

# Pupil premium strategy statement – Ramsgate Holy Trinity

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	209
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – we will publish an updated statement each academic year</b> )	2024-25 <b>2025-26</b> 2026-27
Date this statement was published	11 December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Steffi Egan (DHT)
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,000
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year (2025-26)</b> <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>	£59,000

# Part A: Pupil premium strategy plan

## Statement of intent

The context of our school is important when making decisions about our Pupil Premium Strategy and consideration is also given to the research from the Education Endowment Fund (EEF) when making decisions about strategies to implement.

We recognise that there are several common barriers to learning for our disadvantaged children. These include poor language and communication skills, a gap in attainment, fewer enrichment opportunities at home. The challenges our pupils face are varied and there is no 'one size fits all'.

Our ultimate objectives are:

- ✓ To support our pupils' mental health and well-being to enable them to access learning at an appropriate level.
- ✓ To narrow the attainment gap between our disadvantaged and non-disadvantaged pupils.
- ✓ For our disadvantaged pupils to make or exceed expected progress.
- ✓

Ramsgate Holy Trinity aims to do this by:

- ✓ Ensuring our teaching and learning opportunities meet the needs of all our pupils.
- ✓ Ensuring we provide appropriate provision for our vulnerable pupils through assessment and intervention
- ✓ Allocating Pupil Premium funding to support pupils or groups of pupils the school has identified are in need, as we recognise that not all pupils who are socially disadvantaged will necessarily be in receipt of funding.

We aims to achieve these objectives through a range of provision including, but not exclusive to:

- ✓ Ensuring all teaching is good or better thus ensuring all children receive quality first teaching
- ✓ Additional staff employed to support identified children
- ✓ Providing THRIVE provision with trained staff
- ✓ Providing access to free extra-curricular activities, trips and wraparound care

## Challenges

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

Challenge number	Detail of challenge
1	A significant number of disadvantaged pupils are on the SEND register when compared to their peers
2	A significant number of disadvantaged pupils have SEMH when compared to their peers
3	Some of our pupil premium children have lower attendance than non-PP
4	At the end of KS2, fewer PP pupils reach GDS than non-PP
5	On entry, our children's speech and communication needs are low
6	On average, disadvantaged pupils attain less well in reading; they do not read often enough and find comprehension tasks challenging. Pupils' limited experiences impacts on their vocabulary and understanding.

## 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
Ensure all pupils make progress against entry point through quality first classroom teaching and targeted personalised support	<ul style="list-style-type: none"> <li>. progress against entry point can be shown</li> <li>. through delivering meaningful professional development, the quality of teaching and learning remains high and is in line with latest research</li> </ul>
Improvement in reading skills, including phonics, and speech and communication ability and closing the attainment gap between PP and non-PP	<ul style="list-style-type: none"> <li>. progress against entry point can be shown</li> <li>. pupils identified for boosters and targeted support in lesson planning and provision maps/personalised plans</li> <li>. continued professional development how to facilitate high-quality language acquisition, especially for disadvantaged pupils</li> <li>. use of drama techniques and oracy to boost speech and communication ability</li> </ul>
Improved attendance and punctuality	.Attendance percentage for pupil premium children in line with non-pupil premium
Children having access to enrichment opportunities and develop their cultural capital	. school trips, clubs, wraparound care funded or subsidised

## 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: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and action research on cognitive theories and how best to support making knowledge sticky</p>	<p>When teachers know what research has shown are tried and tested approaches to make knowledge 'sticky', they will improve their practice and thus the quality of teaching and learning for all pupils will improve.  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions">https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions</a></p> <p>EEF Principal Investigator Dr Thomas Perry: Cognitive Science Approaches in the Classroom: Protocol for a systematic review</p> <p>What makes great teaching? by Robert Coe (et.al)</p> <p>Rosenshine's (2012) Principles of Questioning</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Re-evaluating current practice of teaching phonics, reading and writing, in particular in KS1 and resources for systematic synthetic phonics programme</p>	<p>The EEF Teaching and Learning Toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes.  <a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a></p>	<p>1, 4, 5, 6</p>

<p>Weekly drama lessons to support development of speech and language skills and emotional awareness</p>	<p>Drama lessons have a strong link to developing confidence and emotional literacy, as well as skills linked to being able to interpret inferences in text and to be able to form deductions. In addition, it gives the children an opportunity to experience emotions by acting them out and to be able to put themselves into “someone else’s shoes”.</p> <p>In addition, the impact on speech and language (diction, tone, pronunciation and embedded unknown words into an experiences context) is significant and backed up by our own observations of children’s development at school.</p>	<p>1, 2, 4, 5</p>
<p>KS2 TA’s employed in afternoons to support Pupil Premium and interventions/boosters and pre- and post- teaching</p>	<p>Small group tuition has an average impact of four months’ additional progress over the course of a year (when it is targeted at pupils’ specific needs).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional boosters by DHT, in particular for PP children in Year 5 & Year 6	Small group tuition has an average impact of four months' additional progress over the course of a year (when it is targeted at pupils' specific needs). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 4, 5
TA support for identified children	By having adult support, high-needs children are able to take part in class learning in an inclusive learning environment by adopting a collaborative learning approach, thus both strengthening academic as well as social skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	1, 2, 4, 5
Play therapy for identified disadvantaged pupils	Play therapy helps children process trauma by using play, their natural language, to express difficult feelings and experiences they can't verbalize, allowing them to safely re-enact events, build resilience, develop coping skills, and improve emotional regulation with a trained therapist's guidance in a non-threatening environment. <a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC10328142/">https://pmc.ncbi.nlm.nih.gov/articles/PMC10328142/</a>	2

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

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive curriculum activities: whole class approach and individual support and to improve the emotional and social learning in the school	Children need to learn to recognise their emotions and the emotional state of others. They also need to learn techniques to help them self-regulate.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>  <a href="https://educationendowmentfoundati">https://educationendowmentfoundati</a>	2, 3

	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441122/primary-school-attendance-guidance-2016.pdf">on.org.uk/education-evidence/guidance-reports/primary-sel</a>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and approaches.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
<p>Improve the emotional wellbeing and resilience of children and enrichment opportunities &amp; development of cultural capital:</p> <ul style="list-style-type: none"> <li>. Subsidy of educational visits</li> <li>. Offer all PP pupils one free club per term</li> <li>. subsidising wraparound care</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">EEF Social and Emotional Learning.pdf</a>  <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	2, 3

**Total budgeted cost: £ 59000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

By having additional TA support to pre- and post-teach concepts, key vocabulary is much better embedded and allows children to access new learning. It also supports children's emotional wellbeing and self-regulation in class, on the playground or in the lunch hall.

Based on our observations, children entering EYFS not school-ready, that includes being able to identify their own emotions and to be able to verbalise what they want. Through our daily Thrive-informed SEL learning sessions (embedded into the school's Thrive curriculum), our children are able to regulate their emotions better and are learning to express their needs. This has a positive effect on the children so that they can embrace learning activities and new challenges, building up resilience and determination and reducing the fear of failure.

In addition, having also used some of the PP money to fund Thrive (both training and for Thrive practitioners to work with identified children and to support whole-class approaches), children are learning to regulate their emotions and disruption of learning for all children has been significantly reduced.

Having weekly drama lessons enables all children to access high-level language and to embed it into existing linguistic knowledge. This is also linked to a strong emotional involvement with the language, which aids language acquisition even further. By also paying attention to diction and intonation, we can address aspects that would normally be referred to a speech and language specialist.

Because of the additional support provided through PP funding, our data shows that PP children make expected progress. The gap between PP and non-PP pupils is smaller than the national average. Where PP children are not working at EXS or GDS, there is often an overlap with SEND and/or SEMH.

Educational visits have been subsidised.

Every PP pupil was offered a free club for a term.

Additional funding was provided for identified PP children so that they could attend play therapy to deal with severe underlying trauma.

In addition, class teachers were released to carry out action research (research, planning, observations, reflections) to improve their understanding of adaptive teaching and the graduated approach.

The contingency funds were vital to enable a PP child to continue to access education by attending Little Oaks and for the cohort to thrive. In addition, the play therapy helped those pupils to regulate their emotions better with impact for the whole cohort.

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Play Therapy	Play Therapist
Thrive Approaches	TISS
Counselling	EWBT
Word Aware	TISS