



Pupil premium strategy statement 2025/2026



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Elsecar Holy Trinity Primary Academy
Number of pupils in school	171 (25%)
Proportion (%) of pupil premium eligible pupils	44
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs A Adair
Pupil premium lead	Mr S Silverwood
Governor / Trustee lead	Mr H Thomas

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,660 63480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£66,660

Part A: Pupil premium strategy plan

Statement of intent



All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage at Elsecar Holy Trinity Primary Academy:

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, and self-regulation.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Whole-school ethos of attainment for all

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard.
- Leaders, teachers and other adults understand their role within the school's strategy **Meeting individual learning needs.**
- There is a strong understanding of the barriers to learning and how these barriers present in school.

- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented.

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented, and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

- Leaders and a governor, review the effectiveness of strategies based on internal analysis, research and best practice.
- Self-evaluation is rigorous and honest.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Highly skilled and effective staff, deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged.

Evidence Based Approach

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.”

Education Endowment Foundation **Defining the gaps**

At Elsecar Holy Trinity Primary Academy we are aware that children join us from a variety of financial and social backgrounds and that this can have a significant impact on a child’s individual starting when entering formal education. As a school we have taken time to explore and understand these barriers in greater detail.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: pupils cannot learn if they are not at school and low attendance is a major barrier to achievement. Our analysis shows that our disadvantaged students are less likely to have good attendance and are more likely to have time away from school.
2	Attitudes to learning: Pupils in receipt of disadvantaged funding are more likely to become passive or reluctant learners. Analysis of learning walks, pupil response to feedback and observations show that disadvantaged student are less likely to take risks with their learning and less likely to be resilient when responding to improvement targets.
3	Aspiration and Ambition: Some disadvantaged pupils are less likely to have focused and ambitious career targets to work towards. They are less likely to have plans for post-16 study and often do not value education as a key to a more fulfilling life after school.
4	Teaching Quality: No analysis of barriers to achievement could be complete without a continued focus on the quality of the teaching pupils receive. At the heart of our ethos is that we strive to improve and this applies just as much to teachers as their students.
5	Resources: Disadvantaged pupils are less likely to have a variety of reading books at home or buy specialist equipment such as sports equipment. As a result, they are less likely to take part in optional enrichment opportunities.
6.	Academic confidence and resilience: Teachers report that many of our disadvantaged pupils lack resilience when things did not go well and do not have the self-belief that is more common in non-disadvantaged pupils. They are far less likely to have family role models who have high academic achievement through hard work and determination.
7	Outcomes: Outcomes for our pupil premium children currently lag behind those of their peers, and addressing this gap remains a key priority for our school.

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
• Raise pupil's aspirations	• Children can talk about their aspirations for the future whether that be further study or future employment. • Children have a more diverse range of hobbies and interests outside of school. • Children can meet people from a variety of professions.
• Promote a positive attitude to learning	• Children have a positive attitude to learning and the number of low-level disruptions in class is reduced over time. • Children show high level of engagement and enjoyment in class. • Children receive recognition for their hard work. (Star of the Week) • Children's work displayed around school/shared online.
• Improve attendance and behaviour	• Children's attendance is above 96.5% (Whole school target) • The number of persistent absences is below the national average. • The number of children recording a late mark is reduced (Access to Breakfast club)

• Accelerate pupil progress	• Children makes accelerated process from their individual starting points in RWM. • Children show sustained improvement at each data entry point. • End of key assessments (SATS) are inline with PP children nationally. • Children have received high levels of support and interventions
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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: £30,218

Activity	Evidence that supports this approach	Challenge number(s)
Purchase the RWInc Portal and invest in educational resources to support teaching of synthetic phonics across school and enhance CPD for all staff.	Subscribing to the Read Write Inc. Portal provides schools with high-quality, on-demand training and resources that support consistent and effective phonics teaching across all staff. It ensures fidelity to the programme, enables targeted interventions for pupils who need extra support, and offers valuable materials to engage parents in their child's reading journey. The portal also helps phonics leads and senior leaders monitor and improve practice across the school.	1,7
Purchase White Rose Maths Portal to support with quality first teaching.	To support high-quality, consistent maths teaching across the school, particularly for disadvantaged pupils, we have invested in the White Rose Maths Premium portal. This provides all teaching staff with access to a well-structured, mastery-based curriculum and a wide range of high-quality resources including lesson slides, assessments, and intervention materials.	1,7

Purchase White Rose Maths teaching resources.	The resources provide a clear progression through maths content that aligns with the National Curriculum, supporting improved pupil outcomes by reducing curriculum gaps and ensuring coherent learning sequences. According to Ofsted, curriculum coherence is essential for high-quality teaching and improved pupil progress. Having structured plans like White Rose supports this.	1,7
Purchase pupil reading books for the delivery of Pathways to Reading.	Education Endowment Foundation (EEF) – Improving Literacy in KS1 & KS2 Access to high-quality texts helps build reading fluency and comprehension. Using rich, challenging texts exposes pupils to ambitious vocabulary and complex sentence structures. Teachers should ensure pupils read a wide range of books that go beyond decodable readers to include literary, informative, and diverse texts.	1,7
Purchase a suite of assessment software to support teacher assessment in reading, writing and maths	Providing meaningful, actionable data to teachers, practitioners and school leaders that can be used to accelerate the progress of disadvantaged pupils.	1,7
Purchase Reflex software	Reflex uses research-proven methods and innovative technology to provide the most effective math fact fluency solution available. Efficacy research shows that through adaptive, game-based learning, Reflex makes a difference for all students.	7
TRL 2 Payment for early reading and phonic leader in school.	Ofsted 2022 report – highlights that successful schools often have a clear consistent approach to phonics driven by effective leadership.	1,7

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a Phonics specialist on a 12 months fixed term contract to accelerate pupil progress and attainment.	The education Endowment Foundation reports that synthetic phonics has a high impact on reading progress (+5 months) especially for disadvantaged children when delivered with fidelity by trained staff.	1,4,6,7
To provide one to one and small group tutoring for disadvantaged pupils to ensure they keep up with their peers	According to the Education Endowment Foundation (EEF), one-to-one tuition can lead to an average of five months' additional academic progress over a school year, particularly when delivered in short, regular sessions and aligned with classroom teaching.	6,7

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

Budgeted cost: £11,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a lunchtime sports activator to provide structured sports and games for children across all year groups.	Ofsted Guidance – Creating a Culture (2019) Schools with clear behavioural expectations and well-organised break and lunch arrangements are more likely to report lower behaviour incidents and higher pupil engagement in lessons. Public Health England (2014) – The Link Between Pupil Health and Wellbeing and Attainment Positive mental wellbeing is closely linked with improved behaviour and academic performance. Structured activities offer pupils with social or emotional difficulties an opportunity to feel secure, successful, and included.	1
To provide incentives for good attendance in school.	Department for Education (DfE) – ‘Improving School Attendance’ (2022) The DfE recognises that recognising and rewarding good and improving attendance can support whole-school strategies, especially when combined with clear systems and expectations.	1,7

	Schools that celebrate attendance regularly and meaningfully often see better engagement, particularly from previously at-risk pupils.	
Provide pupil premium children with access to our school breakfast club.	Public Health England – ‘The Link Between Pupil Health and Wellbeing and Attainment’ (2014) Nutritional support, such as a healthy breakfast, is linked to improved concentration, memory, and behaviour, all of which support higher academic outcomes. Children who eat breakfast regularly perform better in assessments than those who skip it.	1,7
Attendance leader to complete the National College Certificate in the role of an attendance officer.	Department for Education (DfE) – ‘Working Together to Improve School Attendance’ (2022) The DfE guidance states that every school should designate a senior leader responsible for attendance. This person should have the authority to drive strategy, oversee data, liaise with families, and ensure a culture where good attendance is everyone’s responsibility. Schools with clear, consistent leadership around attendance have better outcomes, particularly in tackling persistent absence.	
Purchase prizes linked to our behaviour/hard work stamp cards in school.	According to research from the American Psychological Association tangible rewards can increase task management when the task is not already intrinsically motivating.	1,6,7
Provide financial assistance towards trips and visits	Using pupil premium funding to subsidise participation in trips and visits helps close the attainment gap, supports personal development, and ensures all pupils feel valued and included in school life.	3,5

Part B: Review of outcomes in the previous academic year

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
Read, Write Inc	Ruth Miskin Education
White Rose Maths	White Rose Academy
Read, Write Inc Comprehension	Ruth Miskin Education
TT Rock Stars/ Numbots	Times Table Rock Stars

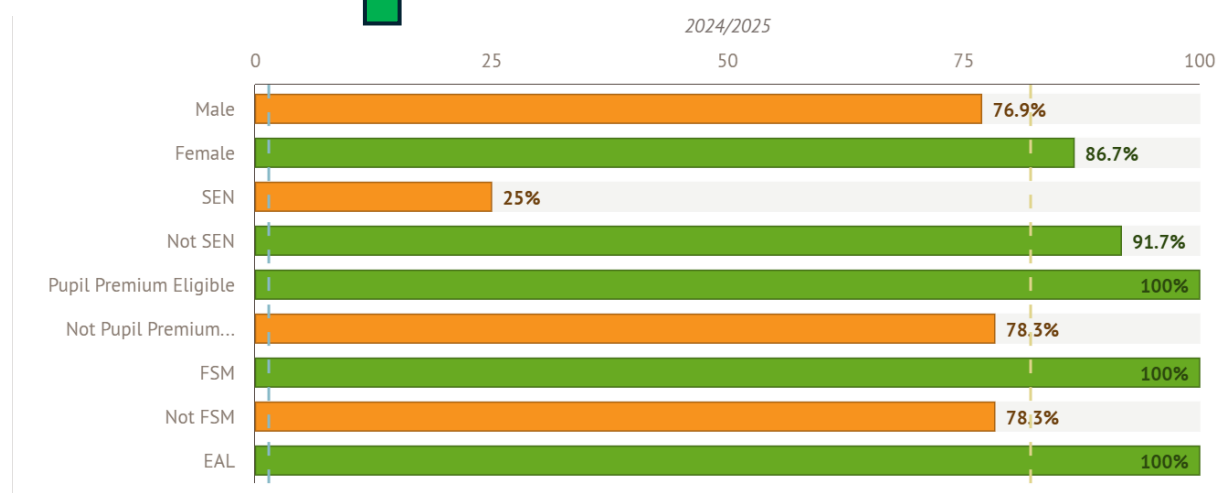
Pupil Premium 2024/2025

Impact Document

At Elsecar Holy Trinity Church of England Primary Academy, we are committed to ensuring that every child, regardless of background or disadvantage, has access to high-quality education and the opportunity to thrive. Our targeted use of Pupil Premium funding continues to make a measurable impact on pupil outcomes. This report highlights its impact across phonics and both KS1 and KS2 outcomes.

Y1 Phonics Screening: (5 children) 100% of PP achieved the expected standard

20% increase on last year

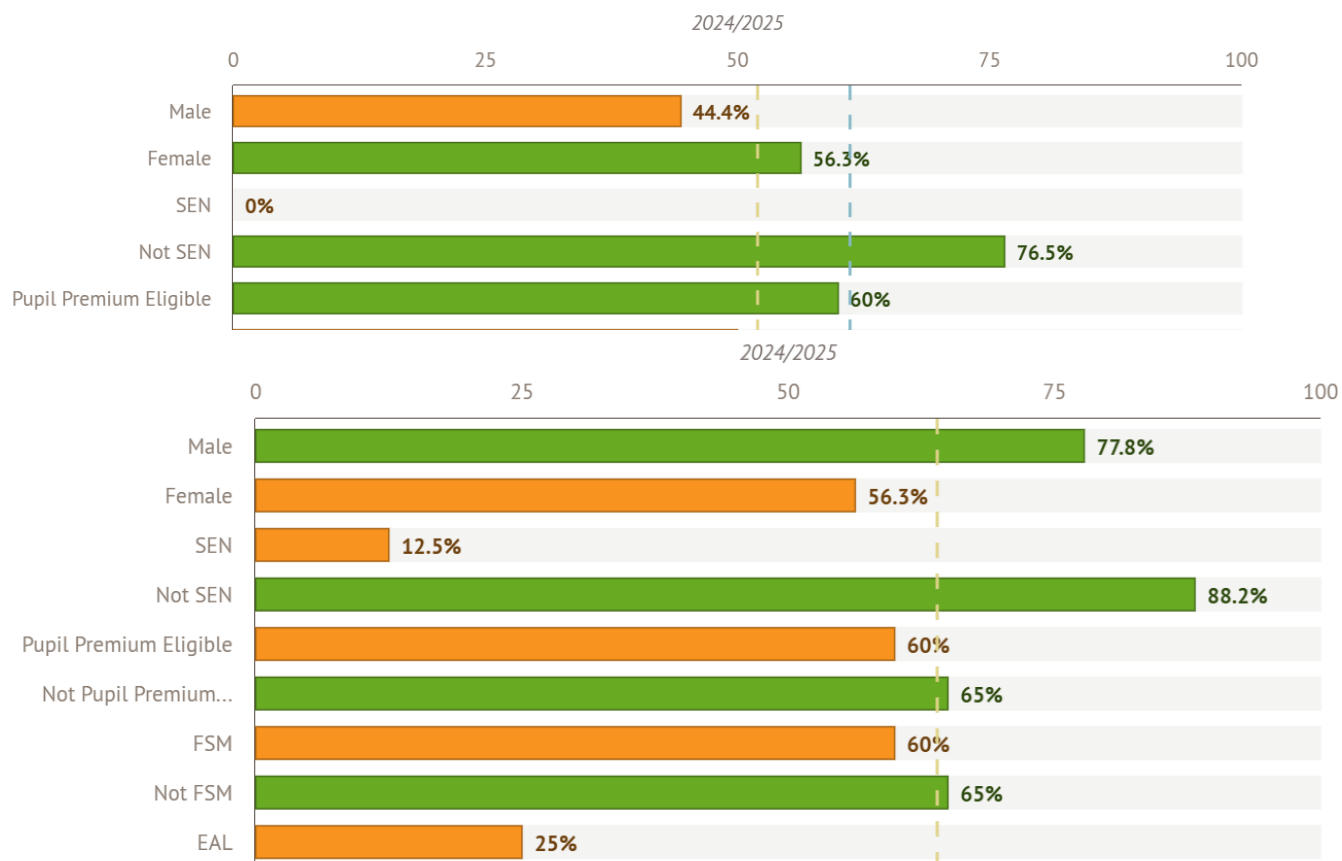


K1 Outcomes: (5 PP children in cohort)

Combined: up 31% on last year with 60% of PP children achieving the expected standard.

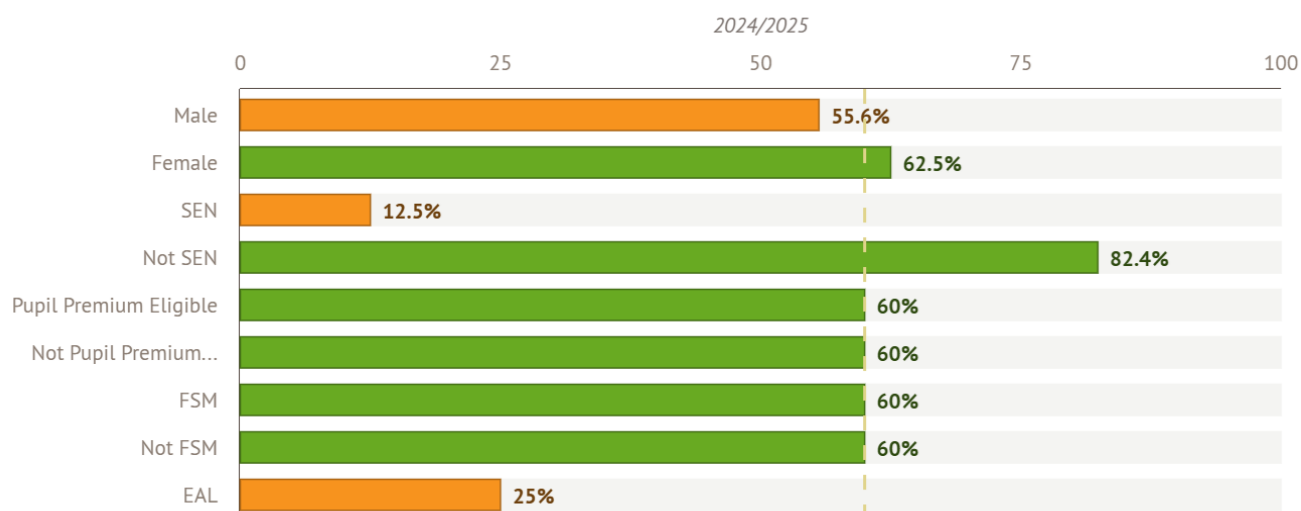


60% (3 out of 5) of PP reached the expected standard in reading, writing and maths compared to 50% (10 out of 20) of non-pupil premium.



Maths

Up 9% compared to last year

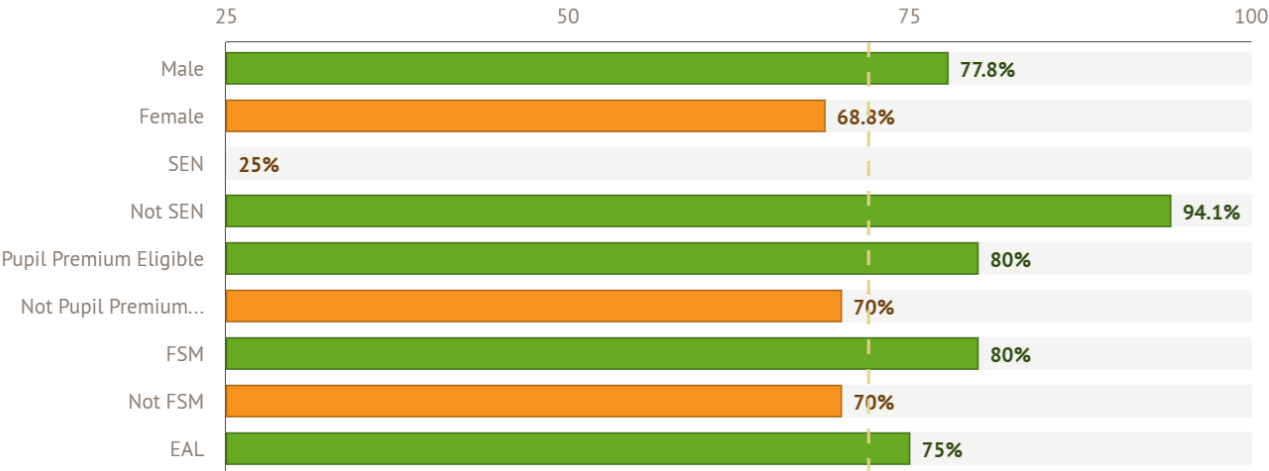


Writing

Up 31% compared to last year



2024/2025



KS2 Outcomes (7 PP children in cohort)

Combined

Up 14% on last year



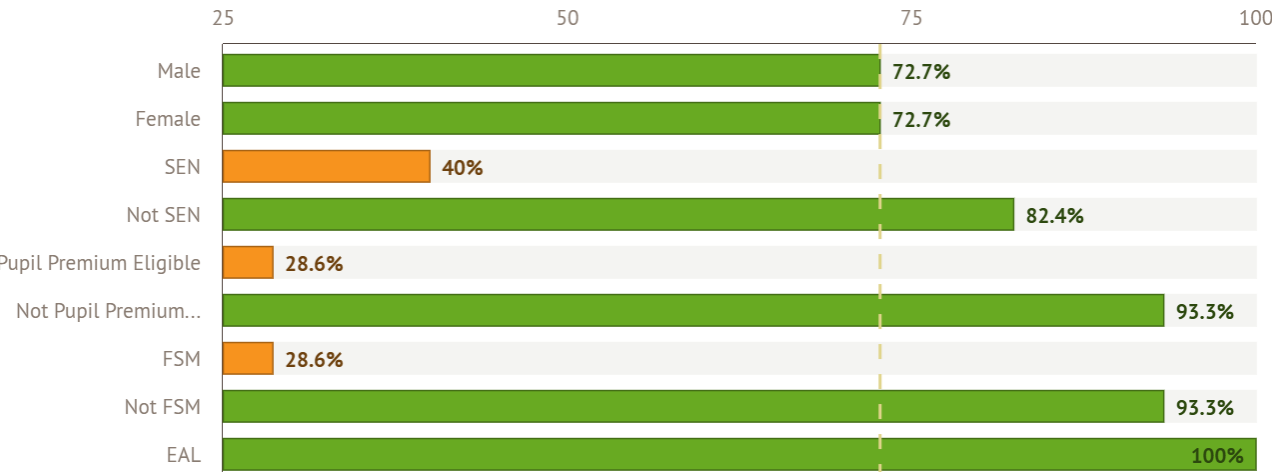
2024/2025



Reading

0% change on last year

2024/2025

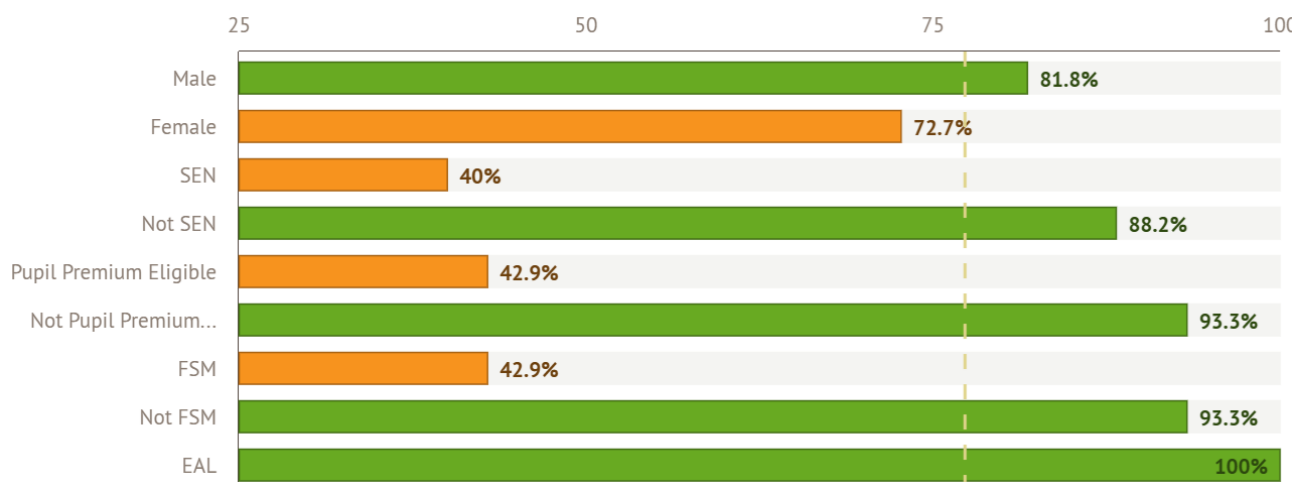


Writing

Up 14% on last year.



2024/2025



Maths

Up 14% on last year



2024/2025

