

Pupil premium strategy statement – Holy Trinity Lamorbey Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	243 (incl. 17 Nursery)
Proportion (%) of pupil premium eligible pupils	24 pupils (incl. 1 PLAC) - 9.87%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026 2026 - 2027 2027- 2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Oliver Winstone (Principal)
Pupil premium lead	Jane Edwards (Assistant Principal)
Governor / Trustee lead	Nicolette Gaskin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44,188.75
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 44,188.75

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity Lamorbey Primary School, we aim to provide educational opportunities that develop happy, confident pupils, who have the skills to be successful lifelong learners and are able to fulfil their ambitions. We will nurture each individual and help them to access a supportive and inclusive learning environment.

Our intention is that all pupils, regardless of their background, make good progress and attain well across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to fulfil their potential, including those who are already achieving well.

We consider the varied challenges faced by vulnerable pupils at our school, including those who are supported by external professionals such as a social worker or early help worker. We believe that it is important to build strong relationships with families so that we can be in the best position to offer support.

For all our pupils, we prioritise high-quality teaching across the curriculum. Our staff (including teaching assistants) receive ongoing professional development to ensure that they are highly skilled and reflective to ensure that all pupils, including disadvantaged, make the best possible progress. All staff have high expectations for all pupils both in terms of their academic performance but also in terms of developing pupils' independence and effort.

We also recognise the importance of pupils being able to read and we work hard to develop pupils who read confidently and have a love of reading. This enables them to access all areas of the curriculum so that they can develop a depth and range of knowledge. Our curriculum is underpinned by reading and all subject areas have purposeful and meaningful links to quality texts. Priority reading is a key intervention that we implement in order to support disadvantaged pupils.

Developing pupils' speech and language skills is a focus for our school. Children requiring support are identified early through teacher observation and tracking meetings, which means that effective intervention can be put into place quickly. We recognise that pupils benefit from broadening their vocabulary and aim to immerse them in a language-rich environment and curriculum. Within the classroom, key vocabulary is identified and pre-planned, and taught explicitly.

Support for the emotional wellbeing of our disadvantaged pupils also forms a key part of our strategy. We have a designated team who complete a nurture programme in school with those pupils who require it.

Challenges

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

Challenge number (priority)	Detail of challenge
1	Analysis shows that our disadvantaged pupils have less developed oral language skills and vocabulary than their peers.
2	Analysis shows that our disadvantaged pupils have greater difficulty with their reading comprehension skills compared to their peers.
3	The number of disadvantaged pupils achieving GDS (greater depth standard) in Reading is impacted by pupils being less likely to read for pleasure beyond the confines of the school day resulting in more limited vocabulary and knowledge.
4	The number of disadvantaged pupils achieving GDS (greater depth standard) in Writing is limited by their vocabulary, experiences and amount of reading they partake in.
5	Analysis shows that our disadvantaged pupils have greater difficulty with their Maths skills compared to their peers.
6	Our disadvantaged pupils and their families can be less likely to engage in broader school life.

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
For pupils to develop their oral language and vocabulary skills.	Pupils will widen their vocabulary and will be able to make effective vocabulary choices in their Writing.
To increase the number of disadvantaged pupils achieving the expected standard in Reading so that it is in line with non-disadvantaged peers.	Further narrowing of the gap in attainment in Reading.
To increase the number of disadvantaged pupils achieving the expected standard in Writing so that it is in line with non-disadvantaged peers.	Further narrowing of the gap in attainment in Writing.
To increase the number of disadvantaged pupils achieving the expected standard in Maths so that it is in line with non-disadvantaged peers.	Further narrowing of the gap in attainment in Maths.
To increase the number of disadvantaged pupils achieving greater depth in Reading.	An increase in disadvantaged pupils achieving GDS in Reading.
To increase the number of disadvantaged pupils achieving greater depth in Writing.	An increase in disadvantaged pupils achieving GDS in Writing.
To increase the number of disadvantaged pupils achieving greater depth in Maths.	An increase in disadvantaged pupils achieving GDS in Maths.
For families to engage and participate in school activities in greater numbers.	Increase in offer of clubs and education experiences

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: £ 10,487.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and refine the teaching of Reading through analysis of data, monitoring and tracking of PPG pupils. <i>Ongoing CPD.</i>	EEF: mastery learning (+5) EEF: oral language interventions (+6)	
Review and refine the teaching of Writing through analysis of data, monitoring and tracking of PPG pupils. <i>Ongoing CPD.</i>	EEF: mastery learning (+5) EEF: oral language interventions (+6)	
Review and refine the teaching of Maths through analysis of data, monitoring and tracking of PPG pupils. <i>Ongoing CPD.</i>		
Review and refine the teaching and delivery of the RWI phonics scheme in the EYFS and KS1 and early reading through analysis of data, monitoring and tracking of PPG pupils. <i>Ongoing CPD.</i>	EEF: phonics (+5)	
Review and refine the teaching for GDS in reading, writing and maths through analysis of data, monitoring and tracking of PPG pupils. <i>Ongoing CPD.</i>	EEF: mastery learning (+5) EEF: oral language interventions (+6)	

<p>Review and refine the teaching for vocabulary acquisition.</p> <p><i>Ongoing CPD.</i></p>	EEF: oral language interventions (+6)	
<p>Review and refine the teaching of handwriting in light of new government guidance.</p> <p><i>Ongoing CPD and purchase of handwriting scheme - to include tracking of pupils from EYFS.</i></p>		

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

Budgeted cost: £ 16,179.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority reading / early reading interventions for PPG pupils who are falling behind their peers in reading;</p> <p>Targeted tutoring for PPG pupils to achieve GDS in reading.</p> <p><i>Purchase of related resources and increased support staff time in order to deliver whole class, group and 1:1 interventions.</i></p>	<p>EEF: one to one tuition (+5)</p> <p>EEF: reading comprehension strategies (+6)</p> <p>EEF: phonics (+5)</p> <p>EEF: small group tuition (+4)</p>	
<p>Targeted tutoring for PPG pupils who are falling behind their peers in writing;</p> <p>Targeted tutoring for PPG pupils to achieve GDS in writing.</p> <p><i>Purchase of related resources and increased support staff time in order to deliver whole class, group and 1:1 interventions.</i></p>	<p>EEF M: one to one tuition (+5)</p> <p>EEF: small group tuition (+4)</p>	

<p>Targeted tutoring for PPG pupils who are falling behind their peers in maths.</p> <p><i>Purchase of related resources and increased support staff time in order to deliver whole class, group and 1:1 interventions.</i></p>	<p>EEF M: one to one tuition (+5)</p> <p>EEF: small group tuition (+4)</p>	
<p>Speech and language interventions.</p> <p><i>Purchase of related resources and increased support staff time in order to deliver whole class, group and 1:1 interventions.</i></p>	<p>EEF: oral language interventions (+6)</p>	
<p>Priority maths intervention through the effective targeting of class resource base to support PPG pupils' formative number development and calculation strategies.</p> <p><i>Purchase of related resources and increased support staff time in order to deliver whole class, group and 1:1 interventions.</i></p>		
<p>Fine motor and OT interventions to improve mark making and handwriting.</p> <p><i>Purchase of related resources and increased support staff time in order to deliver whole class, group and 1:1 interventions.</i></p>		

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

Budgeted cost: £ 17,521.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School to support PPG pupils with behaviour, emotional wellbeing and self-confidence through</p>	<p>EEF: mentoring (+2 months)</p> <p>EEF: metacognition and self-regulation approaches (+7 months)</p>	

bespoke nurture programmes: Dog Mentor, lunchtime clubs, learning outside of classroom opportunities, Friends Resilience.		
School to continue to support families in the purchase of uniform items, milk, improving attendance, provision of breakfast items, parent workshops.	EEF: parental engagement (+4 months)	
School funding continues to be allocated to improve PPG pupils' access to extra-curricular activities, school excursions and educational workshops.	EEF: arts participation (+3 months)	
School funding continues to be allocated to bespoke therapy for pupils (individual and group) through Friends Resilience, Draw and Talk, ELSA, Dog Mentor.	EEF: metacognition and self-regulation approaches (+7 months)	
Workshop sessions to encourage parental engagement.	EEF: parental engagement (+4 months)	
Use of P4C to support PPG pupils in developing resilience and group oracy skills.		

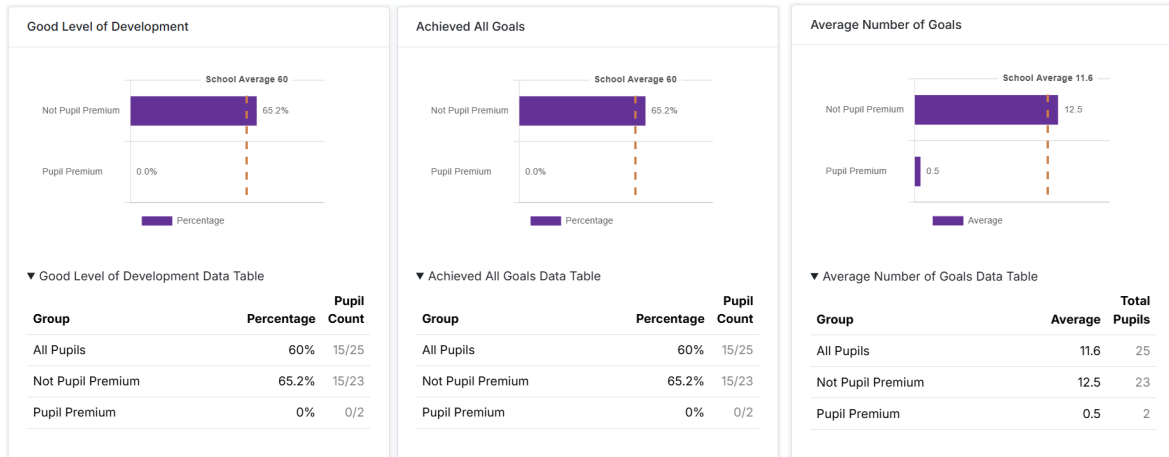
Total budgeted cost: £ 44,188.75

Part B: Review of the previous academic year

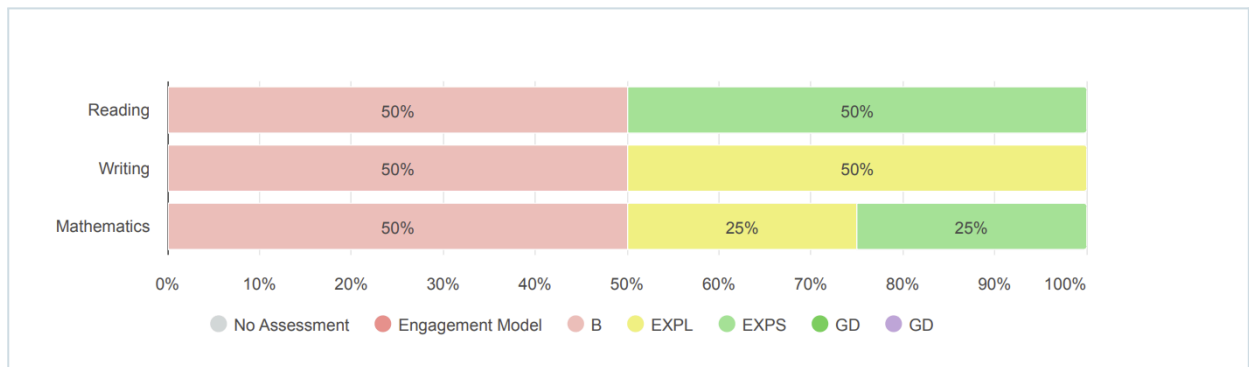
Outcomes for disadvantaged pupils

Summer 2025 School Assessment Data

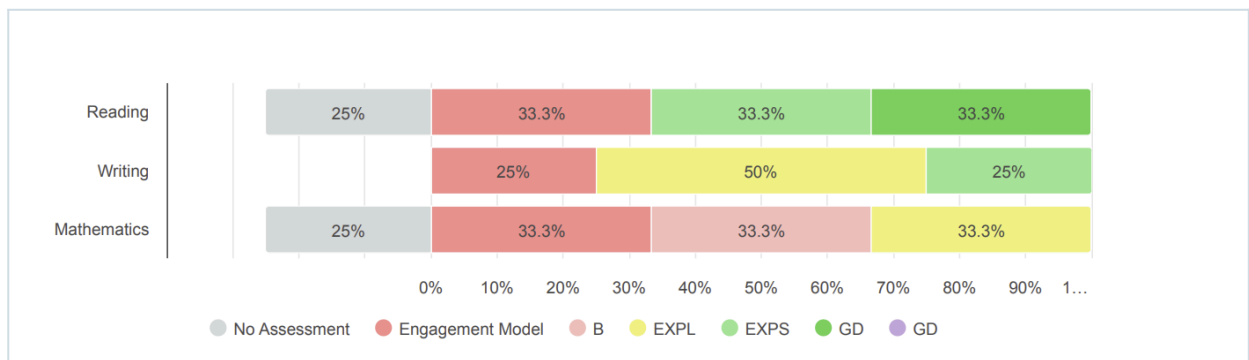
EYFS: x2 pupils



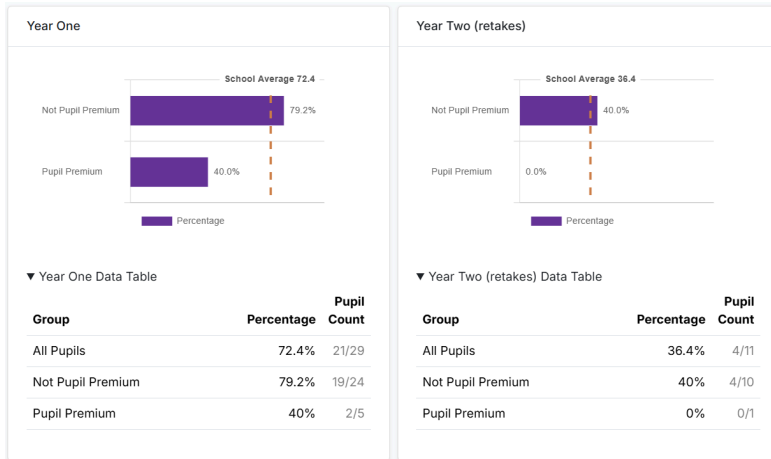
Year 1: x4 pupils



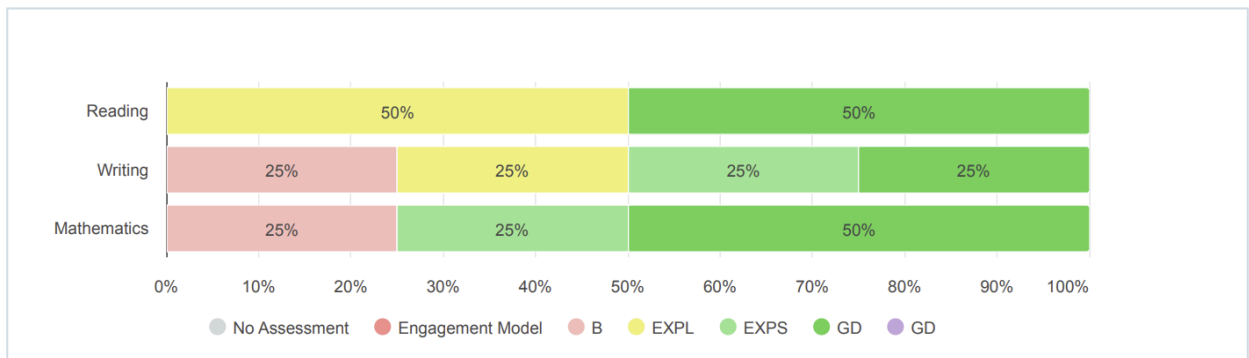
Year 2: x4 pupils



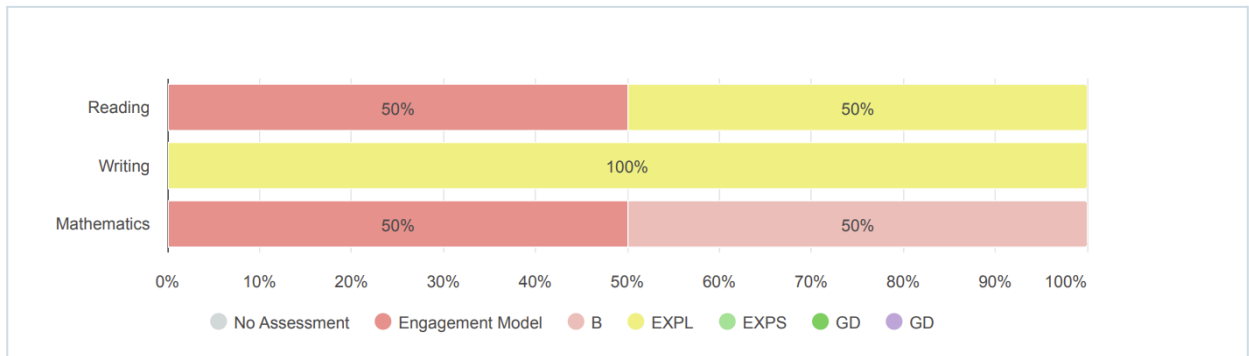
Phonics Screening:



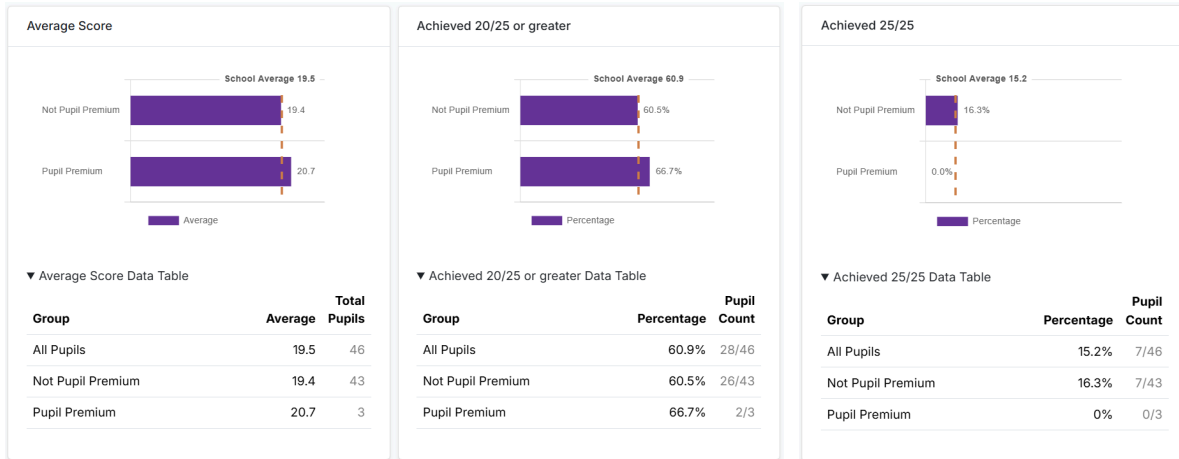
Year 3: x4 pupils



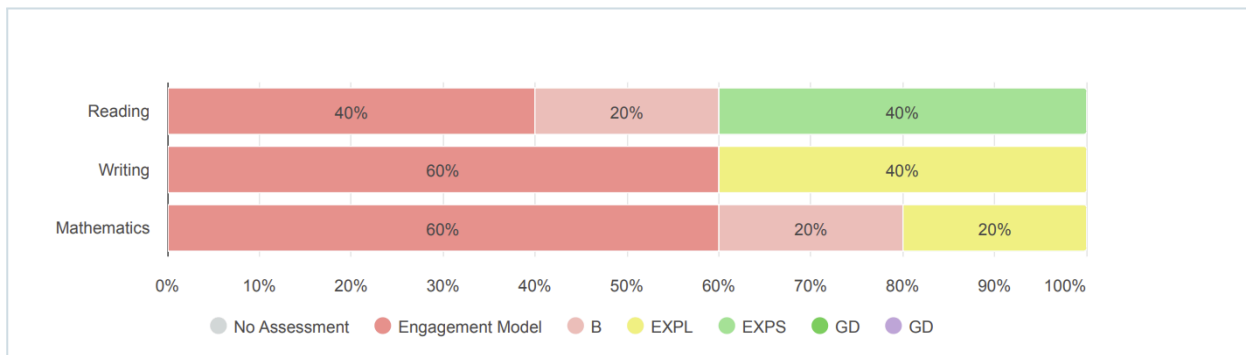
Year 4: x2 pupils



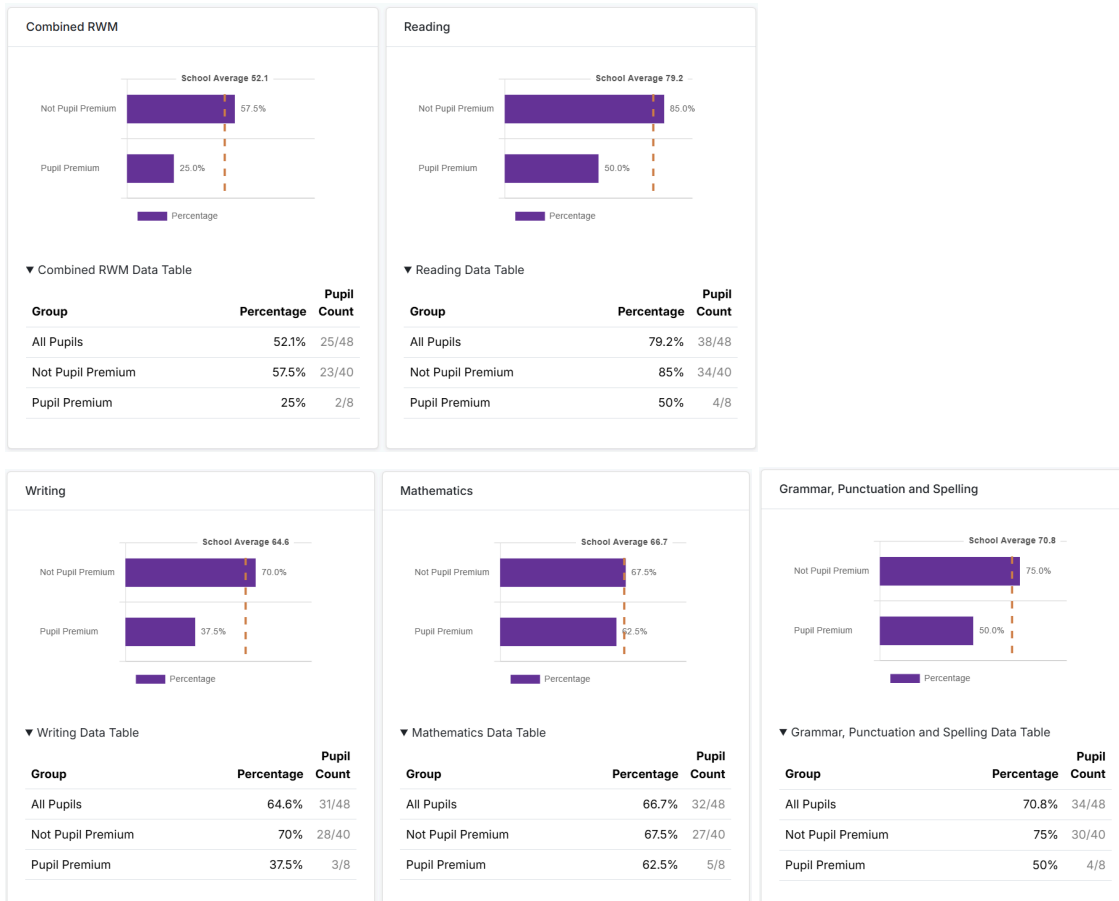
Multiplication Test:



Year 5: x5 pupils



End of KS2: x8 pupils



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
CUSP	CUSP Curriculum with Unity Schools Partnership
RWI	Read Write Inc. Phonics - Ruth Miskin Literacy
MyMaths	MyMaths
SNAP Science	Collins
WRM	Maths resources for teachers White Rose Education
NPP	Now Press Play
Language Link	Speech and Language Link
TTRS	Touch-Type Read and Spell