

Pupil premium strategy statement – Leatherhead Trinity School and Nursery 2025-27



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	331
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Autumn 2025 to Autumn 2027
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	Elizabeth Killin
Pupil premium lead	Hannah Gray
Governor / Trustee lead	Dan Balsdon

Funding overview

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

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations and ambitions for our children which we live through our vision 'All things are possible for one who believes' and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that ALL our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child's potential in any way. Our school motto 'Inspiring learning, unlocking the future for all' reflects our high expectations of the whole school community and we aim to be an optimistic school in every respect.

Our population: Leatherhead Trinity school is located in an area of high social deprivation and we have a high percentage of children eligible for pupil premium compared to many in Surrey, which brings some complex challenges. However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe there is no "one size fits all" so it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish. We recognise that the gap is widest where our children have a double disadvantage and therefore we track this group separately and put bespoke interventions in place.

We offer a broad and rich curriculum to all pupils and enhance this with a wide range of extra-curricular opportunities. We are building on the success of our recent Ofsted towards ever greater inclusion for disadvantaged children in these roles and clubs 'Disadvantaged pupils pursue their hobbies and interests in clubs such as photography, martial arts and choir. They relish their leadership roles as house captains, prefects and librarians.' Ofsted March 2025

We aim to use the pupil premium funding to counter disadvantage and to ensure greater equity.

We will do this by taking a three-tiered approach: 1. Improving quality first teaching 2. Providing targeted academic interventions 3. Using a broad range of strategies to overcome barriers to learning.

Challenges

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

Challenge number	Detail of challenge																
1 Attendance	<p>Our disadvantaged children attended school 93.7% academic year 2024-25. This is above national (92.2%) and above our own previous year attendance figure (91.7%) However, it is still below non-disadvantaged children who stood at 95.8%. We would like our disadvantaged children to achieve in line with our non-disadvantaged at 95%+ in 2025-26 and sustain this across 2026-27 and 2027-28.</p> <p>Our Persistent Absence figure was 12.8% in 2024-25 which is almost in line with national (12.6%). However, disadvantaged children made up 45% of this figure which is higher than the 37% of the whole school, cohort they represent. We would like our Persistent Absence figure to drop below 10% and we want disadvantaged children to represent no more that 37% of this number.</p>																
2 Attainment	<p>Although our disadvantaged pupils attained in line with national in writing 2024-25 and above national in maths 2024-25 they do not attain line wit their non-disadvantaged peers in Reading, writing or maths and in reading they are well below bot their peers and national average.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged at Expected/not PP</td> <td>52.9%</td> <td>70.6%</td> <td>82.4%</td> </tr> <tr> <td>Non-disadvantaged at Expected</td> <td>71.4%</td> <td>78.6%</td> <td>89.3%</td> </tr> <tr> <td>National</td> <td>73%</td> <td>71%</td> <td>73%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Disadvantaged at Expected/not PP	52.9%	70.6%	82.4%	Non-disadvantaged at Expected	71.4%	78.6%	89.3%	National	73%	71%	73%
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3 Vocabulary	<p>Assessments, observations and discussions with disadvantaged pupils indicate underdeveloped oral language skills and vocabulary gaps, which affects reading and writing attainment. As a result, reading and writing attainment among disadvantaged pupils, especially those with a double disadvantage, is often below that of non-disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment</p>																
4 Additional Needs	<p>Assessments and observations indicate that disadvantage pupils frequently have a co-occurrence of additional vulnerabilities which can further impact their learning e.g. Special Educational Needs and Disabilities (SEND), (Adverse Childhood Experiences (ACEs), safeguarding concerns etc. This has resulted in significant gaps leading</p>																

	to pupils falling further behind age related expectations both emotionally and academically.
5 Personal development – extra curricular	Assessments, observations and discussions with pupils and families have identified disadvantaged pupils can have reduced engagement and participation with/access to learning and curriculum opportunities (inc.clubs, school trips parental workshops, parents evening attendance) which support the development of their cultural capital and overall wellbeing. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers continuing to reduce (23-24 data 2.4% gap, 2024-25 data 2.1% gap) • the percentage of all pupils who are persistently absent being below 10% and disadvantaged children representing no more than 37% of this figure.
Improved reading attainment among disadvantaged pupils.	A greater percentage of PP children will achieve GLD, pass the phonics screening check, achieve EXP or above at KS1 and KS2. The gap between PP and non-PP reduces internally
Improved writing attainment among disadvantaged pupils.	At least in line with national non-PP average and the gap between PP and non-PP reduces internally.
Improved maths attainment among disadvantaged pupils.	The gap between PP and non-PP reduces internally.
Improved oral language skills and vocabulary among disadvantaged pupils.	At least in line with national non-PP average and the gap between PP and non-PP reduces internally.
To improve progress of our disadvantaged children who also have additional vulnerabilities.	90% of children who are in receipt of pupil premium and also on the SEND register will achieve at least expected progress against their SMART Individual Support Plan (ISP) targets each term.

<p>To improve parental engagement to ensure children access enrichment opportunities</p>	<p>The majority of parents and carers of disadvantaged children:</p> <ul style="list-style-type: none"> • attend parents' consultations and where they don't they will be contacted • attend workshops and assemblies which support children's learning and assemblies which celebrate children's learning <p>are aware of the additional support their children are entitled to and receive</p> <ul style="list-style-type: none"> • attendance at clubs and engagement with enrichment opportunities increases
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional HLTA in all 4 phases to support core subject teaching</p>	<p>Evidence from EEF Teaching and Learning Toolkit that reducing class sizes has a positive impact of +2 months. As above high-quality staff CPD – EEF Including retention of a highly skilled teaching assistant</p>	<p>2,3,4</p>
<p>Provide professional development for staff on effective strategies for linking learning across the curriculum, emphasising the importance of disciplinary knowledge (Pupil Book study)</p>	<p>A successful curriculum is regularly revisited and evaluated. Your curriculum helps assess how existing learning experiences, materials or instructional strategies are performing while making way for the inclusion of new learning activities and changing context in your discussions.</p> <p>Education Advance</p>	<p>2,3,4</p>

Additional Teacher in EYFS to support Early oracy skills, early transcription skills and strong foundations	Evidence from EEF Teaching and Learning Toolkit that reducing class sizes has a positive impact of +2 months. As above high-quality staff CPD – EEF Including retention of a highly skilled teaching assistant	2,3,4
2 x assistant heads teaching 0.5 of the timetable to support children in KS2 with reading, writing, handwriting and maths	Evidence from EEF Teaching and Learning Toolkit that reducing class sizes has a positive impact of +2 months. As above high-quality staff CPD – EEF	2,3,4
Continue to embed and upskill staff across the school on Read Write Inc (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	2,3,4
Professional development to implement EEF recommendations around effective support for SEND children.	The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. The evidence tells us that teachers should prioritise familiar but powerful strategies, like scaffolding, modelling and explicit instruction, to support their pupils with SEND. This means understanding the needs of individual pupils and weaving specific approaches into every day, high-quality classroom teaching—being inclusive by design.	4
Reading champion recruited to lead on reading across the school and implement Reader’s Theatre and a new fluency rubric system across the school	Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge	2,3,4
Professional development to implement our curriculum that	Robust strategies for teaching vocabulary and modelling language	3

focuses on a secure understanding of vocabulary.	use in the classroom are essential to build pupils' repertoire and understanding of the meaning and usage of words. EEF – Vocabulary	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will follow the Read write Inc scheme and include regular collaboration with RWI school consultant to address specific pupil and staff training needs	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	2,4
Class teacher support in class – guided teaching groups, small group intervention, etc. Targeted support within core subjects and across the curriculum, to enable pupils to make accelerated progress.	Providing feedback is well-evidenced and has a high impact on learning outcomes. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. Feedback	2,4
School Reading champion runs readers Theatre training and promotes fluency rubric across the school	Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge	2,3,4
Additional teacher in EYFS to reduce class size in key year groups (supporting in English and maths and oracy)	Evidence from EEF Teaching and Learning Toolkit that reducing class sizes has a positive impact of +2 months. As above high-quality staff CPD – EEF	2,3,4

Pre-teaching of certain skills, specific vocabulary, knowledge, and concepts that will support access and understanding in lessons		3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues.	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	5
Funding for residential and day trips	Research by University of Exeter, 'Changing Minds – The lasting impact of school trips' supports not only academic improvement but also improving social and practical skills, attitudes and behavioural change including social and practical skills, attitudes and behavioural change	5
SLT lead on attendance and punctuality team. Numerous whole school and bespoke individual approaches to promote and encourage high attendance and good punctuality including funding of prizes and incentives	'a child who is absent a day of school per week misses an equivalent of two years of their school life. 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all' (Hants.gov.uk) "Children who are absent for substantial parts of their education fall behind and struggle to catch up. By lowering the threshold, we are encouraging schools to crack down on absence before the problem escalates" (Nick Gibb)	1
Whole staff training on behaviour and relationships, including Zones of Regulation, with the aim of developing our school	Both targeted interventions and universal approaches can have positive overall effects:	2,4,5

ethos and improving behaviour across school.		
Resources provided for children in needs e.g uniform, stationary, bags, swim wear, kit for residential	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	5
Food packs, food vouchers and Christmas Hampers procured for families in need	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	5
Breakfast Club and After School Club subsidised or offered free to children	Emotional and social needs can be barriers to learning. Children are unable to fully focus on learning if distracted by other issues.	5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.