Trinity School Pupil Premium Strategy Statement 2023 to 2026

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1357 (11 to 16 school)
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers	2023 to 2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr D Samson, Headteacher
Pupil premium lead	Mr G Brentnall, Assistant Headteacher
Governor	Mrs L Walkingshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,000
Recovery premium funding allocation this academic year	£75,000
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£332,000

Part A: Pupil Premium Strategy Plan

Statement of intent

We aim to make a difference to young people's lives, to develop an awareness and respect for spiritual and moral values so that they can make a difference to the lives of others. It is our mission to ensure that, f**or all** students, we provide them with the values, knowledge and skills which will enable them to lead a full and fulfilling life. *John 10:10*

Our vision means that outcomes for disadvantaged students are a high priority for us to ensure equity and inclusion. We believe that we are scandalously inclusive, recently opening an inclusion unit to support the needs of a variety of students. We have a large Learning Support department, well above the national average number of students with EHCPs are taught in our highly successful 'Home Group' located at the heart of the school. We have a higher than average number of Looked after Children. We understand that life is difficult for many of our students and aim to teach them endurance to that they can be resilient in all that they strive for.

We operate a 'keep 'em in' culture and students are offered second chances and fresh starts regularly. Relationships between staff and students are key to providing a good atmosphere for learning. We treat each other with compassion but take a firm line when needed, restoring relationships and making sure that lost sheep are returned to the fold.

This vision feeds into our work with disadvantaged students, our ultimate objective being that when they leave they have the same opportunity for going on to lead a full and fulfilling life as everyone else.

Our current strategy encompasses three strands: high quality teaching, targeted academic support and wider strategies, using the EEF guide to supporting planning.

Our aims in improving teaching use EEF guidance in two areas: metacognition and self-regulated learning and improving behaviour in schools. We have also focused on English, maths and science as these areas are vital to success in the next stage of life.

Our targeted academic support uses high quality teaching assistants in a variety of roles, alongside school led tutoring using teachers of English and maths, working with students in small groups.

Wider strategies operate to support our vision, namely our Home Group and Zone provisions. This area also encompasses work on attendance, behaviour, wellbeing and aspiration as well as some smaller bespoke projects to support equity. We have created roles to develop staff whilst also creating opportunities for Pupil Premium students in a variety of strands across the school, such as literacy, extra-curricular, sixth form mentors, rewards, attendance and student voice.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills, including both reading, writing and oracy
2	Numeracy skills, particularly problem solving.
3	Thinking skills and a willingness to be challenged in learning.
4	Engagement, expectations, work intensity and behaviour
5	Attendance
6	Wellbeing issues

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 numeracy and literacy skills	The proportion of PP students that are on track in Maths and English is in line with all other students at Key Stage 3. The attainment gap between PP students and al other students in Maths and English narrows at GCSE.
Improved progress for disadvantaged students	P8 reduces from -1.13 in 2023 to at least the national gap by 2026.
Improve attendance for targeted students	Whole school attendance 95% and PP students in line with this. Persistent absence for PP group reduces.
Improve behaviour for targeted students	Reduction in negative behaviour statistics (C4, suspensions and PEX) for PP group.
Improved wellbeing	Yearly surveys and regular student voice show students know where to find help and have access to support in school and through pastoral signposting to external agencies.

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

Budgeted cost: £13,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school oracy (Voice 21) and reading (Talk Aloud/DEAR)	Literacy interventions show +4 +5 and +6 extra month progress from EEF T and L toolkit. Reading comprehension strategies are high impact on average (+6 months).	1
CPD focus on Questioning and Challenge strands	This project is based on a strand from the EEF guidance report (promoting and developing metacognitive talk in the classroom) and research suggests +7 months progress from this type of approach.	3
Development of 'entrance tickets' and introduction of 'exit tickets' across the school	Some research shows the benefits of retrieval practice to enhance long term memory, particularly if followed by feedback. Our use of the entrance ticket will also support lesson starts and an increased work intensity at the start of each lesson.	3,4
Development of in house CPD course	There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with some studies suggesting gains equating to more than two years' progress in one year. These gains have been shown to be even greater for students from disadvantaged backgrounds (Wiliam 2016 and Timperley et al) thus having the potential to improve the life chances of all students.	3
Sharing of PP micro strategies and further development of this	SEND and behavioural strategies such as student passports, behaviour and learning plans that focus teachers on areas of specific need and action are known to be successful and necessary. This in school version for all PP students has shown to be successful in keeping the needs of PP students high in the minds of teachers as they plan learning for all.	3,4
Mastery Maths CPD and development of new scheme of work	EEF evidence suggests Mastery learning gives +5 months progress for students.	2
Support for NQTs and RQTs	There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with some studies suggesting gains equating to more than two years' progress in one year. These gains have	3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	been shown to be even greater for students from disadvantaged backgrounds (Wiliam 2016 and Timperley et al) thus having the potential to improve the life chances of all students.	
CPD research projects (SEND focus for K code students)	There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with some studies suggesting gains equating to more than two years' progress in one year. These gains have been shown to be even greater for students from disadvantaged backgrounds (Wiliam 2016 and Timperley et al) thus having the potential to improve the life chances of all students.	3,4

Targeted academic support

Budgeted cost: £215,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition using maths and English HLTAs	According to the EEF's report 'The Attainment Gap' 2017: "Targeted small groups and one-to-one interventions have the potential for the largest immediate impact on attainment." EEF evidence suggests that this can lead to +5 months progress for one to one and +4 for small groups.	1
School led tutoring	According to the EEF's report 'The Attainment Gap' 2017: "Targeted small groups and one-to-one interventions have the potential for the largest immediate impact on attainment." EEF evidence suggests that this can lead to +5 months progress for one to one and +4 for small groups.	1,2

Wider strategies

Budgeted cost: £141,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
New behaviour system and rewards (and behaviour curriculum) and ongoing use of EEF report on behaviour (adoption of EMR etc) and link to behaviour hubs	EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +4 months progress.	4
Attendance officer and rewards strategy	NfER briefing for school leaders identifies addressing attendance as a key step DFE research shows that the higher the overall absence rate across KS2 and KS4, the	5

	lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons.	
Early careers interviews and sixth form taster days	Although raising aspirations is not recommended via EEF we recognise that pathways to life after school are essential. EEF research states that children from poorer backgrounds are more likely to be uncertain about what qualifications are needed to access their chosen career. We have found that students who know their long-term goals are more motivated to work hard and succeed.	4,5
Grime project and other cultural capital projects such as Dance	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about +3 months progress.	4,5
Resources (uniform, revision guides, music lessons etc)	Although there is insufficient evidence from the EEF, we know that by simply providing uniform where needed, this barrier is removed.	5
School counsellor and listening service	DFE report 'Counselling in Schools' states "Many pupils report improvements in their capacity to study and learn following counselling and frequently report that counselling helps them to concentrate." Pupils also report an increased motivation for school and schoolwork. PHE report on "The link between pupil health and wellbeing and attainment" also supports this strategy as having a positive impact.	6
Zone provision	The use of SULP and other such initiatives also benefits students and EEF evidence shows that social and emotional interventions can improve progress by +4 months on average. EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +4 months progress.	4,5

Total budgeted cost: £370,758

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 2022 to 2023 academic year.

- P8 remained largely static for PP students at -1.13 – there were several students who dd not attend for any exams who have had an impact on this figure.
- Whole school attendance was 88.6% in 2023 with 81.3% for PP cohort, below national comparators.
- Behaviour statistics for PP group show that suspensions remain high, although these were reducing significantly during the year.

Evaluation: PP students' achievement is being impeded still by poor attendance and behaviour, in particular for K code boys, and a small group of SEMH students. These areas remain a high priority for the 2023 to 2026 strategy.

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

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?	Pastoral support from year tutors and access to counselling services if required
What was the impact of that spending on service pupil premium eligible pupils?	Students known to year teams and supported as necessary

Further information (optional)

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

Glossary of Terms

PP – Pupil Premium

EHCP – Educational and Health Care Plan

EEF – Education Endowment Foundation

P8 – Progress 8

A8 – Attainment 8

SEND – Special Educational Needs and Disabilities

K code – SEND need

Zone – Trinity alternative provision

Home Group – Alternative pathway for SEND students

PEX – Permanent Exclusion

C4 – Consequence 4 on the school behaviour system

T and L – Teaching and Learning

CPD – Continuing professional development

SULP – Social use of language programme

NfER – National foundation for educational research

DFE – Department for Education

PHE – Public Health