

Policy: Pupil Premium Policy
F&R approval: November 2025
Ratified FGB: November 2025
Review: November 2029

Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Pupil Premium Policy

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

- we facilitate opportunities so every child can flourish in a place where they feel **safe, happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, **inspire** others and experience personal **fulfilment**.
- the school provides facilities that enables our pupils to reach their potential in an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to **safeguard** all children.

*'I know that there is nothing better for people than to be happy and to do good while they live.'
Ecclesiastes 3:12*

1. School Aims

Holy Trinity CE Primary School is a place for everyone to succeed and thrive. The targeted and strategic use of Pupil Premium Funding (PPF) will support us in achieving our vision.

We aim to ensure that every child leaves Holy Trinity CE Primary School excited about learning, resilient to setback and are confident and determined to succeed. We want to equip them with resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives and promote good citizenship.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

2. Principles

At Holy Trinity CE Primary School, we ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable 'disadvantaged' groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for free school meals and thereby do not attract Pupil Premium Funding. We will ensure all pupils who have additional needs receive the highest quality of personalised provision which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged or vulnerable.

Pupil Premium Funding will be allocated following annual needs analysis which will identify priority pupils and groups.

3. Provision

The range of provision the Governors and school Leaders may consider making for this group could include:

- Reducing class sizes where appropriate, thus improving opportunities for effective assessment for learning and accelerating progress.
- Providing small group work with an experienced teacher focused on overcoming gaps in learning
- 1:1 support.
- Offer additional parent workshops and home learning opportunities to support parents to help their children's learning outside school.
- Delivering intervention programmes to target newly arrived children and/or those who do not speak English as their first or main language.
- Targeting more able children to ensure they reach their full potential.
- Provide small group work with an experienced teacher focussed on overcoming gaps in learning.
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies.
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to therapeutic interventions and advice.
- Paying or part subsidising activities that broaden the knowledge of the curriculum or participation in school activities.
- Ensure good attendance, punctuality and readiness for learning of disadvantaged pupils through the Breakfast Club provision.
- Offering targeted pastoral support for identified pupils.

All our work through the Pupil Premium will be aimed at accelerating progress; moving children to at least age-related expectations. This equates to the following measures;

***'I know that there is nothing better for people than to be happy and to do good while they live.'* Ecclesiastes 3:12**

Progress measures between the end of Reception and the end of Year 2

- All children who are not on track (emerging) at the end of Reception should have closed the gap and be at age related expectations by the end of Year 2.
- All pupils who are on track (expected) at the end of Reception should still be at least on track by the end of Year 2.

Progress measures between the end of Year 2 and the end of Year 4

- By the end of Year 4, all children should have made at least nationally expected progress in all subjects since the end of Year 2.

Progress measures between the end of Year 2 and the end of Year 6

- By the end of Year 6, all children should have made at least nationally expected progress in all subjects since the end of Year 2 and should be achieving Age Related Expectations in the end of KS2 statutory assessments.

The school recognises that disadvantage does not mean, and is not an excuse for, low attainment or progress. Pupil Premium resources will be used to support all qualifying pupils including higher attaining children with previously high levels of achievement.

4. Reporting

The Headteacher will produce annual reports for the Governors' Standards and Curriculum Committee on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- an outline of the provision.
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.

The Governing Board of the school will ensure that there is an annual Pupil Premium Statement to parents and carers on how the Pupil Premium Funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This statement will be published on the school's website. This task will be carried out within the requirements published by the Department for Education.

5. Appeal

Any appeals against this policy will be through the School's complaints procedure. This policy should be read in conjunction with the Holy Trinity CE Primary School's Equal Opportunities Policy, SEND Policy and Teaching and Learning Policy.

6. Review

This policy should be read in conjunction with our Pupil Premium Statement which is reviewed annually by the Standards and Curriculum committee.

This policy was adopted by Holy Trinity CE Primary School and agreed by the Finance and Resource Committee and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....