Pupil Premium strategy statement

Author / Responsible Person	Principal
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This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	616
Proportion (%) of pupil premium eligible pupils	47.9%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2023-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Principal
Pupil premium lead	Josh Vallance
Governor / Trustee lead	Ekaterina Shivarova

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£322,350
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£322,350

Part A: Pupil premium strategy plan

Statement of intent

At Trinity Academy, our motto, libertas per cultem ('freedom through education'), is the clearest distillation of our vision for education. We believe that a good education is empowering and emancipatory. It brings choice, it brings freedom, and it levels the playing field. This is especially true for those students for whom the academy receives Pupil Premium funding. We wany to ensure that by the time our students leave our academy, all doors remain open to them.

To achieve our vision, we use pupil premium funding to provide structures and opportunities for those students who need additional help to achieve success in line with, or better than, school and national expectations. This strategy document outlines how the academy plans to spend the Pupil Premium funding that it will receive in 2024/25, and the rationale underpinning that strategy.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. 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. High-quality 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 below, 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 help 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

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Barriers to future attainment and progress for pupils:
Internal barriers at Trinity Academy:
• Poor literacy skills
• Poor numeracy skills
• Poor behaviour and social skills

• Weak independent learning skills

External barriers
• Emotional and social factors including safeguarding
• Erratic and / or persistent attendance
• Lack of knowledge with respect to different education/career pathways
• Lack of opportunities to the wider curriculum and opportunities outside of school

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. High-quality teaching is at the centre of our approach and focusses on areas where disadvantaged pupils require it most.

This includes targeted support based on robust diagnostic assessment of need and helping pupils to access a broad and balanced curriculum. Our Pupil Premium strategy is focused on three areas:
1. **Teaching & Learning** – we ensure that the attainment and progress of not only our disadvantaged students, but all students are high by having a well-developed teaching and learning programme through our responsive instructional learning model.
2. **Targeted Interventions** – students with an EHCP receive additional support. In addition, some of our most disadvantaged students receive one-to-one and group mentoring through our mentoring, SALT, homework club, literacy and numeracy support, and year team pastoral support.
3. **Wider pastoral strategies** – this includes access to our in-house counselling service, strategies supporting attendance, Lambeth EWO support, behaviour, social and emotional support and breakfast club.
All members of the academy community have a role to play in ensuring the success and achievement of our Pupil Premium students. To ensure our strategy is effective we will:
• Model good behaviour explicitly through our Character Programme.
•Ensure teachers have high academic expectations and set challenging work.
• Early intervention at the point a particular need is identified.

The combination of these strategies provides our students with the structure and opportunities required to help them achieve success in life and excel. 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 our results in recent years demonstrate that this approach is working as PP students at Trinity Academy achieve above national expectations.

Challenges

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

Challenge number	Detail of challenge
1	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. Assessments on entry to year 7 in the last 2-3years indicate that between 32 - 34% of our disadvantaged pupils arrive below age-related expectations compared to 20 - 32% of their peers. Subsequent internal and external assessments show that this gap widens by around 11% during pupils' time at our school.
2	Assessments and observations of KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last 3 years, between 57 - 64% of our disadvantaged pupils arrive below age-related expectations. Fewer disadvantaged pupils catch up to their age-expected levels during their time at our school.
3	Our assessments and observations of pupils and discussion with families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. This has resulted in knowledge gaps, resulting in disadvantaged pupils falling further behind age-related expectations, especially in maths.
4	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.
5	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. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high. 65 pupils (46 of whom are disadvantaged) currently require additional support with social and emotional needs, with 32 (23 of whom are disadvantaged) currently receiving small group interventions.

6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.3 - 4.7% lower than for non-disadvantaged pupils. 41.7 - 45.7% of disadvantaged pupils have been 'persistently absent' compared to 27.7 - 33.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Progress Measures

2023-24	Disadvantaged	Non-disadvantaged
Overall	-0.171	-0.209
English	-0.291	-0.373
Maths	+0.119	+0.015
Ebacc	+0.091	+0.214
Open	-0.545	-0.672

2022-23	Disadvantaged	Non-disadvantaged
Overall	-0.966	-0.699
English	-0.654	-0.313
Maths	-0.863	-0.448
Ebacc	-1.056	-0.798
Open	-1.317	-1.025

Improvements	
Overall	+0.795
English	+0.363
Maths	+0.982
Ebacc	+1.147
Open	+0.772

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 attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on maths.	By the end of our current plan in 2024/25, 58% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: • an average Attainment 8 score of at least 42 • an EBacc average point score of at least 3.8 • at least 33% passing GCSE maths at grade 5 or above

Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a 10% improvement in 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 and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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: **£200,852**

Activity	Evidence that supports this approach	Challenge number(s) addressed

Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1, 2, 3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training, primarily around the development of our character curriculum. .	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | Teaching and Learning Toolkit | EEF	1, 4
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3	1, 3, 4
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. It will be rolled out first in maths to help raise maths attainment for	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)	1, 2

disadvantaged pupils, followed by subjects identified as priorities.		

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

Budgeted cost: £56,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing a blend of mentoring and school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF	1, 2, 3
Delivering well-evidenced numeracy teaching assistant interventions for pupils that require additional support.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions | Teaching and Learning Toolkit | EEF	1, 3

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

Budgeted cost: **£65,470**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific	There is evidence to suggest that CBT can have a high impact on risk	5

pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub and teacher release time. Additional resources have been allocated to the pastoral team that include a new Head of Pastoral and an additional mentor.	behaviours and behavioural difficulties: Cognitive Behavioural Therapy (Youth Endowment Fund) Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions A wide range of evidence supports the idea that certain variables are linked to school behaviour and factors that influence school behaviour. behaviour. All academy staff are expected to lead by example and offer guidance through our Character Programme and a consistent approach to the Trinity 5.	
Embedding good practice set out in DfE's guidance on working together to improve school attendance. Staff training and release time to develop and implement procedures. The appointment of an attendance officer and investing in the local authority attendance package to support with the raising of attendance generally as well as offer more targeted interventions and strategies	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Attendance is monitored closely, and we adopt a whole-school approach to improving persistent absence levels.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Wide range of extra-curricular opportunities are	The offer of a wide-range of extra-curricular opportunities supports well-	6

offered to all students, including a programme of drama and music activities are delivered through extra-curricular clubs and cultural trips	being, behaviour and conduct as well as aspiration. Furthermore, a robust careers programme focusses on life skills, careers and confidence, As well as being valuable in itself, arts participation can have a positive impact on education outcomes when the interventions are linked to academic targets. Arts participation | Teaching and Learning Toolkit | EEF	

Total budgeted cost: £322,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that pupil outcomes have continued to improve across all measures, including for disadvantaged pupils and especially at KS4 4+ measures. English and history, in particular, have seen a higher level of success compared to maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged pupils' engagement with school continues to improve across all measures.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

A pervious leadership team undertook a range of strategies laid out in their PP strategy.

Programme	Provider
KS3 Curriculum	Oak Academy

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**
N/A
The impact of that spending on service pupil premium eligible pupils
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** N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence on feedback demonstrates it has significant benefits, particularly for disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local Mental Health Support Team and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.

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