

Pupil premium strategy statement – Matlock Bath Holy Trinity CofE Primary School

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	Matlock Bath Holy Trinity CofE Primary School
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	14.63% (6 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026 – 2028 (year 1 of 3)
Date this statement was published	20 December 2025
Date on which it will be reviewed	1 December 2026
Statement authorised by	Chris Layhe-Humphreys
Pupil premium lead	Flori Bors
Governor / Trustee lead	Zoe Oldham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,090
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	£9,090

Part A: Pupil premium strategy plan

Statement of intent

At MBHT CofE Primary School, our intention is for all children to make good progress throughout their school years, across every aspect of school life—not just academically. We believe in nurturing the whole child, ensuring they thrive socially, emotionally, and spiritually as well as academically. Some of our disadvantaged children already achieve highly, and we are committed to maintaining and building on that success.

We also aim to provide a wide range of enriching experiences that broaden horizons and prepare our pupils for life beyond school—both in the real and virtual world. This includes fostering resilience, creativity, and digital literacy so that every child is equipped for the challenges of the future.

Our core approach is to guarantee high-quality teaching in every classroom. Teachers work closely with support staff to create a consistent learning environment where timely interventions can take place. This includes small group work, targeted interventions, and one-to-one support when needed. Research shows that this approach has the greatest impact on closing attainment gaps while ensuring all children receive additional adult support across all areas of school life.

To strengthen this, we will allocate additional teaching and teaching assistant hours to maintain consistency throughout the week. This ensures misconceptions are addressed immediately and learning remains on track.

To make our approach effective, we will:

- Ensure disadvantaged children are appropriately challenged in the work they receive and the support provided.
- Intervene promptly to maintain steady progress for all learners.
- Embed a whole-school culture where every member of staff takes responsibility for the outcomes of disadvantaged children and raises expectations of what they can achieve.

Ultimately, our goal is to create an inclusive, aspirational environment where every child feels valued, supported, and empowered to reach their full potential.

Challenges

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

Part A: Pupil premium strategy plan

Challenge number	Detail of challenge
1	Vocabulary and early language acquisition. Trends over time show that our disadvantaged children entering Reception have low starting points in Communication & Language and Personal, Social and Emotional development.
2	Phonics and spelling. Our data since 2019 indicates that phonics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Further support is required although this is an improving picture as our “Monster Phonics” programme is making a difference in attainment.
3	Writing. Writing is a whole school priority for this academic year. Strategies are being put in place to develop and improve writing outcomes for all children. End of KS2 data for 2025 was 60% for ARE (cohort of 5 children) – all made very good progress from their starting points. LA support (Confident Writers programme) has been purchased to enhance writing outcomes for the long term.
4	Social, Emotional, and Mental Health (SEMH) Needs A number of disadvantaged pupils require additional support for emotional regulation, resilience, and mental well-being, which can impact their ability to focus and achieve.

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
Increased vocabulary used throughout both Key Stages	<p>Written Vocabulary Development Evidence of a wider range of vocabulary in children’s written work, including across different subjects and contexts.</p> <p>Enhanced Descriptive Writing Increased use of descriptive language in written tasks, showing creativity and detail.</p> <p>Improved Verbal Expression Greater use of descriptive language in spoken activities, such as discussions and presentations.</p> <p>Comprehension of Instructions Improved understanding and ability to follow simple and multi-step tasks independently.</p> <p>Appropriate Vocabulary for Self-Help Confident use of language when asking for help or expressing needs clearly.</p>
Increase in % of children in Y1 meeting the PSC at least in line with 2019 national	<p>Structured Daily Sessions: All children participate in daily phonics lessons using <i>Monster Phonics</i> programme to ensure systematic and consistent teaching of sounds and spelling patterns.</p> <p>Targeted Interventions: Additional phonics support is provided for pupils who need extra help, delivered through small-group or one-to-one sessions to close gaps quickly.</p> <p>Application in Writing: Children are encouraged to apply their phonics knowledge in their written work, selecting the correct spelling for words and demonstrating understanding of sound-letter correspondence.</p> <p>Cross-Curricular Integration: Opportunities are created for children to use phonics skills across subjects, reinforcing learning beyond English lessons.</p> <p>Regular Assessment: Ongoing monitoring and assessment ensure that progress is tracked and interventions are adapted to meet individual needs.</p>

<p>Application of phonic knowledge applied in writing (correct spelling)</p>	<p>Regular PSC Practice: Pupils will practise the Phonics Screening Check (PSC) skills each half term to monitor progress and identify gaps early.</p> <p>Pre-Teaching for At-Risk Pupils: Targeted phonics pre-teaching will be provided for children identified as at risk of falling behind, ensuring they have the foundations needed before new content is introduced.</p> <p>Application in KS2: Key Stage 2 pupils will continue to apply their phonics knowledge to improve spelling accuracy, supported by discrete spelling interventions such as <i>No Nonsense Spellings</i>.</p> <p>Cross-Curricular Integration: Opportunities will be created for pupils to apply phonics and spelling strategies across subjects, reinforcing learning beyond English lessons.</p> <p>Ongoing Assessment and Feedback: Regular assessment will inform timely interventions and personalised support to maintain progress.</p>
<p>Improved confidence and stamina in writing</p>	<p>Fluency in Writing: Children demonstrate greater fluency and confidence in their writing, producing pieces that have a clear sense of purpose and audience. Writing tasks show improved structure, coherence, and creativity.</p> <p>Regular SPaG Assessment: Spelling, Punctuation, and Grammar (SPaG) are assessed termly and monitored through Question Level Analysis (QLA) to identify specific gaps and inform targeted interventions.</p> <p>Impact on Progress and Attainment: These interventions lead to accelerated progress and higher attainment, ensuring pupils meet or exceed age-related expectations.</p> <p>Application Across Subjects: Children apply SPaG knowledge consistently across all curriculum areas, not just in English lessons.</p> <p>Feedback and Reflection: Pupils receive timely feedback and engage in self-assessment to improve accuracy and presentation in their work.</p>

Increased resilience, positive relationships, and self-regulation to engage confidently in school life.

Improved Emotional Regulation

Pupils can identify and manage their emotions effectively, using taught strategies to remain calm and focused during learning.

Positive Relationships

Pupils demonstrate respectful interactions with peers and adults, showing empathy and cooperation in group activities.

Increased Resilience

Pupils persist with challenging tasks, showing confidence to try again after setbacks.

Engagement in Learning

Pupils participate actively in lessons, maintain attention, and complete tasks with reduced need for adult intervention.

Reduction in Behaviour Incidents

Fewer recorded incidents related to emotional dysregulation or conflict, indicating improved self-control.

Improved Attendance and Punctuality

Pupils attend school regularly and arrive on time, reflecting improved well-being and readiness to learn.

Positive Pupil Voice

Pupils express feeling safe, supported, and happy in school through discussions.

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: **£4,590**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of teaching assistants to support through QFT and targeted intervention to close the attainment gap and nurture personal development.	<p>Strong teaching is the most influential factor in improving the academic outcomes of disadvantaged pupils of all abilities. It will also close the attainment gap between disadvantaged pupils and their peers across the county.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>These strategies are usually more effective when taught in collaborative groups, so that learners can support each other and make their thinking explicit through discussion</p>	1,2,3,4
Employment of teaching assistants to support through QFT and targeted intervention to close the attainment gap and nurture personal development.	Sutton Trust - Education Endowment Foundation (EEF) research states ' One to one tuition can be effective on average accelerating learning by approximately two - five additional months' progress. '	1,2,3,4

<p>1:1 / group support through QFT and targeted intervention to close the attainment gap and nurture personal development.</p>	<p>Providing targeted 1:1 and group tuition, focusing on English, to support gaps and barriers to learning and accelerate progress for pupils working below age related expectations in order to improve access to the whole curriculum.</p> <p>Provide targeted 1:1 and group tuition, focusing on SPaG (spellings in particular) to close misconceptions and accelerate progress for pupils working below age related expectations.</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states - ‘Small group teaching can sometimes be more effective than either one to one or paired tuition.’</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states ‘One to one tuition can be effective, on average accelerating learning by approximately two - five additional months’ progress.’</p>	<p>1,2,3</p>
--	--	--------------

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

Budgeted cost: £2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>‘Monster Phonics’ as the delivery tool for phonics.</p>	<p>Monster Phonics is a DfE approved provider Interventions will be 3x weekly for 15 minutes in addition to daily phonics sessions EEF state:</p> <ul style="list-style-type: none"> • The majority of studies have been conducted in primary schools, though there are a number of successful studies with secondary age pupils with a similar overall impact (+5 months) • Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support. • Approaches using digital technology tend to be less successful than those led by a teacher or 	<p>1,2</p>

	<p>teaching assistant. Studies of intensive support involving teaching assistants show slightly lower overall impact (+4 months) compared to those involving teachers. This indicates the importance of training and support in phonics for interventions led by teaching assistants.</p> <ul style="list-style-type: none"> • Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches. • Studies have been conducted internationally (7 countries), mainly in English-speaking countries. Those conducted outside of the USA have typically shown greater impact. <p>Monster Phonics state: Monster Phonics is child-centred and improves results. Children make progress because the approach is meaningful, interactive, and easy to understand, creating high engagement. The systematic colour-coding of graphemes linked to phoneme monsters makes phonics easier to understand. Children also love the monsters, and this brings phonics to life. Our activities are multisensory requiring reading, writing, singing and actions. Typically, schools that fully embed Monster Phonics increase phonics screening scores by 15% points in the first year. Studies also show a 23-month improvement in reading age over a 5-month period. These gains can be attributed to the child-centred systematic phonics teaching that underpins Monster Phonics.</p>	
<p>'Literacy Tree' Scheme to support the delivery of whole school English.</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p> <p>Research undertaken into English:</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1 – Focuses on supporting language, reading, and writing skills for ages 5–7. • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 -Provides seven evidence-based recommendations to develop fluent reading and writing skills for ages 7–11. <p>These reports summarise the best available research and offer practical strategies for improving literacy outcomes, including oral language development, phonics, reading comprehension, and writing approaches.</p>	<p>3</p>

<p>Developing Writing stamina and fluency using 'Literacy Tree'</p>	<p>At MBHT CofE Primary School, we use the <i>Literacy Tree</i> approach to build pupils' writing stamina through high-quality, engaging texts and purposeful writing opportunities. By immersing children in rich literature and linking writing tasks to meaningful contexts, we encourage sustained, independent writing. This approach supports progression in sentence structure, vocabulary, and creativity while fostering confidence and resilience as writers. Over time, pupils produce longer, more coherent pieces with clear purpose and audience, demonstrating improved fluency and enjoyment in writing.</p>	<p>3</p>
<p>Nuffield Early Language Intervention (20-week programme proven to help young children overcome language difficulties (x3 NELI sessions per week).</p>	<p>Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. The early literacy approaches in this toolkit led to an average impact of four additional months' progress, and some studies found that learning was improved by as much as six months.</p> <p>Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Confident Writers Programme – used to develop and deliver a whole school approach to writing across the curriculum.</p>	<p>This support programme will strengthen the leadership of writing so school leaders can confidently drive improvements throughout school. School will receive bespoke support to:</p> <ul style="list-style-type: none"> • Audit current practice, identify improvement priorities and implement actions to improve outcomes. • Explore challenges, share learning and build collaborative links between schools. 	<p>3</p>

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

Budgeted cost: **£2,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of Mental Health support available to all pupils.</p>	<p>https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>School based support is provided and led by the SMHL (currently a TA), support includes:</p> <p>Using Bucket Time to Support SEMH Development- Bucket Time is a structured, engaging approach that helps children develop attention, turn-taking, and social interaction skills in a fun and motivating way. By focusing on shared attention and enjoyment, it supports emotional regulation and builds positive relationships. This strategy aligns with our wider SEMH provision by promoting resilience, cooperation, and communication—key foundations for well-being and readiness to learn. Evidence from Bucket Time sessions demonstrates improved engagement, reduced anxiety, and stronger social skills, contributing to our whole-school approach to supporting mental health and inclusion.</p> <p>Emotional Coaching- Emotional Coaching is used to help pupils to delve deeper into identifying their emotions, what can trigger these feelings and what skills they can use to help relieve emotions like sadness, anxiety, and anger. Pupils that have been identified with having emotional or social needs benefit most from Emotional Coaching sessions, but sessions can be accessed by any pupil.</p> <p>Positive Play- Positive Play sessions consist of an individual working 1-to-1 with an adult to complete games or certain activities in a low-pressure environment. It gives pupils a chance to speak freely while engaged in a game or activity so that the problems they are facing are not at the front of their mind. Positive Play sessions are a great opportunity for pupils that have had traumatic experiences or a mental health crisis because it gives them a safe space to express themselves.</p>	<p>1,2,3, 4</p>

<p>The school will fund for all disadvantaged children to be able to attend breakfast and after school clubs to encourage overall good attendance.</p> <p>Residential and school trips will also be subsidised for all disadvantaged pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Cultural capital - Early Education (early-education.org.uk)</p> <p>States that:</p> <p>It is important to recognise that everyone has cultural capital – that is – knowledge, skills and behaviours, and that these accumulate over time through many different experiences and opportunities. Cultural capital is understood to contribute to “getting on in life” or “social status”, i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career.</p>	<p>1, 2, 3, 4</p>
--	---	-------------------

Total budgeted cost: £9,090

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 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
Phonics	Monster Phonics
English	Literacy Tree
Senior Mental Health and Well-Being Lead	DfE

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

We currently have two bee hives in school that are managed by a member of staff. Children have supported the making of the hives, monitoring them, learning about the ecosystem and will complete honey extraction in late Summer/early Autumn. The children will also jar the honey, make and design labels and help sell the honey in the community to raise funds for school.

Subsidised school visits: All school visits are heavily subsidised by the school for affordability.

School Uniform: We have a school uniform with school logo but it is made clear to parents that this is not essential, just the colour choice is essential.

Breakfast and After School Clubs: All pupil premium children can attend these at no cost.

Forecast expenditure for subsidised trips and breakfast/after school clubs for pupil premium children is approximately £2100.