

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment and outcomes of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact of last year's pupil premium grant.

School overview

Detail	Data
School Name	Trinity School
Number of pupils in school	1365
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dr C Wilson Headteacher
Pupil premium lead	Dr C Wilson
Governor / Trustee lead	Dr A Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,828
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	£302,828
Total budgeted costs this year:	£303,023

Part A: Pupil premium strategy plan

Statement of intent

At Trinity School, our mission is to ensure that every student—regardless of background, starting point, or barrier—thrives academically, socially, and personally. Our Pupil Premium strategy is rooted in the belief that disadvantage must never define destiny. We are committed to providing an ambitious, inclusive, and high-quality education that enables all students to achieve highly and leave us confident, articulate, and ready for the next stage of their lives.

Our intent is to close the attainment gap through excellent teaching, targeted intervention, and a culture of high expectations for all. We use evidence-informed approaches to secure strong progress in reading, writing, and mathematics, while ensuring students access a rich, broad curriculum that builds knowledge, character, and aspiration.

We aim to raise aspirations across the whole school community—students, staff, and families—by embedding consistent routines, collective values, and a shared language of ambition. Through high-quality CPD, coaching, and collaborative practice, we empower staff to deliver inclusive teaching that reduces cognitive load, increases engagement, and ensures every student is seen, supported, and challenged.

Our provision mapping, intervention tracking, and milestone reviews ensure that support is precisely matched to need and that impact is continually evaluated. Student voice, case studies, and family engagement shape our approach, ensuring that our strategy remains responsive, relational, and rooted in the lived experience of our community.

Through celebration, leadership opportunities, and a relentless focus on effort and progress, we nurture students who believe in themselves, understand their goals, and recognise the power of education to transform their futures.

At Trinity School, we are uncompromising in our commitment: disadvantaged students will achieve highly, grow in confidence, and experience a school culture that lifts their aspirations and expands their horizons.

Challenges

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

Challenge number	Detail of challenge
1	Attendance - The overall average attendance for disadvantaged students across the 2024/25 academic year was 83%, while non-disadvantaged students had a significantly higher average attendance of 92.8%. This data highlights a consistent gap in attendance between the two groups, with disadvantaged students attending school less frequently than their non-disadvantaged peers. The gap in attendance persists throughout the year, with disadvantaged students' attendance declining from 84.8% in the autumn term to 81.2% by the summer term. We have not been able to return to pre-pandemic levels of attendance for any group of students.
2	Outcomes - A summary of all outcomes for English and Maths attainment for 2025 showed that PP students perform significantly below Non-PP students across all attainment and progress measures. PP students also perform below non PP students in all effort categories as well.
3	Homework - Summative report data has indicated that disadvantaged students are less likely to complete homework and have an overall lower average score than for non- disadvantaged students.
4	Access - For a small number of our disadvantaged students, they are faced with considerable financial hardship at home. This can result in disadvantaged students lacking the resources required to maximise progress & attainment outcomes. For example, 27% of our disadvantaged students have taken up the opportunity to receive a laptop to assist them in independent learning tasks.

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
Improved reading comprehension among disadvantaged students across KS3	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, book scrutiny and overall progress scores with Bedrock Learning and Star Testing.
To achieve and sustain improved attendance for all disadvantaged students using a targeted RAP (Raising Attendance Plan)	The overall attendance rate for all disadvantaged students to be no less than 95%. There will also be a focus on persistent absence for PP students to drop to under 10% by 2027/28.
To achieve and sustain improved outcomes at KS4 for PP students	Gaps in attainment and progress will narrow for all PP students in line with their peers and PP students nationally.
Improved engagement with independent homework tasks	This outcome will be evidenced by improved homework completion rates across all classes and subjects within report data, teacher observations, book scrutinies.
To ensure students and parents have all relevant resources to support them in their '7 year learning journey' at Trinity School.	Sustained high levels of attainment, positive engagement with classwork, homework and school life from 2027/28 demonstrated by: -report data -qualitative data from student voice, student and parent surveys and teacher observations -a significant increase in participation in enrichment activities, particularly among disadvantaged students.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Bedrock and Accelerated Reader to support and improve the reading ages of disadvantaged students in KS3	By Improving, the reading ages in KS3 will have an overall positive impact so that students at least meet national average for reading age. KS3 students become exam ready with a focus on cross-curricular Tier 2 academic verbs to help them feel confident when moving into KS4. EEF - Improving Literacy in Secondary Schools - Recommendation 7	1,2,3 AR £4,518 pa Bedrock £6,429 pa
Continue to provide effective programme of professional development for teachers, which supports high quality teaching and learning.	The continued implementation of the Walkthru CPD will provide teaching staff which supports high quality teaching and learning. Staff will be trained to use inclusive teaching that reduces cognitive load, increases engagement, and ensures every student is seen, supported, and challenged. Staff will also receive training in developing Oracy through the Oracy 21 project to develop students confidence through a variety of opportunities EEF - Effective Professional Development	1,2,3 Oracy 21 £3,510

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

Budget Cost: £65,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide academic mentoring to identify and address underachievement through the Progress and Performance Review Days.</p> <p>This allows us to break down individual barriers to learning for each student across all subjects in an effective way</p>	<p>Our academic mentoring programme is used to 'level the playing field' by providing additional support in accessing the curriculum, as well as providing pastoral support and guidance.</p> <p>EEF-Mentoring</p>	<p>1,2,3,4,</p>
<p>To provide Intensive tuition in small groups for lower attaining learners. This targeted support will be specific to each individual's needs.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind.</p> <p>EEF - Small group tuition</p>	<p>1,2,3, £35,000 – TLC £30,984 – Maths Tutor</p>

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

Budgeted cost: £ 222,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a RAP for attendance to improve across all areas. (see separate RAP)	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels</p> <p>EEF - Attendance</p> <p>DFE - Improving School Attendance</p>	1 £10,882
Using Digital Technology to Improve Learning	<p>To ensure all disadvantaged students are issued with a laptop to support them with independent homework tasks.</p> <p>EEF - Technology</p>	3,4 £29,200
Using Digital Technology to Improve Learning and homework	<p>To implement Tassomai for all YR 10 & YR 11 students. Tassomai is a GCSE learning and revision programme which helps close the attainment gap.</p> <p>EEF - Technology</p>	2,3,4 Tassomai -£4,500
Increased staffing to tackle attendance	<p>Employment of attendance data officer to better track the attendance data to inform pastoral meetings with parents and attendance processes. Proposal to employ more staff to tackle attendance calls on a daily basis – move from 2-4</p> <p>EEF - Attendance</p>	1 £20,000 £148,000

Implementation of a 'free' breakfast service for PP students	<p>Providing a warm welcome to start the day for students so they can eat and settle in to the day before they begin learning.</p> <p>Breakfast Interventions - Rapid Evidence Assessment Education Endowment Foundation</p>	<p>1</p> <p>Potentially £1000 per week for 100 students per day.</p> <p>Termly cost for Spring Term only £10,000</p>
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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 2024 to 2025 academic year.

We are ambitious to reduce the difference between the progress of our disadvantaged students compared with non-disadvantaged students nationally. It is through a multifaceted approach that we seek to ensure excellent progress for all our students. Informed by national research, we understand the key factors in achieving this are a relentless drive to improve the quality of teaching and learning in the classroom, underpinned by strong pastoral support.

Our support and interventions were planned around three key areas: teaching, targeted academic support & wider strategies in line with the Education Endowment Foundation guidance. However, in terms of outcomes we still have gaps between our PP and non PP students.

Attendance

The overall average attendance for disadvantaged students across the 2024/25 academic year was 80.2%, while non-disadvantaged students had a significantly higher average attendance of 92.6%. This data highlights a consistent gap in attendance between the two groups, with disadvantaged students attending school less frequently than their non-disadvantaged peers. It is also disappointing that similar schools had 83.9% PP attendance. This attendance for our PP students has dropped since 23/24 also from 82% where the attendance for non PP students was similar. We have not been able to return to pre-pandemic levels of attendance for any group of students.

Academic Outcomes

A Summary of KS4 Outcomes for 2025 showed that:

PP students perform significantly below Non PP students across almost all attainment and progress measures.

The Progress 8 gap is large, with PP students showing strongly negative P8 scores compared to Non PP.

Attainment 8 scores are substantially lower for PP students.

Positive P8 rates (overall and in each basket) are much lower for PP students.

Basics measures (9–7, 9–5, 9–4) show large gaps, especially in Maths.

PP students are less likely to achieve strong or standard passes including English and Maths.

When attainment is compared against attendance our data shows that:

Lower attendance equals lower outcomes, for both PP and Non PP students .

PP pupils are over represented in low attendance bands.

In every attendance band, PP students have:

Lower Attainment 8

Lower Progress 8

Lower English and Maths P8

Fewer positive P8 scores

Lower basics outcomes

The gap is largest in the lowest attendance band (<85%).

A summary for all outcomes in all year groups can be found here: [Outcomes for 2425](#)

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
The Brilliant Club is available to non-selective state schools across England, Wales, Scotland and Northern Ireland. It is structured around seven tutorials, and pupils also attend a Graduation Event at a partner university to speak with current undergraduates and learn about university life. Each Scholars Programme placement is for 14 pupils, who are taught in two groups of seven. They work towards completing a challenging final assignment which is marked and moderated using university grades.	The Brilliant Club