

# Holy Trinity & S. Silas School

## Pupil Premium Strategy 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

### School Overview

Detail	Data
School name	Holy Trinity & S. Silas Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Lorraine Goll
Pupil premium lead	Kate Arnison
Governor / Trustee lead	Resources Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,650
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,650

### Statement of intent

It is our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We commit to implementing the following practices:

- The recruitment and development of teachers of the highest quality, ensuring quality first teaching for all pupils.
- A broad and balanced curriculum that uses the arts as a stimulus for all pupils, which includes trips, visitors and specialist teachers in the arts and P.E.
- High expectations and ambition for all pupils.
- Inclusion as well as challenge for all pupils.
- High expectation on ensuring that all children become confident and able readers.

- Strong relationships between pupils, school staff and families which foster better outcomes.

At Holy Trinity & S. Silas Primary School we aim to ensure that all pupils, particularly those who are disadvantaged and vulnerable, access our broad and balanced curriculum inspired by the arts, progressing rapidly from their starting points in all subjects. We are ambitious for disadvantaged pupils and work to support them in achieving excellence in core academic subjects and across the broader curriculum. This means we ensure the following:

- All teachers and leaders keep our disadvantaged pupils and their families at the forefront of their mind while ensuring high expectations and ambition.
- Quality first teaching at the heart of our approach to support disadvantaged pupils.
- All of our staff knowing each of these pupils and their families and taking collective responsibility for their primary school experience and learning outcomes.
- Identifying and tracking disadvantaged pupils, assessing their needs, the nature of their disadvantage, their starting points and their progress.
- Maintaining a broad, rich and diverse curriculum as well as opportunities to deepen cultural capital.
- Carefully sequenced and progressive curriculum to support coherent learning journeys.
- Scrutinise the impact of support we give these pupils on outcomes, self-esteem and the broader curriculum, and seeking to do even better.
- To consistently understand the broader picture of pupils' families, their experience in their early years, and their class cohort context.

## Challenges

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

Challenge number	Detail of challenge
1	On entry into EYFS, some of our disadvantaged pupils have lower levels of speech, language and communication than other pupils.
2	Our disadvantaged pupils make slower progress in development of reading skills.
3	Our disadvantaged pupils that have a lower level of attendance.
4	Whilst parents and carers of disadvantaged pupils are very supportive of education and of the school, there are lower levels of confidence among these parents with supporting their child's learning.
5	Some of our disadvantaged families do not have the same access to enrichment activities due to low income or lack of parental free time due to work commitments.
6	Our school is characterised by its wide socio-economic range within our community and while we celebrate diversity, this can present challenges

	when teaching pupils together who have differing life experiences and starting points.
7	Although our disadvantaged pupils show progress and attainment in line with national averages, over time, there is an in-school trend that these children attain less well than other pupils, in maths and writing in particular.
8	Some of our disadvantaged pupils lack self-esteem and resilience which can negatively impact their progress. While there are various external factors that can impact this, the impact of trauma on disadvantaged pupils is a key factor in low self-esteem.
9	Some of our disadvantaged pupils are living in circumstances of food poverty.

### 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
To improve outcomes for our disadvantaged pupils in reading, writing and maths.	<p>Disadvantaged pupils will make at least expected progress in reading, writing and maths.</p> <p>Internal summative data and teacher assessment will show a story of improved outcomes and progress from starting points to match our ambitious expectations.</p> <p>In reading: improved scores in reading comprehension assessments, improved progression through reading levels, improved engagement in reading lessons, and increased reading with parents at home.</p> <p>Increased evidence of enjoyment in reading and children choosing to read.</p> <p>In writing, fluent, effortless handwriting; improved resilience for extended writing and wider range of language and vocabulary. Improved sentence structure.</p> <p>In maths, improved scores in White Rose summative tests; improvement in formative teacher assessments</p> <p>Disadvantaged pupils will meet targets set by class teachers &amp; Senior Leadership Team.</p> <p>Teachers planning will be adapted to ensure that disadvantaged pupils that are working below in core subjects have the most effective scaffolding to ensure access and progress.</p>
To improve outcomes for our	All disadvantaged pupils who do not have additional SEND needs which hinder reading development, will pass the Phonics Check.

<p>disadvantaged pupils in phonics and early reading.</p>	<p>Outcomes for early readers and pupils learning phonics in Year 2 and KS2, will be carefully monitored, resulting in continued improvement.</p> <p>Interventions will be promptly initiated and monitored for impact.</p>
<p>To enable disadvantaged pupils to self-regulate and build self esteem</p>	<p>Teachers and leaders monitoring disadvantaged pupils' self-esteem and self-regard as learners during termly pupil progress meetings and planning for improvement.</p> <p>An updated and proactive PHSE curriculum map based on the Ealing scheme will continue to positively impact our disadvantaged pupils.</p> <p>Trained and developed Emotional Literacy Support Assistant (ELSA) support will enable targeted pupils to make progress emotionally and academically.</p> <p>Support of targeted pupils from school-based therapist will boost confidence, improve behaviour for learning and positively impact outcomes.</p>
<p>To continue to implement research-based early language interventions which improve language acquisition and communication in our youngest pupils.</p>	<p>Disadvantaged pupils rapidly improve their language acquisition and communication as assessed by the teaching teams in each class.</p> <p>Measures set by interventions will show progress.</p> <p>The percentage of disadvantaged pupils being at least expected at the end of EYFS will increase in language development.</p>
<p>To develop a clear teaching and learning pedagogy to enable quality first teaching which includes and inspires disadvantaged pupils within the context of our socio-economic range.</p>	<p>An updated teaching and learning policy (completed in collaboration with teaching staff) will ensure greater consistency of expectation and adaptation of practices across the school. This will inspire the development of excellent teaching practice.</p> <p>Through learning walks and observations: we will see clear impact of quality first teaching in lessons.</p> <p>Teachers taking responsibility for disadvantaged pupils' learning by designing and adapting lessons that will positively impact their learning and outcomes.</p>
<p>To ensure that all pupils have access to enrichment and our broad curriculum, building diverse cultural capital which supports them in</p>	<p>Careful monitoring of fair access to the whole school offer to include clubs, trips, school journeys, music, sports and arts opportunities.</p> <p>All staff to continue to identify and put forward disadvantaged pupils for any enrichment opportunities which would support individuals.</p>

achieving excellence.	
To ensure that all children have strong attendance and therefore maximise learning opportunities and targeted support.	<p>Prompt communication with parents/carers will ensure parents understanding of the importance of strong school attendance.</p> <p>Progress of targeted pupils will improve through maximised attendance.</p>
To ensure that pupil wellbeing is strong and to enable greater resilience in targeted pupils.	<p>All pupils will make better progress which will be seen through both formative and summative assessments.</p> <p>All children will show full engagement in all subjects.</p> <p>Children's relationships with their peers and adults will support better outcomes.</p> <p>Targeted pupils will be signposted to attending breakfast club in order to be ready for learning.</p>

### **Activity in this academic year 2025-26**

#### **Teaching**

**Budgeted cost: £26,993.50**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Arts Enrichment – specialist teachers	<p>Development of speaking and listening skills. Speaking and listening serve both social and educative purposes. They are central to forming relationships, and acting as cognitive tools for learning.</p> <p>Development of creative skills to build confidence.</p> <p>Weekly opportunities for discussions and critical thinking.</p> <p>This activity also enables pupils to deepen their understanding of what they are learning.</p>	1, 5
Music Tuition	<p>This activity enables all children to be able to learn to effectively read music and play an instrument with confidence and enjoyment.</p> <p>The ability to read music is evidenced as supporting reading development. This activity also supports character development which in turn builds confidence and resilience which are essential life skills.</p>	5, 6

Specialist activities	This enables all children to be able to access specialist support in development of their computing skills at a specialist centre that has the resources to effectively meet all pupils needs.	
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### Targeted academic support

**Budgeted cost: £29,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions both in groups and 1-1 focused on development of reading skills	All our interventions are based on research. We review termly and where progress is not evident, this is changed.	2, 4, 7
Homework club	Daily after school homework club for targeted pupils. Research (EEF) indicates that targeted support at school with homework for pupils eligible for free school meals can positively impact their academic progress.	2, 4, 7
1 :1 daily targeted support	Adult checks in in preparation for lessons. Additional 'check ins' build greater resilience in academic subjects and catches children at key moments to support the next steps in their learning. Adult recognition of resilience also supports pupils confidence.	
1:1 Music	Additional targeted support is show to improve motivation and engagement. We see how targeted pupil's confidence grows through this support and enables them greater access to whole class lessons.	5, 6

### Wider strategies

**Budgeted cost: £49,336.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Attendance review	Research shows that poor attendance negatively impacts pupil progress.	1, 2, 3, 4

Free/subsidised after school clubs	Research shows (EEF) that access to these activities develops character which is key to later outcomes for pupils. There is strong evidence that enrichment approaches can directly improve pupils' attainment which all children have a right to access irrespective of socio-economic background.	5, 6
Free school Trips	Research shows (EEF) that access to these activities develops character which is key to later outcomes for pupils. There is strong evidence that enrichment approaches can directly improve pupils' attainment which all children have a right to access irrespective of socio-economic background.	5, 6
Financial support with Y6 school Journey	Research shows (EEF) that access to these activities develops character which is key to later outcomes for pupils. There is strong evidence that enrichment approaches can directly improve pupils' attainment which all children have a right to access irrespective of socio-economic background. This opportunity builds 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'.	5, 6
School mentor support	Research shows that mentoring support enables children to develop social skills, form constructive relationships with others, or develop positive behaviours and aspirations.	7, 8
Breakfast Club	In January 2023, the Food Foundation estimated that 24% of households with children were living in food insecurity. Food insecurity increases mental and physical health risks (including dental decay and obesity) and affects educational and lifetime attainment.	1, 2, 6, 8, 9

**Total budgeted cost: £105,650**

## Review of outcomes

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

**EYFS** - increase in percentage of disadvantaged pupils with a GLD by the end of Reception class – 60% - an increase of 16%.

**Phonics** – while percentage of disadvantaged pupils meeting the expected standard in phonics this was due to the additional need of those pupils. Additional support is in place for continued phonics support in Y2.

**KS1** – In reading, our disadvantaged pupils out performed Camden and national data with 78% pupils reaching the expected standard. In writing, the attainment was not as strong and dipped from last year. As a school, we have been focusing on developing our practices in writing based on the Ofsted ‘Strong Foundations’ document which identifies the need to ensure the fundamentals (handwriting & sentence structure) are secure from a young age.

In maths, the percentage of our disadvantaged pupils that were at the expected level by the end of Y2 was above national and in line with Camden.

**KS2** – In reading, our disadvantaged pupils that achieved the expected level was 91% which significantly exceeded Camden and national outcomes. While writing at the expected level at 64% was a little below Camden at 71%, it was above national data. In maths, expected outcomes were in line with Camden at 73% and above national. Our disadvantaged pupils continue to benefit from a strong reading offer. We intensively teach reading through daily phonics and the Daily Supported Reader programme which means that children become confident, rounded readers by the end of KS1.

Our children hugely benefitted from the enrichment opportunities throughout the year. This included working with a drama specialist to write and perform a Christmas musical, as well as working with a specialist in preparing for a performance through drama or dance as part of our annual Shakespeare project. We see from the data and engagement in learning, how children’s confidence is positively impacted by this project. We also hear this from our children through pupil questionnaires.

We know that children having an opportunity to learn to read music and play an instrument also positively impacts self esteem and therefore progress. The school decision to switch our wider music opportunities from learning to play a brass instrument to recorder has improved pupil motivation and engagement in learning an instrument.

All our disadvantaged pupils have opportunities to enrich their learning through a wide range of educational visits. The residential trips that all our pupils attend is essential to supporting increased pupil independence, as well as transition to secondary school.

## Externally provided programmes

Programme	Provider
The Daily Supported Reader Programme	Hackney Learning Trust
Destination Reader Programme	Hackney Learning Trust
Little Wandle	Wandsworth Literacy Hub
School counsellor	Holy Trinity Primary School