

# Pupil premium strategy statement – Trinity Church of England School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	1060
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2021-2025
Date this statement was published	
Date on which it will be reviewed	2024
Statement authorised by	
Pupil premium lead	Clare Shobbrook
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,330
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£350,330

# Part A: Pupil premium strategy plan

## Statement of intent

*The key aims of the Pupil Premium Strategy are:*

- *Close the attainment gap between Pupil Premium (PP) and non-PP pupils*
- *Improve PP pupils' attendance to align with the school average*
- *Reduce negative behaviour sanctions for PP pupils*

*Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*

*We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.*

*Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed above, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to enable pupils excel. To ensure they are effective we will:*

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

## Challenges

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

Challenge number	Detail of challenge
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1	<p>The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last year indicate that the percentage difference on entry for maths scores is 1.9% lower for our disadvantaged pupils. Outcomes at year 11 show last academic year show disadvantaged pupils had an average A8 in maths of 40.5 versus 50.5 for non-disadvantaged pupils.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, between 7-9% of our disadvantaged pupils arrive below age-related expectations compared to 4-6% of their peers. This gap persists during pupils' time at our school.</p>
3	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. 60 pupils (37 of whom are disadvantaged) currently require additional support with social and emotional needs, with 24 (18 of whom are disadvantaged) currently receiving small group interventions.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-2.9% lower than for non-disadvantaged pupils.</p> <p>20.5% of disadvantaged pupils have been 'persistently absent' compared to 11.5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
<i>Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in maths.</i>	Disadvantaged pupils achieving in line with non-disadvantaged pupils with an A8 of 5.0 or higher
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Fewer pupils are seeking support for negative SEMH symptoms. Pupil surveys reflect an understanding and use of strategies and an improved sense of wellbeing against surveys at the start of the academic year.

Improved attendance for disadvantaged pupils, particularly at KS3	Attendance is in line with non-disadvantaged pupils and above national average.
Improved behaviour management of disadvantaged pupils with them achieving a higher number of rewards and fewer sanctions.	Rewards and sanctions are in line with non-disadvantaged pupils. Suspensions are equal or below non-disadvantaged pupils.

## 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: £ 104,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first maths teaching</i>	<a href="https://www.q1e.co.uk/learning/maths/">https://www.q1e.co.uk/learning/maths/</a> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	1
<i>Whole school CPD budget</i>	Our Continuous Professional Development budget has been allocated with a focus on effective professional development as outlined by the Education Endowment Foundation below <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> All staff have been allocated weekly departmental sessions throughout the year to develop their subject knowledge and pedagogy. This is to ensure that all teachers regularly reflect on their practice and are supported to develop as subject experts.	1, 2
<i>Zones of regulation training to whole school during Family Group (PSHE) time.</i>	<a href="https://researchschool.org.uk/derby/news/zones-of-regulation">https://researchschool.org.uk/derby/news/zones-of-regulation</a>	4

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

Budgeted cost: £ 205,120

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Use of SparxMats</i>	<a href="https://www.rand.org/randeurope/research/projects/2021/analysing-the-relationship-between-sparx-maths-and-maths-outcome.html">https://www.rand.org/randeurope/research/projects/2021/analysing-the-relationship-between-sparx-maths-and-maths-outcome.html</a>	1
<i>KS4 interventions</i>	Small group tuition   EEF (educationendowmentfoundation.org.uk ) This is carefully implemented only in subject areas where there is an identified need. For example, interventions in Maths and English has supported improved outcomes in the last academic year.	1,2
<i>Bedrock</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2
<i>Thinking Reading</i>	<p>The 'Thinking Reading' programme is a structured, research-based intervention designed to address significant reading challenges among secondary school pupils. It employs rigorous assessment and systematic instruction to facilitate rapid and complete reading catch-up.</p> <p>The book "Thinking Reading: What every secondary teacher needs to know about reading" provides an extensive overview of the research underpinning the programme. It discusses evidence-based practices and addresses the unique requirements of secondary pupils.</p> <p>The programme incorporates Precision Teaching performance standards to assess pupil progress and inform daily instructional decisions. This method, rooted in Applied Behaviour Analysis, ensures that teaching strategies are responsive to individual pupil performance, thereby enhancing the effectiveness of the intervention.</p>	2
<i>2x full time learning mentors</i>	<p>On average, mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=mentoring</a></p>	1,2,3,4,5
<i>Black Caribbean champion</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=mentoring</a>	1,2,3,4,5
<i>1 x behaviour mentor</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-</a>	1,2,3,4,5

	<a href="#">toolkit/mentoring&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=mentoring</a>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 41,210

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Employ a 0.75 attendance officer to monitor attendance and oversee interventions</i>	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance</a>	5

**Total budgeted cost: £ 350,330**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*Our initial assessments of the 2023/24 academic year demonstrate that our disadvantaged pupils have continued to make progress towards national expectations, The data across external examinations demonstrates that disadvantaged pupils are benefiting from our highly personalised approach. This has been vitally important as we work with them to overcome the impact of covid and support them as we move forwards as an organisation.*

*In Year 11, the Pupil premium children have an estimated Progress 8 0.26 with the non PP at 0.65. This is a gap, and we will continue to mitigate against this gap, but a P8 score of 0.26 is a positive figure for our PP students.*

*Pupils have benefited from outstanding teaching and the development of a highly effective CPD programme has seen an improvement in the data in Year 7 and 8, particularly in their reading. This has been supported by continued family group reading and a greater investment in the school's library will positively impact pupils' views of themselves as readers. We have introduced more teaching time to the quality of reading in a range of subjects.*

*A greater number of disadvantaged children have access to clubs after school as well as the enrichment opportunities that are built into the school timetable. They have been able to access a real breadth of opportunities from sport to art and computing.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.*