieve their academic potential from their starting points through targeted support if needed*
- *Every child can grow as an individual through the provision of targeted opportunities and life experiences*
- *Every child has the opportunity to develop skills and interests to find out what makes them extra-ordinary on their life's learning journey*

Challenges:

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

Challenge number:	Detail of challenge:
1	Increasingly, families are struggling financially due to the cost of living crisis, therefore some children have limited enrichment experiences.
2	Attainment in Writing is below that of their peers and previous national comparators.
3	Attainment in Mathematics is below that of their peers and previous national comparators.
4	Well-being reflects that pupils need to further develop resilience and confidence when challenged in their learning.

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:
A higher proportion of disadvantaged pupils are working at age related expectations in Writing.	- A higher proportion of disadvantaged pupils are working at age related expectations in Writing. - Each cohort of disadvantaged pupils make at least expected progress - 100% disadvantaged pupils make good progress
A higher proportion of disadvantaged pupils are working at age related expectations in Maths.	- A higher proportion of disadvantaged pupils are working at age related expectations in Maths. - Each cohort of disadvantaged pupils make at least expected progress - 100% disadvantaged pupils make good progress
Disadvantaged pupils have improved resilience and confidence when challenged in their learning	- Well-being radars evidence improved confidence and attitudes to learning - Pupil Voice evidences improved confidence and attitudes to learning - Learning walks evidence PP learner tackle tasks and have the skills and knowledge to do so - Improved outcomes

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:

Budgeted cost: £3,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous development of teaching approaches though high quality CPD via membership of the TaRDis Cluster	The EEF Guide to the Pupil Premium Pupil Premium: - Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school.	1,2,3,4

Targeted Academic Support:

Budgeted cost: £14,970.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and implement targeted intervention to raise attainment in Writing and Maths.	Small Group Tuition: - EEF evidences that this approach has an average impact of 4 months additional progress over a year - The average cost is low Teaching Assistant Interventions: - EEF evidences that this approach has an average impact of 4 months additional progress over a year dependent on how they are deployed. - The average cost is moderate	1,2,3,4

Wider Strategies:

Budgeted cost: £7,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective & targeted pastoral support through the school's Learning Mentor.	Social & Emotional Learning: - EEF evidences that this approach has a positive impact, on average, of 4 months additional progress over a year - The average cost is low	4
'Confident Me' programme for identified pupils.	The EEF recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life.	4
All pupils have access to educational trips to enrich their cultural capital.	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.	4
Pupil premium across the school is well led by members of SLT	Ofsted's The Pupil Premium: An Update (2014): - Identifies that weak leadership and governance is an obstacle to schools and disadvantaged pupils being successful. Putting Evidence to Work: A School's Guide to Implementation Report (EEF): - Identifies the importance of a school creating a leadership climate that is conducive to good implementation therefore supporting systems to ensure disadvantaged pupils achieve.	4

Total budgeted cost: £25,770

Part B: Review of Outcomes in the Previous Academic Year (2024-2025)

Pupil Premium Strategy Outcomes:

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Desired Outcomes:	Success Criteria:	Further Evaluation:
A higher proportion of disadvantaged pupils use Tier 3 vocabulary in their spoken and written work.	• Pupil Voice evidences disadvantaged pupils use Tier 3 vocabulary from knowledge organisers with understanding and fluency • Evidence in books across the curriculum reflects better Tier 3 vocabulary which in turn supports deeper learning in subjects acrossthe curriculum • Enrichment and resources have supported vocabulary acquisition	Pupil Book Study evidences use of Tier 3 by pupils and this is reinforced in books. Vocabulary acquisition has supported progress in Writing for PP pupils.
A higher proportion of disadvantaged pupils are working at age related expectations in Reading.	• A higher proportion of disadvantaged pupils are workingat age related expectations in Reading. • Each cohort of disadvantagedpupils make at least expectedprogress, taking into account SEND progress • 100% disadvantaged pupils makegood progress • Pupil voice reflects a love of read-ing	Across the school, the percentage disadvantaged pupils at ARE has remained the same with 1 pupil now at GD, this is due to starting points. However, progress was good for disadvantaged. This was slightly more than peers. Progress has been supported by targeted regular readers, and whole class guided reading. Pupil voice reflected that 90% of disadvantaged children had a love of reading. Reading continues to be a focus, whilst the attainment gap has reduced between disadvantaged pupils and their peers, further actions in our strategy aim to reduce it further.

A higher proportion of disadvantaged pupils are working at age related expectations in Writing.	• A higher proportion of disadvantaged pupils are working at age related expectations inWriting. • Each cohort of disadvantagedpupils make at least expectedprogress, taking into account SEND progress • 100% disadvantaged pupils makegood progress	Across the school, 50% of cohorts reflect additional disadvantaged pupils were working at the expected standard in Writing from the previous year with 33% of cohorts remaining the same. Progress was good for disadvantaged pupils.This was in line with peers. All pupils made good progress which has been supported by the successful implementation of the Writing INSET staff experienced led by a member of the LCC Literacy team. Writing continues to be a focus for PPG pupils; the attainment gap is still evident between disadvantaged pupils and peers.
A higher proportion of disadvantaged pupils are working at age related expectations in Maths.	• A higher proportion of disadvantaged pupils are workingat age related expectations in Maths. • Each cohort of disadvantaged pupils make at least expected progress, taking into account SEND progress • 100% disadvantaged pupils make good progress	Across the school, all cohorts reflect additional disadvantaged pupils were working at the expected standard in Maths from the previous year. Progress was good for disadvantaged pupils. Maths continues to be a focus for PPG pupils, whilst the attainment gap has reduced between disadvantaged pupils and their peers, further actions in our strategy aim to reduce it further.

Externally Provided Programmes:

Programme:	Provider:
Nessy Reading & Spelling	Nessy
Confident Me	Confident Minds
Race for English	Language Centre Publications