



Pupil premium strategy statement 2025-2028

This statement details our school’s use of pupil premium and recovery premium for the 2024 to 2025 academic year 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	Holy Trinity Rosehill CofE Primary
Number of pupils in school	323 (plus 43 nursery children)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	2025
Date on which it will be reviewed	June 2026
Statement authorised by	Governing Body
Pupil premium lead	Mrs Gina Whelerton
Governor lead	Mr Niall Innes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75, 050
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	£ 75, 050

Part A: Pupil premium strategy plan 2025 - 2028

Statement of intent

At Holy Trinity Rosehill CofE Primary School, our aim is that all children, including our disadvantaged children, have the opportunity to access a broad, balanced and living curriculum and achieve the best possible outcomes. This plan will work towards achieving this aim through clear actions, regular monitoring and evaluation that continues to provide improvement for all.

The key principles of our strategy plan are as follows:

- To narrow the attainment gap between disadvantaged children and non-disadvantaged children
- To use evidence-informed approaches to the strategies we use to support disadvantaged children
- To prioritise quality first teaching as our most important strategy to improve outcomes for disadvantaged children
- To support disadvantaged learners at all levels of attainment
- To plan and implement support through a tiered approach:
 1. Teaching
 2. Targeted Academic Support
 3. Wider Strategies

Challenges

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

Challenge number	Detail of challenge
1	Maintain and improve the attendance of disadvantaged children
2	Family Engagement – working in partnership with school and external agencies
3	Social and emotional wellbeing – the need to develop mental/emotional wellbeing, improve resilience and develop trusted relationships.
4	Low levels of language and communication skills in Early Years
5	Limited access to wider cultural experiences

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
Attendance <i>Attendance and punctuality for disadvantaged pupils improves</i>	<ul style="list-style-type: none"> • Overall attendance of disadvantaged pupils in line with national average • Gap between attendance for disadvantaged and non disadvantaged others does not widen • Persistent Absence of disadvantaged children remains broadly in line with National average and does not increase. • Gap between disadvantaged and others does not widen

Family engagement <i>Ensure that families have support, guidance and opportunities to engage with school and other agencies</i>	<ul style="list-style-type: none"> Identified families will receive support from school and will be signposted to other agencies for further support. Work alongside School Support Advisor to support families and children
Emotional well-being and behaviour support of children <i>Disadvantaged children are well-supported with their SEMH</i>	<ul style="list-style-type: none"> Children demonstrate increased resilience Children who are receiving emotional well-being interventions through Thrive, use strategies to self regulate 'Wishes and feelings' support from School support Workers will be explored
Early Language Skills <i>Disadvantaged children improve language and early literacy skills.</i>	<ul style="list-style-type: none"> EYs staff will use researched based strategies to develop children's language and early literacy skills. Measured through monitoring and EYFSP.
Cultural Capital <i>Disadvantaged children access a broad range of enrichment activities</i>	<ul style="list-style-type: none"> Disadvantaged children access the same opportunities as their peers which will raise their self-esteem and confidence.

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: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Reviewed
Thrive apprenticeship x2	Thrive Approach www.thriveapproach.com	4	
Phonics development training	EEF KS1 Reading guidance-Strand	5	
Continued development of whole school curriculum with a focus on embedding knowledge	EEF KS1 Reading guidance-Strand	1	
Training & Implementation of structured spelling program to address gaps and with frequent revisits previous year group content (interleaving)	EEF KS1 & KS2 improving literacy program	1	
Early Excellence Inspirational Learning CPD Staff subscription and training	https://earlyexcellence.com/about-us/our-story/	1, 4, 5	

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

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Reviewed 2023/2024
Daily phonics teaching – small group intervention within sessions	Government reading guidance 2021	1,5	
Targeted small group intervention for writing/maths	EEF Making the best use of teaching assistants guidance EEF KS1,KS2 Maths and literacy guidance	1	
Implementation of Oral language programme Early Talk Boost	EEF Research toolkit-NELI Evaluation KS1 Literacy guidance Closing the vocab gap-Alex Quigley	1,4,5	

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

Budgeted cost: £7,550

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Thrive training for an additional 2 members of staff	Thrive Approach www.thriveapproach.com/	4	
Admin Assistant regularly monitors, analyses and acts upon attendance across school	N/A	2,3	
Nurture group staff training and implementation	Partnership for Children	1,4	
Access to curriculum enrichment experiences visits and residential	N/A	6	

Total budgeted cost: £ 75,050

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive Approach	Thrive

