The Midsomer Norton Schools Partnership

Trinity Church School

Pupil Premium Report 2024 - 2027

November 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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 Church School
Number of pupils in school (as of Sept '24)	167(not inc Nursery)
Proportion (%) of pupil premium eligible pupils	24% (40/167) (6 SPP children not included)
Academic year/years that our current pupil premium strategy plan covers **(3 year strategy)**	2024/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Michelle Parsons
Pupil premium lead	Matt Pollock
Governor / Trustee lead	Lisa Ettle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,200 (£1,480 per PP child) 40
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	£59,200

Detail	Amount
Service Pupil Premium funding allocation this academic year	£2040 (£340 per Service Pupil child) 6

Part A: Pupil premium strategy plan

Statement of intent

Trinity Church School - Pupil Premium Strategy

Trinity Church School is a smaller-than-average primary school in Radstock, located just south of Bath. We are committed to ensuring that all pupils, regardless of their background or individual challenges, make strong progress and achieve high attainment across all subjects.

We use evidence-based research from the Education Endowment Foundation to allocate resources and funding effectively. Interventions for pupil premium-eligible children are tailored to individual needs and reviewed throughout the year by the class teacher, Pupil Premium Champion, and other professionals, using data on attainment, attendance, behaviour, and parental feedback.

Our goal is for all pupils, regardless of background or challenges, to make strong progress and achieve high attainment. The strategy supports disadvantaged pupils, including high achievers, without singling them out. As an inclusive school, we prioritise quality teaching and high expectations for all pupils.

Our Pupil Premium Strategy Aims

- **Reduce the attainment gap** between disadvantaged pupils at our school and others nationally.
- **Raise in-school attainment** for both disadvantaged pupils and their peers in English and Maths.
- **Provide a rich, varied curriculum** for pupil premium children, including access to extracurricular activities.
- **Support well-being and SEMH needs** (social, emotional, and mental health) for pupils eligible for pupil premium and their families.
- **Ensure pupil premium attendance** is at least in line with whole-school attendance.

Our Three-Tiered Approach to Achieving Our Pupil Premium Aims

To effectively support our disadvantaged pupils and close the attainment gap, we use a structured, three-tiered approach to Pupil Premium spending. This strategy helps us allocate resources wisely and focus on the essential areas that make a meaningful impact on pupil progress. Here's an overview of each tier in our approach:

1. High-Quality Teaching

- This tier is the foundation of our strategy, ensuring that every pupil benefits from high-quality teaching, regardless of their background.
- Investment in staff professional development, the use of evidence-based teaching methods, and a well-structured curriculum fall within this tier.
- Research shows that effective teaching is the most powerful way to improve learning outcomes for disadvantaged pupils, creating benefits that extend to all learners in the classroom.

2. Targeted Academic Support

- The second tier focuses on specific interventions that address learning gaps or barriers for disadvantaged pupils.

- Examples of this targeted support include one-to-one tutoring, small group interventions, and focused literacy and numeracy programmes.
- This academic support is personalised to meet each pupil's unique needs, reinforcing classroom learning and helping them make sustained progress.

3. Wider Strategies for Well-being and Engagement

- The third tier addresses the broader factors that influence a pupil's ability to succeed, such as attendance, behaviour, emotional well-being, and family involvement.
- This can include mental health and pastoral support, access to extracurricular activities, and family outreach initiatives.
- These wider strategies are designed to create a positive, stable environment that fosters a sense of belonging and helps pupils stay engaged with their learning journey.

Why Our Tiered Approach Works
By combining high-quality teaching, targeted academic support, and strategies that address pupils' wider needs, our tiered approach ensures a well-rounded, comprehensive Pupil Premium plan. This structure enables us to focus not only on academic improvement but also on the overall well-being of each pupil, aligning closely with the Department for Education's Pupil Premium guidance and best practices.

Challenges

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

Challenge number	Detail of challenge
1. Attendance	The attendance of pupils eligible for pupil premium is slightly lower than that of their peers. As a school, we are committed to improving overall attendance, with a particular focus on supporting pupils who are at risk of persistent absence or are already persistently absent.
2. Attainment/ Outcomes	Increasing the percentage of pupil premium pupils meeting age-related expectations is a key priority. Special attention will be given to those with dual vulnerabilities, such as pupils who are both pupil premium and have special educational needs and disabilities (SEND).
3. Pastoral Support	Pupils' emotional well-being, social, and behavioural needs can impact their ability to make progress and their readiness to learn. Addressing these factors is crucial to ensuring all pupils are in a position to succeed.
4. Enrichment	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have meaning knowledge of the world and vocabulary acquisition is limited (cultural capital)
5 Oral Language skills	Many children attending Trinity have underdeveloped oral language skills and vocabulary gaps especially among disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
1. Attendance To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	• The attendance rate for pupils in receipt of pupil premium is **within 1 percentage points** of their peers over the academic year. • At least **90% of pupil premium students** achieve an attendance rate of **96% or higher** by the end of the year. • The percentage of pupils in receipt of pupil premium classed as persistent absentees (attendance <90%) reduces from 9.6% (23/24) • At least **100% of families** of persistently absent pupils participate in school attendance initiatives (e.g. meetings). • Attendance is reviewed at least **weekly** with interventions initiated within **two weeks** for identified concerns.
2. Attainment / Outcomes To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	• Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. **The school needs to be particularly mindful of children who have dual vulnerability: 18/47 PP/SPP are on the SEND register.** • Increase the % of PP children working at ARE in reading across the school from 55% (23/24). • Increase the % of PP children working at ARE in writing across the school from 49% (23/24). • Increase the % of PP children working at ARE in maths across the school from 61% (23/24). • Progress for all pupils is at least moving the expected 4 points on Insight (e.g. moving from 4secure to 5 secure or 4 developing to 5 developing from end of year assessments) A strong professional dialogue will be kept open between SENDCo and PP Lead • Meetings will take place with the SENDCO and PP Lead • We will continue to use the EduKey system to identify any new dual vulnerability pupils at the beginning and throughout the year and notify class teachers as appropriate. • SENDCo and PP Lead to closely monitor progress and provision of children who have dual vulnerability
3. Pastoral Support To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	• **Identification of Needs.** Class teachers with the support of the Thrive practitioner and SENDCo to identify children who may benefit from pastoral support. • All children to be Thrive assessed. • Improved behaviour and attitudes towards learning. This can be monitored through observations, Trackit Light data and pupil and staff surveys. • **Improved Emotional Well-being.**

	● **Access to Pastoral Support 100% of identified pupils** have access to appropriate interventions (e.g. **Thrive or ELSA). SENDCo and DSL refer to external agencies as appropriate** (e.g., CAMHS, social services). ● **Positive Classroom Impact. Teachers will** report that pupils in receipt of pupil premium funding are arriving in class ready to learn, with fewer instances of emotional distress or lack of focus. ● **Improved Attendance.** Pupil attendance improves to at least **95% for those receiving well-being support**, aligning with the school average. ● **Parent/Carer Involvement.** All **families** of pupils in receipt of pastoral support engage with the school's well-being initiatives (e.g. attending meetings or workshops). ● **Pupil Voice.** At least **80% of pupils** report that they feel supported and have access to someone they can talk to about their well-being.
4. Enrichment For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Trinity	● A wide range of in and after school cubs will be offered to tap into our children's passions. ● Pupil premium children to have priority in after school clubs and be paid for from PP funding if a parent cannot afford to pay. ● Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residentials etc ● Children are able to learn a new instrument or continue playing an instrument they have been learning.
5. Oral Language skills Improved oral language skills and vocabulary among disadvantaged pupils.	● 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, book looks, learning walks and ongoing formative assessment. ● Use of the Mrs Wordsmith scheme across the school to enhance the children's vocabulary.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school (inc nursery) quality first teaching from experienced and 'good or better' teachers and support staff and include effective feedback for learning.	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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Improving classroom teaching from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p1-12 Also effective feedback for learning What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p13-24 https://www.bloomsbury.com/uk/what-works-9781472965639/	2 & 5
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupils	See EEF research guidance report: Special Educational Needs in Mainstream School updated October 2021. Use of 'Five a Day' approach. Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small groups and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2, 3 & 5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by trained TAs and HLTAs who are already working with these children.	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 1-1 tuition research from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p29-34 https://www.bloomsbury.com/uk/what-works-9781472965639/	2 & 5
Small Group Tuition	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. 1-1 tuition (p29-34) and individualised learning (p103-108) research from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins https://www.bloomsbury.com/uk/what-works-97814 72965639/	2 & 5
Thrive and ELSA practitioners to support children who are having difficulty accessing learning using the Thrive approach	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside)	1, 2, & 3

	their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. Think of yourself: self regulation and metacognition from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p35-40 https://www.bloomsbury.com/uk/what-works-9781472965639/	
Accelerated Reader to help support KS2 children with their comprehension and vocabulary.	Accelerated Reader supports all children in making progress in reading. https://www.renaissance.com/products/accelerated-reader/evidence/	2 & 5

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

Budgeted cost: *£14,200*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum.	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.	2, 3 & 4
Thrive and ELSA practitioners along with DSL and SENDCo to work with vulnerable families and improve parental engagement via meetings and phone calls, food parcels from the school food bank and referrals to outside agencies such as the Children's	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: ● approaches and programmes which aim to develop parental skills such as literacy or IT skills; ● general approaches which encourage parents to support their children with, for example reading or homework;	1, 2, 3, 4 & 5

Centre and Connecting Families.	• the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Peripatetic instrumental lessons or access to after school clubs	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music, raising their self-esteem. Sport for health and wider outcomes from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p115-118 https://www.bloomsbury.com/uk/what-works-9781472965639/	4
Access to Breakfast Club and TASC	Breakfast Club provision to ensure PP children start their day with a good breakfast. Children who eat breakfast before school are twice as likely to score highly in tests and assessments at 11 than those who start learning on an empty stomach, new research shows. A study of 5,000 nine to 11-years-olds carried out by Cardiff University reveals the first authoritative link between eating breakfast and academic performance. https://www.independent.co.uk/news/education/education-news/children-who-eat-breakfast-school-twice-likely-perform-well-tests-a6736496.html https://www.itv.com/news/wales/2015-11-17/study-finds-children-who-eat-a-proper-breakfast-achieve-better-grades TASC provision to help PP parents who are working and need additional child care to do so.	1, 2, 3
Uniform allowance	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	3

Total budgeted cost: £ *59,200*

Part B: Review of outcomes in previous academic year (2023/24)

Pupil premium strategy outcomes

Intended Outcome	Success Criteria	Review
1 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).	Office assistant will promptly call families who have an absent child without reason Pastoral HLTA will be made aware of persistent absences and lateness to offer support Discussion with the EWO will take place where attendance falls below 96% Extremely poor attendance (below 90%) will be challenged with communication from the EWO.	**23/24** Pupil Premium 52 pupils: 9.6% | 38.5% | 44.2% | 7.7% Not Pupil Premium 107 pupils: 7.5% | 26.2% | 54.2% | 12.1% 1 pupil has no attendance data recorded for this period. Legend ■ Severely absent (50% or more sessions missed) ■ Persistently absent (10% or more sessions missed) ■ At risk of persistent absence (5-10% sessions missed) ■ Good attendance (95-99%) ■ Excellent attendance (99%+) **24/25** Pupil Premium 48 pupils: 8.3% | 33.3% | 45.8% | 12.5% Not Pupil Premium 151 pupils: 2.6% | 23.8% | 51.7% | 21.9% Legend ■ Severely absent (50% or more sessions missed) ■ Persistently absent (10% or more sessions missed) ■ At risk of persistent absence (5-10% sessions missed) ■ Good attendance (95-99%) ■ Excellent attendance (99%+) **23/24**

Attendance percentage

Pupil Premium	94.5%
Not Pupil Premium	95.8%
National	94.5%
Local Authority	95.0%

24/25

Attendance percentage

Pupil Premium	95.6%
Not Pupil Premium	96.5%
National	94.8%
Local Authority	95.2%

Summary: Attendance has improved for both our PP and Non PP pupils and the gap between the two groups is closing (now less than 1% difference 2025). Whilst our persistently absent percentage has decreased for both groups it has decreased by less for our PP children and we would like to see this improve.

Intended Outcome	Success Criteria	Review
2a - Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition and will include high quality teaching and effective feedback for learning 2b - Pupil premium children will make good or better progress in maths and will include high	PP children will develop a love of reading They will engage in any reading challenges set They will be heard to read three times per week by an adult at school. They will engage in any maths challenges set EG TTRS	**Attainment: Reading, Writing and Maths** **23/24**

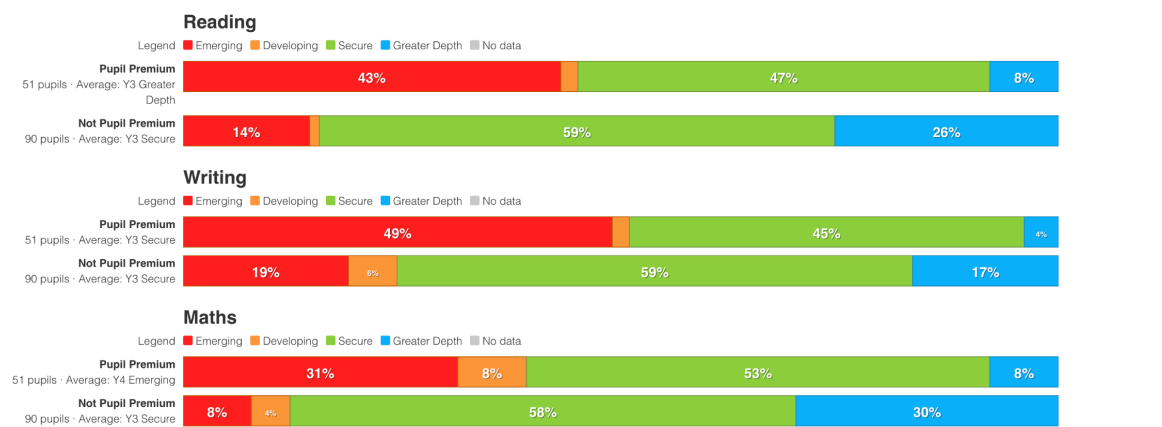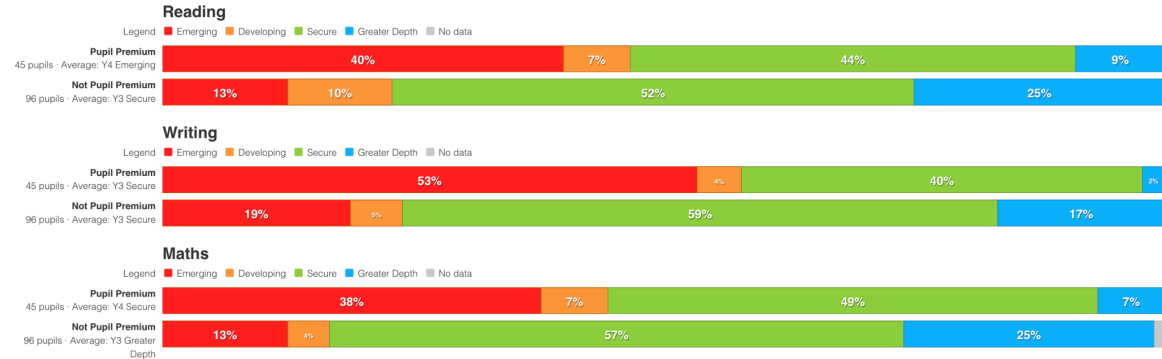| quality teaching and effective feedback for learning.

2c - Pupil premium children will make good or better progress in writing and will include high quality teaching and effective feedback for learning. | Additional online maths activities such as TTRS and Numbots will excite and enthuse the children

Children will work towards getting their times tables badges by the end of Year 4

PP children will develop a love of writing

Writing will be planned around an exciting book, film clip or trip to ensure children have a purpose to write

Additional activities such as author visits and trips will excite and enthuse the children | **Reading**
Legend ■ Emerging ■ Developing ■ Secure ■ Greater Depth ■ No data
Pupil Premium 51 pupils · Average: Y3 Greater Depth — 43% / 47% / 8%
Not Pupil Premium 90 pupils · Average: Y3 Secure — 14% / 59% / 26%

Writing
Legend ■ Emerging ■ Developing ■ Secure ■ Greater Depth ■ No data
Pupil Premium 51 pupils · Average: Y3 Secure — 49% / 45% / 4%
Not Pupil Premium 90 pupils · Average: Y3 Secure — 19% / 6% / 59% / 17%

Maths
Legend ■ Emerging ■ Developing ■ Secure ■ Greater Depth ■ No data
Pupil Premium 51 pupils · Average: Y4 Emerging — 31% / 8% / 53% / 8%
Not Pupil Premium 90 pupils · Average: Y3 Secure — 8% / 4% / 58% / 30%

24/25

Reading
Legend ■ Emerging ■ Developing ■ Secure ■ Greater Depth ■ No data
Pupil Premium 45 pupils · Average: Y4 Emerging — 40% / 7% / 44% / 9%
Not Pupil Premium 96 pupils · Average: Y3 Secure — 13% / 10% / 52% / 25%

Writing
Legend ■ Emerging ■ Developing ■ Secure ■ Greater Depth ■ No data
Pupil Premium 45 pupils · Average: Y3 Secure — 53% / 4% / 40% / 3%
Not Pupil Premium 96 pupils · Average: Y3 Secure — 19% / 5% / 59% / 17%

Maths
Legend ■ Emerging ■ Developing ■ Secure ■ Greater Depth ■ No data
Pupil Premium 45 pupils · Average: Y4 Secure — 38% / 7% / 49% / 7%
Not Pupil Premium 96 pupils · Average: Y3 Greater Depth — 13% / 4% / 57% / 25%

Phonics screening (Year 1)

23/24 |

75%(¾) of the PP children scored >29 (Two of the children are dual vulnerability and one of these two pupils has an EHCP

83% of Non-PP children scored >29

24/25

Reading - Phonics Score

Legend ■ Emerging ■ Developing ■ Secure ■ Greater Depth ■ No data

Pupil Premium		
3 pupils · Average: 22	33%	67%

Not Pupil Premium		
16 pupils · Average: 33	13%	88%

Multiplication check (Year 4)

5 out of the 6 PP children scored 20 or above in the MTC test. A child on both the PP and SEN list scored 10. The average for the whole group is 20.8 (slightly above the national average of 20.6)

24/25

Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	31	74%	● At or above	62%	81st
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	31	19%	● At or above	8%	93rd
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	24	42%	● At or above	37%	63rd
Phonics Screening Check	% of pupils passing in Year 1	19	84%	● At or above	80%	61st
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	24	75%	● At or above	~ 69%	71st

Progress

23/24

Reading
Legend ■ Below Expected ■ Expected Progress (4.0) ■ Above Expected

Pupil Premium — 36 pupils · Average: 4.1

22%	47%	31%

Not Pupil Premium — 69 pupils · Average: 4.4

13%	57%	30%

Writing
Legend ■ Below Expected ■ Expected Progress (4.0) ■ Above Expected

Pupil Premium — 36 pupils · Average: 4.1

17%	47%	36%

Not Pupil Premium — 69 pupils · Average: 4.5

12%	49%	39%

Maths
Legend ■ Below Expected ■ Expected Progress (4.0) ■ Above Expected

Pupil Premium — 36 pupils · Average: 4.4

14%	53%	33%

Not Pupil Premium — 69 pupils · Average: 4.4

12%	58%	30%

24/25

Reading
Legend ■ Below Expected ■ Expected Progress (4.0) ■ Above Expected

Pupil Premium — 37 pupils · Average: 3.7

32%	49%	19%

Not Pupil Premium — 77 pupils · Average: 4.0

17%	70%	13%

Writing
Legend ■ Below Expected ■ Expected Progress (4.0) ■ Above Expected

Pupil Premium — 37 pupils · Average: 3.6

35%	54%	11%

Not Pupil Premium — 77 pupils · Average: 3.9

14%	71%	14%

Maths
Legend ■ Below Expected ■ Expected Progress (4.0) ■ Above Expected

Pupil Premium — 37 pupils · Average: 3.8

24%	54%	22%

Not Pupil Premium — 76 pupils · Average: 3.9

18%	74%	8%

Summary: GLD results for our PP children are strong and set a good foundation for the children to build from. Across the school there is still a big gap between the attainment of our PP and their non PP peers. Attainment and outcomes need to remain as a high priority and focus for our PP children. It is worth bearing in mind that just under 50% of our PP children also appear on our SEND register and therefore targeting and monitoring our dual vulnerability children is key. Progress is generally strong across all school groups.

Intended Outcome	Success Criteria	Review
3 - A strong professional dialogue will be kept open	Meetings will take place with the SENDCO and	**Progress**

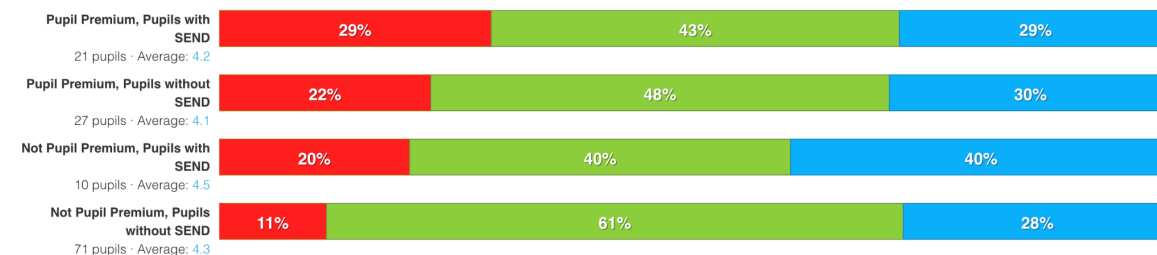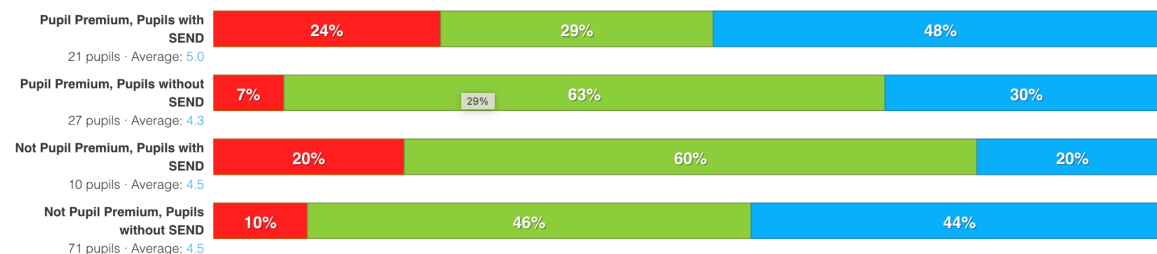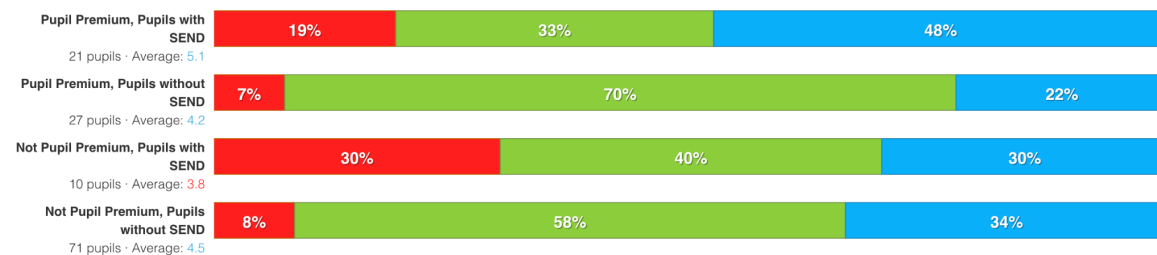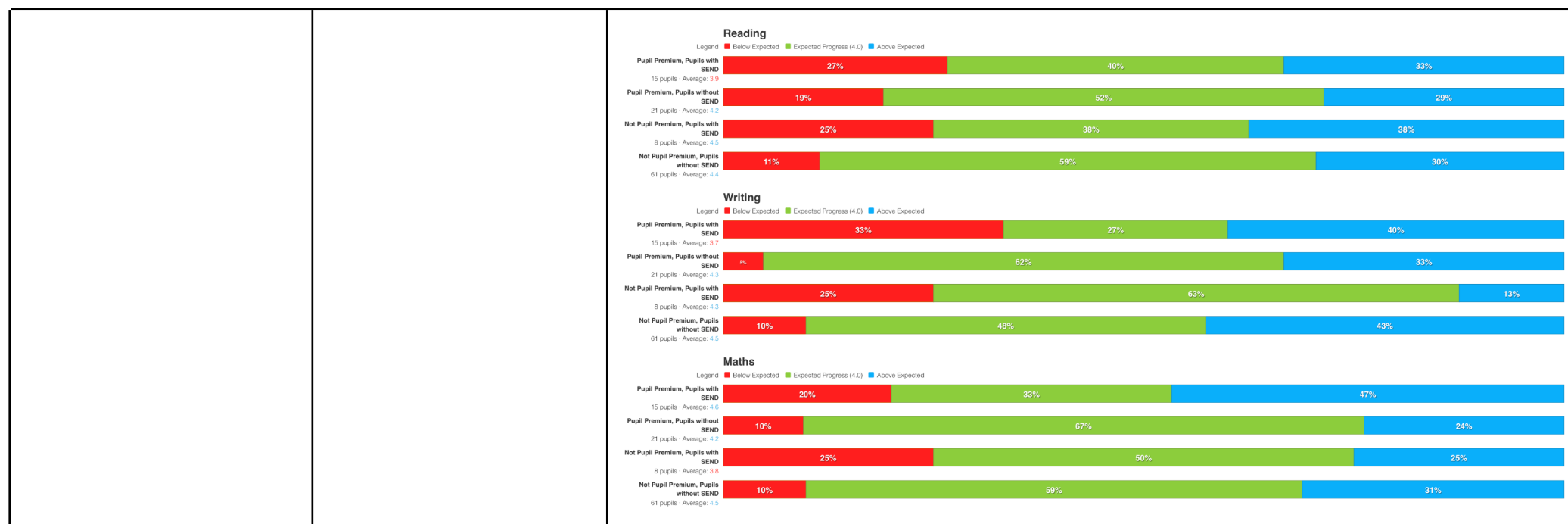|		
between SENDCO and PP Lead	PP Lead We will continue to use the EduKey system to identify any new dual vulnerability pupils at the beginning 6 and throughout the year and notify class teachers as appropriate.	**23/24** **Reading** Legend ■ Below Expected ■ Expected Progress (4.0) ■ Above Expected **Pupil Premium, Pupils with SEND** — 21 pupils · Average: 4.2 — Below Expected 29%, Expected Progress 43%, Above Expected 29% **Pupil Premium, Pupils without SEND** — 27 pupils · Average: 4.1 — Below Expected 22%, Expected Progress 48%, Above Expected 30% **Not Pupil Premium, Pupils with SEND** — 10 pupils · Average: 4.5 — Below Expected 20%, Expected Progress 40%, Above Expected 40% **Not Pupil Premium, Pupils without SEND** — 71 pupils · Average: 4.3 — Below Expected 11%, Expected Progress 61%, Above Expected 28% **Writing** Legend ■ Below Expected ■ Expected Progress (4.0) ■ Above Expected **Pupil Premium, Pupils with SEND** — 21 pupils · Average: 5.0 — Below Expected 24%, Expected Progress 29%, Above Expected 48% **Pupil Premium, Pupils without SEND** — 27 pupils · Average: 4.3 — Below Expected 7%, Expected Progress 63% (29%), Above Expected 30% **Not Pupil Premium, Pupils with SEND** — 10 pupils · Average: 4.5 — Below Expected 20%, Expected Progress 60%, Above Expected 20% **Not Pupil Premium, Pupils without SEND** — 71 pupils · Average: 4.5 — Below Expected 10%, Expected Progress 46%, Above Expected 44% **Maths** Legend ■ Below Expected ■ Expected Progress (4.0) ■ Above Expected **Pupil Premium, Pupils with SEND** — 21 pupils · Average: 5.1 — Below Expected 19%, Expected Progress 33%, Above Expected 48% **Pupil Premium, Pupils without SEND** — 27 pupils · Average: 4.2 — Below Expected 7%, Expected Progress 70%, Above Expected 22% **Not Pupil Premium, Pupils with SEND** — 10 pupils · Average: 3.8 — Below Expected 30%, Expected Progress 40%, Above Expected 30% **Not Pupil Premium, Pupils without SEND** — 71 pupils · Average: 4.5 — Below Expected 8%, Expected Progress 58%, Above Expected 34% **24/25**

Reading

Legend: ■ Below Expected ■ Expected Progress (4.0) ■ Above Expected

Group	Below Expected	Expected Progress	Above Expected
Pupil Premium, Pupils with SEND — 15 pupils · Average: 3.9	27%	40%	33%
Pupil Premium, Pupils without SEND — 21 pupils · Average: 4.2	19%	52%	29%
Not Pupil Premium, Pupils with SEND — 8 pupils · Average: 4.5	25%	38%	38%
Not Pupil Premium, Pupils without SEND — 61 pupils · Average: 4.4	11%	59%	30%

Writing

Legend: ■ Below Expected ■ Expected Progress (4.0) ■ Above Expected

Group	Below Expected	Expected Progress	Above Expected
Pupil Premium, Pupils with SEND — 15 pupils · Average: 3.7	33%	27%	40%
Pupil Premium, Pupils without SEND — 21 pupils · Average: 4.3	5%	62%	33%
Not Pupil Premium, Pupils with SEND — 8 pupils · Average: 4.3	25%	63%	13%
Not Pupil Premium, Pupils without SEND — 61 pupils · Average: 4.5	10%	48%	43%

Maths

Legend: ■ Below Expected ■ Expected Progress (4.0) ■ Above Expected

Group	Below Expected	Expected Progress	Above Expected
Pupil Premium, Pupils with SEND — 15 pupils · Average: 4.6	20%	33%	47%
Pupil Premium, Pupils without SEND — 21 pupils · Average: 4.2	10%	67%	24%
Not Pupil Premium, Pupils with SEND — 8 pupils · Average: 3.8	25%	50%	25%
Not Pupil Premium, Pupils without SEND — 61 pupils · Average: 4.5	10%	59%	31%

Summary: The SENDCo and PP Lead work closely. Our dual vulnerability children (SEND & PP) are our lowest attainers and the gap between the PP children with SEND compared to those without is high in maths and reading. However, progress for our PP children is strong. This is particularly true in Writing and Maths. Reading needs to be an area of focus for our PP children, especially those PP with SEND needs.

Intended Outcome	Success Criteria	Review
4 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Trinity	A wide range of in and after school cubs will be offered to tap into our children's passions Pupil premium children have priority in after school clubs and be paid	PP pupils are tracked throughout the year on engagement, enrichment and opportunities. As a result, participation in clubs, events, and residential trips has increased. We are proud to say that all children from Year 2 - Year 6 represented the school in a sporting capacity. Staff and pupil feedback has reflected the strong impact our enrichment opportunities

	for from PP funding if a parent cannot afford to pay Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residentials etc Children are able to learn a new instrument or continue playing an instrument they had been learning	have provided all pupils within the school.
Intended Outcome	**Success Criteria**	**Review**
5 - Improved oral language skills and vocabulary among disadvantaged pupils.	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, book looks, learning walks and	Reception Early Learning Goals for Communication and Language. **Communication and Language - Main Assessment** Legend ■ Emerging ■ Developing ■ Secure ■ Greater Depth ■ No data **Pupil Premium, Pupils without SEND** 1 pupil · Average: YR Secure — 100% **Not Pupil Premium, Pupils with SEND** 3 pupils · Average: YR Emerging — 100% **Not Pupil Premium, Pupils without SEND** 15 pupils · Average: YR Secure — 40% / 60% 24/25

	ongoing formative assessment. Use of the Mrs Wordsmith scheme across the school to enhance the children's vocabulary. Develop a clear whole school oracy strategy.	**Communication and Language** Legend ■ Emerging ■ Developing ■ Secure ■ Greater Depth ■ No data **Pupil Premium, Pupils with SEND** 2 pupils · Average: YR Secure 50% / 50% **Pupil Premium, Pupils without SEND** 1 pupil · Average: YR Secure 100% **Not Pupil Premium, Pupils with SEND** 2 pupils · Average: YR Emerging 100% **Not Pupil Premium, Pupils without SEND** 19 pupils · Average: YR Secure 16% / 11% / 74%

Summary: there is still work to be done to develop the schools oral language skills and vocabulary generally across all groups of children in EYFS. This is a potential area for CPD and collaboration with other schools within the trust.

Observations, book looks, learning walks across all subjects suggest that a focus on tier three vocabulary and the use of Mrs Wordsmith is having a very positive impact on improved vocabulary across the wider school.