

# Pupil premium strategy statement – Trimley St Mary Primary School

This statement details our school's use of pupil 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   | 389                       |
| Proportion (%) of pupil premium eligible pupils  | 81 (21%)                  |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b> | 2025-26<br>2026-27        |
| Date this statement was published  | December 2025             |
| Date on which it will be reviewed  | Autumn Term 2026          |
| Pupil premium lead   | Hayley Lamb & Lucy Beston |
| Chair of Governors   | Sam Love                  |

## Funding overview

| Detail   | Amount                         |
|--|--------------------------------|
| Pupil premium funding allocation this academic year  | £122,715 (deprivation element) |
| Pupil premium funding carried forward from previous years<br><i>(enter £0 if not applicable)</i>   | £0                             |
| <b>Total budget for this academic year</b><br><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> | £122,715                       |

# Part A: Pupil premium strategy plan

## Statement of intent

Our overarching vision at Trimley St Mary Primary School:

**Learning Together. Thriving Together. Achieving Together.**

Our Values are inspired by the 6Cs: **Curiosity, Collaboration, Communication, Commitment, Creativity and Critical Thinking.**

Our children who are in receipt of the Pupil Premium Grant and therefore our funding is spent in ways which:

- Support and champion children's emotional health and wellbeing to enable them to access the curriculum at an appropriate level
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Promote and maintain progress at or above national levels

When allocating funding and making choices regarding spend, research into the improving outcomes for learners is carefully considered, particularly that of the Education Endowment Fund (EEF) where the research is congruent with the context of Trimley St Mary.

Quality First Teaching Strategies

All other support links with the wider strategies outlined by the EEF.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Increasing numbers of children requiring mental health and wellbeing support to access school including attachment, anxiety and emotional dysregulation that require 1:1 support and responsive care and intervention alongside the specific, timetabled teaching of strategies to manage this. |
| 2                | Increasing numbers of children begin school, working at a level well below age expected for their speech and language, hindering all other aspects of learning whilst this persists making this this initial target for these individuals.  |
| 3                | Attendance – Pupil Premium children at Trimley St Mary had an average attendance of 91.8% in 2024/25. This is 2.6% lower than non pupil premium children. Our Pupil Premium Children are 27% persistently absent.   |
| 4                | Parental engagement and capacity – many of our disadvantaged families have a range of circumstances that do not allow them to dedicate time to working with their children outside of the school day.   |
| 5                | Financial pressures – many of our disadvantaged families have a limited disposable income to provide children with the resources needed including the technology to access the learning.  |

## 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 and Success Criteria  |
|--|
| <p>To close the gap in reading, writing and maths attainment between pupils who are not meeting age expectation in core national curriculum subjects are provided additional weekly targeted support either as 1:1 or part of a small group.</p> <ul style="list-style-type: none"><li>• Support could include pre teaching of subject content, review of content already taught, targeted intervention for key skills, individual reading and time spent to build academic confidence</li><li>• Support will differ between students to meet their individual needs and may need to focus on emotional support alongside the academic intervention.</li><li>• Targeted intervention (as listed above) will accelerate progress of disadvantaged learners, in turn this will increase the percentage of disadvantaged learners achieving age related expectations.</li></ul> <p>We will know we have succeeded when - the attainment and progress gap is significantly reduced compared with Summer 2024 and 2025 results.</p>                                   |
| <p>Pupils receive support from well trained and highly skilled staff to support their mental health and well being both at times of dysregulation and as part of a proactive strategy to build resilience including targeted outdoor intervention.</p> <ul style="list-style-type: none"><li>• All children reporting poor mental health have access to strategies to support them. These strategies will be tailored to meet their age and needs.</li><li>• Children will be able to build resilience over time and deploy some taught strategies independently.</li><li>• Children in receipt of support will require less support over time.</li><li>• Improvement in staff wellbeing where staff are dealing with complex challenging behaviours and distressing circumstances.</li><li>• Targeted intervention (as listed above) will allow disadvantaged learners to be emotionally available for learning in class and in small groups, in turn this will increase the percentage of disadvantaged learners achieving age related expectations.</li></ul> |
| <p>Pupils receive support from well trained and highly skilled staff to accelerate progression in their identified speech and language difficulty.</p> <ul style="list-style-type: none"><li>• Children make better than good or expected progress in their speech and language difficulty and assessments show this consistently.</li></ul>   |

- Targeted intervention (as listed above) will allow disadvantaged learners to access learning and communicate what they have learnt more effectively, in turn this will increase the percentage of disadvantaged learners achieving age related expectations.

Children/families with attendance that falls below our target of 96% are supported by well trained and highly skilled staff who meet them with kindness and care but who expect high standards of attendance and engagement with the support given.

- Attendance improves during the next school by at least 5% or to meet the 96% attendance target.
- Targeted intervention (as listed above) will allow disadvantaged learners to access learning and school-based activity, in turn this will increase the percentage of disadvantaged learners achieving age related expectations.

Children/families with limited engagement/capacity are met with kindness and respect for their individual circumstances.

- All families reporting/ or believed to have limited capacity are directed towards club/enhancement activities available to their children.
- All families reporting/ or believed to have limited engagement are contacted consistently to improve engagement and offered opportunities to increase this.

Children/families experiencing financial difficulty are met with kindness and respect for their individual circumstances.

- All families reporting/or believed to have financial difficulty are offered access to a well-stocked and discreet "Trimley treasure trove" as often as required to meet their food, toiletry and clothing needs.
- Families would be directed to services and assistance where suitable.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1150

| Activity                           | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------|--------------------------------------|-------------------------------|
| Additional Year 6 Booster sessions | Small group tuition- EEF +4          | 1, 2, 4                       |

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

Budgeted cost: £26,447

| Activity                                     | Evidence that supports this approach        | Challenge number(s) addressed |
|--|---|-------------------------------|
| Speech and Language Support beyond NHS offer | Oral Language Interventions – EEF +6 months | 2                             |

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

Budgeted cost: £ 91,513

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Home School Liaison Post including attendance support, liaison for parenting courses and other services | Parental Engagement – EEF +4 months<br>Social and emotional learning – EEF +4 months | 1,3,4                         |

|   |   |         |
|---|---|---------|
| Development of a positive school ethos to support engagement in learning e.g celebration assembly | Behaviour Intervention – EEF +4 months<br>Metacognition and self regulation – EEF +7  | 1       |
| Emotional Literacy Targeted Support   | Mentoring – EEF +2 months<br>Social and Emotional Learning – EEF +4   |         |
| Outdoor Learning Opportunities  | Collaborative Learning Approached – EEF +5<br>Metacognition and self-regulation – EEF +7 months<br>Outdoor adventure learning – EEF<br>Physical Activity – EEF +1<br>Social and Emotional Learning – EEF +4 | 1       |
| Family Support Fund   | Funds available as necessary and reviewed on a case by case basis   | 1,2,4,5 |

**Total budgeted cost: £119,110**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

|  |                                     |                      |
|--|-------------------------------------|----------------------|
| <b>Summer 2025</b>                       |                                     |                      |
| <b>EYFS</b>                              |                                     |                      |
| <b>Non Pupil Premium % Achieved GLD</b>  | <b>Pupil Premium % Achieved GLD</b> |                      |
| 66%                                      | 40%                                 |                      |
| <b>Phonics Y1</b>                        |                                     |                      |
| <b>Non Pupil Premium % Achieved Pass</b> | <b>Pupil Premium % Achieved GLD</b> |                      |
| 87%                                      | 64%                                 |                      |
| <b>Phonics Y2</b>                        |                                     |                      |
| <b>Non Pupil Premium % Achieved Pass</b> | <b>Pupil Premium % Achieved GLD</b> |                      |
| 38%                                      | 50%                                 |                      |
| <b>KS1</b>                               |                                     |                      |
|  | <b>Non Pupil Premium</b>            | <b>Pupil Premium</b> |
| <b>% Achieved Reading</b>                | 78%                                 | 54%                  |
| <b>% Achieved Writing</b>                | 62%                                 | 46%                  |
| <b>% Achieved Maths</b>                  | 77%                                 | 39%                  |
| <b>% Achieved Combined</b>               | 57%                                 | 31%                  |

**KS2**

|                            | <b>Non Pupil Premium</b> | <b>Pupil Premium</b> |
|----------------------------|--------------------------|----------------------|
| <b>% Achieved Reading</b>  | 68%                      | 27%                  |
| <b>% Achieved Writing</b>  | 72%                      | 47%                  |
| <b>% Achieved Maths</b>    | 63%                      | 20%                  |
| <b>% Achieved Combined</b> | 51%                      | 13%                  |