



## Holy Trinity Church of England Primary School

### Targeted Approach

*'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together.'*

*Each day opens up horizons of hope, aspiration and joy!*

Agreed by staff	05.11.2025	PDM
Ratified By Academy Council	18.03.2026	LAC Minutes
Shared with Parents	06.01.2026	Website
Policy Revisit	September 2026	
Policy Review	January 2027	



## Rationale

Our vision at Holy Trinity Church of England Primary School is that all pupils flourish in their learning and enjoyment, overcoming any social or economic disadvantage. This commitment is rooted in our school vision: to be a welcoming community of faith, where we learn and flourish together with each day opening up horizons of hope, aspiration and joy. National Pupil Premium (PP) funding is a vital resource allocated according to this vision to ensure pupils identified as disadvantaged have the opportunity to succeed. A primary school plan for disadvantaged pupils should focus on high-quality teaching, targeted support, and addressing non-academic barriers such as attendance and wellbeing. Effective strategies include using pupil premium funding for professional development, providing one-to-one or small-group tuition, and developing a school-wide ethos that supports all pupils individually and actively works to close the achievement gap.

At Holy Trinity we refer to our '*disadvantaged*' pupils as 'target pupils.' Our target pupils are those who meet specific criteria for receiving Pupil Premium (PP) funding, which is additional government funding given to schools to raise their attainment. This enables the school to reflect on its context and profile of target pupils to ensure PP funding is effectively used to meet the needs of our pupils.

This group is officially defined by eligibility for one of the following criteria:

### Official Disadvantaged Criteria (Pupil Premium)

The core definition of a disadvantaged pupil is based on a proxy for low income or being in/having been in care:

- Free School Meals (FSM) Eligibility (Ever 6 FSM):
- Any pupil who is currently registered for Free School Meals (FSM).
- Any pupil who has been registered for FSM at any point in the last six years (known as 'Ever 6 FSM').
- Looked-After Children (LAC) and Post-LAC:
- Looked-After Children (LAC): Children who have been looked after by the local authority for one day or more.
- Previously Looked-After Children: Pupils who have left local authority care through adoption, a Special Guardianship Order (SGO), or a Child Arrangements Order (CAO).

### Service Pupil Premium

- Service Children: Pupils who have a parent serving in the regular armed forces, or who have been registered as a 'service child' on a school census in the last six years, or whose parent has died while serving in the armed forces. The funding for Service Children (Service Pupil Premium) is mainly intended for pastoral support and is technically not included in the DfE's statutory definition of "disadvantaged pupils" for core attainment reporting. At Holy Trinity we include our Service Pupils in our overall strategy for supporting vulnerable pupils.

These are the groups whose attainment and progress schools are specifically judged on by external bodies such as Ofsted and the Department for Education (DfE). While the official definition is tied to funding, many primary schools take a wider view of who may be disadvantaged in practice. At Holy Trinity we may use our Pupil Premium strategy to support pupils who are not eligible for FSM but are from low-income or financially struggling families; Young Carers; have specific social, emotional, and mental health (SEMH) needs that act as a barrier to learning or who are at risk of falling behind their peers, regardless of formal eligibility

### Key Principles for Maximising Pupil Premium Impact

At Holy Trinity Church of England Primary School, we follow a set of clear principles to maximise the positive impact of our Pupil Premium funding:

- **Whole-School Commitment:** We implement a Trinity Targeted Approach, ensuring a rigorous, whole-school focus on raising the attainment of Pupil Premium pupils (PP) through robust appraisal and accountability targets for staff. All Teaching and learning Support staff have a specific appraisal target to raise attainment and achievement of disadvantaged pupils.
- **High-Quality Teaching:** We guarantee that all pupils receive high-quality first teaching and learning that is consistently excellent and meets their individual needs. Supporting high quality teaching is pivotal in improving children's outcomes.

- **Closing the Attainment Gap:** We are dedicated to closing the gap in attainment between disadvantaged and non-disadvantaged pupils by accurately assessing needs and implementing timely, effective actions. Our targeted approach involves diagnosing specific learning/attendance gaps, planning targeted interventions (like extra phonics, pastoral care), monitoring progress closely, and evaluating impact to ensure improved outcomes for disadvantaged pupils.
- **Enrichment and Cultural Capital:** We provide enriched experiences and bespoke support to develop the social and emotional aspects of learning (SEMH), thereby diminishing the cultural capital gap that can exist for some disadvantaged pupils. . [EEF Extracurricular Activities](#)
- **Targeting Service Pupils:** We proactively identify and address the unique needs of all pupils who qualify for the Service Pupil Premium, offering appropriate support to their families during their time at the school.
- **Flexible Allocation:** We recognise that disadvantage is not strictly limited to Free School Meal eligibility. Therefore, we retain the right to allocate PP funding to support any pupil or group of pupils who would significantly benefit from the support, ensuring it reaches those who need it most.

### Implementation: How We Use our Pupil Premium Funding

Our key principles are implemented through the following strategies:

- **Systematic Targeted Approach:** Implementing a systematic Trinity Targeted Approach to accelerate progress and raise achievement for disadvantaged pupils, effectively diminishing the difference in attainment between PP and Non-PP (NPP) pupils through targeted intervention. This includes termly pupil progress data analysis to monitor the impact of support for targeted pupils track the effectiveness of strategies.
- **Targeted Academic Support** Each cohort has a bespoke Target Approach Cohort Action Plan which identifies the specific need of Pupil Premium Pupils, priority attainment actions, improvement actions and evidence of impact. Targeted support may include one to one and small group support; targeted interventions and resources to meet the needs of specific pupils with SEND; Teaching assistant deployment with interventions. [Evidence EEF Diagnose Pupils' Need DFE Using pupil premium guidance for school leaders](#)
- **Clear Learning Expectations:** Utilising the Trinity Strong Foundation Strategy to outline clear expectations and progression for our EYFS and Key Stage 1 pupils to ensure our curriculum clearly identifies the foundational knowledge and skills, as outlined in the EYFS and national curriculum, that children will need for later learning. Our Trinity Strong Foundation Strategy extends beyond EYFS to secure foundational knowledge and skills for all learners. Evidence OFSTED Strong foundations in the first years of school Oct 2024
- **Dedicated SEMH Support:** Establishing a highly qualified team (including an experienced SENDCo and Thrive Practitioners) to deliver bespoke, targeted Social, Emotional, and Mental Health (SEMH) interventions and support programmes. [The Thrive Approach](#) Evidence EFF [Improving Social and Emotional Learning in Primary Schools Social and emotional Learning SEL](#)
- **Staff Development:** Investing in a regular calendar of Continued Professional Development (CPD) for all staff (e.g., in Reading/Writing) to ensure they possess the requisite knowledge and skills to deliver effective whole-school strategies and targeted interventions. At Holy Trinity we support quality teaching through promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. [Evidence EEF Effective Professional Development](#)
- **Maximising Service Pupil Outcomes:** Strategically using the funding to maximise the impact of support on outcomes for all Service Pupils. Provision at Trinity focuses on pastoral care, managing mobility, and emotional well-being, support during deployments, school moves, and building belonging, dedicated staff ( Service Pupil Champion) memory-making resources, and communication with parents, mitigating disruption and fostering resilience. Our Service pupil Champion manages our Little Heroes club as well providing SEMH support for

pupils as a Thrive Practitioner. [Evidence Thrive Lives Toolkit Service Children's Progression](#) [Army Families Federation Guidance for schools to help Service Families](#)

- **Improving attendance:** Our Attendance Champion implement evidence-based interventions to tackle pupil absence, focusing on improving and supporting the attendance of our Targeted pupils back into the classroom. [DFE Using pupil premium guidance for school leaders](#) [EEF Supporting School Attendance](#)

## Monitoring of Targeted Approach

Supporting staff with implementation of approaches enables them to take ownership and deliver intended outcomes successfully. Monitoring the delivery of our Targeted Approach enables us to be flexible and adapt strategies when and where appropriate. Monitoring focuses on whether an approach is being delivered as intended so target support can be reviewed to secure improvement. Adaptations focus on how an approach is delivered rather than changes to its core components.

## Measuring the Impact of Targeted Approach

The impact of our Pupil Premium strategy is measured through robust data analysis and a focus on both immediate and long-term outcomes for our disadvantaged pupils.

### 1. Attainment Data

We will measure success by demonstrating:

- **Internal and National Gap Closure:** A clear and measurable reduction in the attainment gap between disadvantaged pupils and their non-disadvantaged peers. This is benchmarked against both our internal school data (non-PP pupils) and national performance data.
- **Reaching Age Related Expectation (ARE):** A significant increase in the percentage of disadvantaged pupils achieving Age Related Expectation (ARE) at the end of each Key Stage (Years 2 and 6).

### 2. Progress and Future Readiness

We will also measure success by demonstrating:

- **Accelerated Progress:** An increase in the proportion of disadvantaged pupils who are making or exceeding expected national progress rates.
- **Secondary School Readiness:** Confirmation that our Pupil Premium pupils are leaving Holy Trinity academically, socially, and emotionally prepared ('high school ready') to thrive in their secondary education and go on to achieve positive long-term outcomes, including strong GCSE results.

## Evidence to Support Trinity Targeted Approach

- Department of Education Using pupil premium guidance for school leaders [March 2025](#)
- Department of Education Strong Foundations in the first years of school [October 2024](#)
- Education Endowment Foundation [The EEF Guide to the Pupil Premium](#)
- The Sutton Trust [Double Disadvantage Socio-economic inequalities in the SEND](#)
- The Great Teaching Toolkit [Strategies for Disadvantaged Students](#)
- **National Foundation for Educational Research** [Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice](#)