

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Trinity School
Number of pupils in school	1365
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 (Version 4 – Updated following review 11.9.24)
Date this statement was published	October 2024 (Version 4)
Date on which it will be reviewed	September 2025
Statement authorised by	Dr C Wilson Headteacher
Pupil premium lead	Mr S Kenneally
Governor / Trustee lead	Dr I Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,310
Recovery premium funding allocation this academic year	£0
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	£284,310

Part A: Pupil premium strategy plan

Statement of intent

We seek to use the resource of the Pupil Premium to support disadvantaged students in making good progress and provide them with the means required to reach their full potential.

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 which is underpinned by strong pastoral support.

Our support and interventions are planned around three key areas: Teaching, Targeted Academic Support & Wider Strategies in line with the Education Endowment Foundation guidance. We are research-driven in the support and interventions we put in place, both through our own research and experience and that of the EEF, which helps, guide us in our decisions around where to fund support and interventions.

At Trinity, we have often taken the view that approaches and interventions need to embed and develop over time. Whilst the report has always been re-written and reviewed annually, this update has been developed with a longer-term view in mind, aiming for interventions to be sustained year on year, subject to them showing promise in meeting the desired outcomes.

The role of the tutor and our progress and performance leads are good examples of this, where the role is viewed as part of a long-term strategy, however, the implementation of the role and development of its focus has changed and adapted as we have become more aware of how best to support our students.

Following the aftermath of the pandemic, we are acutely aware that our planning may need to change more frequently to respond to the changing circumstances our students face.

Challenges

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

Challenge number	Detail of challenge
1	The overall average attendance for disadvantaged students across the 2023/24 academic year was 85.3%, while non-disadvantaged students had a significantly higher average attendance of 92.7%. 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 86.8% in the autumn term to 83.9% by the summer term, while non-disadvantaged students maintained higher attendance rates, decreasing slightly from 93.5% to 91.9%.
2	Last year, Pupil Premium (PP) students received a total of 1,351 equipment marks, while Non-Pupil Premium (Non-PP) students accumulated 2,466 equipment marks. On average, each PP student received around 5.61 equipment marks, compared to 3.29 marks for Non-PP students. This shows that PP students are more likely to be without essential equipment, which not only impacts their learning but also leads to lost learning time as they are less prepared for lessons. Addressing this issue is crucial in reducing the attainment gap between PP and Non-PP students.
3	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks. This results in limited resilience and students unable to overcome challenges independently.
4	Report data has indicated that disadvantaged pupils are less likely to complete homework and have an overall lower average score than for non-disadvantaged pupils.
5	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 pupils across KS3	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils 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 pupils.	The overall attendance rate for all disadvantaged pupils to be no less than 95%. There will also be a focus on persistent absence for PP students to drop to under 10% by 2024/2025. Our established learning mentor for EBSA and EBSA support team will be working with all PP PA students to make a clear difference to this outcome.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects	Teacher reports and class observations suggest disadvantaged pupils are less able to monitor and regulate their own learning. Best practice of technique development and strategy implementation will be introduced and shared in department meetings and peer coaching groups. This outcome contributes towards a whole school CPD focus within the Walkthru CPD programme. This intended outcome will also be monitored through report data which should display positive trends in increased effort and classwork scores.
Improved engagement with independent homework tasks	This outcome will be evidenced by homework completion rates across all classes and subjects within report data, teacher observations, book scrutinises and PP Mentor observations.
To ensure students and parents have all relevant resources to support them in their '7 year learning journey' at Trinity School.	<p>Sustained high levels of attainment, positive engagement with classwork, homework and school life from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - 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 pupils.

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: £ 191,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Bedrock learning to support and Improve, the reading ages of disadvantages students in KS3	<p>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.</p> <p>EEF - Improving Literacy in Secondary Schools - Recommendation 7</p>	1,3,4,5
Continue to provide effective programme of professional development for teachers, which supports high quality teaching and learning.	<p>The quality assurance of lessons involving disadvantaged students will show a good standard of teaching and learning with no inadequate teaching.</p> <p>The implementation of the Walkthru CPD will provide teaching staff which supports high quality teaching and learning.</p> <p>This in turn will Improve metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p> <p>EEF - Effective Professional Development</p>	1,3

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

Budget Cost: £65,000

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 pupil 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>	1,2,3,4,5
<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 pupils or those falling behind.</p> <p>EEF - Small group tuition</p>	1,3,4,5

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

Budgeted cost: £ 27,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Form Tutors will get training to develop and implement new procedures.</p>	<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>	2

Engagement with parents by using text message prompts to improve parental engagement and pupil attainment.	To introduce a new system where regular text messaging informs parents about dates of upcoming tests and whether homework was submitted on time. EEF - Texting Parents	4
Using Digital Technology to Improve Learning	To ensure all disadvantaged students are issued with a laptop to support them with independent homework tasks. EEF - Technology	4, 5
Using Digital Technology to Improve Learning	To implement Tassomai for all YR 10 & YR 11 students. Tassomai is a GCSE learning and revision program which helps close the attainment gap. EEF - Technology	4,5

Total budgeted cost: 284,310

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 2023 to 2024 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.

Last academic year we established three new initiatives that supported our disadvantaged students. A summary of impact can be found below:

Targeted Academic Support

Our Progress and Performance leads and our wider enrichment offer have ensured that our disadvantaged students develop as confident learners, well placed to flourish beyond school. These mentors were able to target attendance, progress, behaviour and attitude to learning for a selected group of learners in each year group. This approach allows us to break down individual barriers to learning for each student across all subjects in an effective way. The mentoring programme has made significant impact to help bolster performance, overcome any barriers to learning and encourage student focus to maximise progress.

Teaching

An effective programme of professional development for teachers, which supports high-quality teaching and learning was further developed with the introduction of the Walkthrus CPD programme. WalkThrus collects, curates and clarifies the most effective teaching techniques, bringing the world of research to every teacher's fingertips. The quality assurance of lessons (involving disadvantaged students) demonstrated a good standard of teaching and learning with no inadequate teaching.

The implementation of the Walkthrus CPD programme has provided teaching staff which has supported high-quality teaching and learning in the classroom.

Wider Strategies

Wider Strategies that were established were that all of our disadvantaged students were allocated a laptop to support homework; this levels the playing field and allows them to have equal access to resources. The purchase of Bedrock learning and Tassomai was successfully established to support and improve, the reading ages of disadvantaged students in KS3 and the revision habits of our KS4 students. We have continued working with our caterers to provide menu testing to our disadvantaged students that identified the need for a breakfast club. Enrichment taster activities such as museum trips, CrossFit sessions, STEM activities and enhanced cultural capital opportunities. We also introduced a Holiday and Food Programme (HAF) which supported our most vulnerable students in the summer holidays.

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