HOLY TRINITY CATHOLIC ACADEMY

Pupil Premium Strategy Statement 2026/27

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.

Detail	Data
School name	Holy Trinity Catholic Academy
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25 2025-26 2026 - 27
Date this statement was published	16/11/2026
Date on which it will be reviewed	May 2027; May 2026; 15/11/25
Statement authorised by	Julia Summers
Pupil premium lead	Julia Summers
Governor / Trustee lead	Robert Beall

FUNDING OVERVIEW	
Pupil premium funding allocation this academic year	**£68,754**
Recovery premium funding allocation this academic	**£0**
Pupil premium funding carried forward from previous	**£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	**£68,754**

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of Intent

We aim to remove the barriers for those pupils who are eligible for the Pupil Premium Grant to ensure that they achieve their full potential.

We aim to improve vocabulary and children's ability to retain new knowledge in order to improve life chances and success in their future educational journey.

We aim to improve attendance overall of our children eligible for pupil premium and in particular, those identified within the group who are persistent absentees.

We aim to support improved mental health and well being of pupils which impacts on their ability to achieve their potential.
We aim to further strengthen pupil leadership opportunities and wider enrichment opportunities which both broaden horizons and expand vocabulary and knowledge; in turn, improving outcomes across the curriculum.

We aim to improve Maths outcomes particularly at the end of KS2

We aim to improve Reading outcomes, particularly Early Reading outcomes for all disadvantaged pupils as we know that being able to read fluently and with understanding opens doors for the future and enables pupils to success across the curriculum.

CHALLENGES	
1	Poor self esteem, social, emotional, mental health and well being impacts on some disadvantaged pupils' ability to achieve their potential
2	Low attainment and progress rates in Reading, Writing and Maths – **67%** of our PPG children are on the SEND or Class Aware Register and therefore have a double disadvantage.
3	Poor communication and language skills and low vocabulary levels amongst some PPG pupils impacts on their Reading, Writing and managing feelings and behaviour
4	Some disadvantaged children find retaining new information difficult and making connections between different areas of learning
5.	Attendance for disadvantaged pupils is lower than overall school attendance
6.	Some disadvantaged pupils continue to have fewer opportunities to be heard read at home or supported with their homework
7.	Some disadvantaged pupils have limited experiences outside of school, impacting on their vocabulary, writing and regulation in school; some disadvantaged children do not leave the locality during weekends or holiday periods and some do not have outdoor facilities at home, which can further impact on mental health and readiness for learning
8.	Some disadvantaged children can struggle to regulate their behaviours, sometimes through also diagnosed SEND need or through attachment and trauma needs which can result in lower self esteem, risk of suspensions/attendance and risk of lower standards of attainment

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)		**SUCCESS CRITERIA**
	Improved **self-esteem, social, emotional, mental health and well being** will impact on identified disadvantaged pupils' ability to achieve their potential Measured through use of pupil Well Being survey twice annually and ELSA support	ELSA support, general pastoral TA support, Outdoor Learning and outcomes of other specific interventions for targeted children, will show improved social and emotional responses Before and after Pupil Well Being Survey questionnaires will show improved responses in targeted areas
	Improved attainment and progress rates in Reading, Writing and Maths, measured through end of term data, SATs results where applicable, Pre and Post Maths Assessment, Little Wandle assessments, Kahoot Quizzes and Pupil Voice summaries; Third Space Learning interventions	Data Analysis shows closing gaps in attainment for targeted PPG children, particularly in Maths at UKS2, closer to the NA; writing standards improving and Early Phonics attainment at end of EYFS closer to the NA and PSC closer to NA / data is closest to the best possible target; Kahoot quiz results will demonstrate good progress against the curriculum, Pupil Voice responses will show no difference between the outcome for PPG children compared to non PPG children – both will be

	Improved communication and language skills, and **improved vocabulary knowledge** amongst PPG pupils will impact on their improved Reading, Writing and managing feelings and behaviour outcomes, particularly in EYFS and KS1; measured through EYFS assessments and intervention progress – use of Tizzy/Well Comm Intervention tools, EYFS baseline progress. Vocabulary of older pupils will be extended and children will be confident in articulating this, demonstrating improved knowledge across the curriculum.	The % of PPG pupils achieving a GLD at EYFS will have increased or maintained since previous year and will be closer to the NA, phonics data will evidence progress of PPG children; Communication and Language data gaps will be closing compared to other EYFS areas. Targeted children's speaking and understanding will have improved on their end of year data. Vocabulary range of older pupils in KS1 and 2 will be equally as strong as non PPG children – this will be evidenced in Pupil Voice activities across the curriculum
	The ability to **retain new knowledge** and make connections with different areas of learning; measured through Pupil Voice, Work in books, Kahoot use	Work in books and Pupil Voice discussions will indicate that successful strategies have been implemented to help children retain new learning Pupils will have retained a range of new vocabulary linked to wider curriculum areas. Pupils will be able to articulate the difference that Kahoot has made to their retention; and in UKS2 the difference that the vocabulary aspect of the Reading System has made to their understanding Pupil Voice outcomes will be equally strong amongst PPG pupils as non PPG pupils
	Attendance for targeted disadvantaged pupils will have increased; measured through attendance data increase of individuals and overall PPG %	Attendance for targeted disadvantaged pupils will be closer to the NA
	Parental engagement will have increased Class Dojo engagement, Reading Records will show increased engagement, parents will attend events, Family Fridays, Reading Volunteers PPG pupils will have further opportunities to read and achieve homework and reading rewards; measured through % of pupils reading at home	All parents will be connected to Class Dojo and through this be encouraged to have greater communication with the school. Reading records will show an increase in the % of PPG pupils receiving the Homework and Reading rewards. Children who are not able to read to home will have had additional support to do so at school. Teachers will collect Reading Data and identify those who require further support.
	Pupils will have further opportunities to engage in a range of enrichment activities, both during the school day and after school; including outdoor learning opportunities as part of classroom learning or through Forest School enrichment opportunities	Pupils will have had a variety of opportunities to broaden their horizons and experienced both within the school and on external visits. This will be evidenced through a whole school enrichment planner linked to key areas of the curriculum; Pupil Voice will demonstrate positive response.

	Pupils' emotional and regulation needs will be understood and effectively supported through regulation plans and positive relationships with all key adults	Behaviour Analysis data will show a decrease in episodes of dysregulation or an improved rate of regulation following the need for co-regulation. Self esteem and progress in learning will be improving as evidenced through staff dialogue and work in books

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 - £27,300

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	Challenge Number(s) addressed
Maths – mastery approach, Active Number, reasoning modelling, pre and post assessments Use of White Rose Maths Use of TT Rockstarts Basic Skills sessions weekly – Fluency and Reasoning/Problem Solving Third Space learning sessions for Y5 & 6 children	'Mastery is characterised by a belief that, by working hard, **all children are capable of succeeding at mathematics**. On this basis, children are taught all together as a class and are not split into 'prior attainment' groupings.' **NCTEM** Carefully structured teaching is planned in small steps. This provides both the necessary scaffold for all to achieve, and the necessary detail and rigour of all aspects of the maths to facilitate deep thinking. The small steps are connected and concepts are built. This leads to generalisation of the maths, and the ability to apply it to multiple contexts and solve problems.	2
Reading: Little Wandle Scheme embedded in EYFS and KS1 All pupils assessed and interventions in place at LKS2, regular assessment updates Revised teaching sequence for reading in KS2; focussed session dedicated to vocabulary Reviewed key texts for English Units Strategies to improve Reading for pleasure, book boxes and Top 20 Reads, Class Story books pitched at a higher level than the children can read, to raise vocabulary awareness	'Fluent readers can read quickly, accurately and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be directed towards comprehending the text' **EEF Improving Literacy** 'On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.' **EEF Toolkit** **Closing the Word Gap' research** identifies that children from disadvantaged backgrounds have significantly reduced vocabulary to those pupils not eligible for the PPG	2, 6

Writing: Reviewed Writing unit structure in place including dedicated sessions to modelled writing Reviewed Writing sequence of learning and MTP progressive objectives Review of texts Reviewed assessment procedures including moderation Reviewed handwriting curriculum Handwriting starters built into English lessons, specific feedback to improve Dedicated dictation sessions to improve fluency and reduce cognitive demand to embed key objectives	The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility**. EEF Improving Literacy** **Sentence Dictation as a Scaffolding Tool:** Teachers use structured sentence dictation (teacher models live writing with a "think-aloud," children segment and re-read, and then write independently using only taught phonics) to bridge transcription skills and composition. **EEF Toolkit** **Legibility Before Speed or Joins:** Early practice prioritizes unjoined, consistent, and legibly sized letter formation before introducing diagonal or horizontal cursive joins **Ambition Institute**	2
Communication / Language & Vocabulary: Shrec Training, Communication & Language training, precision teaching; Learn SEND Hub training Vocabulary focus across the school – Tier 1, 2 and 3 vocabulary in place across English and other curriculum areas and Vocabulary Structured teaching sessions in KS2 Use of Kahoot and Kahoot Quiz Analysis	**'Closing the Word Gap'** research identifies that children from disadvantaged backgrounds have significantly reduced vocabulary to those pupils not eligible for the PPG	3, 2 5
The Wider Curriculum: Curriculum long and medium term planning reviewed for one form entry Use of knowledge organisers, updated with specific knowledge and presented in a child friendly manner Use of Kahoot to help pupils retain new knowledge and close gaps on previous knowledge lost during the lockdown period Reviewed assessment and feedback procedures **Alfresco Learning Training to embed outdoor learning, improving engagement and retention**	'Learning is at least in part defined as a change in long-term memory. As Sweller et al (2011) have pointed out, 'if nothing in the long-term memory has been altered, nothing has been learned', although there are, of course, other aspects to learning. It is, therefore, important that we use approaches that help pupils to integrate new knowledge into the long-term memory and make enduring connections that foster understanding.' **Ofsted Education Inspection Framework Research Jan 2019** (Dadvand et al., 2018) used satellite data to examine children's lifelong exposure to green space around their homes. Children were given a set of cognitive tasks throughout the year to test attention skills, and brain scans to measure brain development. Results suggested that being raised in greener neighbourhoods was associated with better cognitive performance and	4, 2, 3

	differences in brain development- particularly in areas related to working memory and attentiveness.	
Well Being Forest School enrichment sessions for all children throughout the year Outdoor Learning Training through Alfresco Learning Updated Enrichment Provision timetable cross referenced with the Enrichment Benchmarks Bi-annual Pupil Well Being survey and analysis to ascertain key issues or focus pupils for key support Take 5 Breathing Programme & Ambassadors Healthy Week, Aspirations Week, Anti-Bullying Enrichment Weeks for all pupils RSHE curriculum implementation Peer Mentors – Gender Respect programme	'• There is convincing evidence of a relationship between wellbeing and academic attainment, drawing on research conducted in a wide range of countries. • There is robust, longitudinal evidence that wellbeing is also associated with a variety of additional student outcomes including: • engagement • experience of transitions between Primary and Secondary school' **Oxford Student Well Being Impact Study** Ensure that as well as a performance culture, there is a focus on wellbeing and embrace a growth mindset. A student's sense of achievement shouldn't rest solely on school grades. Teach children and parents that it's not all about attainment, it's ultimately about enjoying the process, overcoming challenges and embracing failure. Happy students will naturally develop and improve their concentration, motivation and energy levels. So by focusing on improving their wellbeing, students are more likely to be in a positive place to embrace learning and good results are likely to follow as a result. **Oxford Student Well Being Impact Study** **According to Stress Reduction Theory (Ulrich et al, 1983)** humans have evolved to be most comfortable where they can seek food, water and shelter and therefore have an innate preference for natural settings. Natural environments thus reduce feelings of stress and low stress states are associated with improvements in people's ability to pay attention, process information and remember things	1, 7, 4

TARGETED ACADEMIC SUPPORT - £38,140		
ACTIVITY	**EVIDENCE THAT SUPPORTS THIS APPROACH**	**CHALLENGE NUMBER (S)**
Little Wandle phonics programme implemented and Phonics Interventions for bottom 20% inc PPG children in EYFS and KS1 daily Phonics interventions regularly Additional Reading opportunities with TAs weekly, Reading Buddies Beat Dyslexia, Reading Fluency & Reading Comprehension interventions	**EEF toolkit** identifies small group tuition is effective when targeted at pupils' specific needs. 4 months impact. 'Fluent readers can read quickly, accurately and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be directed towards comprehending the text' **EEF Improving Literacy**	2, 4, 6
Small group tutoring / individual focussed work following pre assessments in Maths, out of class and in class each day, Number activities in small groups in FS and KS1 / as part of the starter session Precision teaching session with class teachers Rhyme Interventions Times tables support Handwriting intervention **Third Space Learning Tuition**	Small group tuition has an average impact of four months' additional progress over the course of a year **EEF** **Phonological Awareness research:** 'Phonological Awareness is a crucial skills which underpins speech, vocabulary and literacy. Early syllable levels stages of PA acquisition are required before children can progress to phonics.' **Dr Helen Stringer University of Newcastle**	2
ELSA support Pastoral Support groups – doodle time, support from Well Being Survey feedback One to one TA support for SEMH needs of targeted pupils The Great Project for Y6 pupils	'• There is convincing evidence of a relationship between wellbeing and academic attainment, drawing on research conducted in a wide range of countries. • There is robust, longitudinal evidence that wellbeing is also associated with a variety of additional student outcomes including: • engagement • experience of transitions between Primary and Secondary school' **Oxford Student Well Being Impact Study**	1

Outdoor Learning training – Alfresco Learning Regulation Plan reviews Engagement with SBAP, Education, Safeguarding, Health and Well-being Hub (ESHAWH)	A study of over 560 preschool children **(Ulset et al, 2017)** tested their attention skills over the course of 4 years and analysed this data alongside information about how many hours they spent outdoors at preschool. More outdoor hours were correlated with fewer inattention and hyperactivity symptoms at age 4,5 and 6.	
Wider strategies (for example, related to attendance, behaviour, wellbeing) - £3,314		
ACTIVITY	**EVIDENCE THAT SUPPORTS THIS APPROACH**	**CHALLENGE NUMBER (S)**
Attendance rewards Attendance Panel meetings with Parents Termly attendance monitoring letters Liaison with SBAP Liaison with LA Education Enforcement	EEF Toolkit identifies parental involvement adds an additional 3 months impact.	5
Class Dojo engagement Use of Class Dojo within the school day to connect with parents as well as home learning Family Fridays in EYFS Parents' evening sessions	Parent Engagement proven to impact on pupil's academic learning: Oxford University Press 'Children whose parents are actively involved in their learning can see attainment increase by 15%'	6
50% discount on Residential educational visits Visitors to the school during Aspirations Week, Multi Cultural Week and Healthy Week as possible – updated Enrichment Provision and tracking tool Participation in 'The Great Project' for Y6 pupils	'Residentials are often the most memorable experience of students' school days; for their teachers, they are rewarding, if exhausting. Learning Away's initial research report stated that they "provide opportunities and benefits/impacts that cannot be achieved in any other educational context or setting" and "the combination of activities and shared experience of living and learning with others makes a residential a unique learning opportunity." They have even been described by teachers as "worth half a term in school". **The State of School Residentials in England 2017**	7

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.

TT Rockstars continues to be used successfully both in class and as a tool to support learning and provide children with focussed activities to support their progress; and as a homework tool which in turn impacted positively on parental engagement with their children's learning.

Maths outcomes at the end of Y6 improved overall 2026. Outcomes in Reading and Writing also improved overall at the end of KS2 2026. **Provisional 2026 data indicates: Improved attainment.**

Narrowing attainment gaps IDSR

EYFS data improved in 2025-6 as recognised through Notts LA via email to the school. Communication and Language remains the lower area although has improved in terms of starting points end of 2024-5 cohort compared to the same cohort at the end of 2025-6.

Pupil Well Being survey demonstrated improvements in the key areas identified for improvement in the 2025-6 survey. **(Monitoring Report July 2026)** Disadvantaged children accessing ELSA verbally indicate the difference that this provision and support has made to them. ELSA sessions continue to run with an ever increasing case load. Without this excellent facility, many children would be struggling with their well being and this in turn would have a negative impact on their learning in class and general school attendance.

Parental engagement also continued to increase through effective ongoing use of Class Dojo and also in EYFS through regular Family Fridays, where parents are invited in for focussed sessions with their children in F1 and F2. Parental Voice gave positive feedback on these opportunities.

We know that there continue to be families who find engagement with the school, for whatever reason challenging, and will continue to further strengthen relationships where needed. We have (funded through charitable donations) offered a school Food Bank 'Donate what you can, take what you need' and this has supported disadvantaged families, which in turn has impacted on engagement and improved attendance for some targeted children.

Kahoot was used throughout KS1 and 2 as an effective tool to support knowledge retention and feedback to improve. In addition to this, further strategies such as Feedback and Recall sessions at the beginning of each lesson and the successful implementation of the school's updated Feedback and Assessment policy is now impacting on pupil retention of key knowledge, coupled with effective use of Knowledge Organisers.

Outcomes in the Phonics Screening Check improved since the previous year thanks to the introduction of the new Little Wandle programme. Strong progress in EYFS was also noted in terms of Early Phonics and the effective use of interventions to support children keeping up.

Pupil Voice outcomes across the curriculum from PPG children versus non PPG children was positive with there being almost no difference seen between the knowledge and vocabulary retained in either group. Older children who require curriculum adaptations are able to confidently articulate the difference that this is making to their learning. This needs maintaining and building on further in the next year.

Attendance for targeted children increased successfully during the year, thanks to engagement with parents and individual rewards. Whole school attendance improved as did the general attendance for children eligible for PPG. The NA and Persistent Absence was in line than the NA. Disadvantaged Pupils attendance was lower than the NA. This was however due to various factors, including illnesses and medical needs which are not usually the case and this is not a consistent pattern. **Attendance for disadvantaged pupils was also above national averages IDSR October 2026**